



# **SFJ Awards Level 2 NVQ Diploma in Business and Administration**



# Qualification Handbook

## SFJ Awards Level 2 NVQ Diploma in Business and Administration

Qualification No: 601/1246/3

Operational End Date: 31 December 2019  
Certification End Date: 31 December 2020

Version	Date of issue	Amendment(s)	Page
V3	26.07.19	Add operational and certification end dates	2, 5
V2	20.11.17	Add Total Qualification Time (TQT)	8
		Update Use of Languages, now Section 2.10	9
		Update Section 3 Centre Requirements (no change to requirements)	10
		Update Section 4 Assessment (no change to requirements, additional information provided)	11-20
		Update SFJ Awards branding and copyright	Various
		Remove references to QCF	Various
V1	08.06.16	N/A	

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# 1 Introduction

## 1.1 About us

SFJ Awards is part of the Skills for Justice Group. For the last 10 years Skills for Justice has 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 Skills for Justice has earned an enviable reputation for its knowledge of the sector and its proactive approach to the development of skills and qualifications, along with an ability to deliver genuinely workable solutions for the employers it represents.

SFJ Awards is an awarding organisation that builds upon this reputation, and understands the specific challenges facing the Policing, Community Safety, Legal and Armed Forces sectors, 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, customer-led 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

## 2.1 Overall Objective for the Qualification

This handbook relates to the following qualification:

- SFJ Awards Level 2 NVQ Diploma in Business and Administration

The main objective of this qualification is provide learners with the skills, knowledge and experience needed to undertake Business and Administration roles in a wide range of business settings in the public, private and not-for-profit sectors.

Learners will develop skills to work in roles such as administrators, office juniors, receptionists or junior secretaries. It will give learners the opportunity to develop skills in office and administration skills, customer-handling skills, technical and practical skills, oral communication skills and IT skills.

**\*\* This qualification is being withdrawn with effect from 31 December 2019 \*\***

Operational end date (last date for registrations) 31 December 2019

Certification end date (all certifications to be completed) 31 December 2020

## 2.2 Pre-entry Requirements

There are no pre-entry requirements for enrolling to complete this qualification. However the Level 2 NVQ Diploma in Business and Administration is a competence-based qualification and learners should therefore either be in the workplace or have access to opportunities to develop and demonstrate their skills in a realistic working environment.

## 2.3 Units and Rules of Combination

### Level 2 NVQ Diploma in Business and Administration

To achieve the qualification the learner must complete a minimum of 37 credits. The learner must complete all the mandatory units in Group A to achieve 9 credits. The learner must also achieve a minimum of 17 credits from Group B. The remaining 11 credits can come from Group B or C but a maximum of 11 credits can be taken from Group C. The units are listed in the following tables and the full unit content is available in Section 5.

Group A (Mandatory units)			
Unit Reference Number	Unit Title	Level	Credit Value
F/601/2467	Manage own performance in a business environment	2	2

L/601/2469	Improve own performance in a business environment	2	2
D/601/2475	Communicate in a business environment	2	3
F/601/2470	Work in a business environment	2	2
<b>Group B (Optional units)</b>			
<b>Unit Reference Number</b>	<b>Unit Title</b>	<b>Level</b>	<b>Credit Value</b>
A/601/2483	Prepare text from notes	2	3
F/601/2517	Respond to change in a business environment	2	3
H/601/2493	Use office equipment	2	4
J/601/2518	Support the management and development of an information system	2	7
K/601/2477	Use a diary system	2	3
K/601/2480	Provide reception services	2	3
L/601/2472	Solve business problems	2	4
M/601/2478	Take minutes	2	4
M/601/2495	Maintain and issue stationery stock items	2	3
R/601/2487	Organise and report data	2	3
R/601/2490	Store and retrieve information	2	3
T/601/2479	Handle mail	2	3
T/601/2482	Produce documents in a business environment	2	4
T/601/2515	Support the organisation of meetings	2	4
Y/601/2457	Meet and welcome visitors	2	3
Y/601/2474	Work with other people in a business environment	2	3
Y/601/2488	Research information	2	4
Y/601/2491	Archive information	2	2
D/601/2542	Plan and organise meetings	3	5
M/601/2531	Design and produce documents in a business environment	3	4
Y/601/2524	Contribute to decision-making in a business environment	3	3
K/601/2446	Make and receive telephone calls	1	3
D/601/2508	Support the co-ordination of an event	2	3
H/601/2476	Use electronic message systems	2	1

L/601/2505	Support the organisation of an event	2	2
Y/601/2510	Support the organisation of business travel or accommodation	2	3
D/601/2539	Order products and services	3	5
A/601/2550	Deliver, monitor and evaluate customer service to internal customers	3	3
F/601/2551	Deliver, monitor and evaluate customer service to external customers	3	3
M/601/2528	Develop a presentation	3	3
T/601/2529	Deliver a presentation	3	3
J/601/2549	Contribute to running a project	3	5

<b>Group C (Optional units)</b>			
<b>Unit Reference Number</b>	<b>Unit Title</b>	<b>Level</b>	<b>Credit Value</b>
A/502/4624	Spreadsheet Software	1	3
K/502/4621	Presentation Software	1	3
L/502/4627	Word Processing Software	1	3
R/502/4256	IT Security for Users	1	1
T/502/4153	Improving Productivity Using IT	1	3
F/502/4625	Spreadsheet Software	2	4
J/502/4156	Improving Productivity Using IT	2	4
M/502/4622	Presentation Software	2	4
R/502/4628	Word Processing Software	2	4
Y/502/4257	IT Security for Users	2	2

## 2.4 Barred Unit Combinations

The following unit barring applies in this qualification:

<b>Source Unit</b>	<b>Barred Unit</b>
Spreadsheet Software (A/502/4624)	Spreadsheet Software (F/502/4625)
Presentation Software (K/502/4621)	Presentation Software (M/502/4622)
Word Processing Software (L/502/4627)	Word Processing Software (R/502/4628)
IT Security for Users (R/502/4256)	IT Security for Users (Y/502/4257)

Improving Productivity Using IT (J/502/4156)	Improving Productivity Using IT (T/502/4153)
Produce documents in a business environment (T/601/2482)	Design and produce documents in a business environment (M/601/2531)

## 2.5 Total Qualification Time (TQT)

Total Qualification Time comprises of the following two elements.<sup>1</sup>

- (a) The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- (b) An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Please note these are estimated hours. It is the responsibility of centres to decide the appropriate course duration, based on their learners' ability and level of existing knowledge. It is possible, therefore, that the number of guided learning hours will vary from one centre to another according to learners' needs.

Guided learning hours consist of all occasions when a member of training centre staff is present to give specific guidance towards the learning aim of the programme. This definition includes lectures, tutorials, supervised study and assignments.

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

Qualification Title	TQT	GLH
SFJ Awards Level 2 NVQ Diploma in Business and Administration	370	152

## 2.6 Age Restriction

This qualification is available to learners aged 18 years and over.

## 2.7 Opportunities for Progression

The Level 2 NVQ Diploma in Business and Administration allows progression to a wide range of qualifications in business and administration, team leading and management, such as:

- SFJ Awards Level 3 NVQ Certificate in Business and Administration

<sup>1</sup> Total Qualification Time criteria, Ofqual September 2015  
<https://www.gov.uk/government/publications/total-qualification-time-criteria>



- SFJ Awards Level 3 NVQ Diploma in Business and Administration
- SFJ Awards Level 2 Diploma in Team Leading
- SFJ Awards Level 3 NVQ Certificate in Management
- SFJ Awards Level 3 Diploma in Management

Learners may also progress onto related qualifications, for example in customer service, or further education to access management, business related or other qualifications. The qualification also equips learners to undertake administrative roles in a wide range of sectors and/or organisations.

## **2.8 Exemption**

No exemptions have been identified.

## **2.9 Credit Transfer**

Credits from identical units that have already been achieved by the learner may be transferred.

## **2.10 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 <http://sfjawards.com/policies/> or on request from SFJ Awards.

# 3 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 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 <http://sfjawards.com/policies/> or on request from SFJ Awards.

# 4 Assessment

## 4.1 Qualification Assessment Methods

Assessment methods that can be used for this qualification are as follows:

- E-assessment
- Multiple Choice Examination
- Oral Examination
- Portfolio of Evidence (including for example records of question and answer sessions, witness testimonies, reflective accounts, written assignments)
- Practical Demonstration / Assignment
- Written Examination

## 4.2 Assessors

### 4.2.1 Occupational Competence

Due to the risk-critical nature of the work, particularly when assessing in the justice and health sectors, and the legal implications of the assessment process, assessors must understand the nature and context of the learners' work. This means that assessors must be occupationally competent. Each assessor must therefore be, according to current sector practice, competent in the functions covered by the units they are assessing. They will have gained their occupational competence by working within the sector relating to the units or qualification they are assessing.

Assessors 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.

### 4.2.2 Occupational Knowledge

Where assessors are assessing knowledge-based qualifications, they must be occupationally knowledgeable.

### 4.2.3 Qualification Knowledge

Assessors must be familiar with the qualification units they are assessing. They must be able to interpret and make judgements on current working practices and technologies within the area of work.

#### **4.2.4 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.

#### **4.2.5 Continuing Professional Development**

Assessors must actively 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 as an assessor.

### **4.3 Internal Quality Assurers**

#### **4.3.1 Occupational Knowledge**

Internal quality assurers (IQAs) must be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk-critical nature of the work, particularly in the justice and health sectors, and the legal implications of the assessment process, they must 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.

#### **4.3.2 Qualification Knowledge**

IQAs must 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.

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<sup>2</sup> National Occupational Standards for Learning and Development, LLUK 2010

### **4.3.3 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
- 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.

### **4.3.4 Continuing Professional Development**

IQAs must actively engage in continuous professional development activities to maintain:

- occupational 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 as an IQA.

## **4.4 External Quality Assurers**

External quality assurers (EQAs) are appointed by SFJ Awards to approve centres and to monitor the assessment and internal quality assurance carried out by centres. SFJ Awards is responsible for ensuring that their external quality assurance team have:

- sufficient occupational knowledge

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<sup>3</sup> National Occupational Standards for Learning and Development, LLUK 2010

- current experience of external quality assurance
- access to appropriate training and support.

External quality assurance is carried out to ensure that there is compliance, validity, reliability and good practice in centres. EQAs must have appropriate occupational and verifying knowledge and expertise.

