



# **SFJ Awards Level 2 Certificate in Business Administration**



# Qualification Handbook

## SFJ Awards Level 2 Certificate in Business Administration

Qualification Number: 603/4766/1

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# 1 Introduction

## 1.1 About us

SFJ Awards is part of the Workforce Development Trust, together with Skills for Justice and Skills for Health. For over 10 years **Skills for Health** and **Skills for Justice** have been working with employers, Governments of the UK and agencies within the skills system, to better equip workforces with the right skills now and for the future.

During this time both Skills for Health and Skills for Justice have earned an enviable reputation for their knowledge of the health and justice sectors and their proactive approach to the development of skills and qualifications, along with an ability to deliver genuinely workable solutions for the employers they represent.

SFJ Awards is an awarding organisation that builds upon this reputation. We work with employers in the policing, community safety, legal, armed forces and health sectors and understand their specific challenges, enabling us to quality assure learning outcomes that are suited to the needs of the sectors.

Customer satisfaction is the cornerstone of our organisation, and is delivered through an efficient service, providing excellent value for money.

## 1.2 Customer Service Statement

Our Customer Service Statement is published on SFJ Awards website giving the minimum level of service that centres can expect. The Statement will be reviewed annually and revised as necessary in response to customer feedback, changes in legislation, and guidance from the qualifications Regulators.

## 1.3 Centre support

SFJ Awards works in partnership with its customers. For help or advice contact:

SFJ Awards  
Consult House  
Meadowcourt Business Park  
4 Hayland Street  
Sheffield  
S9 1BY

Tel: 0114 284 1970

E-mail: [info@sfjawards.com](mailto:info@sfjawards.com)

Website: [www.sfjawards.com](http://www.sfjawards.com)

# 2 The Qualification

## \* Qualification Withdrawal \*

Please note that the SFJ Awards Level 2 Certificate in Business Administration is being withdrawn. No learners can therefore be registered on this qualification after 30 September 2022 and all certifications must be completed by 30 September 2023.

### 2.1 Qualification objective

This handbook relates to the following qualification:

SFJ Awards Level 2 Certificate in Business Administration

Administrators need a broad range of skills to work efficiently and help increase business productivity. The nature of administrative roles varies depending on the level and sector in which individuals are employed.

This qualification aims to provide a flexible structure with a wide range of optional units to allow its use in different environments. Administrative tasks may include producing business documents, contributing to the organisation of events, developing and delivering presentations, providing reception services, using and maintaining office equipment, providing administrative support for meetings, using a variety of software packages, analysing and presenting business documents and managing projects. The qualification's objective is to equip individuals with not only business-specific knowledge and skills required to carry out administrative roles, but also the softer-skills such as communication, team working and interpersonal skills.

### 2.2 Pre-entry requirements

There are no pre-entry requirements for enrolling to complete this qualification.

### 2.3 Qualification structure

This qualification is made up of 3 mandatory units and a range of optional units to allow selection of those appropriate to the context. To be awarded this qualification the learner must achieve a total of 27 credits as shown in the tables below; 10 credits from the mandatory units and a minimum of 17 credits from the optional units.

<b>Mandatory Group A</b>					
<b>Unit Number</b>	<b>Odyssey Reference</b>	<b>Unit Title</b>	<b>Level</b>	<b>GLH</b>	<b>Credit Value</b>
H/506/1893	1076	Communication in a business environment	2	19	3
L/506/1788	861	Manage personal performance and development	2	18	4
R/506/1789	866	Develop working relationships with colleagues	2	19	3

<b>Optional Group B</b>					
<b>Unit Number</b>	<b>Odyssey Reference</b>	<b>Unit Title</b>	<b>Level</b>	<b>GLH</b>	<b>Credit Value</b>
J/506/1899	1077	Principles of providing administrative services	2	25	4
T/506/1901	1078	Principles of business document production and information management	2	21	3
A/506/1883	1079	Administer the recruitment and selection process	2	25	3
D/506/1813	880	Handle mail	2	15	3
D/506/1875	1080	Organise business travel or accommodation	2	23	4
H/506/1814	909	Provide reception services	2	15	3
H/506/1876	1081	Provide administrative support for meetings	2	28	4
K/506/1815	1082	Prepare text from notes using touch typing	2	26	4
L/506/1807	908	Manage diary systems	2	12	2

Optional Group B					
Unit Number	Odyssey Reference	Unit Title	Level	GLH	Credit Value
L/506/1810	1083	Collate and report data	2	19	3
L/506/1869	910	Contribute to the organisation of an event	2	23	3
L/506/1905	881	Employee rights and responsibilities	2	16	2
M/506/1816	1084	Prepare text from shorthand	2	46	6
M/506/1895	911	Buddy a colleague to develop their skills	2	19	3
R/506/1811	879	Store and retrieve information	2	19	4
R/506/1887	1085	Administer parking dispensations	2	25	3
R/506/1890	1086	Administer finance	2	21	4
T/506/1817	1087	Prepare text from recorded audio instruction	2	15	4
T/506/1865	1088	Archive information	2	14	3
T/506/1879	1089	Administer human resource records	2	28	3
Y/506/1809	1090	Produce business documents	2	24	3
Y/506/1812	1091	Produce minutes of meetings	2	13	3
Y/506/2295	1097	Maintain and issue stationery and supplies	2	18	3

Optional Group B					
Unit Number	Odyssey Reference	Unit Title	Level	GLH	Credit Value
J/506/1868	1098	Use and maintain office equipment	2	10	2
M/502/4300	1099	Using Email	2	20	3
F/502/4396	495	Bespoke Software	2	20	3
F/502/4625	496	Spreadsheet Software	2	30	4
J/502/4559	498	Data Management Software	2	20	3
M/502/4622	501	Presentation Software	2	30	4
R/502/4628	502	Word Processing Software	2	30	4
R/502/4631	503	Website Software	2	30	4
A/506/2130	882	Deliver customer service	2	27	5
F/601/8320	958	Processing customers' financial transactions	2	8	4
T/505/1238	1100	Payroll Processing	2	20	5
R/506/2134	896	Process information about customers	2	14	3
Y/506/2149	901	Develop customer relationships	2	18	3
A/506/1818	1101	Understand the use of research in business	2	40	6



Optional Group B					
Unit Number	Odyssey Reference	Unit Title	Level	GLH	Credit Value
D/502/9928	1103	Principles of marketing theory	2	30	4
D/502/9931	1104	Principles of digital marketing	2	40	5
K/503/8194	1105	Principles of customer relationships	2	18	3
R/505/3515	1107	Know how to publish, integrate and share using social media	2	40	5
F/505/6880	1108	Exploring Social Media	2	16	2
L/505/3514	1109	Understand the safe use of online and social media platforms	2	35	4
J/506/1806	867	Principles of equality and diversity in the workplace	2	10	2
R/506/2294	864	Principles of team leading	2	37	5

## 2.4 Total Qualification Time (TQT)

Values for Total Qualification Time<sup>1</sup>, including Guided Learning, are calculated by considering the different activities that Learners would typically complete to achieve and demonstrate the learning outcomes of a qualification. They do not include activities which are required by a Learner's Teacher based on the requirements of an individual Learner and/or cohort. Individual Learners' requirements and individual teaching styles mean there will be variation in the actual time taken to complete a qualification. Values for Total Qualification Time, including Guided Learning, are estimates.

Some examples of activities which can contribute to Total Qualification Time include

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience

<sup>1</sup> Total Qualification Time, Ofqual November 2018

<https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications>

- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning
- All Guided Learning

Some examples of activities which can contribute to Guided Learning include:

- Classroom-based learning supervised by a Teacher
- Work-based learning supervised by a Teacher
- Live webinar or telephone tutorial with a Teacher in real time
- E-learning supervised by a Teacher in real time

All forms of assessment which take place under the Immediate Guidance or Supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

The Total Qualification Time and Guided Learning Hours for this qualification are as follows:

Qualification Title	TQT	GLH
SFJ Awards Level 2 Certificate in Business Administration	270	126

## 2.5 Age restriction

This qualification is available to learners aged 16 years and over.

## 2.6 Opportunities for progression

This qualification creates a number of opportunities for progression into business and/or management related qualifications and job roles.

## 2.7 Use of languages

SFJ Awards business language is English and we provide assessment materials and qualification specifications that are expressed in English. Assessment specifications and assessment materials may be requested in Welsh or Irish and, where possible, SFJ Awards will try to fulfil such requests. SFJ Awards will provide assessment materials and qualification specifications that are expressed in Welsh or Irish and support the assessment of those learners, where the number of learners makes it economically viable for SFJ Awards to do so. More information is provided in the SFJ Awards' Use of Language Policy.

For learners seeking to take a qualification and be assessed in British Sign Language or Irish Sign Language, please refer to SFJ Awards' Reasonable Adjustments Policy. A learner may be assessed in British Sign Language or Irish Sign Language where it is permitted by SFJ Awards for the purpose of Reasonable Adjustment.

Policies are available on our website [www.sfjawards.com](http://www.sfjawards.com) or on request from SFJ Awards.

