



SFJ Awards Level 3 Diploma in Business Administration

Regulation No: 601/3682/0

Contents	Page
Contact Us	6
Introduction	6
About this Qualification	7
Objective	7
Purpose	7
Sector	7
Structure	7
Barred Units	10
Delivery	10
Assessment	11
Assessment terminology	11
Plagiarism Guide to Centres, Assessors, Examiners and Candidates	13
Age range and Geographical Coverage	13
Learner entry requirements	13
Progression	13
Tutor requirements	13
Centre Requirements	13
Unit 1: Principles of business D/506/1942	14
Unit 1 Guidance on Delivery and Assessment	16
Unit 2: Principles of business communication and information R/506/1940	17
Unit 2 Guidance on Delivery and Assessment	18
Unit 3: Communicate in a business environment Y/506/1910	20
Unit 3 Guidance on Delivery and Assessment	22
Unit 4: Principles of administration Y/506/1941	24
Unit 4 Guidance on Delivery and Assessment	26
Unit 5: Manage personal and professional development T/506/2952	28
Unit 5 Guidance on Delivery and Assessment	29
Unit 6: Contribute to the development and implementation of an information system A/506/1916	31
Unit 6 Guidance on Delivery and Assessment	32
Unit 7: Contribute to the improvement of business performance D/506/1911	33
Unit 7 Guidance on Delivery and Assessment	35
Unit 8: Administer parking and traffic challenges, representations and civil parking appeals F/506/1920	37
Unit 8 Guidance on Delivery and Assessment	39
Unit 9: Negotiate in a business environment H/506/1912	41
Unit 9 Guidance on Delivery and Assessment	42
Unit 10: Develop a presentation K/506/1913	43
Unit 10 Guidance on Delivery and Assessment	44
Unit 11: Manage an office facility K/506/1944	45
Unit 11 Guidance on Delivery and Assessment	46
Unit 12: Provide administrative support in schools L/506/1919	47
Unit 12 Guidance on Delivery and Assessment	48
Unit 13: Build legal case files L/506/1936	49
Unit 13 Guidance on Delivery and Assessment	50
Unit 14: Deliver a presentation M/506/1914	52
Unit 14 Guidance on Delivery and Assessment	53
Unit 15: Analyse and present business data M/506/1945	55
Unit 15 Guidance on Delivery and Assessment	56
Unit 16: Administer statutory parking and traffic appeals R/506/1923	57
Unit 16 Guidance on Delivery and Assessment	59
Unit 17: Create bespoke business documents T/506/1915	61
Unit 17 Guidance on Delivery and Assessment	62
Unit 18: Administer parking and traffic debt recovery T/506/1932	64
Unit 18 Guidance on Delivery and Assessment	66
Unit 19: Manage legal case files Y/506/1938	67
Unit 19 Guidance on Delivery and Assessment	68
Unit 20: Administer the recruitment and selection process A/506/1883	69

Unit 20 Guidance on Delivery and Assessment	70
Unit 21: Handle mail D/506/1813	72
Unit 21 Guidance on Delivery and Assessment	73
Unit 22: Provide administrative support for meetings H/506/1876	74
Unit 22 Guidance on Delivery and Assessment	75
Unit 23: Prepare text from notes using touch typing K/506/1815	76
Unit 23 Guidance on Delivery and Assessment	77
Unit 24: Contribute to the organisation of an event L/506/1869	78
Unit 24 Guidance on Delivery and Assessment	79
Unit 25: Employee rights and responsibilities L/506/1905	80
Unit 25 Guidance on Delivery and Assessment	82
Unit 26: Prepare text from shorthand M/506/1816	83
Unit 26 Guidance on Delivery and Assessment	84
Unit 27: Buddy a colleague to develop their skills M/506/1895	85
Unit 27 Guidance on Delivery and Assessment	86
Unit 28: Store and retrieve information R/506/1811	87
Unit 28 Guidance on Delivery and Assessment	88
Unit 29: Administer parking dispensations R/506/1887	89
Unit 29 Guidance on Delivery and Assessment	90
Unit 30: Administer finance R/506/1890	92
Unit 30 Guidance on Delivery and Assessment	93
Unit 31: Prepare text from recorded audio instruction T/506/1817	94
Unit 31 Guidance on Delivery and Assessment	95
Unit 32: Administer human resource records T/506/1879	97
Unit 32 Guidance on Delivery and Assessment	98
Unit 33: Produce business documents Y/506/1809	99
Unit 33 Guidance on Delivery and Assessment	100
Unit 34: Produce minutes of meetings Y/506/1812	101
Unit 34 Guidance on Delivery and Assessment	102
Unit 35: Resolve administrative problems D/506/1956	104
Unit 35 Guidance on Delivery and Assessment	105
Unit 36: Prepare specifications for contracts H/506/1957	106
Unit 36 Guidance on Delivery and Assessment	107
Unit 37: Support environmental sustainability in a business environment R/506/1954	108
Unit 37 Guidance on Delivery and Assessment	109
Unit 38: Administer legal files J/506/1935	110
Unit 38 Guidance on Delivery and Assessment	112
Unit 39: Monitor information systems F/506/1917	113
Unit 39 Guidance on Delivery and Assessment	114
Unit 40: Maintain and issue stationery and supplies Y/506/2295	115
Unit 40 Guidance on Delivery and Assessment	116
Unit 41: Evaluate the provision of business travel or accommodation J/506/1918	117
Unit 41 Guidance on Delivery and Assessment	118
Unit 42: Organise business travel or accommodation D/506/1875	119
Unit 42 Guidance on Delivery and Assessment	120
Unit 43: Manage team performance A/506/1821	121
Unit 43 Guidance on Delivery and Assessment	122
Unit 44: Manage individuals' performance J/506/1921	123
Unit 44 Guidance on Delivery and Assessment	124
Unit 45: Implement and maintain business continuity plans and processes K/506/1930	125
Unit 45 Guidance on Delivery and Assessment	126
Unit 46: Manage individuals' development in the workplace L/506/1922	127
Unit 46 Guidance on Delivery and Assessment	128
Unit 47: Procure products and/or services M/506/1928	129
Unit 47 Guidance on Delivery and Assessment	130
Unit 48: Promote equality, diversity and inclusion in the workplace T/506/1820	131
Unit 48 Guidance on Delivery and Assessment	132

Unit 49: Implement change T/506/1929	133
Unit 49 Guidance on Delivery and Assessment	135
Unit 50: Chair and lead meetings Y/506/1924	137
Unit 50 Guidance on Delivery and Assessment	138
Unit 51: Bespoke Software J/502/4397	139
Unit 51 Guidance on Delivery and Assessment	140
Unit 52: Spreadsheet Software J/502/4626	141
Unit 52 Guidance on Delivery and Assessment	142
Unit 53: Website Software Y/502/4632	143
Unit 53 Guidance on Delivery and Assessment	145
Unit 54: Presentation software T/502/4623	146
Unit 54 Guidance on Delivery and Assessment	147
Unit 55: Database Software T/502/4556	148
Unit 55 Guidance on Delivery and Assessment	149
Unit 56: Word Processing Software Y/502/4629	150
Unit 56 Guidance on Delivery and Assessment	152
Unit 57: Using Email T/502/4301	153
Unit 57 Guidance on Delivery and Assessment	154
Unit 58: Organise and deliver customer service L/506/2150	155
Unit 58 Guidance on Delivery and Assessment	156
Unit 59: Resolve customers' complaints R/506/2151	157
Unit 59 Guidance on Delivery and Assessment	158
Unit 60: Manage a budget A/506/1995	160
Unit 60 Guidance on Delivery and Assessment	161
Unit 61: Recruitment, selection and induction practice R/506/2909	162
Unit 61 Guidance on Delivery and Assessment	164
Unit 62: Develop and maintain professional networks J/506/1949	165
Unit 62 Guidance on Delivery and Assessment	166
Unit 63: Manage physical resources K/506/1989	167
Unit 63 Guidance on Delivery and Assessment	168
Unit 64: Prepare for and support quality audits K/506/1992	169
Unit 64 Guidance on Delivery and Assessment	170
Unit 65: Manage business risk L/506/2004	171
Unit 65 Guidance on Delivery and Assessment	172
Unit 66: Develop and implement an operational plan Y/506/1955	173
Unit 66 Guidance on Delivery and Assessment	174
Unit 67: Encourage innovation J/506/2292	175
Unit 67 Guidance on Delivery and Assessment	176
Unit 68: Participate in a project F/506/1934	178
Unit 68 Guidance on Delivery and Assessment	179
Unit 69: Manage a project R/506/1999	181
Unit 69 Guidance on Delivery and Assessment	183
Unit 70: Principles of leadership and management F/506/2596	184
Unit 70 Guidance on Delivery and Assessment	186
Unit 71: Principles of digital marketing and research F/502/9937	188
Unit 71 Guidance on Delivery and Assessment	190
Unit 72: Principles of marketing stakeholder relationships J/502/9938	191
Unit 72 Guidance on Delivery and Assessment	193
Unit 73: Principles of market research K/502/9933	194
Unit 73 Guidance on Delivery and Assessment	196
Unit 74: Principles of marketing and evaluation T/502/9935	197
Unit 74 Guidance on Delivery and Assessment	199
Unit 75: Understand the customer service environment Y/506/2152	200
Unit 75 Guidance on Delivery and Assessment	201
Unit 76: Understand the legal context of business D/506/1939	202
Unit 76 Guidance on Delivery and Assessment	203
Unit 77: Principles of Social Media within a Business R/503/9324	205

Unit 77 Guidance on Delivery and Assessment.....	207
Appendix A: Skills CFA Assessment Strategy Competence units (S/NVQ) – April 2014.....	208
Appendix B: ITQ Assessment Strategy England, Wales and Northern Ireland March 2009.....	213
Resources.....	224

Contact Us

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Introduction

This specification is intended for trainers, centres and learners. General information regarding centre approval, registration, Odyssey Online (SFJ AWARDS's candidate management system), assessment papers, certification, reasonable adjustments, special consideration, appeals procedures, are available from the website. This document should be read in conjunction with the SFJ AWARDS QMS Centre guide available from the website.

Version number

Please ensure that you have the latest and most up to date version of documents. Please check the website for the most up to date version. To check which version you have please see the footer which will give you the version number.

V2 updated January 2017: All pages re-formatted, updates to pages 6, 7 and 12.

V3 updated December 2017: QCF removed. TQT column added. Total Unit Time per section added.

V4 updated June 2018: new address added, removed geographical ref to Wales, added refs to GDPR 2016/679, updates to membership benefits

V5 updated August 2022: withdrawal dates added

About this Qualification

* Qualification Withdrawal *

Please note that the SFJ Awards Level 3 Diploma in Business Administration is being withdrawn. No learners can therefore be registered on this qualification after 30 September 2022 and all certifications must be completed by 30 September 2023.

The SFJ AWARDS Level 3 Diploma in Business Administration is a qualification aimed at individuals who intend to develop and gain formal recognition of their knowledge, understanding and competence of working in the business administration environment. The qualification is generic, so it is suitable for individuals working or with access to work in a variety of business administrative roles.

In the mandatory units, learners will cover the essentials of communication and information in business, administration and managing personal and professional development. There are a range of optional units allowing learners scope to choose those areas most relevant to them, including but not limited to: information systems, business performance, administering parking and traffic challenges, representations and civil parking appeals, negotiation, presentations, office facilities, administrative support in schools, legal case files, business data, bespoke business documents, recruitment, meetings, preparing text from notes using touch typing, events, employee rights and responsibilities, buddying colleagues, storing information, administering finance, preparing text from recorded audio instruction and shorthand, human resource records, resolving administrative problems, preparing specifications for contracts, supporting environmental sustainability, software, customer service, social media, projects, marketing, innovation, business travel and accommodation, team performance, business continuity plans and processes, procurements, budgets, quality audits, equality, diversity and inclusion in the workplace, implementing change, networking, managing business risk, operational plans and the principles of leadership and management. The majority of the units are competence-based but there are also knowledge-based units.

This qualification is the combined component of the Advanced Apprenticeship in Business and Administration.

A statement of purpose is available on the website.

Objective

Supporting a role in the workplace.

Purpose

D. Confirm occupational competence and/or 'licence to practice'

D1. Confirm competence in an occupational role to the standards required

Sector

15.2 Administration.

Structure

To achieve this qualification, learners must complete a minimum of 58 credits: 27 credits from the Mandatory Group and a minimum of 13 credits from Optional Group A. A maximum of 10 credits can come from Optional Group B and a maximum of 8 credits from Optional Group C.