#### **4.4.1 External Quality Assurer Competence**

To demonstrate their competence, EQAs must be:

- qualified with a recognised external quality assurance qualification, or
- working towards a recognised external quality assurance qualification.

#### **4.4.2 Continuing Professional Development**

EQAs must maintain their occupational and external quality assurance knowledge. They will attend training and development designed to keep them up-to-date, facilitate standardisation between staff and share good practice.

#### **4.5 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.

##### **4.5.1 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.

##### **4.5.2 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.

#### **4.6 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

are defined in Ofqual's level descriptors.<sup>4</sup> Further information on qualification levels is included in the SFJ Awards Assessment Guide, which is available in the centre area of our website <http://sfjawards.com/approved-centres/> or on request from SFJ Awards.

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.

#### **4.7 Methods for Assessing Competence**

Qualifications may be assessed using any method, or combination of methods in Section 4.1, 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 a decision about an individual's occupational competence. Further information on assessment methods is provided below and also in the SFJ Awards Assessment Guide which is available in the centre area of our website <http://sfjawards.com/approved-centres/>, or on request from SFJ Awards.

##### **4.7.1 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.

##### **4.7.2 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: 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)

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). Assessors will not need to spend as long assessing expert witness testimony as they would a witness testimony from a non-expert. Therefore if expert witnesses are involved in the assessment strategy for a qualification a greater number of learners can be managed by a smaller number of assessors.

The assessor is however responsible for making the final judgement in terms of the learner meeting the evidence requirements for the qualification unit(s).

#### **4.7.3 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.

#### **4.7.4 Professional discussion**

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 records of discussions must be maintained.

#### **4.7.5 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 records of all questioning must be maintained.

#### **4.7.6 Simulations**

Simulations may take place either in a non-operational environment which is not the learner's workplace, for example a training centre, or in the 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.

#### **4.8 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 Guide which is available in the centre area of our website <http://sfjawards.com/approved-centres/>, or on request from SFJ Awards.

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 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

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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)

- Time bound conditions
- Invigilation.

#### **4.9 Methods for Assessing Knowledge and Understanding**

Qualifications may be assessed using any method, or combination of methods in Section 4.1, 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.

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

Where written assessments are used centres must maintain a sufficient bank of assignments which are changed regularly.

#### **4.10 Assessment Planning**

Planning assessment allows a holistic approach to be taken, which focuses 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
- 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; 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. The assessment is therefore a more efficient, cost effective process which minimises the burden on learners, assessors and employers.

#### **4.11 Standardisation**

Internal and external standardisation is required to ensure the consistency of evidence, assessment decisions and qualifications awarded over time.

##### **4.11.1 Internal standardisation**

IQAs should facilitate internal standardisation events for assessors to attend and participate, in order to review evidence used, make judgments, compare quality and come to a common understanding of what is sufficient.

#### **4.11.2 External standardisation**

SFJ Awards will enable access to external standardisation opportunities for centres and EQAs over time.

Further information on standardisation is available in the SFJ Awards Quality Assurance (Internal and External) Policy, available in the centre area of our website <http://sfjawards.com/approved-centres/> and the SFJ Awards Standardisation Policy, available on our website <http://sfjawards.com/policies/>. All policies are available on request from SFJ Awards.

#### **4.12 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, available in the centre area of our website <http://sfjawards.com/approved-centres/>, and outlined in SFJ Awards Recognition of Prior Learning Policy, available on our website <http://sfjawards.com/policies/>. All policies are available on request from SFJ Awards.

#### **4.13 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 are disabled 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, which are available on our website <http://sfjawards.com/policies/> or on request from SFJ Awards.

#### **4.14 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.

# 5 Qualification Units

## Group A – Mandatory Units

Unit Title		Manage own performance in a business environment	
Level		2	
Credit Value		2	
GLH		9	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how to plan work and be accountable to others	1.1	Outline guidelines, procedures codes of practice relevant to personal work
		1.2	Explain the purpose of planning work, and being accountable to others for own work
		1.3	Explain the purpose and benefits of agreeing realistic targets for work
		1.4	Explain how to agree realistic targets
		1.5	Describe ways of planning work to meet agreed deadlines
		1.6	Explain the purpose of keeping other people informed about progress
		1.7	Explain the purpose and benefits of letting other people know work plans need to be changed
		1.8	Describe types of problems that may occur during work
		1.9	Describe ways of seeking assistance with getting help to resolve problems
		1.10	Explain the purpose and benefits of recognising and learning from mistakes
2	Understand how to behave in a way that supports effective working	2.1	Explain the purpose and benefits of agreeing and setting high standards for own work
		2.2	Describe ways of setting high standards for work
		2.3	Explain the purpose and benefits of taking on new challenges if they arise
		2.4	Explain the purpose and benefits of adapting to change

		2.5	Explain the purpose and benefits of treating others with honesty, respect and consideration
		2.6	Explain why own behaviour in the workplace is important
		2.7	Describe types of behaviour at work that show honesty, respect and consideration and those that do not
3	Be able to plan and be responsible for own work, supported by others	3.1	Agree realistic targets and achievable timescales for own work
		3.2	Plan work tasks to make best use of own time and available resources
		3.3	Confirm effective working methods with others
		3.4	Identify and report problems occurring in own work, using the support of other people when necessary
		3.5	Keep other people informed of progress
		3.6	Complete work tasks to agreed deadlines or re-negotiate timescales and plans in good time
		3.7	Take responsibility for own work and accept responsibility for any mistakes made
		3.8	Follow agreed work guidelines, procedures and, where needed, codes of practice
4	Behave in a way that supports effective working	4.1	Set high standards for own work and show commitment to achieving these standards
		4.2	Agree to take on new challenge(s) if they arise
		4.3	Adapt to new ways of working
		4.4	Treat other people with honesty, respect and consideration
		4.5	Help and support other people in work tasks

Unit Title		Improve own performance in a business environment	
Level		2	
Credit Value		2	
GLH		6	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how to improve own performance	1.1	Explain the purpose and benefits of continuously improving performance at work
		1.2	Explain the purpose and benefits of encouraging and accepting feedback from others
		1.3	Explain how learning and development can improve own work, benefit organisations, and identify career options
		1.4	Describe possible career progression routes
		1.5	Describe possible development opportunities
2	Be able to improve own performance using feedback	2.1	Encourage and accept feedback from other people
		2.2	Use feedback to agree ways to improve own performance in the workplace
		2.3	Complete work tasks, using feedback given, to improve performance
3	Be able to agree own development needs using a learning plan	3.1	Investigate and agree where further learning and development may improve own work performance
		3.2	Confirm learning plan changes
		3.3	Follow a learning plan
		3.4	Review progress against learning plan and agree further learning updates, if required

Unit Title		Communicate in a business environment	
Level		2	
Credit Value		3	
GLH		18	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the purpose of planning communication	1.1	Explain reasons for knowing the purpose of communication
		1.2	Explain reasons for knowing the audience to whom the communication is being presented
		1.3	Describe different methods of communication
		1.4	Describe when to use different methods of communication
2	Understand how to communicate in writing	2.1	Identify different sources of information that may be used when preparing written communication
		2.2	Describe the communication principles for using electronic forms of written communication in a business environment
		2.3	Describe the reasons for using language that suits the purpose of written communication
		2.4	Describe ways of organising, structuring and presenting written information so it meets the needs of an audience
		2.5	Describe ways of checking for the accuracy of written information
		2.6	Explain the purpose of accurate use of grammar, punctuation and spelling
		2.7	Explain what is meant by plain English, and why it is used
		2.8	Explain the need to proofread and check written work
		2.9	Explain how to identify work that is important and work that is urgent
		2.10	Describe organisational procedures for saving and filing written communications
3	Understand how to communicate verbally	3.1	Describe ways of verbally presenting information and ideas clearly



		3.2	Explain ways of making contributions to discussions that help to move them forward
		3.3	Describe methods of active listening
		3.4	Explain the purpose of summarising verbal communications
4	Understand the purpose of feedback in developing communication skills	4.1	Describe ways of getting feedback on communications
		4.2	Explain the purpose of using feedback to develop communication skills
5	Be able to plan communication	5.1	Identify the purpose of communications and the audience(s)
		5.2	Select methods of communication to be used
		5.3	Confirm methods of communication, as required
6	Be able to communicate in writing	6.1	Find and select information needed for written communications
		6.2	Organise, structure and present information so that it is clear, accurate and meets the needs of the audience
		6.3	Use language that suits the purpose of written communication and the audience
		6.4	Use accurate grammar, spelling and punctuation, and plain English to make sure that meaning is clear
		6.5	Proofread and check written communications and make amendments, as required
		6.6	Confirm what is important and what is urgent
		6.7	Produce written communications to meet agreed deadlines
		6.8	Keep a file copy of written communications sent
7	Be able to communicate verbally	7.1	Verbally present information and ideas to others clearly and accurately
		7.2	Make contributions to discussion(s) that move the discussion forward
		7.3	Actively listen to information given by other people, and make relevant responses
		7.4	Ask relevant questions to clarify own understanding, as required

		7.5	Summarise verbal communication(s) and agree that the correct meaning has been understood
8	Be able to identify and agree ways of developing communication skills	8.1	Get feedback to confirm whether the communication has achieved its purpose
		8.2	Use feedback to identify and agree ways of improving own communication skills

Unit Title		Work in a business environment	
Level		2	
Credit Value		2	
GLH		18	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how to respect other people at work	1.1	Describe what is meant by diversity and why it should be valued
		1.2	Describe how to treat other people in a way that is sensitive to their needs
		1.3	Describe how to treat other people in a way that respects their abilities, background, values, customs and beliefs
		1.4	Describe ways in which it possible to learn from others at work
2	Understand how to maintain security and confidentiality at work and deal with concerns	2.1	Describe the purpose and benefits of maintaining security and confidentiality at work
		2.2	Describe requirements for security and confidentiality in an organisation
		2.3	Describe legal requirements for security and confidentiality, as required
		2.4	Describe procedures for dealing with concerns about security and confidentiality in an organisation
3	Understand the purpose and procedures for keeping waste to a minimum in a business environment	3.1	Explain the purpose of keeping waste to a minimum
		3.2	Describe the main causes of waste that may occur in a business environment
		3.3	Describe ways of keeping waste to a minimum
		3.4	Identify ways of using technology to reduce waste
		3.5	Outline the purpose and benefits of recycling
		3.6	Describe organisational procedures for recycling materials
4	Understand procedures for disposal of hazardous materials	4.1	Describe the benefits of procedures for the recycling and disposal of hazardous materials
		4.2	Describe organisational procedures for the recycling and disposal of hazardous materials
5	Know how to support sustainability in an organisation	5.1	Outline the purpose of improving efficiency and minimising waste