# 3 Qualification Units

## Mandatory Group A

<b>Title</b>	Communication in a business environment	
<b>Level</b>	2	
<b>Unit Number</b>	H/506/1893	
<b>Credit Value</b>	3	
<b>GLH</b>	19	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand the requirements of written and verbal business communication	1.1	Explain why different communication methods are used in the business environment
	1.2	Describe the communication requirements of different audiences
	1.3	Explain the importance of using correct grammar, sentence structure, punctuation, spelling and conventions in business communications
	1.4	Explain the importance of using appropriate body language and tone of voice when communicating verbally
2. Be able to produce written business communications	2.1	Identify the nature, purpose, audience and use of the information to be communicated
	2.2	Use communication channels that are appropriate to the information to be communicated and the audience
	2.3	Present information in the format that meets the brief
	2.4	Adhere to agreed business communication conventions and degree of formality of expression when producing documents
	2.5	Produce business communications that are clear, accurate and correct
	2.6	Meet agreed deadlines in communicating with others

<p>3. Be able to communicate verbally in business environments</p>	<p>3.1 Identify the nature, purpose, recipient/s and intended use of the information to be communicated</p> <p>3.2 Use language that is appropriate for the recipient's needs</p> <p>3.3 Use body language and tone of voice to reinforce messages</p> <p>3.4 Identify the meaning and implications of information that is communicated verbally</p> <p>3.5 Confirm that a recipient has understood correctly what has been communicated</p> <p>3.6 Respond in a way that is appropriate to the situation and in accordance with organisational policies and standards</p>
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<b>Title</b>	Manage personal performance and development	
<b>Level</b>	2	
<b>Unit Number</b>	L/506/1788	
<b>Credit Value</b>	4	
<b>GLH</b>	18	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Be able to manage personal performance	1.1	Agree specific, measurable, achievable, realistic and time-bound (SMART) objectives that align with business needs with line manager
	1.2	Agree criteria for measuring progress and achievement with line manager
	1.3	Complete tasks to agreed timescales and quality standards
	1.4	Report problems beyond their own level of competence and authority to the appropriate person
	1.5	Take action needed to resolve any problems with personal performance
2. Be able to manage their own time and workload	2.1	Plan and manage workloads and priorities using time management tools and techniques
	2.2	Take action to minimise distractions that are likely to limit the effective management of time and the achievement of objectives
	2.3	Explain the benefits of achieving an acceptable “work-life balance”
3. Be able to identify their own development needs	3.1	Identify organisational policies relating to personal development
	3.2	Explain the need to maintain a positive attitude to feedback on performance
	3.3	Explain the potential business benefits of personal development
	3.4	Identify their own preferred learning style(s)
	3.5	Identify their own development needs from analyses of the role, personal and team objectives
	3.6	Use feedback from others to identify their own development needs

	3.7 Agree specific, measurable, achievable, realistic and time-bound (SMART) development objectives that align with organisational and personal needs
4. Be able to fulfil a personal development plan	<p>4.1 Agree a personal development plan that specifies actions, methods, resources, timescales and review mechanisms</p> <p>4.2 Make use of formal development opportunities that are consistent with business needs</p> <p>4.3 Use informal learning opportunities that contribute to the achievement of personal development objectives</p> <p>4.4 Review progress against agreed objectives and amend plans accordingly</p> <p>4.5 Share lessons learned with others using agreed communication methods</p>

<b>Title</b>	Develop working relationships with colleagues	
<b>Level</b>	2	
<b>Unit Number</b>	R/506/1789	
<b>Credit Value</b>	3	
<b>GLH</b>	19	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand the principles of effective team working	1.1	Outline the benefits of effective team working
	1.2	Describe how to give feedback constructively
	1.3	Explain conflict management techniques that may be used to resolve team conflicts
	1.4	Explain the importance of giving team members the opportunity to discuss work progress and any issues arising
	1.5	Explain the importance of warning colleagues of problems and changes that may affect them
2. Be able to maintain effective working relationships with colleagues	2.1	Recognise the contribution of colleagues to the achievement of team objectives
	2.2	Treat colleagues with respect, fairness and courtesy
	2.3	Fulfil agreements made with colleagues
	2.4	Provide support and constructive feedback to colleagues
3. Be able to collaborate with colleagues to resolve problems	3.1	Take others' viewpoints into account when making decisions
	3.2	Take ownership of problems within own level of authority
	3.3	Take action to minimise disruption to business activities within their own level of authority
	3.4	Resolve problems within their own level of authority and agreed contribution

## Optional Group B

<b>Title</b>	Principles of providing administrative services	
<b>Level</b>	2	
<b>Unit Number</b>	J/506/1899	
<b>Credit Value</b>	4	
<b>GLH</b>	25	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand the organisation and administration of meetings	1.1	Describe the features of different types of meetings
	1.2	Outline the different ways of providing administrative support for meetings
	1.3	Explain the steps involved in organising meetings
2. Understand the organisation of travel and accommodation	2.1	Describe the features of different types of business travel and accommodation
	2.2	Explain the purpose of confirming instructions and requirements for business travel and accommodation
	2.3	Explain the purpose of keeping records of business travel and accommodation
3. Understand how to manage diary systems	3.1	Describe the features of hard copy and electronic diary systems
	3.2	Explain the purpose of using diary systems to plan and co-ordinate activities and resources
	3.3	Describe the types of information needed to manage a diary system
	3.4	Explain the importance of obtaining correct information when making diary entries
4. Understand how to use office equipment	4.1	Describe different types of office equipment
	4.2	Explain the uses of different types of office equipment
	4.3	Describe factors to be considered when selecting office equipment to complete tasks
	4.4	Describe how to keep waste to a minimum when using office equipment



<p>5. Understand the use of mail services in a business context</p>	<p>5.1 Describe the types of mail services used in business organisations</p> <p>5.2 Explain the need for different types of mail services</p> <p>5.3 Explain the factors to be considered when selecting mail services</p> <p>5.4 Explain the factors to be taken into account when choosing postage methods</p>
<p>6. Understand customer service in a business environment</p>	<p>6.1 Describe different types of customers</p> <p>6.2 Describe the impact of their own behaviour on a customer</p> <p>6.3 Explain the impact of poor customer service</p>

<b>Title</b>	Principles of business document production and information management	
<b>Level</b>	2	
<b>Unit Number</b>	T/506/1901	
<b>Credit Value</b>	3	
<b>GLH</b>	21	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand how to prepare business documents	1.1	Describe different types of business documents that may be produced and the format to be followed for each
	1.2	Explain the use of different types of information communication technology (ICT) for document production
	1.3	Explain the reasons for agreeing the use, content, layout, quality standards and deadlines for document production
	1.4	Explain the importance of document version control and authorisation
	1.5	Explain how the requirements of security, data protection, copyright and intellectual property legislation may affect the production of business documents
	1.6	Explain how to check the accuracy of business documents
2. Understand the distribution of business documents	2.1	Explain how the requirements of security, data protection, copyright and intellectual property legislation may affect the distribution and storage of business documents
	2.2	Describe different types of distribution channels
3. Understand how information is managed in business organisations	3.1	Describe the types of information found in business organisations
	3.2	Explain the need for safe storage and efficient retrieval of information
	3.3	Describe the features of different types of systems used for storage and retrieval of information
	3.4	Describe the legal requirements for storing business information

<b>Title</b>	Administer the recruitment and selection process	
<b>Level</b>	2	
<b>Unit Number</b>	A/506/1883	
<b>Credit Value</b>	3	
<b>GLH</b>	25	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand the recruitment and selection process	1.1	Explain the different administrative requirements of internal and external recruitment
	1.2	Describe the uses of a job description and a person specification
	1.3	Explain the administrative requirements of different methods of selection
	1.4	Explain the requirements of different pre-employment checks to be carried out
	1.5	Explain what information needs to be communicated to successful and unsuccessful applicants at each stage of the recruitment and selection process
	1.6	Explain the requirements of confidentiality, data protection and system security
2. Be able to administer the recruitment process	2.1	Check that the job or role details are correct and are in accordance with the brief
	2.2	Place job advertisements in the agreed media in accordance with the timescales
	2.3	Record applicant responses within the timescale
	2.4	Provide requested information to applicants in accordance with organisational policies and procedures
	2.5	Adhere to organisational policies and procedures, legal and ethical requirements
3. Be able to administer the selection process	3.1	Invite shortlisted applicants to participate in the selection process in accordance with organisational procedures
	3.2	Co-ordinate selection arrangements in accordance with the brief
	3.3	Carry out agreed pre-employment checks within the agreed timescale

	<p>3.4 Inform applicants of the outcome of their application in accordance with organisational policies and procedures</p> <p>3.5 Keep selection records up-to-date</p>
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<b>Title</b>	Handle mail	
<b>Level</b>	2	
<b>Unit Number</b>	D/506/1813	
<b>Credit Value</b>	3	
<b>GLH</b>	15	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand how to deal with mail	1.1	Explain how to deal with “junk” mail
	1.2	Describe what to do in the event of problems arising when dealing with incoming or outgoing mail
	1.3	Describe how to operate a franking machine
	1.4	Explain how to prepare packages for distribution
	1.5	State organisational policies and procedures on mail handling, security and the use of courier services
	1.6	Explain the process for reporting suspicious or damaged items in accordance with organisational procedures
2. Be able to deal with incoming mail	2.1	Sort incoming mail in line with organisational procedures
	2.2	Distribute incoming mail and packages to the right people according to the agreed schedule
	2.3	Deal with incorrectly addressed and “junk” mail in accordance with organisational procedures
3. Be able to deal with outgoing mail	3.1	Organise the collection of outgoing mail and packages on time
	3.2	Identify the best option for dispatching mail according to the required degree of urgency, size and value of the item
	3.3	Dispatch outgoing mail on time

<b>Title</b>	Organise business travel or accommodation	
<b>Level</b>	2	
<b>Unit Number</b>	D/506/1875	
<b>Credit Value</b>	4	
<b>GLH</b>	23	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand the organisation of business travel or accommodation for others	1.1	Explain any budgetary or policy constraints relating to business travel or accommodation
	1.2	Describe financial arrangements relating to business travel or accommodation
	1.3	Explain how to make arrangements for visas and related foreign travel documentation
	1.4	Describe the procedures for obtaining or exchanging foreign currency
2. Be able to research business travel or accommodation options for others	2.1	Identify different suppliers that are capable of delivering the services required within budget
	2.2	Recommend travel or accommodation arrangements that best meet the requirements
	2.3	Recommend suppliers of travel or accommodation that best meet the requirements
3. Be able to make business travel or accommodation arrangements for others	3.1	Confirm the requirements for travel or accommodation
	3.2	Agree arrangements that specify any limitations, prohibitions or responsibilities and which meet the requirements
	3.3	Prepare and issue itinerary/schedule documentation that reflect agreed arrangements accurately
	3.4	Obtain travel or accommodation documentation within the required timescale
	3.5	Confirm the acceptability of payments to be made within the limits of their own authority
	3.6	Keep up-to-date records of travel or accommodation arrangements and agreed commitments
	3.7	Adhere to organisational policies and procedures, legal and ethical requirements when

	making business travel or accommodation arrangements for others
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<b>Title</b>	Provide reception services	
<b>Level</b>	2	
<b>Unit Number</b>	H/506/1814	
<b>Credit Value</b>	3	
<b>GLH</b>	15	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand reception services	1.1	Explain the receptionist's role in representing an organisation
	1.2	Explain an organisation's structure and lines of communication
	1.3	Describe an organisation's standards of presentation
	1.4	Explain the health, safety and security implications of visitors to a building
	1.5	Explain how to deal with challenging people
2. Be able to provide a reception service	2.1	Welcome visitors in accordance with organisational standards
	2.2	Direct visitors to the person they are visiting in accordance with organisational standards
	2.3	Record visitors' arrivals and departures in accordance with organisational procedures
	2.4	Provide advice and accurate information within organisational guidelines on confidentiality
	2.5	Keep the reception area tidy and materials up-to-date
	2.6	Answer and deal with telephone calls within organisational standards
	2.7	Adhere to organisational procedures on entry, security, health and safety