	Unit	Level	Credit	Guided Learning Hours	Estimated TQT*
Mandatory Group					
1	Principles of business	3	10	74	100
2	Principles of business communication and information	3	4	27	40

3	Communicate in a business environment	3	4	24	40
4	Principles of administration	3	6	27	60
5	Manage personal and professional development	3	3	12	30
Optional Group A					
6	Contribute to the development and implementation of an information system	3	6	21	60
7	Contribute to the improvement of business performance	3	6	33	60
8	Administer parking and traffic challenges, representations and civil parking appeals	3	5	31	50
9	Negotiate in a business environment	3	4	18	40
10	Develop a presentation	3	3	11	30
11	Manage an office facility	3	4	21	40
12	Provide administrative support in schools	3	5	33	50
13	Build legal case files	3	5	32	50
14	Deliver a presentation	3	3	17	30
15	Analyse and present business data	3	6	24	60
16	Administer statutory parking and traffic appeals	3	6	42	60
17	Create bespoke business documents	3	4	23	40
18	Administer parking and traffic debt recovery	3	5	35	50
19	Manage legal case files	3	5	32	50
20	Administer the recruitment and selection process	2	3	25	30
21	Handle mail	2	3	15	30
22	Provide administrative support for meetings	2	4	28	40
23	Prepare text from notes using touch typing	2	4	26	40
24	Contribute to the organisation of an event	2	3	23	30
25	Employee rights and responsibilities	2	2	16	20
26	Prepare text from shorthand	2	6	46	60
27	Buddy a colleague to develop their skills	2	3	19	30
28	Store and retrieve information	2	4	19	40
29	Administer parking dispensations	2	3	25	30

30	Administer finance	2	4	21	40
31	Prepare text from recorded audio instruction	2	4	15	40
32	Administer human resource records	2	3	28	30
33	Produce business documents	2	3	24	30
34	Produce minutes of meetings	2	3	13	30
35	Resolve administrative problems	4	6	56	60
36	Prepare specifications for contracts	4	4	23	40
37	Support environmental sustainability in a business environment	4	4	38	40
38	Administer legal files	3	5	31	50
39	Monitor information systems	3	8	43	80
40	Maintain and issue stationery and supplies	2	3	18	30
41	Evaluate the provision of business travel or accommodation	3	5	30	50
42	Organise business travel or accommodation	2	4	23	40
Optional Group B					
43	Manage team performance	3	4	21	40
44	Manage individuals' performance	3	4	20	40
45	Implement and maintain business continuity plans and processes	3	4	25	40
46	Manage individuals' development in the workplace	3	3	10	30
47	Procure products and/or services	3	5	35	50
48	Promote equality, diversity and inclusion in the workplace	3	3	15	30
49	Implement change	3	5	28	50
50	Chair and lead meetings	3	3	10	30
51	Bespoke Software	3	4	30	40
52	Spreadsheet Software	3	6	45	60
53	Website Software	3	5	40	50
54	Presentation software	3	6	45	60
55	Database Software	3	6	45	60
56	Word Processing Software	3	6	45	60
57	Using Email	3	3	20	30
58	Organise and deliver customer service	3	5	27	50
59	Resolve customers' complaints	3	4	22	40
60	Manage a budget	4	4	26	40

61	Recruitment, selection and induction practice	4	6	33	60
62	Develop and maintain professional networks	4	3	15	30
63	Manage physical resources	4	4	26	40
64	Prepare for and support quality audits	4	3	17	30
65	Manage business risk	4	6	27	60
66	Develop and implement an operational plan	4	5	24	50
67	Encourage innovation	3	4	14	40
68	Participate in a project	3	3	19	30
69	Manage a project	4	7	38	70
Optional Group C					
70	Principles of leadership and management	3	8	50	80
71	Principles of digital marketing and research	3	7	50	70
72	Principles of marketing stakeholder relationships	3	3	16	30
73	Principles of market research	3	5	40	50
74	Principles of marketing and evaluation	3	7	50	70
75	Understand the customer service environment	3	5	40	50
76	Understand the legal context of business	3	6	44	60
77	Principles of Social Media within a Business	3	6	42	60

Barred Units

A number of optional units within this qualification are barred. Barred units exist to allow learners greater choice in how to meet the required number of credits to achieve a qualification. However, because barred units feature a significant overlap of content, learners are not allowed to take more than one unit of a barred set. The following table displays all of the optional barred units that can be taken within this qualification; only one unit from each pair/set can count towards the learner's achieved credits.

Unit Numbers	Barred Against
Evaluate the provision of business travel or accommodation (J/506/1918)	Organise business travel or accommodation D/506/1875
Participate in a project (F/506/1934)	Manage a project R/506/1999

Delivery

Estimated Total Qualification Time (TQT)*

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

TQT is comprised of Guided Learning Hours (GLH) and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. If a credit value is assigned to a qualification it is determined by TQT, as one credit corresponds to 10 hours of learning.

Guided learning hours are 282-432. It is the responsibility of training 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 can vary from one training centre to another according to learners' needs. Guided learning hours are all times when a member of provider staff is present to give specific guidance towards the learning aim being studied on the programme. This definition includes lectures, tutorials, and supervised study. It does not include hours where supervision or assistance is of a general nature and is not specific to the study of the learners.

Assessment

Assessment is by portfolio, internally set and marked and quality assured by SFJ AWARDS. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criterion must be clearly mapped.

Evidence for competence-based units in this qualification must demonstrate the learner's consistent competence in the workplace. They must be met and assessed in line with the appropriate assessment strategy as indicated in the 'Guidance on Delivery and Assessment' section of the unit.

Knowledge-based units in this qualification must be assessed using methods appropriate to the assessment of knowledge and understanding. These can be assessed by a variety of methods including:

- Question and answer test
- Multiple choice questions
- Question and answer verbal (ensure records are kept)
- Essay
- Other

Many of the units in this qualification feature additional assessment guidance for some assessment criteria. The purpose of this is to clarify and define elements of the assessment criterion as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

This qualification is not graded, successful learners achieve a pass.

Assessment terminology

The table below includes the terminology used in all types of assessment. It includes SFJ AWARDS's explanation of the meaning of these terms in the contexts of assessments.

Knowledge/understanding	
These are foundation skills. Assessment tasks in this category require candidates to demonstrate their knowledge and understanding of the required subject content. They assess basic learning.	define describe list name outline state
Application	

<p>Candidates must show an ability to demonstrate the understanding of the specified knowledge content in practical business contexts. Assessment tasks in this category require candidates, for example, to:</p> <ul style="list-style-type: none"> • make a practical decision • demonstrate the required knowledge, understanding, and skills in organisational contexts. 	<p>apply calculate create (in an applied context) demonstrate/ demonstrate how design estimate investigate plan prepare propose use</p>
<p>Analysis</p>	
<p>Candidates must be able to break down situations, statements, theory, and numerical and non-numerical data into components or essential features. For higher level analysis candidates should incorporate relevant concepts and theory into their arguments. Assessment tasks in this category require candidates to:</p> <p>select data relevant to tasks organise data relevant to tasks break down data/texts to their elements respond to data/text that contains several elements</p>	<p>analyse / critically analyse clarify compare differentiate between examine explain identify why, how, reasons, characteristics investigate select summarise</p>
<p>Evaluation</p>	
<p>The most advanced cognitive skill is that of evaluation. At this level, candidates make connections, present judgements, and opinions and draw conclusions that are supported by valid reasons and evidence. Evaluation involves reflective thinking. Assessment tasks in this category require candidates to give detailed responses and while doing so:</p> <p>provide supported decisions or conclusions make a reasoned case make comparisons based on valid and relevant reasons and evidence set up arguments based on valid reasons and evidence</p>	<p>advise argue for and against compare, contrast and reach a judgement criticise discuss evaluate identify the most important interpret investigate e.g. the effectiveness of justify reason for and against recommend solve summarise ...to what extent?</p>

Plagiarism Guide to Centres, Assessors, Examiners and Candidates

What is plagiarism?

Candidates commit plagiarism when they copy, very closely imitate, paraphrase or cut and paste someone else's work, ideas, and/or language and present it as their own.

How could tutors and centres prevent plagiarism in assessments?

First of all tutors should assess if the groups and individuals they teach are likely to commit plagiarism. They should also establish why this could happen, for example for linguistic, cultural reasons or because of simple ignorance or misunderstanding of the concept.

Tutors and centres then should:

- explain what plagiarism is and why it is wrong to plagiarise
- explain the concept of intellectual property; the ownership of words, concepts, electronic materials, etc.
- develop centre policies to prevent plagiarism
- explain the consequences of committing plagiarism
- explain the importance of referencing and teach the use of referencing systems
- set differentiated, individual assignments for each candidate

What are the consequences of plagiarism?

Tutors should explain to candidates that if detected, plagiarism will lead to a zero mark and possible suspension from SFJ AWARDS registration.

Age range and Geographical Coverage

This qualification is approved for learners 16+ in England and Northern Ireland.

Learner entry requirements

There are no formal entry requirements. However, learners should be able to work at level 2 or above or have equivalent work experience in the business administration area.

Progression

Learners who achieve this qualification can progress to a variety of other apprenticeship qualifications, using credits already achieved as there is an overlap of units. These include the SFJ AWARDS Level 3 Diploma in Management (QCF) and the Level 3 Diploma in Customer Service (QCF). Learners who have already achieved the SFJ AWARDS Level 2 Diploma in Business Administration (QCF) can use credits already achieved towards this qualification.

Tutor requirements

All trainers delivering this qualification must meet the requirements as per the Skills CFA Assessment Strategy Competence units (S/NVQ) and the ITQ Assessment Strategy England, Wales and Northern Ireland. See Appendices A and B at the end of this document

Centre Requirements

Centres must be approved by SFJ AWARDS in order to offer this qualification.

Unit 1: Principles of business D/506/1942

Guided Learning Hours:	74
Unit Level:	3
Unit Credit:	10
Total Unit Time:	100

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand business markets	1.1	Explain the characteristics of different business markets
	1.2	Explain the nature of interactions between businesses within a market
	1.3	Explain how an organisation's goals may be shaped by the market in which it operates
	1.4	Describe the legal obligations of a business
2. Understand business innovation and growth	2.1	Define business innovation
	2.2	Explain the uses of models of business innovation
	2.3	Identify sources of support and guidance for business innovation
	2.4	Explain the process of product or service development
	2.5	Explain the benefits, risks and implications associated with innovation
3. Understand financial management	3.1	Explain the importance of financial viability for an organisation
	3.2	Explain the consequences of poor financial management
	3.3	Explain different financial terminology
4. Understand business budgeting	4.1	Explain the uses of a budget
	4.2	Explain how to manage a budget
5. Understand sales and marketing	5.1	Explain the principles of marketing
	5.2	Explain a sales process
	5.3	Explain the features and uses of market research
	5.4	Explain the value of a brand to an organisation

	5.5	Explain the relationship between sales and marketing
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Unit 1 Guidance on Delivery and Assessment

Delivery

This unit aims to develop knowledge and understanding regarding business and introduces learners to the key principles of business. Upon completion of this unit, learners will develop an understanding of a variety of business principles, including business markets, business innovation and growth, and sales and marketing. Learners will also present knowledge of financial management and business budgeting.

Assessment

This is a knowledge-based unit and assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding. These can be assessed by a variety of methods including:

- Question and answer test
- Multiple choice questions
- Question and answer verbal (ensure records are kept)
- Essay
- Other

Business markets are also known as business-to-business (B2B) markets or industrial marketing. They are markets in which goods/services are sold between companies/organisations as opposed to consumer markets.