		5.2	Describe ways of improving own working methods and use of technology to achieve efficiency and reduce waste
6	Be able to respect and support other people at work in an organisation	6.1	Complete work tasks alongside other people in a way that shows respect for a) backgrounds b) abilities c) values, customs and beliefs
		6.2	Complete work tasks with other people in a way that is sensitive to their needs
		6.3	Use feedback and guidance from other people to improve own way of working
		6.4	Follow organisational procedures and legal requirements in relation to discrimination legislation, as required
7	Be able to maintain security and confidentiality	7.1	Keep property secure, following organisational procedures and legal requirements, as required
		7.2	Keep information secure and confidential, following organisational procedures and legal requirements
		7.3	Follow organisational procedures to report concerns about security / confidentiality, as required
8	Be able to support sustainability and minimise waste in an organisation	8.1	Complete work tasks, keeping waste to a minimum
		8.2	Use technology in work task(s) in ways that minimise waste
		8.3	Follow procedures for recycling and disposal of hazardous materials, as required
		8.4	Follow procedures for the maintenance of equipment in own work

## Group B – Optional Units

Unit Title		Prepare text from notes	
Level		2	
Credit Value		3	
GLH		15	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand preparing text from notes	1.1	Describe different types of documents that may be produced from notes and the formats to be followed
		1.2	Explain the difference between producing text from own notes and producing text from others' notes
2	Understand the purpose and benefits of following procedures when preparing text from notes	2.1	Explain the benefits of agreeing the purpose, format and deadline for preparing text from notes
		2.2	Explain the purpose of accuracy – including spelling, grammar and punctuation – when preparing text from notes
		2.3	Describe ways of checking finished documents for accuracy and correctness, and the purpose of doing so
		2.4	Explain the purpose of storing text and notes safely and securely, and ways of doing so
		2.5	Explain the purpose of confidentiality and data protection when preparing text from notes
		2.6	Explain the purpose and benefits of meeting deadlines
3	Be able to prepare for text from notes	3.1	Agree the purpose, format and deadlines for texts
4	Be able to prepare text from notes	4.1	Input text using keyboard skills
		4.2	Format text to agreed style and layout, making efficient use of available technology
		4.3	Clarify text requirements when necessary
		4.4	Read and check texts for accuracy
		4.5	Edit and correct texts, as required
		4.6	Store texts and original notes safely and securely following organisational procedures

		4.7	Produce texts to the required format and within agreed deadlines
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Unit Title		Respond to change in a business environment	
Level		2	
Credit Value		3	
GLH		16	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the causes and effects of change in a business environment	1.1	Give examples of changes in working practices in a business environment, and explain why they are happening
		1.2	Describe the possible effects of changes in working practices on people within a business environment
		1.3	Explain how change can benefit an organisation, team and individual
2	Understand own role in supporting change	2.1	Describe ways in which individuals can support change in a business environment
		2.2	Explain the purpose and benefits of contributing to planning for change
		2.3	Explain how individuals can prepare for changes within a business environment and in ways of working
		2.4	Describe the types of support that people need during change
		2.5	Explain the benefits of good communication with others and accurate information during change
		2.6	Describe how to identify the effects of changes on own work and reasons for doing so
		2.7	Explain the purpose of reviewing the effects of changes on people, processes and outcomes
		2.8	Describe ways of reviewing the effects of changes on people, processes and outcomes
3	Understand own role in responding to change	3.1	Explain the purpose of change as part of a process of continuous improvement
		3.2	Explain the possible effects of changes on own values
		3.3	Explain the benefits of responding positively to changes

4	Be able to respond to change	4.1	Identify changes needed in own area of work
		4.2	Make suggestions for change
		4.3	Complete own work tasks using changed procedures or ways of working
		4.4	Identify where training or other support is needed
		4.5	Actively seek support, as required
		4.6	Give support to other people during change, or seek support, as required
		4.7	Ask questions to clarify issues
5	Be able to support the evaluation of change	5.1	Give feedback on the effects of changes in own work
		5.2	Make suggestions for further actions, as required



Unit Title		Use office equipment	
Level		2	
Credit Value		4	
GLH		18	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Know about different types of office equipment and its uses	1.1	Identify different types of equipment and their uses
		1.2	Describe the different features of different types of office equipment
		1.3	Explain why different types of equipment are chosen for tasks
2	Understand the purpose of following instructions and health and safety procedures	2.1	Explain the purpose of following manufacturer's instructions when using equipment
		2.2	Explain the purpose of following organisational instructions when using equipment
		2.3	Identify health and safety procedures for using different types of equipment
		2.4	Explain the purpose of following health and safety procedures when using equipment
		2.5	Explain the purpose of keeping equipment clean and hygienic
3	Understand how to use equipment in a way that minimises waste	3.1	Give examples of waste when using equipment
		3.2	Give examples of ways to reduce waste
		3.3	Explain the purpose of minimising waste
4	Know about the different types of problems that may occur when using equipment and how to deal with them	4.1	Give examples of equipment problems
		4.2	Explain the purpose of following manufacturer's instructions and organisational procedures when dealing with problems
		4.3	Give examples of how to deal with problems
5	Understand the purpose of meeting work standards and deadlines	5.1	Explain the purpose of meeting work standards and deadlines when using equipment
6	Understand the purpose of leaving equipment and the work area ready for the next user	6.1	Explain the purpose of leaving equipment and the work area ready for the next user
7	Be able to use office equipment	7.1	Locate and select equipment needed for a task

		7.2	Use equipment following manufacturer's and organisational guidelines
		7.3	Use equipment minimising waste
		7.4	Keep equipment clean and hygienic
		7.5	Deal with equipment problems following manufacturer's and organisational procedures
		7.6	Refer problems, if required
		7.7	Make sure final work product meets agreed requirements
		7.8	Make sure that product is delivered to agreed timescale
		7.9	Make sure equipment, resources and work area are ready for the next user

Unit Title		Support the management and development of an information system	
Level		2	
Credit Value		7	
GLH		40	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how to contribute to the management of an information system	1.1	Explain the purpose of managing information to meet requirements
		1.2	Explain the purpose and value of supporting training for users and giving or requesting on-going support
		1.3	Explain the purpose of complying with legal and organisation requirements when using an information system
		1.4	Explain the purpose of contributing to the monitoring of an information system in use
		1.5	Explain the purpose of contributing to the maintenance and updating of an information system
		1.6	Describe ways of contributing to the maintenance and updating of an information system
		1.7	Describe the types of problems that may occur with an information system and how to deal with them
2	Understand how to contribute to the review and further development of an information system	2.1	Explain the purpose and value of contributing to the continuous improvement of an information system
		2.2	Explain how to identify problems in an information system and report them
		2.3	Describe ways of contributing to the resolution of problems in an information system
3	Be able to contribute to the management of an information system	3.1	Contribute to training on the use of an information system
		3.2	Contribute to supporting users, if required
		3.3	Monitor own use of an information system
		3.4	Confirm legal and organisational requirements for handling information are followed
		3.5	Make sure a system is maintained and updated, within limits of own authority
		3.6	Identify and report problems when they occur

		3.7	Resolve problems within limits of own authority
4	Be able to contribute to the evaluation of an information system	4.1	Provide feedback on performance of an information system
		4.2	Contribute to the evaluation of feedback and prioritising of development needs, if required
		4.3	Contribute information to enable further system development

Unit Title		Use a diary system	
Level		2	
Credit Value		3	
GLH		9	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand a diary system	1.1	Explain the purpose of using a diary system
		1.2	Describe different types of diary systems
		1.3	Describe the purpose of obtaining relevant information about requested diary entries and changes
2	Understand how to use a diary system	2.1	Describe the types of information needed for diary entries
		2.2	Explain how to prioritise requests
		2.3	Explain the purpose of prioritising requests
		2.4	Explain the purpose of trying to balance the needs of all those involved
		2.5	Explain the purpose of communicating changes to those affected
		2.6	Explain the purpose of keeping a diary system up to date
		2.7	Describe the different types of problems that may occur when new requests are made and solutions to these problems
		2.8	Explain the purpose of following security and confidentiality procedures when using a diary system
3	Be able to use a diary system	3.1	Obtain information needed to make diary entries
		3.2	Make diary entries accurately and clearly
		3.3	Prioritise changes to entries, as required
		3.4	Record agreed changes in the diary
		3.5	Identify and report the effects of any changes for existing entries
		3.6	Solve problems by negotiating alternative arrangements, when necessary
		3.7	Keep a diary up to date and store it securely

Unit Title		Provide reception services	
Level		2	
Credit Value		3	
GLH		15	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the purpose of reception services in a business environment	1.1	Explain the purpose of the receptionist role as the first point of contact between the public / client and an organisation
		1.2	Explain the purpose of presenting a positive image of self and the organisation
		1.3	Explain how to present a positive image of self and the organisation
2	Understand the procedures to be followed when providing reception services	2.1	Describe the structure and lines of communication in an organisation
		2.2	Explain how the structure in an organisation affects lines of communication
		2.3	Explain the purpose of entry, departure, security and confidentiality procedures, including own responsibilities
		2.4	Explain how to carry out entry, departure, security and confidentiality procedures in a reception area
		2.5	Explain the purpose of health and safety procedures when providing a reception service, including own responsibilities
		2.6	Explain how to carry out health and safety procedures in a reception area
		2.7	Describe the emergency procedures and your role within them
		2.8	Describe the types of problems that may occur with visitors including, conflict and aggression
		2.9	Explain ways of dealing with problems and when to refer them to an appropriate colleague
3	Understand ways of improving reception services and developing own role	3.1	Explain the purpose of suggesting ideas for improving a reception area
		3.2	Explain the purpose of carrying out additional duties, if applicable, and give examples

4	Provide a reception service	4.1	Present a positive image of self and the organisation
		4.2	Provide individuals with requested information and other useful information, within guidelines on confidentiality
		4.3	Follow entry and exit security procedures, if required
		4.4	Follow relevant health and safety procedures
		4.5	Deal with problems that may occur, if necessary
		4.6	Refer problems, as required
		4.7	Make sure a reception area gives a positive image of the organisation
		4.8	Make suggestions for improving a reception area, as required
		4.9	Follow organisational procedures in the event of an accident or emergency, as required
		4.10	Look for and complete additional task(s) during quiet periods, as required