<b>Title</b>	Provide administrative support for meetings	
<b>Level</b>	2	
<b>Unit Number</b>	H/506/1876	
<b>Credit Value</b>	4	
<b>GLH</b>	28	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand the administration of meetings	1.1	Describe the purpose of the meeting and who needs to attend
	1.2	Explain why it is important to have a minimum number of attendees for a meeting
	1.3	Explain ways to achieve maximum attendance at meetings
	1.4	Explain the access, health, safety and security requirements relating to meetings
	1.5	Describe how to set up the resources needed for a meeting
	1.6	Explain the responsibilities of the meeting chair and meeting secretary
	1.7	Explain the difference between formal and informal meetings
	1.8	Explain the legal implications of formal meetings
2. Be able to make administrative preparations for meetings	2.1	Book meeting venue, resources, and facilities in accordance with the brief
	2.2	Collate documents needed for a meeting
	2.3	Distribute meeting invitations, documents and other meeting-related requirements within the timescale
	2.4	Confirm meeting attendees and any special requirements
3. Be able to support the administration of meetings	3.1	Take action to ensure that the equipment allocated for use at a meeting functions correctly
	3.2	Provide support to meetings in accordance with requests
	3.3	Ensure the venue is restored to the required conditions after the meeting
	3.4	Distribute meeting records promptly to the agreed distribution list

	3.5 Carry out any follow-up actions in accordance with the brief
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<b>Title</b>	Prepare text from notes using touch typing
<b>Level</b>	2
<b>Unit Number</b>	K/506/1815
<b>Credit Value</b>	4
<b>GLH</b>	26
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>
1. Understand how to create text from notes	<p>1.1 Explain the importance of confirming the purpose of the text and intended audience</p> <p>1.2 Describe the problems that may occur in transcribing notes written by others</p> <p>1.3 Explain the consequences of incorrect spelling, punctuation, grammar and sentence structure, and inaccurate content</p> <p>1.4 Explain how technology features can help to create, format and check the accuracy of text</p> <p>1.5 Describe ways of checking produced texts for accuracy and correctness</p> <p>1.6 Describe organisational procedures for the storage, security and confidentiality of information</p>
2. Be able to produce text using touch typing	<p>2.1 Agree the purpose, format and deadlines for texts</p> <p>2.2 Touch type texts at the speed and level of accuracy required by the organisation</p> <p>2.3 Check that the text is accurate, and the meaning is clear and correct</p> <p>2.4 Store texts and original notes safely and securely following organisational procedures</p> <p>2.5 Present texts in the required formats and within the agreed timescales</p>

<b>Title</b>	Manage diary systems	
<b>Level</b>	2	
<b>Unit Number</b>	L/506/1807	
<b>Credit Value</b>	2	
<b>GLH</b>	12	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand the management of diary systems	1.1	Explain the importance of keeping diary systems up to date
	1.2	Describe the basis on which bookings and changes are prioritised
	1.3	Explain any constraints relating to making bookings for people or facilities
	1.4	Describe the types of problems that can occur when managing diaries
2. Be able to manage diary systems	2.1	Obtain the information needed to make diary entries
	2.2	Make accurate and timely diary entries
	2.3	Respond to changes in a way that balances and meets the needs of those involved
	2.4	Communicate up-to-date information to everyone involved
	2.5	Keep diaries up-to-date
	2.6	Maintain the requirements of confidentiality

<b>Title</b>	Collate and report data	
<b>Level</b>	2	
<b>Unit Number</b>	L/506/1810	
<b>Credit Value</b>	3	
<b>GLH</b>	19	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand how to collate and report data	1.1	Describe the different ways that data can be organised
	1.2	Explain why data should be presented and reported in different ways
	1.3	Explain the use of text and diagrams in helping readers to understand the presented data
	1.4	Explain the requirements relating to confidentiality, data protection, intellectual property and copyright legislations
2. Be able to collate data	2.1	Ensure that data collected is complete, accurate and up-to-date
	2.2	Check the data against agreed criteria
	2.3	Organise data in a way that will enable meaningful analysis
	2.4	Meet agreed timescales in the collation of data
3. Be able to report data	3.1	Present data in the agreed reporting format and house style
	3.2	Report data within agreed timescale
	3.3	Distribute data reports to authorised readers

<b>Title</b>	Contribute to the organisation of an event	
<b>Level</b>	2	
<b>Unit Number</b>	L/506/1869	
<b>Credit Value</b>	3	
<b>GLH</b>	23	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand event organisation	1.1	Explain the roles, responsibilities and accountabilities of individuals involved in the event
	1.2	Explain the purpose and features of different types of events
	1.3	Describe the type of resources needed for different types of events
	1.4	Describe the different needs attendees may have and how to meet these
	1.5	Explain the requirements of health, safety and security when organising events
	1.6	Describe the types of problems that may occur during events and how to deal with them
2. Be able to carry out pre-event actions	2.1	Identify venue requirements for an event
	2.2	Obtain resources within the agreed timescales
	2.3	Distribute pre-event documentation to delegates in accordance with the event plan
	2.4	Co-ordinate attendee responses within the agreed timescale
	2.5	Identify any special requirements of event attendees
3. Be able to set up an event	3.1	Set up layout and resources in accordance with the event plan
	3.2	Confirm that all identified resources are in place and meet requirements
	3.3	Behave in a way that maintains organisational values and standards
4. Be able to carry out post-event actions	4.1	Ensure the venue is restored to the required conditions in accordance with the terms of the contract

	4.2 Carry out follow-up actions in accordance with the event plan and agreements made at the event
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<b>Title</b>	Employee rights and responsibilities	
<b>Level</b>	2	
<b>Unit Number</b>	L/506/1905	
<b>Credit Value</b>	2	
<b>GLH</b>	16	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand the role of organisations and industries	1.1	Explain the role of their own occupation within an organisation and industry
	1.2	Describe career pathways within their organisation and industry
	1.3	Identify sources of information and advice on an industry, occupation, training and career pathway
	1.4	Describe an organisation's principles of conduct and codes of practice
	1.5	Explain issues of public concern that affect an organisation and industry
	1.6	Describe the types, roles and responsibilities of representative bodies and their relevance to their own role
2. Understand employers' expectations and employees' rights and obligations	2.1	Describe the employer and employee statutory rights and responsibilities that affect their own role
	2.2	Describe an employer's expectations for employees' standards of personal presentation, punctuality and behaviour
	2.3	Describe the procedures and documentation that protect relationships with employees
	2.4	Identify sources of information and advice on employment rights and responsibilities



<b>Title</b>	Prepare text from shorthand
<b>Level</b>	2
<b>Unit Number</b>	M/506/1816
<b>Credit Value</b>	6
<b>GLH</b>	46
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>
1. Understand how to use shorthand to create text	<p>1.1 Explain the importance of confirming the purpose of the text and intended audience</p> <p>1.2 Describe techniques that may be used when taking shorthand notes</p> <p>1.3 Explain the consequences of incorrect spelling, punctuation, grammar and sentence structure, and inaccurate content</p> <p>1.4 Explain how technology features can help to create, format and check the accuracy of text</p> <p>1.5 Describe ways of checking produced texts for accuracy and correctness</p> <p>1.6 Describe organisational procedures for the storage, security and confidentiality of information</p>
2. Be able to use shorthand to prepare text	<p>2.1 Agree the purpose, format and deadlines for texts</p> <p>2.2 Take dictation using shorthand at the speed required by the organisation</p> <p>2.3 Input and format text from shorthand notes</p> <p>2.4 Check that text is accurate and the meaning is clear and correct</p> <p>2.5 Store texts and original notes safely and securely following organisational procedures</p> <p>2.6 Present texts in the required formats and within the agreed timescales</p>

<b>Title</b>	Buddy a colleague to develop their skills	
<b>Level</b>	2	
<b>Unit Number</b>	M/506/1895	
<b>Credit Value</b>	3	
<b>GLH</b>	19	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand how to buddy a colleague	1.1	Describe what is expected of a buddy
	1.2	Explain techniques to give positive feedback and constructive criticism
	1.3	Explain techniques to establish rapport with a buddy
2. Be able to plan to buddy a colleague	2.1	Agree which aspects of a colleague's work may benefit from buddying
	2.2	Confirm organisational requirements for standards of behaviour, presentation, communication and performance of a buddy colleague
	2.3	Agree a schedule of meetings that minimise disruption to business
	2.4	Agree specific, measurable, achievable, realistic and time-bound (SMART) buddying objectives
3. Be able to support a buddy colleague carrying out work activities	3.1	Remain unobtrusive while a buddy colleague carries out their work activities
	3.2	Provide examples of how to carry out tasks correctly
	3.3	Identify instances of good practice and areas for improvement through observation
	3.4	Praise a buddy colleague on well completed tasks
	3.5	Give constructive feedback on ways in which a buddy could improve performance
	3.6	Offer a buddy hints and tips based on personal experience

<b>Title</b>	Store and retrieve information	
<b>Level</b>	2	
<b>Unit Number</b>	R/506/1811	
<b>Credit Value</b>	4	
<b>GLH</b>	19	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand information storage and retrieval	1.1	Describe systems and procedures for storing and retrieving information
	1.2	Outline legal and organisational requirements for information security and retention
	1.3	Explain how to create filing systems to facilitate information identification and retrieval
	1.4	Explain how to use different search techniques to locate and retrieve information
	1.5	Describe what to do when problems arise when storing or retrieving information
2. Be able to gather and store information	2.1	Gather the information required within the agreed timescale
	2.2	Store files and folders in accordance with organisational procedures
	2.3	Store information in approved locations
	2.4	Adhere to organisational policies and procedures, legal and ethical requirements
3. Be able to retrieve information	3.1	Confirm information to be retrieved and its intended use
	3.2	Retrieve the required information within the agreed timescale

<b>Title</b>	Administer parking dispensations	
<b>Level</b>	2	
<b>Unit Number</b>	R/506/1887	
<b>Credit Value</b>	3	
<b>GLH</b>	25	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand the administration of parking dispensations	1.1	Explain the scope and limits of their own responsibilities and authority in issuing parking dispensations
	1.2	Describe the legal and regulatory requirements relating to parking dispensations
	1.3	Describe the parking dispensation eligibility criteria and checks
	1.4	Describe organisational security and anti-fraud policies, procedures and processes
	1.5	Describe the features of software to manage the issues of permits, season tickets, suspensions, dispensations or waivers and blue badges
	1.6	Explain where to go for help when dealing with parking dispensations
2. Be able to process applications for parking dispensations	2.1	Advise customers of the eligibility criteria for parking dispensations
	2.2	Determine whether customers are eligible by matching the case to the criteria
	2.3	Clarify any areas of doubt or confusion with customers
	2.4	Carry out relevant checks in accordance with organisational procedures and legislative procedures
	2.5	Record the reasons for the decision as to whether or not to grant parking dispensations
	2.6	Maintain the requirements of confidentiality and data protection