For Assessment Criteria 3.3, financial terminology as a minimum should include:

- Turnover
- Gross profit
- Net profit
- Debt
- Credit

Links

Business & Administration (2013) National Occupational Standards:

- CFABAA112 Contribute to innovation in a business environment

Unit 2: Principles of business communication and information R/506/1940

Guided Learning Hours:	27
Unit Level:	3
Unit Credit:	4
Total Unit Time:	40

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand negotiation in a business environment	1.1	Explain the importance of negotiation in a business environment
	1.2	Explain the features and uses of different approaches to negotiation
	1.3	Identify the components of negotiation tactics
2. Understand how to develop and deliver presentations	2.1	Explain the different types of presentation and their requirements
	2.2	Explain how different resources can be used to develop a presentation
	2.3	Explain different methods of giving presentations
	2.4	Explain best practice in delivering presentations
	2.5	Explain how to collect and use feedback on a presentation
3. Understand how to create bespoke business documents	3.1	Explain the characteristics of bespoke documents
	3.2	Explain the factors to be taken into account in creating and presenting bespoke documents
	3.3	Explain the legal requirements and procedures for gathering information for bespoke documents
	3.4	Explain techniques to create bespoke business documents
	3.5	Explain how to gain approval of bespoke documents
4. Understand information systems in a business environment	4.1	Explain the typical stages of information system development
	4.2	Analyse the benefits and limitations of different information systems
	4.3	Explain legal, security and confidentiality requirements for information systems in a business environment
	4.4	Explain how to monitor the use and effectiveness of an information system

Unit 2 Guidance on Delivery and Assessment

Delivery

This unit aims to develop knowledge and understanding regarding the key principles of business communication and information. Upon completion of this unit, learners will have developed an understanding of a variety of business principles, including negotiation in a business environment, the development and delivery of presentations, the creation of bespoke business documents, and the use of information systems.

Assessment

This is a knowledge-based unit and assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding. These can be assessed by a variety of methods including:

- Question and answer test
- Multiple choice questions
- Question and answer verbal (ensure records are kept)
- Essay
- Other

Approaches to negotiation may include, but are not exclusive to:

- Breaking down the negotiation into parts
- Taking control
- Prioritising
- Researching and questioning
- Dealing with barriers and ultimatums

For Learning Outcome 2, presentations can be electronic or paper based methods of delivering a message to individuals or a group.

For Assessment Criteria 3.4, techniques should cover the methods used including software and in house processes.

For Learning Outcome 4, information systems may include:

- Hardware
- Software
- infrastructure

Links

Business & Administration (2013) National Occupational Standards:

- CFABAA211 Produce documents in a business environment
- CFABAA617 Develop a presentation
- CFABAA623 Deliver a presentation
- CFABAD111 Support the design and development of information systems
- CFABAD112 Design and develop an information system
- CFABAD121 Support the management and development of an information system
- CFABAD122 Manage and evaluate information systems

Unit 3: Communicate in a business environment Y/506/1910

Guided Learning Hours:	24
Unit Level:	3
Unit Credit:	4
Total Unit Time:	40

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand business communication models, systems and processes	1.1	Analyse the communication needs of internal and external stakeholders
	1.2	Analyse the different communication models that support administration
	1.3	Evaluate the effectiveness of different communication systems
	1.4	Explain the factors that affect the choice of communication media
	1.5	Explain the importance of using correct grammar, sentence structure, punctuation, spelling and conventions in business communications
	1.6	Explain the factors to be taken into account in planning and structuring different communication media
	1.7	Explain ways of overcoming barriers to communication
	1.8	Explain the use of communications theories and body language
	1.9	Explain proof-reading techniques for business communications
2. Be able to communicate in writing in business	2.1	Identify the purpose and audience of the information to be communicated
	2.2	Select communication media that are appropriate to the audience and information to be communicated
	2.3	Present information in the format, layout and style that is appropriate to the information to be communicated
	2.4	Follow agreed business practices when communicating in writing
	2.5	Adapt the style and content of a communication, appropriate to specific audiences
	2.6	Present written communications that are clear, expressed in correct grammar and reflect what is intended
	2.7	Meet agreed deadlines in communicating with others
3. Be able to communicate verbally in business	3.1	Identify the nature, purpose, audience and use of the information to be communicated

	3.2	Use language that is correct and appropriate for the audience's needs
	3.3	Use appropriate body language and tone of voice to reinforce messages
	3.4	Identify the meaning and implications of information that is communicated verbally
	3.5	Confirm that a recipient has understood correctly what has been communicated
	3.6	Respond in a way that is appropriate to the situation and in accordance with organisational policies and standards

Unit 3 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to communicate in a business environment. Upon completion of this unit, learners will be able to communicate in business both in writing and verbally.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Stakeholders may include, but are not exclusive to:

- Shareholders
- Directors
- Colleagues and managers
- Customers
- The local community in which a business operates
- Standards agencies

Communication systems may include, but are not exclusive to,

- Telephone
- Email
- Face-to-face
- Letter

For Assessment Criteria 2.4, agreed business practices to include house styles and be in line with organisational policies.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:

- CFABAA613 Understand how to communicate in a business environment
- CFABAA614 Prepare to communicate in a business environment
- CFABAA615 Communicate in a business environment

Unit 4: Principles of administration Y/506/1941

Guided Learning Hours: 27
 Unit Level: 3
 Unit Credit: 6
 Total Unit Time: 60

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand how to manage an office facility	1.1	Explain the legal requirements relating to the management of office facilities
	1.2	Describe the typical services provided by an office facility
	1.3	Explain how to establish office management procedures
	1.4	Explain how to manage office resources
	1.5	Explain techniques to monitor and manage work flows
	1.6	Explain typical support and welfare facilities for office workers
2. Understand health and safety in a business environment	2.1	Explain the legal obligations of the employer for health and safety in the workplace
	2.2	Explain an individual's responsibilities for health and safety in the workplace
	2.3	Describe accident and emergency procedures
3. Understand how to take minutes of meetings	3.1	Explain the purpose of meeting minutes
	3.2	Explain the legal implications of meeting minutes
	3.3	Explain the importance of accuracy in minute taking
	3.4	Describe what should and should not be included in different types of meeting minutes
	3.5	Describe how to take notes during meetings
4. Understand how to chair, lead and manage meetings	4.1	Explain the features and purpose of different types of formal and informal meeting
	4.2	Explain the role and responsibilities of the chair
	4.3	Explain the role of others in a meeting
	4.4	Explain techniques to facilitate a meeting

	4.5	Explain the information requirements of a meeting before, during and after a meeting
5. Understand how to supervise an administration team	5.1	Explain the use of targets and budgets to manage workloads
	5.2	Explain how to allocate work to individual team members
	5.3	Explain different quality management techniques to manage the performance of an administrative team
	5.4	Explain the techniques used to identify the need for improvements in team outputs and standards
6. Understand how to organise events	6.1	Explain the characteristics, requirements and purposes of different types of events
	6.2	Explain the types of information and information sources needed to organise an event
	6.3	Explain how to plan an event
	6.4	Explain how to identify the right resources from an event plan
	6.5	Describe the likely types of information needed by delegates before, during and after an event

Unit 4 Guidance on Delivery and Assessment

Delivery

This unit aims to develop knowledge and understanding regarding administration and introduces learners to the key principles of administration. Upon completion of this unit, learners will have developed an understanding of a variety of administration principles, including the management of an office facility, health and safety in a business environment, and the supervision of an administration team. Learners will also present knowledge of minute taking, chairing, leading and managing meetings, and event organisation.

Assessment

This is a knowledge-based unit and assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding. These can be assessed by a variety of methods including:

- Question and answer test
- Multiple choice questions
- Question and answer verbal (ensure records are kept)
- Essay
- Other

For Assessment Criteria 1.2, typical services may include:

- Purchasing/sales
- Processing customer orders
- Research
- Resolving enquiries

Welfare facilities may include:

- Toilets and washrooms
- Drinking water
- Eating areas
- Sufficient ventilation, lighting and temperature

Meetings can be virtual or face-to-face, including but not exclusive to:

- Project meetings
- Staff meetings
- Sales conferences

QMS: 601/3682/0 Specification

- Emergency meetings
- Collaborative meetings

For Assessment Criteria 4.4, techniques may include, but are not exclusive to:

- Autocratic,
- Democratic
- Laissez-faire

Quality management techniques could include:

- Total quality management (TQM)
- Statistical process control (SPC)
- Continual improvement processes

Events may include, but are not limited to:

- A meeting
- A conference
- A product launch
- An announcement
- A celebration
- A social occasion

Links

Business & Administration (2013) National Occupational Standards:

- CFABAA118 Manage an office facility
- CFABAA121 Supervise an office facility
- CFABAA312 Organise and co-ordinate events
- CFABAA413 Chair meetings
- CFABAA441 Take minutes

Unit 5: Manage personal and professional development T/506/2952

Guided Learning Hours:	12
Unit Level:	3
Unit Credit:	3
Total Unit Time:	30

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Be able to identify personal and professional development requirements	1.1	Compare sources of information on professional development trends and their validity
	1.2	Identify trends and developments that influence the need for professional development
	1.3	Evaluate their own current and future personal and professional development needs relating to the role, the team and the organisation
2. Be able to fulfil a personal and professional development plan	2.1	Evaluate the benefits of personal and professional development
	2.2	Explain the basis on which types of development actions are selected
	2.3	Identify current and future likely skills, knowledge and experience needs using skills gap analysis
	2.4	Agree a personal and professional development plan that is consistent with business needs and personal objectives
	2.5	Execute the plan within the agreed budget and timescale
	2.6	Take advantage of development opportunities made available by professional networks or professional bodies
3. Be able to maintain the relevance of a personal and professional development plan	3.1	Explain how to set specific, measurable, achievable, realistic and time-bound (SMART) objectives
	3.2	Obtain feedback on performance from a range of valid sources
	3.3	Review progress toward personal and professional objectives
	3.4	Amend the personal and professional development plan in the light of feedback received from others

Unit 5 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to manage personal and professional development. Upon completion of this unit, learners will be able to identify personal and professional development requirements and fulfil a personal and professional development plan. Learners will also be able to maintain a personal and professional development plan ensuring its relevance.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

For Assessment Criteria 2.1, benefits may include, but are not limited to:

- Promotion prospects
- Improved knowledge and skills
- Use of new skills
- Opportunity to increase work responsibilities/salary

A skills gap analysis is a tool used to identify the difference between a current state and a future goal state within a business.

For Assessment Criteria 3.2, sources may include, but are not exclusive to:

- Management reviews
- Feedback reports from other internal departments
- External customer feedback reporting

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:

QMS: 601/3682/0 Specification

- CFAM&LAA1 Manage yourself
- CFAM&LAA2 Develop your knowledge, skills and competence
- CFAM&LAA3 Develop and maintain your professional networks

Unit 6: Contribute to the development and implementation of an information system A/506/1916

Guided Learning Hours:	21
Unit Level:	3
Unit Credit:	6
Total Unit Time:	60

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the design and implementation of an information system	1.1	Explain the types of information to be managed by a system
	1.2	Explain how information will be used and by whom
	1.3	Explain who needs to be consulted in the design and implementation of an information system and why
	1.4	Explain the impact of legal and organisational security and confidentiality requirements for the design and implementation of an information system
2. Be able to contribute to the development of an information system	2.1	Confirm the purpose, use and features of an information system
	2.2	Identify the information that will be managed by the system
	2.3	Confirm requirements for reporting information
	2.4	Recommend the functions that will be used to manipulate and report information
	2.5	Develop guidance for the use of an information system that is accurate and easy to understand
	2.6	Recommend user access and security levels for the information system
	2.7	Make contributions to the development of an information system that are consistent with business objectives and values and within budgetary constraints
	2.8	Participate in system tests in accordance with the specification
3. Be able to contribute to the implementation of an information system	3.1	Implement the information system in accordance with the plan, minimising disruption to business
	3.2	Confirm that staff are trained to use the system prior to its launch
	3.3	Resolve or report problems or faults with the information system within the limits of their own authority
	3.4	Adhere to organisational policies and procedures, and legal and ethical requirements in the implementation of an information system

Unit 6 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to contribute to the development and implementation of an information system. Upon completion of this unit learners will have developed an understanding of the design and implementation of an information system. Learners will be able to contribute to both the development and implementation of an information system.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:

- CFABAD111 Support the design and development of information system

Unit 7: Contribute to the improvement of business performance D/506/1911

Guided Learning Hours:	33
Unit Level:	3
Unit Credit:	6
Total Unit Time:	60

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the principles of resolving business problems	1.1	Explain the use of different problem-solving techniques
	1.2	Explain the organisational and legal constraints relating to problem-solving
	1.3	Describe the role of stakeholders in problem-solving
	1.4	Describe the steps in the business decision-making process
	1.5	Analyse the implications of adopting recommendations and implementing decisions to solve business problems
2. Understand improvement techniques and processes	2.1	Describe the purpose and benefits of continuous improvement
	2.2	Analyse the features, use and constraints of different continuous improvement techniques and models
	2.3	Explain how to carry out a cost-benefit analysis
	2.4	Explain the importance of feedback from customers and other stakeholders in continuous improvement
3. Be able to solve problems in business	3.1	Identify the nature, likely cause and implications of a problem
	3.2	Evaluate the scope and scale of a problem
	3.3	Analyse the possible courses of action that can be taken in response to a problem
	3.4	Use evidence to justify the approach to problem-solving
	3.5	Develop a plan and success criteria that are appropriate to the nature and scale of a problem
	3.6	Obtain approval to implement a solution to a problem
	3.7	Take action to resolve or mitigate a problem
	3.8	Evaluate the degree of success and scale of the implications of a solved problem
4. Be able to contribute to the improvement of	4.1	Identify the nature, scope and scale of possible contributions to continuous improvement activities

activities	4.2	Measure changes achieved against existing baseline data
	4.3	Calculate performance measures relating to cost, quality and delivery
	4.4	Justify the case for adopting improvements identified with evidence
	4.5	Develop standard operating procedures and resource plans that are capable of implementing agreed changes

Unit 7 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to contribute to the improvement of business performance. Upon completion of this unit, learners will have developed an understanding of the key principles associated with resolving business problems and an understanding of improvement techniques and processes. Learners will be able to apply this knowledge when solving problems in business and when contributing to the improvement of business activities.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

For Assessment Criteria 1.1, problem-solving techniques may include but are not exclusive to:

- Define and clarify the issue
- Gather all the facts and understand their causes.
- Brainstorm possible options and solutions.
- Consider and compare the pros and cons of each option
- Select the best option
- Explain your decision to those involved and affected

Legal constraints refer to a limit that is set out to regulate how far a person or an organisation can go in regards to a specific matter.