Unit Title		Solve business problems	
Level		2	
Credit Value		4	
GLH		12	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Know how to recognise business problems and their causes	1.1	Outline ways of recognising when a business problem exists
		1.2	Describe how to identify possible causes of business problems
2	Understand techniques for solving business problems	2.1	Describe different ways of solving a business problem
		2.2	Outline different ways of planning to solve a business problem
		2.3	Give reasons for having support and feedback from others when solving the business problem
		2.4	Explain the purpose of checking progress and adjusting approaches to solving a business problem
		2.5	Describe ways of recognising when a business problem has been solved
3	Know how to review approaches and solutions to business problems	3.1	Outline ways of reviewing approaches to solving business problems
		3.2	Outline ways of reviewing the effectiveness of solutions to business problems
4	Be able to recognise business problems	4.1	Identify a business problem
		4.2	Confirm own understanding of a business problem
		4.3	Work with others to agree what the business problem is
5	Be able to plan and carry out a solution to a business problem	5.1	Agree an approach for how to solve the business problem
		5.2	Develop a plan to solve the business problem
		5.3	Identify ways of deciding that the business problem has been solved
		5.4	Agree approaches to solving the business problem, with others as required



		5.5	Carry out a plan to solve the business problem, involving others as required
		5.6	Use support and feedback from others to reach a solution
		5.7	Check progress towards solving the business problem
		5.8	Use feedback and progress reports to adjust the plan, as required
		5.9	Confirm that the business problem has been solved, with others as required
6	Be able to review a solution to the business problem	6.1	Review an approach to solving a business problem for its effectiveness
		6.2	Review a solution to the business problem for its effectiveness
		6.3	Identify alternative approaches and solutions for possible effectiveness

Unit Title		Take minutes	
Level		2	
Credit Value		4	
GLH		15	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the task of taking minutes at meetings	1.1	Describe the purpose of meetings
		1.2	Describe legal and organisational requirements that may apply to minute taking
		1.3	Explain the purpose of minutes as an accurate record of discussions and decisions
		1.4	Describe the purpose of documents and terms that are commonly used in meetings
2	Understand the role of the chair and other formal responsibilities in meetings	2.1	Explain the role of the chair and other formal responsibilities within meetings
		2.2	Describe how to work in partnership with the chair when taking minutes
3	Know how to take minutes at meetings	3.1	Explain the purpose of listening actively when taking minutes
		3.2	Explain how to listen actively when minute taking
		3.3	Describe how to take notes during discussions held at meetings
		3.4	Explain the purpose of getting clarification
		3.5	Describe how to get clarification
		3.6	Describe different types of minutes and their purpose
		3.7	Describe the different styles of writing that may be used in minute taking
		3.8	Explain how to sort, select and structure information to produce minutes
		3.9	Explain what is meant by using the correct tone and professional language in minutes
4	Be able to prepare for taking minutes	4.1	Prepare for taking minutes, as required
		4.2	Communicate with the meeting chair, as required
		4.3	Note any changes to the agenda, matters arising and action points from last meeting

5	Be able to minute meetings	5.1	Take notes at a meeting of all items required
		5.2	Produce accurate minutes that record the meaning of discussions and decisions taken
		5.3	Make sure minutes are in the agreed style
		5.4	Make sure the process for signing off minutes and / or action points has been agreed
		5.5	Check minutes and make necessary amendments
		5.6	Agree minutes with the relevant people and circulate them within the agreed timescales
		5.7	Follow organisational requirements for confidentiality and security of information, as required
		5.8	Make sure follow-up actions, and who is responsible for taking the actions, have been clearly identified
		5.9	Store notes and minutes following organisational procedures
		5.10	Follow legal and organisational requirements for minute taking, as necessary

Unit Title		Maintain and issue stationery stock items	
Level		2	
Credit Value		3	
GLH		14	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand procedures for maintaining and issuing stationery stock items	1.1	Outline organisational requirements for ordering, taking delivery, storing, stock-taking, issuing and disposing of stationery stock items
		1.2	Outline ways of keeping up-to-date, accurate and legible records of stationery stock items
		1.3	Explain the purpose of knowing the level of demand for stationery stock items and how this may affect requirements for ordering and stock held
		1.4	Outline other factors that may affect the future level of demand for stationery stock held
		1.5	Give examples of suppliers that may be used when ordering stationery stock items
		1.6	Outline differences between ordering stationery stock items from internal and external suppliers
		1.7	Outline organisational procedures for issuing stationery stock items
		1.8	Outline when it may be necessary to ask for receipts for stationery stock items issued
2	Know how to handle, store and dispose of stationery stock items	2.1	Outline organisational procedures for handling and storing stationery stock items safely and securely
		2.2	Outline organisational procedures for the correct and safe disposal of stationery stock items
3	Understand problems that may occur with maintaining and issuing stationery stock items and how to deal with them	3.1	Describe types of problems that may occur with deliveries and stationery stock items
		3.2	Describe organisational procedures for dealing with problems
4	Understand how to make recommendations for improving stationery stock handling	4.1	Describe organisational procedures for recommending improvements for ordering, taking delivery, storing, stock-taking, issuing and disposing of unwanted or damaged stationery stock items

5	Be able to maintain stationery stock levels	5.1	Maintain stationery stock items to required levels
		5.2	Handle and store stationery stock safely and securely, maintaining its condition and following organisational procedures
		5.3	Carry out stock-takes as instructed and report problems
		5.4	Order stationery stock from suppliers within limits of own authority
		5.5	Chase up orders with suppliers
		5.6	Check incoming deliveries against orders and report any problems
		5.7	Keep up-to-date, accurate and legible records of stationery stock delivered and held
6	Be able to issue items from stationery stock	6.1	Issue stationery stock items as requested, following organisational procedures
		6.2	Keep up-to-date, accurate and legible records of stationery stock items issued
7	Be able to deal with unwanted or damaged items of stationery stock	7.1	Dispose of unwanted or damaged stationery stock items safely, following organisational procedures and legal requirements
8	Be able to make recommendations to improve stationery stock handling	8.1	Identify and recommend ways in which systems for receiving, issuing and disposing of stationery stock could be improved, as required

Unit Title		Organise and report data	
Level		2	
Credit Value		3	
GLH		12	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how to organise and report data that has been researched	1.1	Describe different ways of organising data that has been researched
		1.2	Describe different ways of reporting data
		1.3	Describe the purpose of presenting data to the agreed format and timescale
2	Be able to organise data	2.1	Organise data so that it can be reported
		2.2	Check the accuracy of the data, and make adjustments, if required
		2.3	Obtain feedback on data collected, if required
3	Be able to report data	3.1	Present data in agreed format
		3.2	Present data to agreed timescale

Unit Title		Store and retrieve information	
Level		2	
Credit Value		3	
GLH		17	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand processes and procedures for storing and retrieving information	1.1	Explain the purpose of storing and retrieving required information
		1.2	Describe different information systems and their main features
		1.3	Explain the purpose of legal and organisational requirements for the security and confidentiality of information
		1.4	Explain the purpose of confirming information to be stored and retrieved
		1.5	Describe ways of checking information for accuracy
		1.6	Explain the purpose of checking information for accuracy
		1.7	Explain the purpose of providing information to agreed format and timescales
		1.8	Describe the types of information that may be deleted
		1.9	Describe problems that may occur with information systems and how to deal with them, when necessary
2	Be able to store information	2.1	Identify, confirm and collect information to be stored
		2.2	Follow legal and organisational procedures for security and confidentiality of information to be stored
		2.3	Store information in approved locations
		2.4	Check and update stored information, if required
		2.5	Delete stored information, if required
		2.6	Deal with, or refer problems, if required
3	Be able to retrieve information	3.1	Confirm and identify information to be retrieved
		3.2	Follow legal and organisational procedures for security and confidentiality of information
		3.3	Locate and retrieve the required information

		3.4	Check and update information, if required
		3.5	Provide information in the agreed format and timescale
		3.6	Deal with, or refer problems if required



Unit Title		Handle mail	
Level		2	
Credit Value		3	
GLH		17	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand security procedures when handling mail or packages	1.1	Explain the purpose of security procedures for handling mail or packages
		1.2	Give examples of security procedures for handling mail in organisation(s)
2	Understand the range of available internal and external mail services	2.1	Explain the purpose of distributing and despatching mail to the correct recipient within agreed timescales
		2.2	State the organisational structure and names, roles and locations of individuals and teams
		2.3	Give examples of internal and external mail services available to organisations
		2.4	Give reasons for selecting internal and external mail services
		2.5	Describe the methods of calculating postage charges for mail or packages
		2.6	Describe the types of problems that may occur with incoming and outgoing mail and how to deal with these
3	Be able to receive, distribute and collect internal mail or packages	3.1	Receive, check and sort incoming mail or packages
		3.2	Identify and deal with unwanted junk mail or damaged items
		3.3	Identify and deal with suspicious items
		3.4	Distribute incoming mail or packages
		3.5	Collect, sort and prioritise outgoing mail or packages
4	Be able to follow procedures for despatching mail or packages	4.1	Identify best options for despatching mail
		4.2	Agree a cost for despatching mail or packages
		4.3	Arrange services to collect outgoing mail or packages, if required
		4.4	Identify and prepare items for urgent or special delivery, where necessary

		4.5	Calculate correct postage charges for outgoing mail or packages
		4.6	Record postage costs
		4.7	Despatch outgoing mail or packages to agreed timescale
5	Be able to resolve, report or refer problems that may occur in handling mail or packages	5.1	Identify where a problem may exist with incoming and outgoing mail or packages
		5.2	Resolve, report or refer problems with incoming and outgoing mail or packages

Unit Title		Produce documents in a business environment	
Level		2	
Credit Value		4	
GLH		15	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the purpose of producing high quality and attractive documents in a business environment	1.1	Outline different types of documents that may be produced and the different styles that could be used
		1.2	Describe different formats in which text may be presented
		1.3	Explain the purpose and benefits of producing high quality and attractive documents
2	Know the resources and technology available and how to use them when producing documents in a business environment	2.1	Describe the types of resources available for producing high quality and attractive documents
		2.2	Outline ways of using different resources to produce documents
		2.3	Describe different types of technology available for inputting, formatting and editing text, and their main features
3	Understand the purpose of following procedures when producing documents in a business environment	3.1	Explain the benefits of agreeing the purpose, content, style, and deadlines for producing documents
		3.2	Outline different ways of organising content needed for documents
		3.3	Outline ways of integrating and laying out text and non-text
		3.4	Describe ways of checking finished documents for accuracy – including spelling, grammar and punctuation – and correctness, and the purpose of doing so
		3.5	Explain the purpose of storing documents safely and securely, and ways of doing so
		3.6	Explain the purpose of confidentiality and data protection when preparing documents
		3.7	Explain the purpose and benefits of meeting deadlines
4	Be able to prepare for tasks	4.1	Confirm the purpose, content, style and deadlines for documents