<p>3. Be able to issue parking dispensations</p>	<p>3.1 Communicate the decision and return related paperwork on parking dispensations to customers in accordance with organisational procedures</p> <p>3.2 Process payments and refunds in accordance with organisational procedures</p> <p>3.3 Keep records up-to-date</p> <p>3.4 Adhere to organisational policies and procedures, legal and ethical requirements</p>
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<b>Title</b>	Administer finance	
<b>Level</b>	2	
<b>Unit Number</b>	R/506/1890	
<b>Credit Value</b>	4	
<b>GLH</b>	21	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand finance for administrators	1.1	Describe organisational hierarchy and levels of authority for financial transactions
	1.2	Explain organisational systems for sales invoicing, purchasing, payments and receipts
	1.3	Describe the use of a purchase order, invoice, receipts and expenses
2. Be able to administer finance	2.1	Record income and expenditure in accordance with organisational policies and procedures
	2.2	Process purchase orders, invoices or expenses in accordance with organisational policies and procedures
	2.3	Process outgoing payments to the correct recipient
	2.4	Accept or allocate incoming payments in accordance with organisational policies

<b>Title</b>	Prepare text from recorded audio instruction	
<b>Level</b>	2	
<b>Unit Number</b>	T/506/1817	
<b>Credit Value</b>	4	
<b>GLH</b>	15	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand the preparation of text from recorded notes	1.1	Explain the importance of confirming the purpose of the text and intended audience
	1.2	Describe the main features of the different types of technology that can be used for playing back recordings
	1.3	Explain how different speaking styles of those giving dictation can affect outputs
	1.4	Explain the consequences of incorrect spelling, punctuation, grammar and sentence structure, and inaccurate content
	1.5	Describe ways of checking produced texts for accuracy and correctness
	1.6	Describe organisational procedures for the storage, security and confidentiality of information
2. Be able to prepare text from recorded notes	2.1	Agree the purpose, format and deadlines for texts
	2.2	Input and format text from audio recording
	2.3	Check that text is accurate and the meaning is clear and correct
	2.4	Store texts and original recordings safely and securely following organisational procedures
	2.5	Present texts in the required formats and within the agreed timescales

<b>Title</b>	Archive information	
<b>Level</b>	2	
<b>Unit Number</b>	T/506/1865	
<b>Credit Value</b>	3	
<b>GLH</b>	14	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand archiving requirements	1.1	Describe different ways of archiving information
	1.2	Describe how to retrieve archived information
	1.3	Describe organisational procedures for archiving, retrieving and deleting information
	1.4	Explain the importance of document retention policies to organisations'
	1.5	Describe the security and access requirements of offsite archives
2. Be able to archive information	2.1	Confirm the information to be archived
	2.2	Identify the retention period post-archiving
	2.3	Archive information within the agreed timescale
	2.4	Keep archive records up-to-date and indexed
	2.5	Report problems to the right person
	2.6	Adhere to organisational policies and procedures, legal and ethical requirements when archiving information



<b>Title</b>	Administer human resource records	
<b>Level</b>	2	
<b>Unit Number</b>	T/506/1879	
<b>Credit Value</b>	3	
<b>GLH</b>	28	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand the administration of human resource (HR) records	1.1	Explain what HR-related information needs to be kept and why
	1.2	Explain the relationship of HR to other parts of an organisation
	1.3	Describe the impact of other organisations on HR activities
	1.4	Describe the features and uses of organisational systems for managing human resource information
	1.5	Explain the requirements of confidentiality, data protection and system security
	1.6	Describe the information to be provided for different management reports
	1.7	Explain the limits of their own authority in administering HR records
	1.8	Explain the implications of not keeping HR records up-to-date
	1.9	Explain the actions to be taken in the event of problems arising or incomplete or inaccurate data
2. Be able to administer HR information	2.1	Keep HR records up-to-date
	2.2	Process data in accordance with organisational procedures
	2.3	Provide information within the limits of confidentiality
	2.4	Adhere to organisational policies and procedures, legal and ethical requirements

<b>Title</b>	Produce business documents	
<b>Level</b>	2	
<b>Unit Number</b>	Y/506/1809	
<b>Credit Value</b>	3	
<b>GLH</b>	24	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand how to prepare business documents	1.1	Explain the requirements for language, tone, image and presentation for different documents
	1.2	Explain how to integrate images into documents
	1.3	Describe how corporate identity impacts upon document production
	1.4	Explain the requirements of data protection, copyright and intellectual property legislation relating to document production
	1.5	Describe organisational procedures for version control
	1.6	Describe security requirements relating to document production
2. Be able to prepare business documents	2.1	Identify the purpose, audience, content, style, format and deadlines of a document
	2.2	Use document production resources in line with organisational guidelines
	2.3	Use correct grammar, spelling, punctuation and sentence structure
	2.4	Produce documents that meet the requirements within the agreed timescale
3. Be able to distribute business documents	3.1	Provide final documents in the appropriate medium for authorised readers
	3.2	Specify restrictions and distribution lists in accordance with the requirements
	3.3	Maintain the requirements of security in the production, distribution and storage of documents

<b>Title</b>	Produce minutes of meetings	
<b>Level</b>	2	
<b>Unit Number</b>	Y/506/1812	
<b>Credit Value</b>	3	
<b>GLH</b>	13	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand how to take minutes of meetings	1.1	Explain the purpose of different types of minutes and other meeting records
	1.2	Explain the legal requirements of formal minutes
	1.3	Describe organisational conventions for producing minutes
	1.4	Describe the responsibilities of the minute taker in a meeting
	1.5	Explain why it is important to maintain confidentiality of meetings, discussions and actions
	1.6	Explain why it is necessary to record who proposed and seconded suggestions and changes
2. Be able to take notes of meetings	2.1	Take accurate notes of the attendance, proceedings, areas of discussion and agreed actions of meetings
	2.2	Record allocated responsibilities for agreed actions
3. Be able to produce minutes of meetings	3.1	Transcribe notes accurately into meeting minutes using correct language, grammar, punctuation and sentence structure and in the agreed style
	3.2	Include agreed attachments or appendices
	3.3	Obtain approval for the final documents
	3.4	Distribute minutes to the agreed distribution list
	3.5	Maintain the requirements of confidentiality

<b>Title</b>	Maintain and issue stationery and supplies	
<b>Level</b>	2	
<b>Unit Number</b>	Y/506/2295	
<b>Credit Value</b>	3	
<b>GLH</b>	18	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand the maintenance of stationery and supplies	1.1	Describe organisational policies, procedures and levels of authority in maintaining supplies
	1.2	Explain how to carry out a stock check of stationery
	1.3	Describe the types of problems that may occur with deliveries and stock items
	1.4	Explain how to deal with problems that occur with deliveries and stock items
	1.5	Explain the factors to take into account when ordering stationery
	1.6	Explain the benefits and limitations of different potential suppliers, against organisational requirements
	1.7	Explain how to calculate quantities of stationery and supplies to be ordered
	1.8	Describe how to dispose of or recycle waste
2. Be able to maintain stocks of stationery and supplies	2.1	Maintain stocks of stationery and supplies at the required levels
	2.2	Maintain the requirements of storage and security
	2.3	Carry out stock checks in accordance with organisational policies and procedures
	2.4	Chase up late or incorrect orders with suppliers
3. Be able to issue stock of stationery and supplies	3.1	Issue stationery and supplies in accordance with organisational requirements
	3.2	Maintain up-to-date records of stock issued, received and in storage
	3.3	Deal with unwanted or damaged stationery and supplies safely

	3.4 Recommend ways in which the system for receiving and issuing stock could be improved
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<b>Title</b>	Use and maintain office equipment	
<b>Level</b>	2	
<b>Unit Number</b>	J/506/1868	
<b>Credit Value</b>	2	
<b>GLH</b>	10	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand how to use office equipment	1.1	Describe organisational policies, procedures and levels of authority in maintaining office equipment
	1.2	Describe how to use different types of office equipment
	1.3	Explain the reasons for following manufacturer's and organisational instructions when operating equipment
	1.4	Describe the types of equipment faults likely to be experienced and the correct way of dealing with these
2. Be able to use and maintain office equipment	2.1	Use the equipment that is appropriate to the task in accordance with the manufacturer's instructions
	2.2	Follow organisational procedures to keep waste to a minimum
	2.3	Maintain the equipment to the standard specified by the organisation or the manufacturer
	2.4	Make sure that equipment conforms with health and safety requirements
	2.5	Report problems that cannot be resolved to the right person

<b>Title</b>	Using Email	
<b>Level</b>	2	
<b>Unit Number</b>	M/502/4300	
<b>Credit Value</b>	3	
<b>GLH</b>	20	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Use e-mail software tools and techniques to compose and send messages	1.1	Select and use software tools to compose and format e-mail messages, including attachments
	1.2	Determine the message size and how it can be reduced
	1.3	Send e-mail messages to individuals and groups
	1.4	Describe how to stay safe and respect others when using e-mail
	1.5	Use an address book to organise contact information
2. Manage incoming e-mail effectively	2.1	Follow guidelines and procedures for using e-mail
	2.2	Read and respond to e-mail messages appropriately
	2.3	Use email software tools and techniques to automate responses
	2.4	Describe how to archive e-mail messages, including attachments
	2.5	Organise, store and archive e-mail messages effectively
	2.6	Respond appropriately to e-mail problems

<b>Title</b>	Bespoke Software	
<b>Level</b>	2	
<b>Unit Number</b>	F/502/4396	
<b>Credit Value</b>	3	
<b>GLH</b>	20	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Input and combine information using bespoke applications	1.1	Input relevant information accurately so that it is ready for processing
	1.2	Select and use appropriate techniques to link and combine information of different forms or from different sources within the software
	1.3	Respond appropriately to data entry error messages
2. Use appropriate structures to organise and retrieve information efficiently	2.1	Describe what functions to apply to structure and layout information effectively
	2.2	Select and use appropriate structures and/or layouts to organise information
	2.3	Apply local and/or legal guidelines and conventions for the storage and use of data where available
3. Use the functions of the software effectively to process and present information	3.1	Select and use appropriate tools and techniques to edit, process and format information
	3.2	Check information meets needs, using IT tools and making corrections as necessary
	3.3	Select and use appropriate methods to present information