Stakeholders may include, but are not exclusive to:

- Shareholders
- Directors
- Colleagues and managers
- Customers
- The local community in which a business operates
- Standards agencies

For Assessment Criteria 1.4, the description of how a decision is made will need to be in line with organisational policies and procedures.

Continuous improvement techniques and models could include:

QMS: 601/3682/0 Specification

- Training programmes
- Surveys
- Time studies
- Brainstorming sessions

Cost-benefit analysis refers to a systematic approach for estimating the strengths and weaknesses of different options

For Assessment Criteria 3.2, the scope of a problem refers to those affected and may include but not be exclusive to:

- Colleagues
- Departments
- Organisation
- Customers
- Resources

For Assessment Criteria 3.6, approval must be from the relevant higher authority.

Standard operating procedures set out the method, practice and procedures specific to the organisation.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:

- CFABAH122 Assist in improving organisational performance

Unit 8: Administer parking and traffic challenges, representations and civil parking appeals F/506/1920

Guided Learning Hours:	31
Unit Level:	3
Unit Credit:	5
Total Unit Time:	50

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the administration of parking and traffic challenges	1.1	Explain the provisions and constraints of relevant legislation, codes of practice, Traffic Regulation Orders and the Data Protection Act
	1.2	Explain how to access, use and interpret the information needed to process challenges, representations and Civil Parking Notice (CPN) appeals
	1.3	Evaluate the importance of keeping accurate and up to date records of information and decisions
	1.4	Explain how to validate information in the administration of parking and traffic challenges
	1.5	Explain the features and use of specialist software to process and record challenges, representations and CPN appeals
	1.6	Explain the types of internal evidence needed to support reliable decisions for the administration of parking and traffic challenges
	1.7	Explain when and why it may be appropriate to reactivate the enforcement process
2. Be able to process the receipt of challenges, representations and CPN appeals	2.1	Record the receipt of written challenges, representations and CPN appeals
	2.2	Confirm that the information is complete, accurate, consistent and valid
	2.3	Decide whether to allow or uphold the appeal against recognised eligibility criteria
	2.4	Provide accurate advice and information on the progress and outcome of the case
3. Be able to respond to challenges, representations and CPN appeals	3.1	Confirm that the information is complete, accurate, consistent and valid
	3.2	Suspend the enforcement process while cases are being investigated
	3.3	Obtain additional evidence where gaps are identified
	3.4	Seek appropriate advice on cases beyond their level of authority

	3.5	Refer cases beyond their level of authority to the right person
	3.6	Inform customers of the decision and possible courses of action they can take within the agreed timescale
	3.7	Adhere to organisational policies and procedures, and legal and ethical requirements when responding to challenges, representations and CPN appeals

Unit 8 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to administer parking traffic challenges, representations and civil parking appeals. Upon completion of this unit, learners will have an understanding of the administration of parking and traffic challenges. Learners will be able to process the receipt of, and respond to, challenges, representations and Civil Parking Notice appeals.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Codes of practice will be specific to the relevant authority.

For Assessment Criteria 1.5, specialist software may include:

- Parking management systems
- E-permits

For Assessment Criteria 2.3, eligibility criteria could relate to:

- Carrying out works
- Unloading goods/materials
- Funerals
- Blood transfusion services
- Health screening
- Domestic removals
- Disabled

For Assessment Criteria 3.3, obtaining additional evidence must be done in accordance with legal and regulatory requirements and in accordance with the policies of the authority.

For Assessment Criteria 3.6, the agreed timescale will be specific to the relevant authority.

Simulation

QMS: 601/3682/0 Specification

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:

- CFASPA2 Administer parking and traffic challenges, representations and parking charge notice appeals

Unit 9: Negotiate in a business environment H/506/1912

Guided Learning Hours:	18
Unit Level:	3
Unit Credit:	4
Total Unit Time:	40

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the principles underpinning negotiation	1.1	Describe the requirements of a negotiation strategy
	1.2	Explain the use of different negotiation techniques
	1.3	Explain how research on the other party can be used in negotiations
	1.4	Explain how cultural differences might affect negotiations
2. Be able to prepare for business negotiations	2.1	Identify the purpose, scope and objectives of the negotiation
	2.2	Explain the scope of their own authority for negotiating
	2.3	Prepare a negotiating strategy
	2.4	Prepare fall-back stances and compromises that align with the negotiating strategy and priorities
	2.5	Assess the likely objectives and negotiation stances of the other party
	2.6	Research the strengths and weaknesses of the other party
3. Be able to carry out business negotiations	3.1	Carry out negotiations within responsibility limits in a way that optimises opportunities
	3.2	Adapt the conduct of the negotiation in accordance with changing circumstances
	3.3	Maintain accurate records of negotiations, outcomes and agreements made
	3.4	Adhere to organisational policies and procedures, and legal and ethical requirements when carrying out business negotiations

Unit 9 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to negotiate in a business environment and introduce learners to the principles underpinning negotiation. Upon completion of this unit, learners will be able to prepare for business negotiations and carry out business negotiations.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:

- CFABAG124 Negotiate in a business environment

Unit 10: Develop a presentation K/506/1913

Guided Learning Hours: 11
 Unit Level: 3
 Unit Credit: 3
 Total Unit Time: 30

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand how to develop a presentation	1.1	Explain best practice in developing presentations
	1.2	Explain who needs to be consulted on the development of a presentation
	1.3	Explain the factors to be taken into account in developing a presentation
	1.4	Analyse the advantages and limitations of different communication media
2. Be able to develop a presentation	2.1	Identify the purpose, content, style, timing and audience for a presentation
	2.2	Select a communication media that is appropriate to the nature of a presentation, message and audience
	2.3	Tailor a presentation to fit the timescale and audience's needs
	2.4	Prepare a presentation that is logically structured, summarises the content and addresses the brief
	2.5	Take action to ensure that a presentation adheres to organisational guidelines and policies
	2.6	Develop materials that support the content of a presentation

Unit 10 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to develop a presentation. Upon completion of this unit, learners will understand best practice in developing presentations and will be able to develop a structured presentation.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Presentations can be electronic or paper based methods of delivering a message to individuals or a group.

Communication media refers to the manner in which the information is to be presented:

- Visually – on screen, flip chart, white board, paper
- Verbally – face to face, teleconference

For Learning Outcome 2, audiences may include, but are not exclusive to:

- Internal – colleagues, managers, other departments
- External – individuals, companies

For Assessment Criteria 2.6, materials may include, but are not exclusive to:

- Handouts
- Models

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:

- CFABAA617 Develop a presentation

Unit 11: Manage an office facility K/506/1944

Guided Learning Hours: 21
 Unit Level: 3
 Unit Credit: 4
 Total Unit Time: 40

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the management of an office facility	1.1	Explain the requirements of establishing and implementing office management procedures
	1.2	Explain how to manage the effectiveness of work and systems
	1.3	Explain how to manage any constraints attached to office facilities and related budgets
	1.4	Explain the factors to be taken into account in the design of office systems, procedures and guidance documents
	1.5	Explain how to create an environment that is conducive to productive work
2. Be able to manage and maintain an office facility	2.1	Maintain equipment and consumables to agreed levels
	2.2	Establish systems to evaluate the effectiveness of office systems and procedures
	2.3	Review the effectiveness of office systems and procedures to meet users' needs, adapting them to meet changing demands
	2.4	Manage the maintenance of office equipment to meet users' needs and expectations
	2.5	Manage effective relationships with suppliers
	2.6	Take action to ensure that administrative services are provided to agreed standards

Unit 11 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to manage an office facility. Upon completion of this unit, learners will have developed an understanding of the management of an office facility and will be able to apply this when managing and maintaining an office facility.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Constraints in a business could include but not be limited to:

- Time
- Financial
- Policies
- Staffing
- Regulations

For Assessment Criteria 2.3, users may include, but are not limited to:

- Colleagues
- Customers

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:

- CFABAA118 Manage an office facility

Unit 12: Provide administrative support in schools L/506/1919

Guided Learning Hours:	33
Unit Level:	3
Unit Credit:	5
Total Unit Time:	50

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand administration within a school environment	1.1	Analyse the scope, use and requirements of a school administrative system
	1.2	Explain how their own role contributes to the achievement of a school's goals
	1.3	Describe the policy context, issues and initiatives that affect the work of a school administrator
	1.4	Explain a school's administration policy and procedures for dealing with others
	1.5	Explain the requirements and procedures for dealing with child protection and student welfare
	1.6	Explain when it may be appropriate to override the requirement to maintain confidentiality
2. Be able to provide administrative services	2.1	Build positive working relationships with others
	2.2	Present a professional and friendly image in line with school policy
	2.3	Coordinate the content and publishing of documents in accordance with the brief
	2.4	Organise trips, events, placements, secondments or work experience in accordance with the brief
	2.5	Maintain facilities to the required standard
	2.6	Adhere to organisational policies and procedures, and legal and ethical requirements when providing administrative services
3. Be able to operate school administrative systems and procedures	3.1	Maintain accurate records
	3.2	Maintain the currency of registers, licences and contracts
	3.3	Present reports and statistical returns on time in the agreed format
	3.4	Select analysis and evaluation techniques that are appropriate to the purpose of the report and the nature of the information

Unit 12 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to provide administrative support in schools. Upon completion of this unit, learners will have developed an understanding of administration within a school environment and will be able to provide administrative services. Learners will also be able to operate school administrative systems and procedures.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Documents may include:

- Letters
- E-mails
- Reports
- Text messages
- Newsletters
- Information notices

For Assessment Criteria 3.3, reports should be presented according to:

- limits of own responsibility
- the school's agreed procedure
- the standard set by the relevant public / private education authority

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:

- CFABAB141 Provide administrative support in schools

Unit 13: Build legal case files L/506/1936

Guided Learning Hours: 32
 Unit Level: 3
 Unit Credit: 5
 Total Unit Time: 50

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand how to build legal case files	1.1	Explain the administrative requirements of the different legal areas being administered
	1.2	Explain the scope and limits of their own responsibilities and authority
	1.3	Explain the requirements of the duty of confidentiality
	1.4	Explain how to identify shortfalls in evidence and materials
	1.5	Explain the features and uses of different interviewing techniques
	1.6	Explain the use of specialist software for processing legal cases
	1.7	Explain how to access and use sources of information and evidence
	1.8	Explain the potential consequences of not meeting deadlines when building a legal case file
2. Be able to build case files	2.1	Identify gaps in evidence and materials needed
	2.2	Carry out interviews in accordance with the principles of best practice in communication and interviewing
	2.3	Obtain evidence and materials needed to complete the file
	2.4	Generate correspondence that conforms with the house style and regulatory requirements
	2.5	Submit cases on time in line with internal and external deadlines
	2.6	Complete follow-up actions in accordance with the instructions
	2.7	Adhere to organisational policies and procedures, and legal and ethical requirements when building case files

Unit 13 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to build legal case files. Upon completion of this unit, learners will understand how to, and be able to, build legal case files.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

For Assessment Criteria 1.1, legal areas will be defined by the learner's workplace.