5	Be able to produce documents to agreed specifications	5.1	Prepare resources needed to produce documents
		5.2	Organise the content required to produce documents
		5.3	Make use of technology, as required
		5.4	Format and produce documents to an agreed style
		5.5	Integrate non-text objects into an agreed layout, if required
		5.6	Check texts for accuracy
		5.7	Edit and correct texts, as required
		5.8	Clarify document requirements, when necessary
		5.9	Store documents safely and securely following organisational procedures
		5.10	Present documents to the required format and within the agreed deadlines

Unit Title		Support the organisation of meetings	
Level		2	
Credit Value		4	
GLH		18	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the arrangements to be made to support the planning and organising of meetings	1.1	Describe the role and responsibilities for supporting the organiser of the meeting
		1.2	Describe different types of meetings and their main features
		1.3	Describe how to help plan meetings to meet agreed aims and objectives
		1.4	Describe the types of resources that may be needed for different types of meetings
		1.5	Describe health, safety and security arrangements to follow when organising meetings
		1.6	Explain the purpose of following the agreed brief, plan and the resources required, for arranging a meeting
		1.7	Identify the sources and types of information and services needed to arrange a meeting
		1.8	Describe how to help the meeting organiser during the meeting
		1.9	Describe the organisational procedures for clearing and vacating a meeting room
2	Be able to prepare for a meeting	2.1	Confirm the purpose and venue of a meeting
		2.2	Confirm a budget for a meeting, if required
		2.3	Organise and confirm venue, equipment and catering requirement, if required requirements
		2.4	Invite attendees and confirm attendance
		2.5	Collate and dispatch papers for a meeting within agreed timescales
		2.6	Make sure attendees' needs are met
		2.7	Make sure equipment and layout of the rooms meets the meeting brief
		2.8	Keep records of arrangements made and services used

		2.9	Attend to any requirements during the meeting as directed by the meeting organiser
3	Be able to follow up a meeting	3.1	Follow organisation procedures for clearing a meeting room
		3.2	Circulate a meeting record to agreed timescales
		3.3	Make sure arrangements for payments have been met, if required
		3.4	Contribute to the evaluation of arrangements made for meetings, as required

Unit Title		Meet and welcome visitors	
Level		2	
Credit Value		3	
GLH		23	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand procedures for meeting and welcoming visitors	1.1	Describe different reasons for people visiting a business, their requirements and how their needs may be met
		1.2	Explain the purpose of dealing with visitors promptly and courteously
		1.3	Explain the purpose of presenting a positive image of self and the organisation
		1.4	Explain the purpose of following health, safety and security procedures when dealing with visitors, including own responsibilities
		1.5	Describe different types of problems that may occur with visitors including, conflict and aggression
		1.6	Describe ways of dealing with different problems and when to refer them to an appropriate colleague
		1.7	Explain the purpose of communicating with visitors
		1.8	Describe organisation structures and communication channels within the organisation
2	Be able to meet and welcome visitors	2.1	Greet visitor(s) and make them feel welcome
		2.2	Identify visitors and the reason for their visit
		2.3	Use the organisation's systems to receive and record visitors, as appropriate
		2.4	Make sure visitors' needs are met
		2.5	Present positive image of self and the organisation
		2.6	Follow health, safety and security procedures, as required
		2.7	Inform others of visitors' arrival, as required, in line with appropriate communication channels
		2.8	Deal with any problems that may occur, or refer problems to the appropriate person
		2.9	Follow procedures for departing visitors, as required

Unit Title		Work with other people in a business environment	
Level		2	
Credit Value		3	
GLH		10	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how your role fits with organisational values and practices	1.1	Describe the sector in which your organisation operates
		1.2	Describe your organisation's missions and purpose
		1.3	Compare your organisation to other types of organisation in your sector
		1.4	Outline your responsibilities
		1.5	Describe how your role fits into your organisation's structure
		1.6	Describe how your role contributes to the organisation's operations
		1.7	Outline the policies, procedures, systems and values of your organisation that are relevant to your role
		1.8	Outline who you would consult if unsure about organisational policies, procedures, systems and values
2	Understand how to work as part of a team to achieve goals and objectives	2.1	Explain the purpose of working with other people to achieve goals and objectives
		2.2	Identify situations in which working with others can achieve positive results
		2.3	Explain the purpose and benefits of agreeing work goals and plans when working with others
		2.4	Describe situations in which team members might support each other
		2.5	Describe ways of providing support to other people in a team
		2.6	Explain the purpose of agreeing quality measures with a team
3	Understand how to communicate as part of a team	3.1	Explain the purpose of communicating with other people in a team



		3.2	Identify different methods of communication and when to use them
4	Understand the contribution of individuals within a team	4.1	Explain the purpose of recognising the strengths of others
		4.2	Explain the value of diversity within teams
		4.3	Explain the purpose of respecting individuals working within a team
5	Understand how to deal with problems and disagreements	5.1	Describe the types of problems and disagreements that may occur when working with other people in a team
		5.2	Describe ways of dealing with problems and disagreements when working with other people in a team
6	Understand the purpose of feedback when working as a team	6.1	Explain the purpose of giving and receiving constructive feedback
		6.2	Describe ways of using feedback to improve own work, and a team as a whole
7	Be able to work in a way that fits with organisational values and practices	7.1	Follow organisational policies, systems and procedures relevant to your role
		7.2	Apply relevant organisational values across all aspects of your work
		7.3	Work with outside organisations and individuals in a way that protects the image of your organisation, when relevant
		7.4	Seek guidance when unsure about organisational policies, systems, procedures and values
8	Be able to work in a team to achieve goals and objectives	8.1	Communicate effectively with other people in a team
		8.2	Contribute to the agreement of work objectives and quality measures with a team, to achieve a positive outcome
		8.3	Make sure work goals and objectives are achieved in a way that makes best use of own abilities in a team
		8.4	Provide support to members of a team, if required
		8.5	Show respect for individuals in a team
		8.6	Make sure own work meets agreed quality standards and is on time

9	Be able to deal with or refer problems in a team	9.1	Identify problem(s) or disagreement(s) in a team
		9.2	Resolve problem(s) or disagreement(s) within limits of own authority and experience
		9.3	Refer problems, as required
10	Be able to use feedback on objectives in a team	10.1	Contribute to providing constructive feedback on the achievement of objectives to a team
		10.2	Receive constructive feedback on own work
		10.3	Use feedback on achievement of objectives to identify improvements in own work, and that of the team

Unit Title		Research information	
Level		2	
Credit Value		4	
GLH		17	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand procedures for researching information	1.1	Give reasons for agreeing objectives and deadlines for researching information
		1.2	Give reasons for identifying and agreeing sources of information
		1.3	Explain the purpose of recording and storing information researched
2	Be able to research information for others	2.1	Agree aims, objectives and deadlines for the information search
		2.2	Identify sources of information
		2.3	Search for and obtain data
		2.4	Check that data is suitable for the purpose of the research
		2.5	Record the data and store it securely
		2.6	Make a record of information sources used
		2.7	Meet deadlines for completing research

Unit Title		Archive information	
Level		2	
Credit Value		2	
GLH		13	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand procedures for archiving information	1.1	Explain why and when required information should be archived
		1.2	Explain the purpose of agreeing retention periods for archiving information
		1.3	Describe procedures to be followed for archiving information, including legal requirements, if required
		1.4	Explain the purpose of organisational and legal requirements for the security and confidentiality of archived information
		1.5	Explain the purpose of deciding and agreeing information to be archived
		1.6	Describe procedures for recording and keeping archived information
		1.7	Explain how to retrieve archived information
		1.8	Describe how to delete information from an archive system
		1.9	Describe problems that may occur with systems containing archived information and how to deal with them or refer them
		1.10	Describe the purpose of conforming to requirements of an external archive system, if outsourced from the organisation
2	Be able to archive information	2.1	Decide and agree the information to be archived, retrieved and deleted
		2.2	Decide and agree on the retention period for information being archived
		2.3	Follow legal and organisational policies and procedures for security and confidentiality of information
		2.4	Archive information to the agreed brief and timescale

		2.5	Maintain and update a record of information archived
		2.6	Resolve or refer problems, if required
		2.7	Retrieve archived information on request
		2.8	Delete archived information, if required
		2.9	Conform to requirements of external archive systems, if outsourced from the organisation

Unit Title		Plan and organise meetings	
Level		3	
Credit Value		5	
GLH		25	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the arrangements and actions required for planning and organising meetings	1.1	Explain the role of the person planning and organising a meeting
		1.2	Describe the different types of meetings and their main features
		1.3	Explain how to plan meetings that meet agreed aims and objectives
		1.4	Explain the purpose of agreeing a brief for the meeting
		1.5	Explain how to identify suitable venues for different types of meetings
		1.6	Describe the types of resources needed for different types of meetings
		1.7	. Outline the main points that should be covered by an agenda and meeting papers
		1.8	Explain the purpose of meeting attendees' needs and special requirements, and providing them with information required for meetings
		1.9	Describe the health, safety and security requirements that need to be considered when organising meetings
		1.10	Explain the purpose and benefits of briefing the chair before a meeting
		1.11	Explain the purpose of welcoming and providing suitable refreshments to attendees, if required
		1.12	Describe the types of information, advice and support that may be need to be provided during a meeting
		1.13	Describe the types of problems that may occur during a meeting and how to solve them
		1.14	Explain what should be included in a record of a meeting, and the purpose of ensuring the record is accurate and approved

		1.15	Explain how to record actions and follow up, if required
		1.16	Explain the purpose of collecting and evaluating participant feedback from the meeting
		1.17	Describe how to agree learning points to improve the organisation of future meetings
2	Be able to prepare for a meeting	2.1	Agree and prepare the meeting brief, checking with others, if required
		2.2	Agree a budget for the meeting, if required
		2.3	Prepare and agree an agenda and meeting papers
		2.4	Organise and confirm venue, equipment and catering requirements, when necessary
		2.5	Invite attendees, confirm attendance and identify any special requirements
		2.6	Arrange catering, if required
		2.7	Arrange the equipment and layout of the room, if required
		2.8	Make sure the chair receives appropriate briefing
3	Be able to support running a meeting	3.1	Welcome attendees and offer suitable refreshments (if required)
		3.2	Make sure attendees have full set of papers
		3.3	Make sure a person has been nominated to take minutes, if required
		3.4	Provide information, advice and support when required
4	Be able to follow up a meeting	4.1	Produce a record of the meeting
		4.2	Seek approval for the meeting record, amend as required
		4.3	Respond to requests for amendments and arrange recirculation of a revised meeting record
		4.4	Follow up action points, if required
		4.5	Evaluate meeting arrangements, and external services where used
		4.6	Evaluate participant feedback from the meeting and share results with relevant people, where used