<b>Title</b>	Spreadsheet Software	
<b>Level</b>	2	
<b>Unit Number</b>	F/502/4625	
<b>Credit Value</b>	4	
<b>GLH</b>	30	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Use a spreadsheet to enter, edit and organise numerical and other data	1.1	Identify what numerical and other information is needed in the spreadsheet and how it should be structured
	1.2	Enter and edit numerical and other data accurately
	1.3	Combine and link data across worksheets
	1.4	Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available
2. Select and use appropriate formulas and data analysis tools to meet requirements	2.1	Identify which tools and techniques to use to analyse and manipulate data to meet requirements
	2.2	Select and use a range of appropriate functions and formulas to meet calculation requirements
	2.3	Use a range of tools and techniques to analyse and manipulate data to meet requirements
3. Select and use tools and techniques to present and format spreadsheet information	3.1	Plan how to present and format spreadsheet information effectively to meet needs
	3.2	Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets
	3.3	Select and format an appropriate chart or graph type to display selected information
	3.4	Select and use appropriate page layout to present and print spreadsheet information
	3.5	Check information meets needs, using spreadsheet tools and making corrections as necessary
	3.6	Describe how to find errors in spreadsheet formulas
	3.7	Respond appropriately to any problems with spreadsheets

<b>Title</b>	Data Management Software	
<b>Level</b>	2	
<b>Unit Number</b>	J/502/4559	
<b>Credit Value</b>	3	
<b>GLH</b>	20	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Enter, edit and maintain data records in a data management system	1.1	Describe the risks to data security and procedures used for data protection
	1.2	Enter data accurately into groups of records to meet requirements
	1.3	Locate and amend data associated with groups of records
	1.4	Check data records meet needs, using IT tools and making corrections as necessary
	1.5	Respond appropriately to data entry and other error messages
	1.6	Apply local and/or legal guidelines for the storage and use of data where available
2. Retrieve and display data records to meet requirements	2.1	Identify what queries and reports need to be run to output the required information
	2.2	Select and use queries to search for and retrieve information to meet given requirements
	2.3	Create and view reports to output information from the system to meet given requirements

<b>Title</b>	Presentation Software	
<b>Level</b>	2	
<b>Unit Number</b>	M/502/4622	
<b>Credit Value</b>	4	
<b>GLH</b>	30	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Input and combine text and other information within presentation slides	1.1	Identify what types of information are required for the presentation
	1.2	Enter text and other information using layouts appropriate to type of information
	1.3	Insert charts and tables into presentation slides
	1.4	Insert images, video or sound to enhance the presentation
	1.5	Identify any constraints which may affect the presentation
	1.6	Organise and combine information of different forms or from different sources for presentations
	1.7	Store and retrieve presentation files effectively, in line with local guidelines and conventions where available
2. Use presentation software tools to structure, edit and format slide sequences	2.1	Identify what slide structure and themes to use
	2.2	Select, change and use appropriate templates for slides
	2.3	Select and use appropriate techniques to edit slides and presentations to meet needs
	2.4	Select and use appropriate techniques to format slides and presentations
	2.5	Identify what presentation effects to use to enhance the presentation
	2.6	Select and use animation and transition effects appropriately to enhance slide sequences
3. Prepare slideshow for presentation	3.1	Describe how to present slides to meet needs and communicate effectively
	3.2	Prepare slideshow for presentation
	3.3	Check presentation meets needs, using IT tools and making corrections as necessary

	3.4 Identify and respond to any quality problems with presentations to ensure that presentations meet needs
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<b>Title</b>	Word Processing Software	
<b>Level</b>	2	
<b>Unit Number</b>	R/502/4628	
<b>Credit Value</b>	4	
<b>GLH</b>	30	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Enter and combine text and other information accurately within word processing documents	1.1	Identify what types of information are needed in documents
	1.2	Use appropriate techniques to enter text and other information accurately and efficiently
	1.3	Select and use appropriate templates for different purposes
	1.4	Identify when and how to combine and merge information from other software or other documents
	1.5	Select and use a range of editing tools to amend document content
	1.6	Combine or merge information within a document from a range of sources
	1.7	Store and retrieve document and template files effectively, in line with local guidelines and conventions where available
2. Create and modify layout and structures for word processing documents	2.1	Identify the document requirements for structure and style
	2.2	Identify what templates and styles are available and when to use them
	2.3	Create and modify columns, tables and forms to organise information
	2.4	Select and apply styles to text
3. Use word processing software tools to format and present documents effectively to meet requirements	3.1	Identify how the document should be formatted to aid meaning
	3.2	Select and use appropriate techniques to format characters and paragraphs
	3.3	Select and use appropriate page and section layouts to present and print documents
	3.4	Describe any quality problems with documents
	3.5	Check documents meet needs, using IT tools and making corrections as necessary

	3.6 Respond appropriately to quality problems with documents so that outcomes meet needs
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<b>Title</b>	Website Software	
<b>Level</b>	2	
<b>Unit Number</b>	R/502/4631	
<b>Credit Value</b>	4	
<b>GLH</b>	30	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Create structures and styles for websites	1.1	Describe what website content and layout will be needed for each page
	1.2	Plan and create web page templates to layout
	1.3	Select and use website features and structures to help the user navigate round web pages within the site
	1.4	Create, select and use styles to keep the appearance of web pages consistent and make them easy to understand
	1.5	Describe how copyright and other constraints may affect the website
	1.6	Describe what access issues may need to be taken into account
	1.7	Describe what file types to use for saving content
	1.8	Store and retrieve files effectively, in line with local guidelines and conventions where available
2. Use website software tools to prepare content for websites	2.1	Prepare content for web pages so that it is ready for editing and formatting
	2.2	Organise and combine information needed for web pages including across different software
	2.3	Select and use appropriate editing and formatting techniques to aid both clarity and navigation
	2.4	Select and use appropriate development techniques to link information across pages
	2.5	Change the file formats appropriately for content
	2.6	Check web pages meet needs, using IT tools and making corrections as necessary

<p>3. Publish websites</p>	<p>3.1 Select and use appropriate testing methods to check that all elements of websites are working as planned</p> <p>3.2 Identify any quality problems with websites and how to respond to them</p> <p>3.3 Select and use an appropriate programme to upload and publish the website</p> <p>3.4 Respond appropriately to problems with multiple page websites</p>
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<b>Title</b>	Deliver customer service	
<b>Level</b>	2	
<b>Unit Number</b>	A/506/2130	
<b>Credit Value</b>	5	
<b>GLH</b>	27	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand customer service delivery	1.1	Explain the relationship between customers' needs and expectations and customer satisfaction
	1.2	Describe the features and benefits of an organisation's products and/or services
	1.3	Explain the importance of treating customers as individuals
	1.4	Explain the importance of balancing promises made to customers with the needs of an organisation
	1.5	Explain when and to whom to escalate problems
	1.6	Describe methods of measuring their own effectiveness in the delivery of customer service
2. Understand the relationship between customer service and a brand	2.1	Explain the importance of a brand to an organisation
	2.2	Explain how a brand affects an organisation's customer service offer
	2.3	Explain the importance of using customer service language that supports a brand promise
	2.4	Identify their own role in ensuring that a brand promise is delivered
3. Be able to prepare to deal with customers	3.1	Keep up to date with an organisation's products and/or services
	3.2	Prepare resources that are necessary to deal with customers before starting work

<p>4. Be able to provide customer service</p>	<p>4.1 Maintain organisational standards of presentation and behaviour when providing customer service</p> <p>4.2 Adapt their own behaviour to meet customers' needs or expectations</p> <p>4.3 Respond to customers' requests in line with organisational guidelines</p> <p>4.4 Inform customers of the progress of their requests</p> <p>4.5 Confirm that customers' expectations have been met in line with the service offer</p> <p>4.6 Adhere to organisational policies and procedures, legal and ethical requirements when providing customer service</p>
<p>5. Be able to support improvements to customer service delivery</p>	<p>5.1 Identify ways that customer service could be improved for an organisation and individuals</p> <p>5.2 Share information and ideas with colleagues and/or service partners to support the improvement of service delivery</p>

<b>Title</b>	Processing customers' financial transactions	
<b>Level</b>	2	
<b>Unit Number</b>	F/601/8320	
<b>Credit Value</b>	4	
<b>GLH</b>	8	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Be able to deal with customer transactions and documentation	1.1	Receive payments from and/or make payments to customers
	1.2	Confirm that amounts and balances are accurate
	1.3	Process payments accurately in accordance with the organisation's procedures
	1.4	Recognise discrepancies in documentation and take appropriate action
	1.5	Make sure that all documentation, entries and records are accurate and legible
2. Be able to comply with all codes, laws and regulatory requirements	2.1	Follow the organisation's systems, procedures and organisational timescales
	2.2	Explain the organisation's customer service and complaints procedure
	2.3	Act within personal authority limits and recognising when to refer to others
	2.4	Explain the sources of information and advice within the organisation
	2.5	Identify the different methods of receiving financial information
	2.6	Comply with legal requirements, industry regulations, organisational policies and professional codes
	2.7	Explain the organisation's requirements relating to the application of codes, laws and regulatory requirements and their impact on the job role

<b>Title</b>	Payroll Processing	
<b>Level</b>	2	
<b>Unit Number</b>	T/505/1238	
<b>Credit Value</b>	5	
<b>GLH</b>	20	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Be able to use HMRC approved tools to calculate income tax	1.1 Apply the tax code for an employee from given information 1.2 Process pre-tax deductions correctly 1.3 Process accurately a variety of Tax Codes using HMRC approved tools: <ul style="list-style-type: none"> <li>• standard suffix codes operated on a cumulative or non-cumulative basis</li> <li>• BR code operated on a cumulative basis</li> <li>• NT</li> <li>• OT</li> <li>• D0</li> <li>• D1</li> </ul> 1.4 Identify the authority required to change an employee's tax code and process the change accurately	
2. Be able to determine national insurance contributions to be deducted from gross pay	2.1 Process accurately for NI categories A, C and D, using approved HMRC Tools: <ul style="list-style-type: none"> <li>• employee NI contributions</li> <li>• employer NI Contributions</li> </ul>	
3. Be able to determine voluntary deductions and non-standard statutory deductions	3.1 Process voluntary deductions in an appropriate way 3.2 Process other statutory deductions: <ul style="list-style-type: none"> <li>• Deductions from earnings orders</li> <li>• Scottish arrestment orders</li> <li>• Student loan repayments</li> </ul>	
4. Be able to produce relevant pay period reports	4.1 Produce a P11 or equivalent 4.2 Produce payslips or equivalent, to detail statutory, non-statutory and organisational information regarding employees' individual pay. 4.3 Produce payment schedules for different methods of making payments to employees	