A shortfall is a failure to attain a specified amount or level; a shortage.

Interviewing techniques may include but are not limited to:

- Listening
- Questioning
- Advising
- Taking instruction

For Assessment Criteria 2.2, best practice means commercial or professional procedures that are accepted or prescribed as being correct or most effective.

A house style is a company's preferred manner of presentation and layout of written material.

A case file is a collection of documents and evidence relating to a particular legal case.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

QMS: 601/3682/0 Specification

Links

Business & Administration (2013) National Occupational Standards:

- CFABAB112 Build case files

Unit 14: Deliver a presentation M/506/1914

Guided Learning Hours:	17
Unit Level:	3
Unit Credit:	3
Total Unit Time:	30

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the principles underpinning the delivery of presentations	1.1	Analyse the advantages and limitations of different methods of, and media for, making presentations
	1.2	Explain how the type and size of the audience affects the delivery of a presentation
	1.3	Explain the factors to be taken into account in developing contingency plans when delivering presentations
	1.4	Explain voice projection and timing techniques when delivering presentations
	1.5	Explain the factors to be taken into account in responding to questions from an audience
	1.6	Explain different methods for evaluating the effectiveness of a presentation
2. Be able to prepare to deliver a presentation	2.1	Confirm the layout of the venue and correct functioning of equipment and resources prior to making a presentation
	2.2	Develop contingency plans for potential equipment and resource failure
	2.3	Take action to ensure that the presentation fits the time slot available
3. Be able to deliver a presentation	3.1	Speak clearly and confidently, using language that is appropriate for the topic and the audience
	3.2	Vary their voice tone, pace and volume appropriately when delivering a presentation
	3.3	Use body language in a way that reinforces messages
	3.4	Use equipment and resources effectively when delivering a presentation
	3.5	Deliver a presentation within the agreed timeframe
	3.6	Respond to questions in a way that meets the audience's needs
	3.7	Evaluate the effectiveness of a presentation

Unit 14 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to deliver a presentation. Upon completion of this unit, learners will be able to prepare for and deliver a presentation.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

For Assessment Criteria 1.1, methods/media may include:

- Chalk and talk
- OHP (Overhead projection)
- PowerPoint
- Video clips
- Interactive white board
- Handouts

For Assessment Criteria 1.3, contingency plans may include:

- Agreement for post event hand outs
- Use of USB sticks
- Secondary emergency equipment
- Pre event testing of equipment

For Assessment Criteria 1.5, factors may include:

- Timing
- Listening
- Understanding
- Considering
- Responding
- Referring

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:

- CFABAA623 Deliver a presentation

Unit 15: Analyse and present business data M/506/1945

Guided Learning Hours:	24
Unit Level:	3
Unit Credit:	6
Total Unit Time:	60

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the analysis and presentation of business data	1.1	Explain the uses and limitations of primary and secondary data
	1.2	Explain the uses and limitations of quantitative and qualitative data
	1.3	Evaluate the issues relating to the validity and reliability of data and its analysis
	1.4	Explain the use of IT tools to carry out research
	1.5	Assess the risks attached to making judgments based on limited or unrepresentative samples
	1.6	Assess the risks attached to generalizing research findings
	1.7	Explain different formats and techniques for the presentation of the analysis
2. Be able to analyse quantitative and qualitative business data	2.1	Agree the parameters of the analysis
	2.2	Clarify any ethical requirements of the analysis
	2.3	Organise the data in a way that will facilitate its analysis
	2.4	Select valid and reliable data analysis methods and techniques that are appropriate to the data and analysis objectives
	2.5	Apply analytical techniques that are appropriate to the purpose of the research and the nature of the data
	2.6	Confirm the accuracy of data analysis and make necessary adjustments
	2.7	Draw conclusions that are valid and supported by evidence
3. Be able to present the analysis of business data	3.1	Present data in the agreed reporting format and house style
	3.2	Acknowledge the limitations of the analysis
	3.3	Reference data sources

Unit 15 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to analyse and present business data. Upon completion of this unit, learners will have developed an understanding of the analysis and presentation of business data. Learners will be able to analyse both quantitative and qualitative business data and will also be able to present this analysis appropriately.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

For Assessment Criteria 2.5, techniques may include:

- Comparing
- Contrasting
- Measuring
- Monitoring

For Assessment Criteria 2.7, conclusions should be:

- Within limits of own responsibility
- Linked to original brief
- In agreed format

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:

- CFABAD322 Analyse and report data

Unit 16: Administer statutory parking and traffic appeals R/506/1923

Guided Learning Hours:	42
Unit Level:	3
Unit Credit:	6
Total Unit Time:	60

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the administration of statutory parking and traffic appeals	1.1	Explain the requirements, rules and constraints of relevant legislation, codes of practice and the Data Protection Act
	1.2	Explain the grounds on which someone may appeal and on which they may file a statement of truth
	1.3	Explain the evidence needed to carry out an investigation
	1.4	Explain how to validate information for statutory parking and traffic appeals
	1.5	Explain the requirements for preparing and presenting a case summary
	1.6	Explain the preparations and codes of conduct relating to attending a hearing for statutory parking and traffic appeals
	1.7	Describe the actions needed to close a case and refund fees
	1.8	Explain who needs to be informed of the outcomes of a statutory appeal and why
	1.9	Explain the features of specialist software to process and record statutory appeals
	1.10	Explain the potential consequences of not acting within the given deadline
	1.11	Explain when and why an appeal may be referred by an adjudicator to an independent person to consider mitigation
	1.12	Explain the actions needed to reactivate the recovery process after the failure of statutory parking and traffic appeals
2. Be able to prepare case evidence for statutory parking and traffic appeals	2.1	Record the receipt of statutory appeal notifications or revocation orders
	2.2	Confirm that the information is accurate and consistent
	2.3	Notify the right person of any discrepancies
	2.4	Meet the requirements of the deadline
3. Be able to investigate cases for statutory appeals	3.1	Confirm that the information supplied is accurate, valid and reliable

	3.2	Obtain additional evidence where gaps are identified
	3.3	Refer cases beyond their own level of authority to the right person
	3.4	Make and record decisions in statutory appeal cases on the basis of the evidence provided
	3.5	Keep the adjudicator and appellant or respondent informed of progress and outcomes
	3.6	Adhere to organisational policies and procedures, and legal and ethical requirements when investigating cases for statutory appeals
4. Be able to contest statutory parking and traffic appeals	4.1	Prepare a case summary in accordance with organisational guidelines and codes of practice
	4.2	Collate, label and present documentation in the format required by the appeals service
	4.3	Respond promptly to requests for further information
	4.4	Inform everyone who needs to know of the outcomes of a statutory appeal
	4.5	Keep accurate records of information and decisions made

Unit 16 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to administer statutory parking and traffic appeals. Upon completion of this unit, learners will have an understanding of the administration of statutory parking and traffic appeals. Learners will be able to apply this knowledge when preparing case evidence for statutory parking and traffic appeals, investigating cases, and contesting statutory parking and traffic appeals.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

For Assessment Criteria 1.1, relevant legislation should include chosen explanations from:

- Traffic Management Act 2004
- Data Protection Act 2018
- GDPR 2016/679
- Protection of Freedoms Act 2012
- Road Traffic Regulation Act 1984
- Road Traffic Act 1991
- Consumer law
- Equalities law
- Any other legislation relevant to the organisation

Codes of practice refers to the Approved Operator Scheme (AOS) private land.

A Statement of Truth is a signed written statement to verify that the information contained within a set of documents is true.

For Assessment Criteria 1.9, specialist software could include:

- Customer Relationship Management (CRM) database
- Microsoft Access
- Bespoke software

For Assessment Criteria 1.12, the recovery process is used to prepare a Warranty of Execution to recover costs using external debt recovery agencies/bailiffs.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:

- CFASPA3 Administer statutory parking and traffic appeals

Unit 17: Create bespoke business documents T/506/1915

Guided Learning Hours:	23
Unit Level:	3
Unit Credit:	4
Total Unit Time:	40

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand how to create bespoke business documents	1.1	Explain the use of bespoke business documents
	1.2	Describe the factors to be taken into account in selecting the appropriate method of presenting a business document
	1.3	Describe the use of technology to create bespoke business documents
	1.4	Explain the purpose and requirements of corporate identity in bespoke business documents
	1.5	Analyse different design techniques used to create attractive bespoke business documents
	1.6	Explain the factors to be taken into account in evaluating the impact of bespoke business documents
2. Be able to design bespoke business documents	2.1	Confirm the purpose, nature, content, style, quality standards, audience and deadline of the document
	2.2	Identify the optimum method of presenting the document
	2.3	Create design options that meet the specification
	2.4	Take into account feedback from stakeholders
3. Be able to create bespoke business documents	3.1	Include content that meets the brief, is accurate and grammatically correct
	3.2	Use design techniques to create documents that meet the specification
	3.3	Integrate non-text items into the agreed layout
	3.4	Present documents within the agreed timescale

Unit 17 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to create bespoke business documents. Upon completion of this unit, learners will understand how to create bespoke business documents and will be able to apply this knowledge when designing and creating bespoke business documents.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Bespoke refers to something that has been tailored, personalised or custom made.

For Assessment Criteria 1.3, technology may include, but is not exclusive to:

- Word processing
- Graphic design
- Publishing software
- Online publishing
- Digital printing
- Blog, vlog and other social media formats

Corporate identity is a collection of visual elements, which are used in various applications to promote the image of an organisation.

For Assessment Criteria 1.5, design techniques may include, but are not exclusive to:

- Graphic design
- Logotype
- Fonts
- Icons
- Symbols

Stakeholders may include, but are not exclusive to:

- Shareholders
- Directors

QMS: 601/3682/0 Specification

- Colleagues and managers
- Customers
- The local community in which a business operates
- Standards agencies

A brief is a set of instructions about a job or task.

For Assessment Criteria 3.3, non-text items may include, but are not exclusive to:

- Icons
- Symbols
- Images or diagrams
- Graphs or charts
- Tables
- Photographs

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:

- CFABAA212 Design and produce documents in a business environment

Unit 18: Administer parking and traffic debt recovery T/506/1932

Guided Learning Hours:	35
Unit Level:	3
Unit Credit:	5
Total Unit Time:	50

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the parking and traffic debt recovery process	1.1	Explain the requirements, rules and constraints of relevant legislation, codes of practice and the Data Protection Act
	1.2	Explain the criteria, policy and procedures relating to debt recovery
	1.3	Analyse the role of the Traffic Enforcement Centre and magistrates' court in the debt recovery process
	1.4	Explain the requirements of debt recovery documentation
	1.5	Explain the features and benefits of different investigation techniques
	1.6	Explain who needs to be informed of the outcomes of the debt recovery process and why
	1.7	Explain the actions to be taken at each stage of the debt recovery process
	1.8	Explain the potential consequences of an inadequate audit trail
	1.9	Explain the actions needed to close a debt recovery case
2. Be able to administer the parking and traffic debt recovery process	2.1	Monitor the quality of the data to be registered at the Traffic Enforcement Centre or magistrates' court
	2.2	Serve debt recovery documentation in accordance with organisational policy and relevant legislation
	2.3	Prepare case evidence in accordance with organisational policy and relevant legislation
	2.4	Make decisions on the basis of the evidence within the limits of their own authority
	2.5	Inform everyone who needs to know of the progress and outcomes of the case
	2.6	Monitor the performance of debt recovery agents
	2.7	Take prompt action in the event of problems arising in the debt recovery process
	2.8	Keep accurate and up-to-date records of actions and decisions taken

	2.9	Adhere to organisational policies and procedures, and legal and ethical requirements when administering the parking and traffic debt recovery process
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Unit 18 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to administer parking and traffic debt recovery. Upon completion of this unit, learners will have an understanding of the parking and traffic debt recovery process and learners will be able to apply this knowledge when administering the parking and traffic debt recovery process.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

For Assessment Criteria 1.1, relevant legislation could include:

- Traffic Signs Regulations and General Directions
- Traffic Management Act

The codes of practice will be specific to the authority.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:

- CFASPA4 Administer parking and traffic debt recovery

Unit 19: Manage legal case files Y/506/1938

Guided Learning Hours:	32
Unit Level:	3
Unit Credit:	5
Total Unit Time:	50

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the management of legal case files	1.1	Explain the administrative requirements of the different legal areas being administered
	1.2	Explain the scope and limits of their own responsibilities and authority
	1.3	Explain the requirements of the duty of confidentiality
	1.4	Describe the structure, format and contents of a case file
	1.5	Explain how to validate information when managing a legal case file
	1.6	Explain the requirements of processing appeals
	1.7	Explain the potential consequences of not meeting internal and external deadlines when managing a legal case file
2. Be able to manage case files	2.1	Plan the management of a case file to meet deadlines
	2.2	Identify the location of required documents and materials
	2.3	Take action to ensure the file contains accurate and up-to-date information, documents and materials and is secure
	2.4	Take action to ensure court bundles are prepared correctly
	2.5	Generate correspondence and documents that conform with the requirements of house style and legal and procedural requirements
	2.6	Submit documents on time
	2.7	Process and record the hearing outcomes in accordance with organisational and procedural requirements
	2.8	Close and archive files in accordance with organisational and regulatory requirements
	2.9	Keep fee-earners informed of actions taken, progress, developments and problems
	2.10	Adhere to organisational policies and procedures, and legal and ethical requirements when managing case files

Unit 19 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to manage legal case files. Upon completion of this unit, learners will understand how to, and be able to, manage legal case files.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:

- BAB113 Manage case files

Unit 20: Administer the recruitment and selection process A/506/1883

Guided Learning Hours:	25
Unit Level:	2
Unit Credit:	3
Total Unit Time:	30

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the recruitment and selection process	1.1	Explain the different administrative requirements of internal and external recruitment
	1.2	Describe the uses of a job description and a person specification
	1.3	Explain the administrative requirements of different methods of selection
	1.4	Explain the requirements of different pre-employment checks to be carried out
	1.5	Explain what information needs to be communicated to successful and unsuccessful applicants at each stage of the recruitment and selection process
	1.6	Explain the requirements of confidentiality, data protection and system security
2. Be able to administer the recruitment process	2.1	Check that the job or role details are correct and are in accordance with the brief
	2.2	Place job advertisements in the agreed media in accordance with the timescales
	2.3	Record applicant responses within the timescale
	2.4	Provide requested information to applicants in accordance with organisational policies and procedures
	2.5	Adhere to organisational policies and procedures, legal and ethical requirements
3. Be able to administer the selection process	3.1	Invite shortlisted applicants to participate in the selection process in accordance with organisational procedures
	3.2	Co-ordinate selection arrangements in accordance with the brief
	3.3	Carry out agreed pre-employment checks within the agreed timescale
	3.4	Inform applicants of the outcome of their application in accordance with organisational policies and procedures
	3.5	Keep selection records up-to-date

Unit 20 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to administer the recruitment and selection process. Upon completion of this unit, learners will be able to administer the recruitment and selection process.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Learners should be able to show awareness of legal requirements which may include, but are not limited to:

- Employment Law
- Employment Rights Act
- Equality Act 2010
- Data Protection Act 1998
- GDPR 2016/679
- National Minimum Wage Act 1998
- Working Time Regulations 1998
- Pensions Act
- Trade Unions and Labour Relations (Consolidation) Act 1992

Pre-employment checks should cover DRB/CRB, reference requests as required for the organisation/ role before commencement of employment.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:

- BAB152 Administer the recruitment and selection process

Unit 21: Handle mail D/506/1813

Guided Learning Hours: 15
 Unit Level: 2
 Unit Credit: 3
 Total Unit Time: 30

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand how to deal with mail	1.1	Explain how to deal with “junk” mail
	1.2	Describe what to do in the event of problems arising when dealing with incoming or outgoing mail
	1.3	Describe how to operate a franking machine
	1.4	Explain how to prepare packages for distribution
	1.5	State organisational policies and procedures on mail handling, security and the use of courier services
	1.6	Explain the process for reporting suspicious or damaged items in accordance with organisational procedures
2. Be able to deal with incoming mail	2.1	Sort incoming mail in line with organisational procedures
	2.2	Distribute incoming mail and packages to the right people according to the agreed schedule
	2.3	Deal with incorrectly addressed and “junk” mail in accordance with organisational procedures
3. Be able to deal with outgoing mail	3.1	Organise the collection of outgoing mail and packages on time
	3.2	Identify the best option for dispatching mail according to the required degree of urgency, size and value of the item
	3.3	Dispatch outgoing mail on time

Unit 21 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to handle mail. Upon completion of this unit, learners will be able to deal with both incoming and outgoing mail.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

For Assessment Criteria 3.2, the best option should be within the limits of own authority, e.g. if the organisation has a contract with a preferred supplier.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:

- CFABAA612 Handle mail

Unit 22: Provide administrative support for meetings H/506/1876

Guided Learning Hours:	28
Unit Level:	2
Unit Credit:	4
Total Unit Time:	40

Unit grid: Learning outcomes/Assessment Criteria

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

Unit 22 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to provide administrative support for meetings. Upon completion of this unit, learners will be able to make administrative preparations for meetings and also support the administration of meetings.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:

- CFABAA411 Support the organisation of meetings
- CFABAA412 Plan and organise meetings

Unit 23: Prepare text from notes using touch typing K/506/1815

Guided Learning Hours: 26
 Unit Level: 2
 Unit Credit: 4
 Total Unit Time: 40

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand how to create text from notes	1.1	Explain the importance of confirming the purpose of the text and intended audience
	1.2	Describe the problems that may occur in transcribing notes written by others
	1.3	Explain the consequences of incorrect spelling, punctuation, grammar and sentence structure, and inaccurate content
	1.4	Explain how technology features can help to create, format and check the accuracy of text
	1.5	Describe ways of checking produced texts for accuracy and correctness
	1.6	Describe organisational procedures for the storage, security and confidentiality of information
2. Be able to produce text using touch typing	2.1	Agree the purpose, format and deadlines for texts
	2.2	Touch type texts at the speed and level of accuracy required by the organisation
	2.3	Check that the text is accurate and the meaning is clear and correct
	2.4	Store texts and original notes safely and securely following organisational procedures
	2.5	Present texts in the required formats and within the agreed timescales

Unit 23 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to prepare text from notes using touch typing. Upon completion of this unit, learners will be able to produce text using touch typing.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Technology features may refer to a function of an IT application or system.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:

- CFABAA213a Prepare text from notes using touch typing
- CFABAA213b Prepare text from notes using touch typing (40 wpm)
- CFABAA213c Prepare text from notes using touch typing (60 wpm)

Unit 24: Contribute to the organisation of an event L/506/1869

Guided Learning Hours:	23
Unit Level:	2
Unit Credit:	3
Total Unit Time:	30

Unit grid: Learning outcomes/Assessment Criteria

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

Unit 24 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to contribute to the organisation of an event. Upon completion of this unit, learners will be able to carry out pre-event actions, set up an event and then carry out post-event actions.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:

- CFABAA311 Support the organisation and co-ordination of events

Unit 25: Employee rights and responsibilities L/506/1905

Guided Learning Hours:	16
Unit Level:	2
Unit Credit:	2
Total Unit Time:	20

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Indicative Contents:
1. Understand the role of organisations and industries	1.1 Explain the role of their own occupation within an organisation and industry	Role of occupation within organisation/ industry: E.g. job description, additional/ ad hoc duties etc.
	1.2 Describe career pathways within their organisation and industry	Career pathways within organisation/ industry: Covering: training programmes, study, requirements etc.
	1.3 Identify sources of information and advice on an industry, occupation, training and career pathway	Information on industry, occupation, training, career pathway: E.g. human resources, line managers, handbooks, websites, sector skills councils, labour market reports, trade magazines etc.
	1.4 Describe an organisation's principles of conduct and codes of practice	Organisation's principles of conduct/ codes of practice: Covering: target audience, restrictions on behaviour, focus on compliance/ rules, defining ethical resolutions for given problems/ situations etc.
	1.5 Explain issues of public concern that affect an organisation and industry	Issues of public concern: E.g. environmental damage, faulty/ hazardous products, economic uncertainty, liquidations, illegal activity, sabotage, industrial espionage etc.
	1.6 Describe the types, roles and responsibilities of representative bodies and their relevance to their own role	Representative bodies: Including: associations, trade unions etc.: covering: negotiating terms of employment, collective bargaining, provision of legal services, tackling misconduct/ bullying and grievances etc.
2. Understand employers' expectations and employees' rights and obligations	2.1 Describe the employer and employee statutory rights and responsibilities that affect their own role	Main points of legislation affecting employers/ employees: Covering: pay, holidays, sickness, absenteeism, maternity, redundancy and discrimination on the grounds of race, gender, sexuality etc.; with reference to the Equality Act 2010, Working Time Regulations 2007, Equal Pay Act 1970, National Minimum Wage Act 1998, Working Time Directive etc.

	2.2	Describe an employer's expectations for employees' standards of personal presentation, punctuality and behaviour	Employer's expectations for employees: With reference to terms of contract, codes of practice, customs/ norms of the industry, those which are legally required etc.
	2.3	Describe the procedures and documentation that protect relationships with employees	Procedures/ documentation protecting relationships with employees: E.g. Employment Statutory Code of Practice, policies and procedures of organisation etc.
	2.4	Identify sources of information and advice on employment rights and responsibilities	<p>Information on employment rights/ responsibilities:</p> <p>Internal: Human Resources, line managers, policies and procedures of organisation, terms of employment contract, handbooks, information posters, trade unions etc.</p> <p>External: Government agencies, the Department for Business, Innovation and Skills (BIS), National Archives website (for all UK legislation), the Advisory, Conciliation and Arbitration Service (ACAS), the Citizens Advice Bureau (CAB), the Work Foundation etc.</p>

Unit 25 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge needed to understand their employee rights and responsibilities. Upon completion of this unit, learners will have developed an understanding of the role of organisations and industries, as well as gaining an understanding and awareness of employers' expectations and employees' rights and obligations.

Assessment

This is a knowledge-based unit and assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding. These can be assessed by a variety of methods including:

- Question and answer test
- Multiple choice questions
- Question and answer verbal (ensure records are kept)
- Essay
- Other

Unit 26: Prepare text from shorthand M/506/1816

Guided Learning Hours: 46
 Unit Level: 2
 Unit Credit: 6
 Total Unit Time: 60

Unit grid: Learning outcomes/Assessment Criteria

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

Unit 26 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to prepare text from shorthand. Upon completion of this unit, learners will be able to use shorthand to prepare text.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:

- CFABAD311 Prepare text from shorthand
- CFABAD311a Prepare text from shorthand (60 wpm)
- CFABAD311b Prepare text from shorthand (80 wpm)

Unit 27: Buddy a colleague to develop their skills M/506/1895

Guided Learning Hours:	19
Unit Level:	2
Unit Credit:	3
Total Unit Time:	30

Unit grid: Learning outcomes/Assessment Criteria

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

Unit 27 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to buddy a colleague to develop their skills. Upon completion of this unit, learners will be able to develop a plan to buddy a colleague and then put that plan into action by supporting a buddy colleague in carrying out work activities.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

For Assessment Criteria 1.2, techniques may include:

- Choice of Medium used to provide feedback
- Giving praise
- Choice of Timing, location and approach

For Assessment Criteria 1.3, techniques may include:

- Body language
- Listening actively
- Speech tone
- Understand strengths and weaknesses of each other
- Collaboration and partnership working
- Build objectives and aims

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Customer Service (2013) National Occupational Standards:

- CFACSD5249 Buddy a colleague to develop their customer service skills

Unit 28: Store and retrieve information R/506/1811

Guided Learning Hours: 19
 Unit Level: 2
 Unit Credit: 4
 Total Unit Time: 40

Unit grid: Learning outcomes/Assessment Criteria

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

Unit 28 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to store and retrieve information. Upon completion of this unit, learners will be able to gather, store and retrieve information.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Systems may include but are not exclusive to:

- Paper
- Electronic
- Organisational systems

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:

- CFABAD332 Store and retrieve information using a filing system

Unit 29: Administer parking dispensations R/506/1887

Guided Learning Hours: 25
 Unit Level: 2
 Unit Credit: 3
 Total Unit Time: 30

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the administration of parking dispensations	1.1	Explain the scope and limits of their own responsibilities and authority in issuing parking dispensations
	1.2	Describe the legal and regulatory requirements relating to parking dispensations
	1.3	Describe the parking dispensation eligibility criteria and checks
	1.4	Describe organisational security and anti-fraud policies, procedures and processes
	1.5	Describe the features of software to manage the issues of permits, season tickets, suspensions, dispensations or waivers and blue badges
	1.6	Explain where to go for help when dealing with parking dispensations
2. Be able to process applications for parking dispensations	2.1	Advise customers of the eligibility criteria for parking dispensations
	2.2	Determine whether customers are eligible by matching the case to the criteria
	2.3	Clarify any areas of doubt or confusion with customers
	2.4	Carry out relevant checks in accordance with organisational procedures and legislative procedures
	2.5	Record the reasons for the decision as to whether or not to grant parking dispensations
	2.6	Maintain the requirements of confidentiality and data protection
3. Be able to issue parking dispensations	3.1	Communicate the decision and return related paperwork on parking dispensations to customers in accordance with organisational procedures
	3.2	Process payments and refunds in accordance with organisational procedures
	3.3	Keep records up-to-date
	3.4	Adhere to organisational policies and procedures, legal and ethical requirements

Unit 29 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to administer parking dispensations. Upon completion of this unit, learners will be able to process applications for parking dispensations and issue parking dispensations.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Legal and regulatory requirements will be specific to the relevant authority and could include:

- Timescales for processing applications
- Circumstances in which a dispensation can be issued
- Costs associated and charged for the dispensation

For Assessment Criteria 2.1, eligibility criteria may include but are not exclusive to:

- Carrying out works
- Unloading goods/materials
- Funerals
- Blood transfusion services
- Health screening
- Domestic removal
- Disability and mobility

For Assessment Criteria 2.6, requirements of confidentiality and data will be specific to the authority but must include The Data Protection Act 2018 and GDPR 2016/679.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:

- CFASPA1 Administer parking permits, suspensions and dispensations

Unit 30: Administer finance R/506/1890

Guided Learning Hours: 21
 Unit Level: 2
 Unit Credit: 4
 Total Unit Time: 40

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand finance for administrators	1.1	Describe organisational hierarchy and levels of authority for financial transactions
	1.2	Explain organisational systems for sales invoicing, purchasing, payments and receipts
	1.3	Describe the use of a purchase order, invoice, receipts and expenses
2. Be able to administer finance	2.1	Record income and expenditure in accordance with organisational policies and procedures
	2.2	Process purchase orders, invoices or expenses in accordance with organisational policies and procedures
	2.3	Process outgoing payments to the correct recipient
	2.4	Accept or allocate incoming payments in accordance with organisational policies

Unit 30 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to administer finance. Upon completion of this unit, learners will understand finance for administrators and will be able to administer finance.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards.

Unit 31: Prepare text from recorded audio instruction T/506/1817

Guided Learning Hours:	15
Unit Level:	2
Unit Credit:	4
Total Unit Time:	40

Unit grid: Learning outcomes/Assessment Criteria

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

Unit 31 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to prepare text from recorded audio instruction. Upon completion of this unit, learners will be able to prepare text from recorded notes.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

For Assessment Criteria 1.2, types of technology may include, but are not exclusive to:

- Analogue recording
- Digital recording
- Dictation software
- Tape recorders
- Disk recorders

For Assessment Criteria 1.3, speaking styles may include, but are not be exclusive to:

- Accents
- Slang
- Abbreviations
- Mumbling

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:

- CFABAD312 Prepare text from recorded audio instruction

QMS: 601/3682/0 Specification

- CFABAD312a Prepare text from recorded audio instruction (40 wpm)
- CFABAD312b Prepare text from recorded audio instruction (60 wpm)

Unit 32: Administer human resource records T/506/1879

Guided Learning Hours: 28
 Unit Level: 2
 Unit Credit: 3
 Total Unit Time: 30

Unit grid: Learning outcomes/Assessment Criteria

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

Unit 32 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to administer human resource records. Upon completion of this unit, learners will be able to administer human resource (HR) information.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Organisational systems may be electronic or paper based.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:

- CFABAB151 Administer human resource records

Unit 33: Produce business documents Y/506/1809

Guided Learning Hours:	24
Unit Level:	2
Unit Credit:	3
Total Unit Time:	30

Unit grid: Learning outcomes/Assessment Criteria

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

Unit 33 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to produce business documents. Upon completion of this unit, learners will be able to prepare and distribute business documents.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

For Assessment Criteria 2.4, requirements include those of the organisation and the task at hand.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:

- CFABAA211 Produce documents in a business environment

Unit 34: Produce minutes of meetings Y/506/1812

Guided Learning Hours:	13
Unit Level:	2
Unit Credit:	3
Total Unit Time:	30

Unit grid: Learning outcomes/Assessment Criteria

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

Unit 34 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to produce minutes of meetings. Upon completion of this unit, learners will be able to take notes of meetings and then produce minutes of meetings.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Minutes are a written record of a meeting or hearing.

Meeting records may include, but are not limited to:

- Minutes
- Agendas
- Audio recordings
- Video recordings
- Secretary's notes

Formal minutes are a permanent, detailed record of business transacted and resolutions adopted at official meetings that must be approved at the next meeting as a true representation of the proceedings.

Organisational conventions are the way in which something is usually done within a business.

To transcribe is to put into a written or printed form.

For Assessment Criteria 3.2, appendices are supplementary material at the end of a document, usually of an explanatory, statistical, or bibliographic nature.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

QMS: 601/3682/0 Specification

Links

Business & Administration (2013) National Occupational Standards:

- CFABAA441 Take minutes

Unit 35: Resolve administrative problems D/506/1956

Guided Learning Hours: 56
 Unit Level: 4
 Unit Credit: 6
 Total Unit Time: 60

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the principles underpinning the resolution of administrative problems	1.1	Evaluate the effectiveness of different types of information on an administrative function
	1.2	Explain the basis for selecting tools, techniques and strategies to analyse administrative functions
	1.3	Explain the constraints attached to the use of resources needed to resolve administrative problems
	1.4	Explain how to apply risk assessment and management techniques to identify and resolve administrative problems
	1.5	Analyse the effectiveness of different techniques used to resolve administrative problems
2. Be able to identify administrative problems	2.1	Collect information relevant to the administrative problem
	2.2	Use analytical techniques that are appropriate to the administrative problem
	2.3	Clarify whether an administrative problem is recurrent, intermittent or a sole instance
	2.4	Identify patterns of issues and problems
	2.5	Identify the likely cause of an administrative problem
3. Be able to resolve administrative problems	3.1	Select a strategy that is appropriate for the nature, scale, seriousness and priority of the administrative problem
	3.2	Develop a plan that addresses the administrative problem whilst minimising disruption to business
	3.3	Identify success criteria that are capable of measuring the effectiveness of solutions to solve administrative problems
	3.4	Implement a problem-solving plan within the agreed timescale and constraints
	3.5	Take action to ensure that systems and processes are capable of preventing future reoccurrences
	3.6	Evaluate the effectiveness of problem solving activities
	3.7	Adhere to organisational policies and procedures, legal and ethical requirements when resolving administrative problems

Unit 35 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to resolve administrative problems and introduces learners to the principles underpinning the resolution of administrative problems. Upon completion of this unit, learners will be able to identify and resolve administrative problems.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

For Assessment Criteria 1.1, information can include but is not limited to:

- Customer/client details
- Financial records
- Project plans and dates

For Assessment Criteria 2.2, analytical techniques may include:

- Defining the problem not just the symptoms
- Considering different perspectives on the problem
- Understanding how the problem interrelates with other people/departments

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:

- CFABAG126 Plan how to solve business problems
- CFABAG127 Solve business problems

Unit 36: Prepare specifications for contracts H/506/1957

Guided Learning Hours:	23
Unit Level:	4
Unit Credit:	4
Total Unit Time:	40

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the principles supporting the preparation of specifications for contracts	1.1	Explain the scope of contract specifications
	1.2	Explain the roles and interests of those who should be involved in a tender process
	1.3	Analyse the legal implications of a range of types of contracts and agreements
	1.4	Explain the requirements of confidentiality and data protection
	1.5	Evaluate the risks associated with procurement and tendering processes
	1.6	Explain the basis for the design of a tender evaluation process
2. Be able to prepare specifications for contracts	2.1	Confirm the requirements for the contract specification
	2.2	Draft contract specifications that meet the requirements including post-contractual requirements
	2.3	Specify the parameters of the contract in line with the requirements
	2.4	Provide sufficient information to enable potential suppliers to develop proposals that are capable of meeting the specification
	2.5	Define objective selection criteria to evaluate tender proposals
	2.6	Establish a selection process that meets organisational requirements
	2.7	Adhere to organisational policies and procedures, legal and ethical requirements when preparing specifications for contracts

Unit 36 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to prepare specifications for contracts and introduces learners to the principles supporting the preparation of specifications for contracts. Upon completion of this unit, learners will be able to prepare specifications for contracts.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

For Assessment Criteria 1.3, contracts may cover:

- Distribution agreements
- Partnership agreements
- Joint ventures

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:

- CFABAF132 Prepare specifications for contracts

Unit 37: Support environmental sustainability in a business environment R/506/1954

Guided Learning Hours: 38
 Unit Level: 4
 Unit Credit: 4
 Total Unit Time: 40

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the principles supporting environmental sustainability in a business environment	1.1	Describe current legislation in relation to environmental sustainability in a business environment
	1.2	Explain government incentives that support environmental sustainability in a business environment
	1.3	Analyse the relationship between environmental sustainability and corporate social responsibility
	1.4	Explain the health and safety considerations for environmental sustainability and waste management
	1.5	Explain techniques to evaluate the impact of an organisation's environmental and sustainability policies and procedures
2. Be able to implement best practice in environmental sustainability in a business environment	2.1	Identify the environmental standards that are relevant to an organisation
	2.2	Evaluate the impact of an organisation's business on its environment
	2.3	Promote a culture of efficient consumption of energy in line with an organisation's energy management policies
	2.4	Establish procedures to minimise waste and maximise the recycling of materials
	2.5	Establish procedures to meet hazardous waste regulations
	2.6	Adhere to organisational policies and procedures, legal and ethical requirements when implementing best practice in a business environment

Unit 37 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to support environmental sustainability in a business environment and introduces learners to the principles supporting environmental sustainability in a business environment. Upon completion of this unit, learners will be able to implement best practice in environmental sustainability in a business environment.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

For Assessment Criteria 1.5, techniques may include but are not exclusive to:

- Compliance audit
- Issues audit
- Health and safety audit
- Site audit
- Corporate audit
- Due diligence audit
- Activity or operational audit
- Product or life cycle audit

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:

- CFABAF173 Review and maintain work in a business environment

Unit 38: Administer legal files J/506/1935

Guided Learning Hours:	31
Unit Level:	3
Unit Credit:	5
Total Unit Time:	50

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the administration of legal files	1.1	Explain the administrative requirements of the different legal areas being administered
	1.2	Explain the scope and limits of their own responsibilities and authority
	1.3	Explain the requirements of the duty of confidentiality
	1.4	Explain the use of specialist software for processing legal cases
	1.5	Explain the potential consequences of inadequate or inaccurate record keeping
	1.6	Describe the organisational and regulatory purpose and nature of different legal checks and searches
	1.7	Explain the organisational and regulatory purpose of a client care letter
	1.8	Explain how records of time spent on work are used
2. Be able to maintain a legal file	2.1	Confirm that information on file is complete, accurate and valid
	2.2	Process money received from clients in accordance with organisational and regulatory requirements
	2.3	Keep fee-earners informed of actions taken, progress, developments and problems
	2.4	Take action to ensure that files are correctly labelled and dated including summaries of their contents
	2.5	Generate correspondence that conform with the requirements of house style
	2.6	Record all time spent, costs and disbursements accurately
	2.7	Generate accurate bills that conform with organisational and regulatory requirements
	2.8	Adhere to organisational policies and procedures, and legal and ethical requirements when maintaining a legal file
3. Be able to close and archive a legal file	3.1	Address any outstanding issues for a legal file
	3.2	Prepare accurate final bills in accordance with organisational and regulatory requirements

	3.3	Take action to ensure that closed files contain all the necessary documentation
	3.4	Confirm whether any documents need to be added to the firm's precedent, knowledge or data bank
	3.5	Close files in accordance with organisational standards and procedures when the account shows a nil balance
	3.6	Archive files in accordance with organisational and regulatory requirements

Unit 38 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to administer legal files. Upon completion of this unit, learners will have developed an understanding of the administration of legal files and will be able to maintain, close, and archive a legal file.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

For Assessment Criteria 1.1, learners should be able to explain the different legal areas they themselves are responsible for.

For Assessment Criteria 1.3, the explanation of the duty of confidentiality should include relevant and current legislation and practical implications.