		4.7	Summarise learning points and use these to identify improvements that can be made to future meeting arrangements and support
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Unit Title		Design and produce documents in a business environment	
Level		3	
Credit Value		4	
GLH		25	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the purpose and value of designing and producing high quality and attractive documents	1.1	Describe different types of documents that may be designed and produced and the different styles that could be used
		1.2	Describe different formats in which text may be presented
		1.3	Explain the purpose and benefits of designing and producing high quality and attractive documents
2	Know the resources available to design and produce documents and how to use them	2.1	Describe the types of resources needed to design and produce high quality and attractive documents
		2.2	Explain the purpose and benefits of using different types of resource to design and produce high quality and attractive documents
		2.3	Describe different types of technology available for inputting, formatting and editing text, and their main features
3	Understand the purpose and value of following procedures when designing and producing documents	3.1	Explain the value and benefits of agreeing the purpose, content, style, and deadlines for the design and production of documents
		3.2	Describe ways of researching and organising content needed for documents
		3.3	Describe ways of integrating and laying out text and non-text
		3.4	Describe ways of checking finished documents for accuracy – including spelling, grammar and punctuation – and correctness, and the purpose of doing so
		3.5	Explain the purpose of storing documents safely and securely, and ways of doing so
		3.6	Explain the purpose of confidentiality and data protection when preparing documents
		3.7	Explain the purpose and benefits of meeting deadlines
4	Be able to design and produce documents to agreed specifications	4.1	Agree the purpose, content, style and deadlines for documents

	4.2	Identify and prepare resources needed to design and produce documents
	4.3	Research and organise the content required for documents
	4.4	Make appropriate and efficient use of technology, as required
	4.5	Design, format and produce documents to an agreed style
	4.6	Integrate non-text objects into an agreed layout, if required
	4.7	Check texts and objects for accuracy
	4.8	Edit and correct texts and objects as required
	4.9	Clarify document requirements, if necessary
	4.10	Store documents safely and securely following organisational procedures
	4.11	Present documents to the required format, and within the agreed deadlines

Unit Title		Contribute to decision-making in a business environment	
Level		3	
Credit Value		3	
GLH		12	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the purpose and process of decision-making	1.1	Identify situations where decision-making is required
		1.2	Explain key stages in the decision-making process
2	Understand how to prepare to contribute to decision-making	2.1	Understand the purpose of knowing the context in which a decision is being made
		2.2	Describe the role and responsibilities of a person contributing to decision-making
		2.3	Describe possible limitations on a person contributing to decision-making
		2.4	Identify sources of information that can be used to inform decision-making
		2.5	Explain how to research information to be used to inform decision-making
3	Understand how to contribute to decision-making	3.1	Explain the purpose of contributing to meetings and other discussions where decisions are being made, and ways of doing so
		3.2	Explain how to structure own ideas and information
		3.3	Explain the purpose and benefits of respecting other people's contributions to the decision-making process
		3.4	Explain the purpose of listening and responding to other people during the decision-making process, and ways of doing so
		3.5	Explain how to use evidence, argument, questioning and assertiveness to influence outcomes
		3.6	Explain the purpose of collective responsibility
4	Be able to prepare contributions to decision-making	4.1	Identify sources of information needed
		4.2	Research and collect information to add value to the decision-making process
5	Be able to make contributions to decision-making	5.1	Present information to others and develop ideas, using accurate and current information

		5.2	Make constructive, relevant and timely contributions to meeting(s) or other discussions to contribute to making a decision
		5.3	Provide additional information, when asked, to contribute to making a decision
		5.4	Contribute to identifying and agreeing criteria for making a decision
		5.5	Contribute to structuring ideas and information in a way that helps other people understand own ideas
		5.6	Listen to other people's contributions adapting own ideas as necessary
		5.7	Contribute to reviewing information provided for a decision to be made
		5.8	Confirm support for an agreed decision

Unit Title		Make and receive telephone calls	
Level		1	
Credit Value		3	
GLH		10	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how to make telephone calls	1.1	Describe the different features of telephone systems and how to use them
		1.2	Give reasons for identifying the purpose of a call before making it
		1.3	Describe different ways of obtaining the names and numbers of people that need to be contacted
		1.4	Describe how to use a telephone system to make contact with people inside and outside an organisation
		1.5	Explain the purpose of giving a positive image of self and own organisation
		1.6	Explain the purpose of summarising the outcomes of a telephone conversation before ending the call
		1.7	Describe how to identify problems and who to refer them to
		1.8	Describe organisation structures and communication channels within an organisation
		1.9	Describe how to follow organisational procedures when making a telephone call
		1.10	Explain how to report telephone system faults
2	Understand how to receive and transfer telephone calls	2.1	Describe how to identify callers and their needs
		2.2	Explain the purpose of giving accurate and up to date information to callers
		2.3	Explain the purpose of confidentiality and security when dealing with callers
		2.4	Describe the types of information that could affect confidentiality and security and how to handle these
		2.5	Describe ways of identifying the appropriate person to whom a call is transferred
		2.6	Describe the information to be given when transferring calls or leaving messages

		2.7	Describe how to identify problems and who to refer them to
		2.8	Describe how to follow organisational procedures when receiving a telephone call
		2.9	Explain how to report telephone system faults
3	Be able to make telephone calls	3.1	Identify the purpose of the call
		3.2	Obtain the name and number of the person to be contacted
		3.3	Make contact with the person
		3.4	Communicate information to achieve the purpose of the call
		3.5	Project a positive image of self and organisation
		3.6	Summarise the outcomes of the conversation before ending a call
		3.7	Report telephone system faults, if necessary
4	Be able to receive telephone calls	4.1	Answer a phone following organisational procedures
		4.2	Give a positive image of self and organisation
		4.3	Identify the caller, where they are calling from, and what they need
		4.4	Give accurate and up to date information whilst protecting confidentiality and security
		4.5	Transfer calls, if required
		4.6	Take and pass on messages according to the caller's needs
		4.7	Summarise the outcomes of the conversation before ending the call
		4.8	Report telephone system faults, if necessary

Unit Title		Support the co-ordination of an event	
Level		2	
Credit Value		3	
GLH		20	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the role and purpose of supporting the co-ordination of an event	1.1	Describe the range of support activities that may be required when supporting the co-ordination of an event
		1.2	Identify the responsibilities involved in supporting the co-ordination of an event
		1.3	Describe the types of problems that may occur during events and how to deal with these
		1.4	Describe the points to observe when clearing and vacating an event
		1.5	Describe the types of follow-up activities that may be required to carry out the co-ordination of an event
2	Be able to support the co-ordination of an event	2.1	<p>Contribute to the co-ordination of an event by:</p> <ul style="list-style-type: none"> <li>a) preparing the venue and making sure all necessary resources and supporting activities are in place</li> <li>b) arranging resources during an event, in line with agreed plans</li> <li>c) helping delegates to feel welcome</li> <li>d) meeting delegates' needs throughout an event</li> <li>e) resolving or referring problems, as required</li> <li>f) liaising with the management of the venue to make sure facility resources are in place</li> <li>g) clearing, and vacating the venue according to the terms of the contract</li> <li>h) preparing and circulating papers, or completing other follow up actions following the event, if required</li> </ul>

Unit Title		Use electronic message systems	
Level		2	
Credit Value		1	
GLH		6	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the use of electronic message systems	1.1	Describe the main types of electronic message systems
		1.2	Describe the different features of electronic message systems
		1.3	Explain the purpose of keeping an electronic message system up to date
		1.4	Describe how to use an electronic message system to check and delete or discard messages
		1.5	Explain the purpose of leaving clear messages for others
2	Be able to use electronic message systems	2.1	Keep a message system up to date
		2.2	Check system for messages
		2.3	Respond to messages within agreed timescales
		2.4	Delete messages when dealt with
		2.5	Select the information to be given when taking or leaving messages
		2.6	Leave messages on other people's systems, if required



Unit Title		Support the organisation of an event	
Level		2	
Credit Value		2	
GLH		15	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the role and purpose of providing support with the organisation of an event	1.1	Describe the role and responsibilities required when supporting the organisation of an event
		1.2	Identify a range of support activities that may be required when supporting the organisation of an event
		1.3	Identify the purpose and value of giving assistance with organising an event
		1.4	Describe the different types of events and their main features
		1.5	Describe the types of risks associated with events and how to minimise these
		1.6	Outline the types of information that delegates will need
		1.7	Explain how to identify suitable venues for different types of events
		1.8	Describe the types of resources needed to prepare for different types of events
		1.9	Outline the different special requirements that delegates may have and how to meet these
		1.10	Describe the health, safety and security requirements that need to be considered when organising events
2	Be able to support the organisation of an event	2.1	Contribute to the organisation of an event by: <ul style="list-style-type: none"> <li>a) supporting the implementation of the plan for the event to meet agreed objectives</li> <li>b) identifying resources and support needed for organising an event</li> <li>c) identifying and costing suitable venues</li> <li>d) arranging resources and production of event materials</li> <li>e) preparing and sending of invitations to delegates</li> <li>f) co-ordinating delegate responses</li> <li>g) liaising with the venue to confirm event</li> </ul>