<p>5. Be able to record and reconcile payments and deductions to employees and external agencies</p>	<p>5.1 Produce an internal payroll summary to record and itemise payments and deductions, including employer's NIC</p> <p>5.2 Reconcile payments and deductions made from employees pay with the total payroll</p> <p>5.3 Prepare Employer Payment Summaries in line with the tax authority's requirements</p>
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<b>Title</b>	Process information about customers	
<b>Level</b>	2	
<b>Unit Number</b>	R/506/2134	
<b>Credit Value</b>	3	
<b>GLH</b>	14	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand how to process customer information	1.1	Describe the functions of customer information systems
	1.2	Explain the way in which legislation and regulatory requirements affect the processing of customer information
	1.3	Explain different responsibilities and levels of authority for processing customer service information
	1.4	Explain the reliability of sources of customer information
	1.5	Explain the validity of customer information
2. Be able to process customer information	2.1	Record information about customers in line with organisational standards and procedures
	2.2	Keep customer information up to date
	2.3	Respond to requests for customer information from authorised people in a timely manner
	2.4	Retrieve customer information that meets the requirements of the request
	2.5	Supply customer information in a format appropriate for the recipient
	2.6	Adhere to organisational policies and procedures, legal and ethical requirements when processing customer information

<b>Title</b>	Develop customer relationships	
<b>Level</b>	2	
<b>Unit Number</b>	Y/506/2149	
<b>Credit Value</b>	3	
<b>GLH</b>	18	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand how to develop customer relationships	1.1	Describe the importance of developing relationships with customers
	1.2	Explain the value of customer loyalty and retention
	1.3	Explain how customers' expectations may change over time
	1.4	Explain the use of customer feedback as a means of developing customer relationships
	1.5	Explain the limits of their own authority to make alternative service offers to customers
	1.6	Describe the use of Customer Relationship Management systems and processes to meet customers' expectations
	1.7	Explain the importance of regular communication in the development of both internal and external customer relationships
2. Be able to develop relationships with customers	2.1	Give help and information that meets or exceeds customers' expectations
	2.2	Identify new ways of helping customers based on their feedback
	2.3	Share feedback from customers with others
	2.4	Identify added value that the organisation could offer customers
	2.5	Bring to customers' attention products or services that may interest them

<b>Title</b>	Understand the use of research in business	
<b>Level</b>	2	
<b>Unit Number</b>	A/506/1818	
<b>Credit Value</b>	6	
<b>GLH</b>	40	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand the research process	1.1	Describe the main stages in the research process
	1.2	Explain the importance of scoping research and setting the research objectives
	1.3	Explain the importance of identifying the limitations of research methods
	1.4	Explain the difference between primary and secondary research
	1.5	Describe the difference between quantitative and qualitative research methods
	1.6	Describe the advantages and disadvantages of different research methods
	1.7	Describe the use of different analytical techniques in the research process
	1.8	Explain the importance of validity and reliability in the research process
2. Understand how to use research in business	2.1	Outline the limitations of applying research outcomes
	2.2	Explain why and how to use sources of current and archived business information
	2.3	Explain how to validate research information
	2.4	Describe the purpose and applications of research in business
	2.5	Describe organisational conventions and formats for presenting research reports
	2.6	Explain the organisational policy for acknowledging sources of information
	2.7	Explain ways in which ethics can affect the conduct and use of research



<b>Title</b>	Principles of marketing theory	
<b>Level</b>	2	
<b>Unit Number</b>	D/502/9928	
<b>Credit Value</b>	4	
<b>GLH</b>	30	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand how to segment the market	1.1	Explain the importance of defining market segments
	1.2	Describe the difference between market segments and customer classifications
	1.3	Explain how to cluster customers with similar characteristics
	1.4	Describe how a range of products may appeal to different market segments
	1.5	Describe the importance of valid and reliable marketing data to segmenting the market
	1.6	Explain the strengths and weaknesses of different marketing data collection methods
	1.7	Describe the use of Customer Relationship Management (CRM) activities and systems
2. Understand the value of marketing	2.1	Describe the role of marketing in enhancing the sale of products and/or services
	2.2	Explain the significance of customer loyalty to the achievement of marketing objectives
	2.3	Explain the role of performance indicators and evaluation arrangements
	2.4	Describe the factors to be taken into account when assessing the cost and value of marketing activities
	2.5	Explain the significance of brand and reputation to sales performance
3. Understand the principles of socially responsible marketing	3.1	Explain the scope and purpose of socially responsible marketing
	3.2	Explain the importance of involving stakeholders in socially responsible marketing activities
	3.3	Explain how core values are expressed through coherent branding and chosen communication methods

	3.4 Explain the requirements of socially responsible marketing campaigns
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<b>Title</b>	Principles of digital marketing	
<b>Level</b>	2	
<b>Unit Number</b>	D/502/9931	
<b>Credit Value</b>	5	
<b>GLH</b>	40	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand the role of digital marketing	1.1	Explain the role of digital marketing within the overall marketing strategy
	1.2	Explain the strengths and weaknesses of digital marketing
	1.3	Explain the importance of targeted digital marketing
	1.4	Describe the sources of data lists for use in targeting customers and potential customers
	1.5	Explain the legal requirements and implications of digital marketing
	1.6	Describe the importance of digital data capture systems for digital marketing
2. Understand the use of search engine optimisation (SEO)	2.1	Describe the use of SEO
	2.2	Explain the importance of SEO
	2.3	Explain the advantages and disadvantages of links to other websites
3. Understand the requirements of marketing research using the internet	3.1	Explain how to use search-related internet facilities to enable the identification and retrieval of targeted information
	3.2	Explain the advantages and disadvantages of different internet data collection sources
	3.3	Explain the importance of confirming the accuracy of information retrieved from the internet
4. Understand the uses of digital marketing devices and messages	4.1	Describe the potential uses of a Customer Relationship Management (CRM) system
	4.2	Explain the importance of data cleansing
	4.3	Describe the use of digital marketing devices
	4.4	Describe the use of digital response systems
	4.5	Explain the advantages and disadvantages of different tracking systems

<p>5. Understand how to use digital technology for marketing purposes</p>	<p>5.1 Explain how to use a CRM system</p> <p>5.2 Explain how to maintain the currency and accuracy of digital databases</p> <p>5.3 Explain the advantages and disadvantages of different digital technologies</p> <p>5.4 Describe the importance of tailoring messages to different digital media</p> <p>5.5 Explain the potential for marketing to social networking sites</p> <p>5.6 Explain how to prevent marketing messages being identified as “spam”</p>
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<b>Title</b>	Principles of customer relationships	
<b>Level</b>	2	
<b>Unit Number</b>	K/503/8194	
<b>Credit Value</b>	3	
<b>GLH</b>	18	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand customers and their needs	1.1	Describe the importance of understanding customers' wants and needs
	1.2	Explain the role of segmentation in identifying customers' likely wants and needs
	1.3	Describe the factors that motivate customers to buy
	1.4	Explain the importance of seeking customer feedback on performance, products and/or services
2. Understand an organisation's responses to customer relationships	2.1	Describe an organisation's marketing objectives and activities
	2.2	Explain the importance of developing customer service plans and customer relationship plans
	2.3	Describe an organisation's system for relationship management
	2.4	Describe an organisation's customer care programme
	2.5	Describe the system for communicating with customers
	2.6	Explain the importance of a consistent level of service
	2.7	Explain the link between customer satisfaction and sales growth
	2.8	Explain the importance of using customer feedback to enhance performance, products and/or services

<p>3. Understand the principles of customer relationship management</p>	<p>3.1 Explain the concept and principles of relationship management</p> <p>3.2 Explain the importance of keeping promises made to customers</p> <p>3.3 Explain the importance of balancing customers' needs with those of the organisation</p> <p>3.4 Explain the importance of keeping customers informed of progress, problems, issues and the actions undertaken in support of them</p> <p>3.5 Explain how to identify added value that could be offered to customers</p>
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<b>Title</b>	Know how to publish, integrate and share using social media	
<b>Level</b>	2	
<b>Unit Number</b>	R/505/3515	
<b>Credit Value</b>	5	
<b>GLH</b>	40	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Know the current social networks used to publish, integrate and share online	1.1	Identify the main social media networks in current use
	1.2	Describe the main features of each social media network identified
	1.3	Describe why they would use each of the social media networks identified
	1.4	Explain the purpose of a 'social aggregator' tool
	1.5	Describe how blogs give individuals a voice on the Web
	1.6	Explain how professionals make connections using social media networks
2. Understand how social media is used by individuals, organisations/businesses, governments and social groups	2.1	Describe why <ul style="list-style-type: none"> <li>• individuals</li> <li>• organisations/businesses</li> <li>• governments</li> <li>• social groups</li> </ul> use social media networking sites
	2.2	Explain the advantages and typical components of a social media user profile
	2.3	Identify the benefits of using social media networking for: <ul style="list-style-type: none"> <li>• individuals</li> <li>• organisations/businesses</li> <li>• governments</li> <li>• social groups</li> </ul>
	2.4	Identify the risks of using social media networking for: <ul style="list-style-type: none"> <li>• individuals</li> <li>• organisations/businesses</li> </ul>

	<ul style="list-style-type: none"> <li>• governments</li> <li>• social groups</li> </ul> <p>2.5 Describe how social media networks monitor engagement with their websites</p> <p>2.6 Describe the advantages of podcasting</p> <p>2.7 Explain why organisations have social media policies</p>
3. Understand best practices for safe social networking	<p>3.1 Describe appropriate precautions to ensure their own safety and privacy</p> <p>3.2 Describe how to protect personal information when engaging with social media websites</p> <p>3.3 Identify legal constraints on the uploading and downloading of software and other digital content</p>
4. Use browser software to communicate information online	<p>4.1 Select and use appropriate tools and techniques to communicate information online</p> <p>4.2 Use browser tools to share information sources with others</p> <p>4.3 Submit information online</p> <p>4.4 Identify opportunities to create, post or publish material to social media websites</p> <p>4.5 Describe the danger of computer viruses and how to minimise risks</p>
5. Understand the need for safety and security practices	<p>5.1 Describe how to minimise threats to information security when online</p> <p>5.2 Describe how to minimise the threats to user safety when online</p> <p>5.3 Describe where to access online help and information when using social media networks</p> <p>5.4 Identify the main social media networks in current use</p>



<b>Title</b>	Exploring Social Media	
<b>Level</b>	2	
<b>Unit Number</b>	F/505/6880	
<b>Credit Value</b>	2	
<b>GLH</b>	16	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand the opportunities and threats associated with using social media.	1.1	Describe the positive and negative aspects of using social media.
	1.2	Describe how to minimise risks associated with using social media.
2. Understand the application of social media.	2.1	Describe how various social media sites may be used by groups, individuals, businesses and organisations.
	2.2	Demonstrate the use of various social media sites to communicate and upload content including: a) Facebook b) Blogging c) Twitter d) YouTube
	2.3	Describe how businesses and organisations may use social media to promote products and services.