			<p>requirements</p> <ul style="list-style-type: none"><li>h) providing delegates with joining instructions and event materials</li><li>i) rehearsing arrangements to make sure the event runs smoothly, if required</li><li>j) following all legal and contractual requirements</li><li>k) following the relevant health, safety and security requirements for the event</li></ul>
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Unit Title		Support the organisation of business travel or accommodation	
Level		2	
Credit Value		3	
GLH		18	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the purpose of confirming a brief and budget for business travel or accommodation	1.1	Explain the purpose of obtaining and confirming instructions for arranging business travel or accommodation
		1.2	Explain the purpose and benefits of confirming the requirements of a brief and budget for business travel or accommodation arrangements
		1.3	Explain the purpose of following the requirements of a brief and budget for business travel or accommodation arrangements
		1.4	Describe how to support the organisation of business travel or accommodation to meet expectations
		1.5	Describe the main types of business travel or accommodation arrangements that may need to be made and the procedures to follow
		1.6	Describe how to obtain best value for money when making business travel or accommodation arrangements
		1.7	Describe how to keep records of business travel or accommodation arrangements
		1.8	Outline the documents and information to provide to the person who is travelling and how to obtain these
		1.9	Describe the types of problems that may occur with business travel or accommodation arrangements and the correct procedures to follow in order to deal with these problems
2	Know the sources of information and facilities available to make business travel or accommodation arrangements	2.1	Describe sources of information, and the facilities available, for making business travel or accommodation arrangements
3	Be able to support the organisation with business travel or accommodation arrangements	3.1	Confirm the brief and budget for business travel or accommodation arrangements
		3.2	Check a draft itinerary and schedule with organiser or traveller(s)

		3.3	Identify suitable business travel or accommodation options
		3.4	Book suitable business travel or accommodation arrangements, following instructions: a) to meet the brief and budget using available sources of information and facilities b) obtaining best value for money c) making payment or agreeing payment arrangements
		3.5	Obtain confirmations, and collate documents for business travel or accommodation arrangements
		3.6	Maintain records of business travel or accommodation arranged
		3.7	Provide the organiser or traveller(s) with an itinerary and required documents in good time
		3.8	Confirm with the organiser or traveller(s) that itinerary and documents meet requirements
		3.9	Resolve or refer problems to the appropriate person

Unit Title		Order products and services	
Level		3	
Credit Value		5	
GLH		35	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how to identify, select and negotiate the supply of products and services	1.1	Identify different sources of information on products and services for an organisation
		1.2	Explain how to use different sources of information on products and services
		1.3	Describe how to write a specification for a product or service
		1.4	Identify sources of products and services that meet the quality expectations of an organisation
		1.5	Explain the purpose of selecting products and services that represent best value for money
		1.6	Describe how to negotiate best value for money
		1.7	Explain the purpose of developing and maintaining good relationships with suppliers, and ways of doing so
		1.8	Describe a supply chain and how it works
2	Understand organisational requirements and policies for the ordering and supply of products and services	2.1	Describe the procedures for the ordering and supply of products and services for an organisation
		2.2	Describe the needs and priorities for the ordering and supply of products and services for an organisation
		2.3	Explain the purpose of having organisational policies for the acceptance of gifts and hospitality
3	Understand how to monitor, evaluate and improve procedures for the ordering and supply of products and services	3.1	Explain the purpose of monitoring and evaluating procedures for the ordering and supply of products and services, and ways of doing so
		3.2	Describe actions that may be taken to improve efficiency in the ordering and supply of products and services
		3.3	Describe ways of getting better value for money for products and services provided

4	Be able to follow organisational procedures for the ordering and supply of products and services	4.1	Use available information to keep up to date with products and services in own area of work
		4.2	Agree a budget and specification for products or services to be ordered
		4.3	Identify sources of products and services that meet the quality specification(s) of the organisation
		4.4	Select the product or service which represents best value for money
		4.5	Procure product(s) or service(s) following organisational procedures
		4.6	Negotiate with selected supplier(s) to reach an agreement which offers good value for money and which is acceptable to both parties, within limits of own authority
		4.7	Agree a contract for the supply of product(s) or service(s), within limits of own authority
5	Be able to maintain relationships with suppliers of products and services and deal with problems	5.1	Take actions to create and maintain partnerships with suppliers to improve quality and cut costs, within limits of own authority
		5.2	Monitor the performance of suppliers in line with the terms of the contract
		5.3	Deal with problems as they occur, seeking support from others, where necessary
6	Be able to monitor, evaluate and make recommendations to improve the ordering and supply of products and services	6.1	Monitor the ordering and supply of products and services for effectiveness and efficiency
		6.2	Evaluate the ordering and supply of products and services and identify areas for improvement
		6.3	Suggest ways to improve effectiveness and efficiency and obtain better value for money for the supply of products and services

Unit Title		Deliver, monitor and evaluate customer service to internal customers	
Level		3	
Credit Value		3	
GLH		12	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the meaning of internal customer	1.1	Describe what is meant by internal customers
2	Know the types of products and services relevant to internal customers	2.1	Describe the products and services offered by own organisation to internal customers
3	Understand how to deliver customer service that meets or exceeds internal customer expectations	3.1	Explain the purpose and value of identifying internal customer needs and expectations
		3.2	Explain why customer service must meet or exceed internal customer expectations
		3.3	Explain the value of meeting or exceeding internal customer expectations
		3.4	Explain the purpose and value of building positive working relationships
4	Understand the purpose of quality standards and timescales for delivering customer service	4.1	Identify quality standards for own organisation and work
		4.2	Explain the value of agreeing quality standards and timescales
		4.3	Explain how to set and meet quality standards and timescales with internal customers
5	Understand how to deal with internal customer service problems	5.1	Describe the types of problems that internal customers may have
		5.2	Explain ways of dealing with problems
		5.3	Explain the purpose and value of a complaints procedure, if applicable
6	Understand how to monitor and evaluate internal customer service and the benefits of this	6.1	Explain the purpose and benefits of monitoring internal customer satisfaction and how to do so
		6.2	Describe techniques for collecting and evaluating customer feedback
		6.3	Explain the benefits of continuous improvement

7	Be able to build positive working relationships with internal customers	7.1	Identify internal customers
		7.2	Confirm internal customer needs in terms of products and services
		7.3	Confirm internal customer needs in terms of quality standards and timescales
		7.4	Agree procedures to be followed if internal customer needs are not met
8	Be able to deliver customer services to agreed quality standards and timescales	8.1	Provide customer service(s) to agreed quality standards
		8.2	Provide customer service(s) to agreed timescales
		8.3	Check internal customer needs and expectations have been met
9	Be able to deal with internal customer service problems and complaints	9.1	Follow procedures, within agreed timescale, to a) process problems and complaints b) resolve problems and complaints c) refer problems and complaints, where necessary
10	Be able to monitor and evaluate customer services to internal customers	10.1	Obtain and record internal customer feedback
		10.2	Analyse and evaluate internal customer feedback
		10.3	Take action that will lead to improvement in customer service(s) to internal customers



Unit Title		Deliver, monitor and evaluate customer service to external customers	
Level		3	
Credit Value		3	
GLH		12	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the meaning of external customers	1.1	Describe what is meant by external customers
2	Know the types of products and services relevant to external customers	2.1	Describe the products and services offered by the organisation to external customers
3	Understand how to deliver customer service that meets or exceeds external customer expectations	3.1	Explain the purpose and value of identifying customer needs and expectations
		3.2	Explain why customer service must meet or exceed customer expectations
		3.3	Explain the value of meeting or exceeding customer expectations
		3.4	Explain the purpose and value of building positive working relationships
4	Understand the purpose of quality standards and timescales for customer service to external customers	4.1	Identify quality standards for own organisation and work
		4.2	Explain the value of agreeing quality standards and timescales
		4.3	Explain how to set and meet quality standards and timescales with external customers
5	Understand how to deal with customer service problems for external customers	5.1	Describe the types of problems that external customers may have
		5.2	Explain the consequences of not meeting external customer needs and expectations
		5.3	Explain ways of dealing with external customer services problems
		5.4	Explain the purpose and value of a complaints procedure
6	Understand how to monitor and evaluate external customer service and the benefits of this	6.1	Explain the purpose and benefits of monitoring external customer satisfaction and how to do so
		6.2	Describe techniques for collecting and evaluating external customer feedback

		6.3	Explain the benefits of continuous improvement
7	Be able to build positive working relationships with external customers	7.1	Identify external customers
		7.2	Confirm external customer needs in terms of products and services
		7.3	Confirm external customer needs in terms of quality standards and timescales
		7.4	Agree procedures to be followed if external customer needs are not met
8	Be able to deliver external customer services to agreed quality standards and timescales	8.1	Provide external customer service(s) to agreed quality standards
		8.2	Provide external customer service(s) to agreed timescales
		8.3	Check external customer needs and expectations have been met
9	Be able to deal with customer service problems and complaints for external customers	9.1	Follow procedures, within agreed timescale, to a) process problems and complaints b) resolve problems and complaints c) refer problems and complaints, where necessary
10	Be able to monitor and evaluate services to external customers	10.1	Obtain and record external customer feedback
		10.2	Analyse and evaluate external customer feedback
		10.3	Take actions that will lead to improvement in service(s) to external customers

Unit Title		Develop a presentation	
Level		3	
Credit Value		3	
GLH		15	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the purpose of preparing for and evaluating a presentation	1.1	Explain the purpose of using different types of presentation and equipment to provide information
		1.2	Explain the procedures to be followed when preparing a presentation, including planning, preparation of content, materials, and contingencies
		1.3	Explain the benefits of preparing for giving a presentation
		1.4	Explain and illustrate how presentations may be enhanced by materials and equipment
		1.5	. Explain the purpose and benefits of reflecting on the feedback obtained of the written presentation
2	Be able to develop a presentation	2.1	Agree and confirm audience, purpose, content, style and timing of a presentation
		2.2	Research and plan a presentation
		2.3	Select any equipment needed for the presentation
		2.4	Prepare content, shape and structure of a presentation to achieve its purpose and suit needs of audience
		2.5	Obtain feedback on planned presentation and make adjustments, if required
		2.6	Produce presentation handouts
		2.7	Collect feedback on the written presentation
		2.8	Reflect on the feedback obtained of the written presentation and identify learning points
		2.9	Identify changes that will improve future written presentations

Unit Title		Deliver a presentation	
Level		3	
Credit Value		3	
GLH		15	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the purpose of preparing for and evaluating a presentation	1.1	Explain the purpose of using different types of presentation and equipment
		1.2	Explain different ways of delivering presentations and their features
		1.3	Explain the procedures to be followed when preparing a presentation
		1.4	Explain the benefits of preparing for giving a presentation
		1.5	Describe the types of problems that may occur with equipment and how to deal with them
		1.6	Explain the purpose and benefits of contingency planning
		1.7	Explain the purpose and benefits of collecting feedback from the audience on the presentation
		1.8	Explain the purpose and benefits of evaluating presentations and own performance
2	Understand the techniques used in enhancing a presentation	2.1	Explain and illustrate how presentations may be enhanced by materials and equipment
		2.2	Explain and illustrate how presentations may be enhanced by use of communication and interpersonal skills
		2.3	Describe how to gauge audience reaction to the presentation
		2.4	Explain the purpose and benefits of summarising important features of the presentation
		2.5	Describe the purpose and benefits of giving the audience opportunities to ask questions
3	Be able to prepare for delivery of a presentation	3.1	Select any equipment needed and plan how to use it to best effect
		3.2	Make contingency plans in case of equipment failure or other problems, if required
		3.3	Practise the presentation and its timing