<b>Title</b>	Understand the safe use of online and social media platforms	
<b>Level</b>	2	
<b>Unit Number</b>	L/505/3514	
<b>Credit Value</b>	4	
<b>GLH</b>	35	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand that information stored on personal computers and mobile devices must be safeguarded	1.1	Identify the potential risks to information security of using personal computers and mobile devices for: <ul style="list-style-type: none"> <li>• using email</li> <li>• web browsing</li> <li>• banking online</li> <li>• shopping online</li> <li>• social networking</li> </ul>
	1.2	Describe the security risks associated with: <ul style="list-style-type: none"> <li>• hardware</li> <li>• software</li> <li>• social media networking</li> <li>• access to malicious websites</li> <li>• access to inappropriate material published on the Internet</li> <li>• corrupted or infected email attachments</li> </ul>
	1.3	Explain the importance of controlling access to hardware, software and stored data
	1.4	Describe the common types of scams and frauds: <ul style="list-style-type: none"> <li>• Phishing</li> <li>• Pharming</li> <li>• hacking</li> </ul>
	1.5	Explain the importance of developing and maintaining safe ICT user habits
2. Know how to select and use appropriate security methods to safeguard systems and data	2.1	Describe security techniques/measures that can protect personally accessed software and data, such as login identity and passwords
	2.2	Describe common ways of controlling access to hardware, software and data
	2.3	Identify ways to protect data and software

	<p>2.4 Describe the term 'virus' and give examples of different types</p> <p>2.5 Describe the purpose of anti-virus software</p> <p>2.6 Explain why anti-virus software should be regularly updated</p> <p>2.7 Explain the importance of backing up and safely storing data</p>
<p>3. Understand the threats to personal safety when using the Internet</p>	<p>3.1 Describe the forms and features of:</p> <ul style="list-style-type: none"> <li>• cyberbullying</li> <li>• grooming</li> <li>• stalking</li> <li>• criminal activities</li> <li>• inappropriate contact</li> <li>• inappropriate content</li> </ul> <p>3.2 Identify when and how to report online safety issues</p> <p>3.3 Describe the risks and consequences of:</p> <ul style="list-style-type: none"> <li>• identity theft</li> <li>• identity fraud</li> </ul> <p>3.4 Describe how user accounts can be used as a security measure when computers are used by more than one person</p> <p>3.5 Explain the importance of setting parental controls on personal computers, mobile and media devices</p> <p>3.6 Explain how to set up parental controls on:</p> <ul style="list-style-type: none"> <li>• personal computers</li> <li>• tablets</li> <li>• mobile phones</li> </ul>
<p>4. Know how to protect their online devices against fraud and security attacks</p>	<p>4.1 Set up security measures to protect their personal computers and mobile devices against fraud and security threats</p> <p>4.2 Describe measures that can help to protect their personal information</p> <p>4.3 Describe the risks posed by unsolicited email and measures that can reduce the risks</p> <p>4.4 Identify the security threats when accessing public WiFi networks</p>

<p>5. Understand the implications of entering personal information onto social media networking sites</p>	<p>5.1 Explain the concept of no 'take backs' once information is posted online</p> <p>5.2 Identify who can view information posted onto social media networking websites</p> <p>5.3 Explain the privacy issues of using social media websites</p> <p>5.4 Describe formal and informal conventions, or netiquette, which should be observed when communicating online</p> <p>5.5 Describe the potential consequences of posting their personal information onto social media websites</p> <p>5.6 Identify the security risks of adding geographic identity or location to material they upload to the Internet</p>
<p>6. Understand legal measures that address the protection of data</p>	<p>6.1 Identify relevant legislation and guidelines relating to</p> <ul style="list-style-type: none"> <li>• downloading images and files from the Internet</li> <li>• data protection</li> </ul> <p>6.2 Identify data protection issues around the use of social media</p> <p>6.3 Describe what is meant by the following terms:</p> <ul style="list-style-type: none"> <li>• copyright</li> <li>• plagiarism</li> <li>• intellectual property</li> </ul> <p>6.4 Explain why organisations develop and adopt policies for the acceptable use of ICT</p> <p>6.5 Describe the common components of an Acceptable Use Policy</p>

<b>Title</b>	Principles of equality and diversity in the workplace	
<b>Level</b>	2	
<b>Unit Number</b>	J/506/1806	
<b>Credit Value</b>	2	
<b>GLH</b>	10	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand the implications of equality legislation	1.1	Define the concept 'equality and diversity'
	1.2	Describe the legal requirements for equality of opportunity
	1.3	Describe the role and powers of organisations responsible for equality
	1.4	Explain the benefits of equal opportunities and diversity
	1.5	Explain the potential consequences for an organisation of failing to comply with equality legislation
2. Understand organisational standards and expectations for equality and diversity and context in the workplace	2.1	Explain how organisational policies on equality and diversity translate into day to day activity in the workplace
	2.2	Describe their own responsibilities for equality and diversity in the workplace
	2.3	Describe behaviours that support equality, diversity and inclusion in the workplace

<b>Title</b>	Principles of team leading	
<b>Level</b>	2	
<b>Unit Number</b>	R/506/2294	
<b>Credit Value</b>	5	
<b>GLH</b>	37	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Understand leadership styles in organisations	1.1	Describe characteristics of effective leaders
	1.2	Describe different leadership styles
	1.3	Describe ways in which leaders can motivate their teams
	1.4	Explain the benefits of effective leadership for organisations
2. Understand team dynamics	2.1	Explain the purpose of different types of teams
	2.2	Describe the stages of team development and behaviour
	2.3	Explain the concept of team role theory
	2.4	Explain how the principle of team role theory is used in team building and leadership
	2.5	Explain typical sources of conflict within a team and how they could be managed
3. Understand techniques used to manage the work of teams	3.1	Explain the factors to be taken into account when setting targets
	3.2	Describe a range of techniques to monitor the flow of work of a team
	3.3	Describe techniques to identify and solve problems within a team
4. Understand the impact of change management within a team	4.1	Describe typical reasons for organisational change
	4.2	Explain the importance of accepting change positively
	4.3	Explain the potential impact on a team of negative responses to change
	4.4	Explain how to implement change within a team

5. Understand team motivation	5.1 Explain the meaning of the term “motivation” 5.2 Explain factors that affect the level of motivation of team members 5.3 Describe techniques that can be used to motivate team members 5.4 Explain how having motivated staff affects an organisation
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# 4 Centre Requirements

Centres must be approved by SFJ Awards and also have approval to deliver the qualifications they wish to offer. This is to ensure centres have the processes and resources in place to deliver the qualifications. Approved centres must adhere to the requirements detailed in the SFJ Awards Centre Handbook, which includes information for centres on assessment and internal quality assurance (IQA) processes and procedures and is available in the centres' area of the SFJ Awards website <http://sfjawards.com/approved-centres>.

Centres are responsible for ensuring that their assessor and internal quality assurance staff:

- are occupationally competent and/or knowledgeable as appropriate to the assessor or IQA role they are carrying out
- have current experience of assessing/internal quality assuring as appropriate to the assessor or IQA role they are carrying out, and
- have access to appropriate training and support.

Information on the induction and continuing professional development of those carrying out assessment and internal quality assurance must be made available by centres to SFJ Awards through the external quality assurance process.

This qualification handbook should be used in conjunction with the SFJ Awards Centre Handbook, the SFJ Awards Assessment Policy and the SFJ Awards Quality Assurance (Internal and External) Policy. All policies are available on the website [www.sfjawards.com](http://www.sfjawards.com) or on request from SFJ Awards.



# 5 Assessment

## 5.1 Qualification assessment methods

Assessment methods that can be used for the SFJ Awards Level 2 Certificate in Business Administration are as follows:

- Portfolio of Evidence (including for example records of professional discussions, question and answer sessions, reflective accounts)
- Practical Demonstration / Assignment

## 5.2 Assessor and internal quality assurer and requirements

### 5.2.1 Occupational knowledge and competence

All assessors, internal and external quality assurers must:

- be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role
- engage in continuous professional development activities to maintain:
  - occupational competence and knowledge by keeping up-to-date with the changes taking place in the sector(s) for which they carry out assessments
  - professional competence and knowledge.

Assessors must also:

- be occupationally competent in the functions covered by the units they are assessing
- have gained their occupational competence by working in the sector relating to the units or qualifications they are assessing. This means they must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification units they are assessing as a practitioner, trainer or manager
- be able to interpret and make judgements on current working practices and technologies within the area of work.

Internal quality assurers (IQAs) must also:

- understand the nature and context of the assessors' work and that of their learners. This means that they must have worked closely with staff who carry out the functions covered by the qualifications, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the units

- understand the content, structure and assessment requirements for the qualification(s) they are internal quality assuring\*.

*\*Centres should provide IQAs with an induction to the qualifications that they are responsible for quality assuring. IQAs should also have access to ongoing training and updates on current issues relevant to these qualifications.*

Approved centres will be required to provide SFJ Awards with current evidence of how each member of their team meets these requirements, for example certificates of achievement or testimonials.

### **5.2.2 Assessor competence**

Assessors must be able to make valid, reliable and fair assessment decisions. To demonstrate their competence, assessors must be:

- qualified with a recognised assessor qualification, or
- working towards a recognised assessor qualification, or
- able to prove equivalent competence through training to appropriate national standards, for example, National Occupational Standard 9: Assess learner achievement<sup>2</sup> or Police Sector Standard for the Training of Assessors, Assessor Standard.

Approved centres will be required to provide SFJ Awards with current evidence of how each assessor meets these requirements, for example certificates of achievement or testimonials.

### **5.2.3 Internal Quality Assurer competence**

IQAs must occupy a position in the organisation that gives them the authority and resources to:

- coordinate the work of assessors
- provide authoritative advice
- call meetings as appropriate
- conduct pre-delivery internal quality assurance on centre assessment plans, for example, to ensure that any proposed simulations are fit for purpose
- visit and observe assessment practice
- review the assessment process by sampling assessment decisions
- ensure that assessment has been carried out by assessors who are occupationally competent, or for knowledge-based qualifications occupationally knowledgeable, in the area they are assessing
- lead internal standardisation activity

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<sup>2</sup> National Occupational Standards for Learning and Development, LLUK 2010  
<https://www.excellencegateway.org.uk/>

- resolve differences and conflicts on assessment decisions.

To demonstrate their competence, IQAs must be:

- qualified with a recognised internal quality assurance qualification, or
- working towards a recognised internal quality assurance qualification, or
- able to prove equivalent competence through training to appropriate national standards, for example National Occupational Standard 11: Internally monitor and maintain the quality of assessment<sup>3</sup> or Police Sector Standard for the Training of Internal Verifiers, Internal Verifier Standard.

Approved centres will be required to provide SFJ Awards with current evidence of how each IQA meets these requirements, for example certificates of achievement or testimonials.

### **5.3 Expert witnesses**

Expert witnesses, for example line managers and supervisors, can provide evidence that a learner has demonstrated competence in an activity. Their evidence contributes to performance evidence and has parity with assessor observation. Expert witnesses do not however perform the role of assessor.

#### **5.3.1 Occupational competence**

Expert witnesses must, according to current sector practice, be competent in the functions covered by the units for which they are providing evidence.

They must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification unit that they are witnessing as a practitioner, trainer or manager.

#### **5.3.2 Qualification knowledge**

Expert witnesses must be familiar with the qualification unit(s) and must be able to interpret current working practices and technologies within the area of work.

### **5.4 Assessing competence**

The purpose of assessing competence is to make sure that an individual is competent to carry out the activities required in their work. Assessors gather and judge evidence during normal work activities to determine whether the learner demonstrates their competence against the standards in the qualification unit(s). Competence should be demonstrated at a level appropriate to the qualification. The skills required at the different qualification levels

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<sup>3</sup> National Occupational Standards for Learning and Development, LLUK 2010  
<https://www.excellencegateway.org.uk/>

are defined in Ofqual's level descriptors.<sup>4</sup> Further information on qualification levels is included in the SFJ Awards Assessment Policy.

Evidence must be:

- Valid
- Authentic
- Sufficient
- Current
- Reliable.

Assessment should be integrated into everyday work to make the most of opportunities that arise naturally within the workplace.

## **5.5 Methods for assessing competence**

Qualifications may be assessed using any method, or combination of methods in Section 5.1, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

Assessors need to be able to select the right assessment methods for the competences that are being assessed, without overburdening the learner or the assessment process, or interfering with everyday work activities. SFJ Awards expects assessors to use a combination of different assessment methods to make decisions about an individual's occupational competence. Further information on assessment methods is provided below and in the SFJ Awards Assessment Policy.

### **5.5.1 Observation**

SFJ Awards believes that direct observation in the workplace by an assessor or testimony from an expert witness is preferable as it allows for authenticated, valid and reliable evidence. Where learners demonstrate their competence in a real work situation, this must be done without the intervention from a tutor, supervisor or colleague.

However, SFJ Awards recognises that alternative sources of evidence and assessment methods may have to be used where direct observation is not possible or practical.

### **5.5.2 Testimony of witnesses and expert witnesses**

Witness testimonies are an accepted form of evidence by learners when compiling portfolios. Witness testimonies can be generated by peers, line managers and other individuals

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<sup>4</sup> Qualification and Component Levels, Ofqual November 2019, <https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications>

working closely with the learner. Witnesses are defined as being those people who are occupationally expert in their role.

Testimony can also be provided by expert witnesses who are occupationally competent and familiar with the qualification/unit(s)/criteria. Expert witnesses are the preferred witness type recommended by SFJ Awards as they provide a stronger form of evidence which is more easily authenticated and verified.

The assessor should consider witness testimonies of either type as a typical form of evidence. Assessors are therefore responsible for making the final judgement in terms of the learner meeting the evidence requirements of the qualification/unit(s)/criteria.

### **5.5.3 Work outputs (product evidence)**

Examples of work outputs include plans, reports, budgets, photographs, videos or notes of an event. Assessors can use work outputs in conjunction with other assessment methods, such as observation and discussion, to confirm competence and assure authenticity of the evidence presented.

### **5.5.4 Professional discussion**

Professional discussions are a free-flowing two-way dialogue between the assessor and learner. It should not be confused with questioning where the assessor asks specific questions and the learner provides answers. Discussions allow the learner to describe and reflect on their performance and knowledge in relation to the standards. Assessors can use discussions to test the authenticity, validity and reliability of a learner's evidence. Written/audio/electronic records of discussions must be maintained.

### **5.5.5 Questioning the learner**

Questioning can be carried out orally or in written form and used to cover any gaps in assessment or corroborate other forms of evidence. Written/audio/electronic records of all questioning must be maintained.

### **5.5.6 Simulations**

Simulations may take place either in an operational or non-operational environment, for example a training centre, or in the learner's workplace. Proposed simulations must be reviewed to ensure they are fit for purpose as part of the IQA's pre-delivery activity.

Simulations can be used when:

- the employer or assessor consider that evidence in the workplace will not be demonstrated within a reasonable timeframe

- there are limited opportunities to demonstrate competence in the workplace against all the assessment criteria
- there are health and safety implications due to the high risk nature of the work activity
- the work activity is non-routine and assessment cannot easily be planned for
- assessment is required in more difficult circumstances than is likely to happen day to day.

Simulations must follow the principles below:

1. The nature of the contingency and the physical environment for the simulation must be realistic
2. Learners should be given no indication as to exactly what contingencies they may come across in the simulation
3. The demands on the learner during the simulation should be no more or less than they would be in a real work situation
4. Simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the specific qualification unit seeks to assess and all simulations should follow these documented plans
5. There should be a range of simulations to cover the same aspect of a unit and they should be rotated regularly.

## 5.6 Assessing knowledge and understanding

Knowledge-based assessment involves establishing what the learner knows or understands at a level appropriate to the qualification. The depth and breadth of knowledge required at the different qualification levels are defined in Ofqual's level descriptors.<sup>5</sup> Further information on qualification levels is included in the SFJ Awards Assessment Policy.

Assessments must be:

- Fair
- Robust
- Rigorous
- Authentic
- Sufficient
- Transparent
- Appropriate.

Good practice when assessing knowledge includes use of a combination of assessment methods to ensure that as well as being able to recall information, the learner has a broader

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<sup>5</sup> Qualification and Component Levels: Requirements and Guidance for All Awarding Organisations and All Qualifications, Ofqual 2015 [www.gov.uk/government/publications/qualification-and-component-levels](http://www.gov.uk/government/publications/qualification-and-component-levels)

understanding of its application in the workplace. This ensures that qualifications are a valid measure of a learner's knowledge and understanding.

A proportion of any summative assessment may be conducted in controlled environments to ensure conditions are the same for all learners. This could include use of:

- Closed book conditions, where learners are not allowed access to reference materials
- Time bound conditions
- Invigilation.

## **5.7 Methods for assessing knowledge and understanding**

Qualifications may be assessed using any method, or combination of methods in Section 5.1, which clearly demonstrate that knowledge-based learning outcomes and assessment criteria have been met. Evidence of assessment, examples listed below, can be included in a portfolio of evidence.

- a) Written tests in a controlled environment
- b) Multiple choice questions
- c) Evidenced question and answer sessions with assessors
- d) Evidenced professional discussions
- e) Written assignments (including scenario-based written assignments).

Where written assessments are used centres must maintain a bank of assessments that are sufficient to be changed regularly.

## **5.8 Assessment planning**

Planning assessment allows a holistic approach to be taken. Holistic assessments are those which focus on assessment of the learner's work activity as a whole. This means that the assessment:

- reflects the skills requirements of the workplace
- saves time and streamlines processes
- makes the most of naturally occurring evidence opportunities.

Planning assessment enables assessors to track learners' progress and incorporate feedback into the learning process. By effectively planning assessors can therefore be sure that learners have had sufficient opportunity to acquire the skills and knowledge to perform competently and consistently to the standards before being assessed. As a consequence the assessment is a more efficient, cost effective process which minimises the burden on learners, assessors and employers.

## 5.9 Standardisation

Internal and external standardisation is required to ensure the consistency of evidence, assessment decisions and qualifications awarded over time. Written/audio/electronic records of all standardisation must be maintained, including records of all involved parties.

IQAs should facilitate internal standardisation events for assessors to attend and participate to review evidence used, make judgments, compare quality and come to a common understanding of what is sufficient. In addition, it is also good practice to participate in external standardisation activities. SFJ Awards will facilitate external standardisation events which are open to centres and their teams.

Further information on standardisation is available in the SFJ Awards Quality Assurance (Internal and External) Policy and the SFJ Awards Standardisation Policy.

## 5.10 Recognition of Prior Learning (RPL)

Recognition of prior learning (RPL) is the process of recognising previous formal, informal or experiential learning so that the learner avoids having to repeat learning/assessment within a new qualification. RPL is a broad concept and covers a range of possible approaches and outcomes to the recognition of prior learning (including credit transfer where an awarding organisation has decided to attribute credit to a qualification).

The use of RPL encourages transferability of qualifications and/or units, which benefits both learners and employers. SFJ Awards supports the use of RPL and centres must work to the principles included in Section 6 Assessment and Quality Assurance of the SFJ Awards Centre Handbook and outlined in SFJ Awards Recognition of Prior Learning Policy.

## 5.11 Equality and diversity

Centres must comply with legislation and the requirements of the RQF relating to equality and diversity. There should be no barriers to achieving a qualification based on:

- Age
- Disability
- Gender
- Gender reassignment
- Marriage and civil partnerships
- Pregnancy and maternity
- Race
- Religion and belief
- Sexual orientation

Reasonable adjustments are made to ensure that learners who have specific learning needs are not disadvantaged in any way. Learners must declare their needs prior to the assessment and all necessary reasonable adjustment arrangements must have been approved by SFJ Awards and implemented before the time of their assessment.



Further information is available in the SFJ Awards Reasonable Adjustments and Special Considerations Policy and the SFJ Awards Equality of Opportunity Policy.

## **5.12 Health and safety**

SFJ Awards is committed to safeguarding and promoting the welfare of learners, employees and volunteers and expect everyone to share this commitment.

SFJ Awards fosters an open and supportive culture to encourage the safety and well-being of employees, learners and partner organisations to enable:

- learners to thrive and achieve
- employees, volunteers and visitors to feel secure
- everyone to feel assured that their welfare is a high priority.

Assessment of competence based qualifications in the justice sector can carry a high-risk level due to the nature of some roles. Centres must therefore ensure that due regard is taken to assess and manage risk and have procedures in place to ensure that:

- qualifications can be delivered safely with risks to learners and those involved in the assessment process minimised as far as possible
- working environments meet relevant health and safety requirements.

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