		3.4	Obtain feedback on planned presentation and make adjustments, if required
4	Be able to deliver a presentation	4.1	Check equipment and resources
		4.2	Circulate presentation materials
		4.3	Introduce self to audience and state aims of the presentation
		4.4	Address the audience, speaking clearly and confidently, using language to suit the topic and audience
		4.5	Vary tone, pace and volume to emphasise key points
		4.6	Gauge audience reaction during the presentation and adapt if required
		4.7	Summarise throughout the presentation to emphasise key points and help to maintain audience interest
		4.8	Use body language in a way that reinforces presented information
		4.9	Use equipment, where appropriate, to enhance the presentation, and deal with any problems that may occur
		4.10	Provide the audience with opportunities to ask questions
		4.11	Listen carefully to questions and respond in a way that meets the audience's needs
5	Be able to evaluate a presentation	5.1	Collect feedback on the presentation
		5.2	Reflect on own performance and identify learning points
		5.3	Evaluate the presentation and own performance and identify changes that will improve future presentations

Unit Title		Contribute to running a project	
Level		3	
Credit Value		5	
GLH		30	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how to contribute to agree to a project brief	1.1	Describe the difference between routine work and taking part in a project
		1.2	Explain the advantages and disadvantages of using projects and when projects are appropriate
		1.3	Explain the project-planning methodologies appropriate to the types of projects run and the tools that can be used to assist project planning and control
		1.4	Explain the purpose and benefits of identifying stakeholders involved in the project
		1.5	Explain the purpose of contributing to agreeing a project's purpose, scope, timescale, costs, aims and objectives
		1.6	Explain the purpose of agreeing a budget for a project
		1.7	Describe how to estimate types and quantity of resources needed to run a project
		1.8	Describe how to identify project risks and develop contingency plans, if required
2	Understand how to contribute to a project	2.1	Describe the types of information needed to monitor projects and the methods that can be used to give information
		2.2	Describe how to estimate and control resources in an area of work during a project
		2.3	Explain the purpose of reporting own progress during a project
		2.4	Outline reasons for seeking advice in response to unexpected events
		2.5	Explain the purpose and benefits of contributing towards achieving projects within agreed timescales
		2.6	Explain the purpose and benefits of keeping records of all project activity within the scope of own work

		2.7	Describe different ways of communicating with those involved in or affected by a project to make sure it runs smoothly
3	Understand the purpose of contributing to the evaluation of a project	3.1	Describe different types of methods available to monitor projects
		3.2	Explain the purpose of making own contributions when evaluating projects
		3.3	Describe how to learn lessons for the future for own work
4	Be able to contribute to preparing and planning a project	4.1	Confirm the purpose of the project with all stakeholders
		4.2	Confirm project scope, timescale, aims and objectives
		4.3	Contribute to the preparation of a project specification
		4.4	Confirm all types of resources for all stakeholders
		4.5	Confirm with all stakeholders, the project plan and timed use of all types of resources for an area of work
		4.6	Contribute to identifying risks and develop contingency plans for an area of work
5	Be able to contribute to running a project	5.1	Implement a project
		5.2	Communicate with all stakeholders involved with or affected by a project
		5.3	Adapt project plans for stakeholders to respond to unexpected events and risks
		5.4	Provide interim reports on project progress to relevant stakeholders
		5.5	Achieve required outcomes for relevant stakeholders on time and to budget
		5.6	Seek advice in response to unexpected events, if required
		5.7	Keep records of project activity
6	Be able to contribute to evaluating the outcomes of a project	6.1	Evaluate project for all stakeholders
		6.2	Report on the degree to which a project met its aims and objectives for all stakeholders
		6.3	Report on project strengths and areas for improvement for all stakeholders

## Group C – Optional Units

Unit Title		Spreadsheet Software	
Level		1	
Credit Value		3	
GLH		20	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Use a spreadsheet to enter, edit and organise numerical and other data	1.1	Identify what numerical and other information is needed and how the spreadsheet should be structured to meet needs
		1.2	Enter and edit numerical and other data accurately
		1.3	Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available
2	Use appropriate formulas and tools to summarise and display spreadsheet information	2.1	Identify how to summarise and display the required information
		2.2	Use functions and formulas to meet calculation requirements
		2.3	Use spreadsheet tools and techniques to summarise and display information
3	Select and use appropriate tools and techniques to present spreadsheet information effectively	3.1	Select and use appropriate tools and techniques to format spreadsheet cells, rows and columns
		3.2	Identify which chart or graph type to use to display information
		3.3	Select and use appropriate tools and techniques to generate, develop and format charts and graphs
		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



Unit Title		Presentation Software	
Level		1	
Credit Value		3	
GLH		20	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
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	Select and use different slide layouts as appropriate for different types of information
		1.3	Enter information into presentation slides so that it is ready for editing and formatting
		1.4	Identify any constraints which may affect the presentation
		1.5	Combine information of different forms or from different sources for presentations
		1.6	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 slides	2.1	Identify what slide structure to use
		2.2	Select and use an appropriate template to structure slides
		2.3	Select and use appropriate techniques to edit slides
		2.4	Select and use appropriate techniques to format slides
3	Prepare slides for presentation to meet needs	3.1	Identify how to present slides to meet needs and communicate effectively
		3.2	Prepare slides for presentation
		3.3	Check presentation meets needs, using IT tools and making corrections as necessary

Unit Title		Word Processing Software	
Level		1	
Credit Value		3	
GLH		20	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Enter, edit and combine text and other information accurately within word processing documents	1.1	Identify what types of information are needed in documents
		1.2	Identify what templates are available and when to use them
		1.3	Use keyboard or other input method to enter or insert text and other information
		1.4	Combine information of different types or from different sources into a document
		1.5	Enter information into existing tables, forms and templates
		1.6	Use editing tools to amend document content
		1.7	Store and retrieve document files effectively, in line with local guidelines and conventions where available
2	Structure information within word processing documents	2.1	Create and modify tables to organise tabular or numeric information
		2.2	Select and apply heading styles to text
3	Use word processing software tools to format and present documents	3.1	Identify what formatting to use to enhance presentation of the document
		3.2	Select and use appropriate techniques to format characters and paragraphs
		3.3	Select and use appropriate page layout to present and print documents
		3.4	Check documents meet needs, using IT tools and making corrections as necessary

Unit Title		IT Security for Users	
Level		1	
Credit Value		1	
GLH		10	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Use appropriate methods to minimise security risks to IT systems and data	1.1	Identify security issues that may threaten system performance
		1.2	Take appropriate security precautions to protect IT systems and data
		1.3	Identify threats to information security associated with the widespread use of technology
		1.4	Take appropriate precautions to keep information secure
		1.5	Follow relevant guidelines and procedures for the secure use of IT
		1.6	Describe why it is important to backup data securely
		1.7	Ensure personal data is backed up to appropriate media

Unit Title		Improving Productivity Using IT	
Level		1	
Credit Value		3	
GLH		20	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Plan the use of appropriate IT systems and software to meet requirements	1.1	Identify the purpose for using IT
		1.2	Identify the methods, skills and resources required to complete the task successfully
		1.3	Plan how to carry out the task using IT to achieve the required purpose and outcome
		1.4	Identify reasons for choosing particular IT systems and software applications for the task
		1.5	Select IT systems and software applications as appropriate for the purpose
		1.6	Identify any legal or local guidelines or constraints that may affect the task or activity
2	Use IT systems and software efficiently to complete planned tasks	2.1	Identify automated routines to improve productivity
		2.2	Use automated routines that aid efficient processing or presentation
		2.3	Complete planned tasks using IT
3	Review the selection and use of IT tools to make sure that work activities are successful	3.1	Review outcomes to make sure they meet the requirements of the task and are fit for purpose
		3.2	Decide whether the IT tools selected were appropriate for the task and purpose
		3.3	Identify the strengths and weaknesses of the completed task
		3.4	Identify ways to make further improvements to work

Unit Title		Spreadsheet Software	
Level		2	
Credit Value		4	
GLH		30	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
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

Unit Title		Improving Productivity Using IT	
Level		2	
Credit Value		4	
GLH		30	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Plan, select and use appropriate IT systems and software for different purposes	1.1	Describe the purpose for using IT
		1.2	Describe the methods, skills and resources required to complete the task successfully
		1.3	Plan how to carry out tasks using IT to achieve the required purpose and outcome
		1.4	Describe any factors that may affect the task
		1.5	Select and use IT systems and software applications to complete planned tasks and produce effective outcomes
		1.6	Describe how the purpose and outcomes have been met by the chosen IT systems and software applications
		1.7	Describe any legal or local guidelines or constraints that may apply to the task or activity
2	Review and adapt the ongoing use of IT tools and systems to make sure that activities are successful	2.1	Review ongoing use of IT tools and techniques and change the approach as needed
		2.2	Describe whether the IT tools selected were appropriate for the task and purpose
		2.3	Assess strengths and weaknesses of final work
		2.4	Describe ways to make further improvements to work
		2.5	Review outcomes to make sure they match requirements and are fit for purpose
3	Develop and test solutions to improve the ongoing use of IT tools and systems	3.1	Review the benefits and drawbacks of IT tools and systems used, in terms of productivity and efficiency
		3.2	Describe ways to improve productivity and efficiency
		3.3	Develop solutions to improve own productivity in using IT

		3.4	Test solutions to ensure that they work as intended
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Unit Title		Presentation Software	
Level		2	
Credit Value		4	
GLH		30	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
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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Unit Title		Word Processing Software	
Level		2	
Credit Value		4	
GLH		30	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
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

Unit Title		IT Security for Users	
Level		2	
Credit Value		2	
GLH		15	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Select and use appropriate methods to minimise security risk to IT systems and data	1.1	Describe the security issues that may threaten system performance
		1.2	Apply a range of security precautions to protect IT systems and data
		1.3	Describe the threats to system and information security and integrity
		1.4	Keep information secure and manage personal access to information sources securely
		1.5	Describe ways to protect hardware, software and data and minimise security risk
		1.6	Apply guidelines and procedures for the secure use of IT
		1.7	Describe why it is important to backup data and how to do so securely
		1.8	Select and use effective backup procedures for systems and data

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