For ACs 1.6 and 1.7 the description/explanation should include reference to appropriate regulation and demonstrate an understanding of internal organisational procedures. It should also include the purpose and potential implications of non-compliance.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:

- CFABAB111 Administer legal files

Unit 39: Monitor information systems F/506/1917

Guided Learning Hours:	43
Unit Level:	3
Unit Credit:	8
Total Unit Time:	80

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand how information systems are used	1.1	Explain how the intended use of reports affects the choice of format and language
	1.2	Explain how the audience of reports affects the choice of format and language
	1.3	Explain the features of different problem-solving techniques related to information systems
	1.4	Evaluate the suitability of possible problem-solving actions related to information systems
	1.5	Explain techniques to validate the reliability of information
	1.6	Analyse the suitability of different evaluation techniques related to information systems
	1.7	Assess the potential consequences of breaches of confidentiality
	1.8	Evaluate the potential consequences of publishing reports containing inaccurate or unsubstantiated information
2. Be able to monitor information systems	2.1	Develop a plan to monitor information systems that specifies objectives, scope, timescale, resource implications, the techniques to be used and reporting requirements
	2.2	Carry out monitoring activities in accordance with the plan
	2.3	Provide training and support to system users that is appropriate to their needs
	2.4	Identify the cause of problems with an information system
	2.5	Suggest solutions to problems with an information system
	2.6	Recommend adaptations to the system in response to identified problems or developments
	2.7	Adhere to organisational policies and procedures, and legal and ethical requirements when monitoring information systems

Unit 39 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to monitor information systems. Upon completion of this unit, learners will have an understanding of how information systems are used and will be able to monitor information systems.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Information systems may include:

- Hardware
- Software
- infrastructure

Different problem-solving techniques may include but not be exclusive to:

- Means End Analysis
- Inductive Reasoning
- Rule of Thumb (Heuristic)

For Assessment Criteria 1.7 and 1.8, consequences cover the effects on:

- The individual
- The organisation
- The stakeholders

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:

- CFABAD131 Monitor information systems

Unit 40: Maintain and issue stationery and supplies Y/506/2295

Guided Learning Hours:	18
Unit Level:	2
Unit Credit:	3
Total Unit Time:	30

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the maintenance of stationery and supplies	1.1	Describe organisational policies, procedures and levels of authority in maintaining supplies
	1.2	Explain how to carry out a stock check of stationery
	1.3	Describe the types of problems that may occur with deliveries and stock items
	1.4	Explain how to deal with problems that occur with deliveries and stock items
	1.5	Explain the factors to take into account when ordering stationery
	1.6	Explain the benefits and limitations of different potential suppliers, against organisational requirements
	1.7	Explain how to calculate quantities of stationery and supplies to be ordered
	1.8	Describe how to dispose of or recycle waste
2. Be able to maintain stocks of stationery and supplies	2.1	Maintain stocks of stationery and supplies at the required levels
	2.2	Maintain the requirements of storage and security
	2.3	Carry out stock checks in accordance with organisational policies and procedures
	2.4	Chase up late or incorrect orders with suppliers
3. Be able to issue stock of stationery and supplies	3.1	Issue stationery and supplies in accordance with organisational requirements
	3.2	Maintain up-to-date records of stock issued, received and in storage
	3.3	Deal with unwanted or damaged stationery and supplies safely
	3.4	Recommend ways in which the system for receiving and issuing stock could be improved

Unit 40 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to maintain and issue stationary and supplies. Upon completion of this unit, learners will be able to maintain and issues stocks of stationery and supplies.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

For Learning Outcome 1, problems may include late, damaged or incorrect deliveries of ordered items.

For Assessment Criteria 1.5, factors may include:

- Urgency
- Budget
- Availability of products/delivery time
- Expected usage

For Assessment Criteria 2.1, required levels may include those based on statistical information, supply and demand estimation and consideration from others such as managers.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:

- CFABAF141 Maintain and issue stock items

Unit 41: Evaluate the provision of business travel or accommodation J/506/1918

Guided Learning Hours:	30
Unit Level:	3
Unit Credit:	5
Total Unit Time:	50

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the provision of business travel or accommodation arrangements	1.1	Explain the factors to be taken into account in setting evaluation criteria for the provision of business travel or accommodation
	1.2	Explain different travel or accommodation-related needs and services
	1.3	Explain different arrangements that could be made for the provision of business travel or accommodation
	1.4	Explain the scope of legal and organisational security and confidentiality requirements relating to business travel or accommodation
2. Be able to evaluate the quality of organisational business travel or accommodation arrangements	2.1	Assess the performance of providers of travel or accommodation against agreed criteria
	2.2	Identify instances of exceptional and inadequate performance
	2.3	Evaluate the benefits and limitations of existing arrangements for organising business travel or accommodation and their implications
	2.4	Identify alternative potential providers and ways of providing travel or accommodation
3. Be able to recommend improvements to organisational business travel or accommodation arrangements	3.1	Produce costed plans that set out different options, their benefits, limitations and implications
	3.2	Shortlist alternative potential providers of business travel or accommodation against agreed criteria
	3.3	Adhere to organisational policies and procedures, and legal and ethical requirements when recommending improvements to arrangements for business travel or accommodation

Unit 41 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to evaluate the provision of business travel or accommodation. Upon completion of this unit, learners will have developed an understanding of the provision of business travel or accommodation arrangements. Learners will utilise this knowledge when evaluating the quality of organisational business travel or accommodation arrangements and making recommendations for improvements.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

For Assessment Criteria 1.1, evaluation criteria may include:

- Availability
- Suitability
- Effectiveness

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:

- CFABAA322 Organise business travel or accommodation

Unit 42: Organise business travel or accommodation D/506/1875

Guided Learning Hours:	23
Unit Level:	2
Unit Credit:	4
Total Unit Time:	40

Unit grid: Learning outcomes/Assessment Criteria

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

Unit 42 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to organise business travel or accommodation. Upon completion of this unit, learners will be able to research business travel or accommodation options for others, and then use the outcomes of that research to make business or travel arrangements for others.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Business & Administration (2013) National Occupational Standards:

- CFABAA322 Organise business travel or accommodation

Unit 43: Manage team performance A/506/1821

Guided Learning Hours: 21
 Unit Level: 3
 Unit Credit: 4
 Total Unit Time: 40

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the management of team performance	1.1	Explain the use of benchmarks in managing performance
	1.2	Explain a range of quality management techniques to manage team performance
	1.3	Describe constraints on the ability to amend priorities and plans
2. Be able to allocate and assure the quality of work	2.1	Identify the strengths, competences and expertise of team members
	2.2	Allocate work on the basis of the strengths, competences and expertise of team members
	2.3	Identify areas for improvement in team members' performance outputs and standards
	2.4	Amend priorities and plans to take account of changing circumstances
	2.5	Recommend changes to systems and processes to improve the quality of work
3. Be able to manage communications within a team	3.1	Explain to team members the lines of communication and authority levels
	3.2	Communicate individual and team objectives, responsibilities and priorities
	3.3	Use communication methods that are appropriate to the topics, audience and timescales
	3.4	Provide support to team members when they need it
	3.5	Agree with team members a process for providing feedback on work progress and any issues arising
	3.6	Review the effectiveness of team communications and make improvements

Unit 43 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to manage the performance of a team. Upon completion of this unit, learners will have developed an understanding of the management of team performance. Learners will be able to allocate and assure the quality of work and manage communications within a team.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

For Assessment Criteria 1.1, a benchmark is a standard or measurement that may include:

- Key performance indicators (KPIs)
- Best operational practices

For Assessment Criteria 1.2, quality management techniques may include:

- Total quality management (TQM)
- Statistical process control (SPC)
- Continual improvement processes

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:

- CFAM&LDB2 Allocate work to team members
- CFAM&LDB3 Quality assure work in your team

Unit 44: Manage individuals' performance J/506/1921

Guided Learning Hours:	20
Unit Level:	3
Unit Credit:	4
Total Unit Time:	40

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the management of underperformance in the workplace	1.1	Explain typical organisational policies and procedures on discipline, grievance and dealing with underperformance
	1.2	Explain how to identify causes of underperformance
	1.3	Explain the purpose of making individuals aware of their underperformance clearly but sensitively
	1.4	Explain how to address issues that hamper individuals' performance
	1.5	Explain how to agree a course of action to address underperformance
2. Be able to manage individuals' performance in the workplace	2.1	Agree with team members specific, measurable, achievable, realistic and time-bound (SMART) objectives that align to organisational objectives
	2.2	Delegate responsibility to individuals on the basis of their expertise, competence, skills, knowledge, and development needs
	2.3	Apply motivation techniques to maintain morale
	2.4	Provide information, resources and on-going mentoring to help individuals meet their targets, objectives and quality standards
	2.5	Monitor individuals' progress towards objectives in accordance with agreed plans
	2.6	Recognise individuals' achievement of targets and quality standards
	2.7	Adhere to organisational policies and procedures, and legal and ethical requirements when managing individuals' performance in the workplace

Unit 44 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to manage individuals' performance. Upon completion of this unit, learners will have developed an understanding of the management of underperformance in the workplace and will be able to manage individuals' performance in the workplace.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Organisational objectives are the overall goals, purpose and mission of a business as established by its management.

Motivation techniques may include, but are not exclusive to:

- Incentives and rewards
- Flexible working arrangements
- Praise and gratitude
- Coaching or mentoring

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:

- CFAM&LDB4 Manage people's performance at work
- CFAM&LDC2 Support individuals' learning and development
- CFAM&LDC3 Mentor individuals
- CFAM&LDC5 Help individuals address problems affecting their performance

Unit 45: Implement and maintain business continuity plans and processes K/506/1930

Guided Learning Hours:	25
Unit Level:	3
Unit Credit:	4
Total Unit Time:	40

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Be able to plan for the implementation of business continuity plans and processes	1.1	Describe the components of a business continuity plan
	1.2	Explain the uses of a business continuity plan
	1.3	Explain the features of different business continuity planning models
	1.4	Explain the potential consequences of inadequate business continuity plans and processes
	1.5	Confirm the required aim, scope and objectives of business continuity plans
	1.6	Engage stakeholders in developing business continuity plans and processes
	1.7	Identify business-critical products and/or services and the activities and resources that support them
2. Be able to implement business continuity plans and processes	2.1	Develop a framework for business continuity management
	2.2	Recommend resources that are proportionate to the potential impact of business disruption
	2.3	Communicate the importance and requirements of business continuity plans and processes to stakeholders
	2.4	Meet their own objectives within the plan
3. Be able to maintain the fitness for purpose of on-going business continuity plans and processes	3.1	Provide training for staff who may be affected
	3.2	Validate and test the strength of business continuity plans and processes
	3.3	Update plans and processes in the light of feedback from business continuity exercises and other sources of information

Unit 45 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to implement and maintain business continuity plans and processes. Upon completion of this unit, learners will be able to plan and execute the implementation of business continuity plans and processes. Learners will also be able to maintain the fitness for purpose of on-going business continuity plans and process.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

A business continuity plan sets out how the business will operate following an incident and how it expects to return to 'business as usual' in the quickest possible time.

For Assessment Criteria 1.7, business critical refers to anything that is necessary for a business to be successful.

Business continuity management is about identifying those parts of the business that cannot afford to be lost, such as:

- Information
- Premises
- Stock
- Staff

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:

- CFAM&LBB2 Develop, maintain and evaluate business continuity plans and arrangements

Unit 46: Manage individuals' development in the workplace L/506/1922

Guided Learning Hours: 10
 Unit Level: 3
 Unit Credit: 3
 Total Unit Time: 30

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Be able to carry out performance appraisals	1.1	Explain the purpose of performance reviews and appraisals
	1.2	Explain techniques to prepare for and carry out appraisals
	1.3	Provide a private environment in which to carry out appraisals
	1.4	Carry out performance reviews and appraisals in accordance with organisational policies and procedures
	1.5	Provide clear, specific and evidence-based feedback sensitively
	1.6	Agree future actions that are consistent with appraisal findings and identified development needs
2. Be able to support the learning and development of individual team members	2.1	Describe training techniques that can be applied in the workplace
	2.2	Analyse the advantages and disadvantages of learning and development interventions and methods
	2.3	Explain organisational learning and development policies and resource availability
	2.4	Review individuals' learning and development needs at regular intervals
	2.5	Suggest learning and development opportunities and interventions that are likely to meet individual and business needs

Unit 46 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to manage individuals' development in the workplace. Upon completion of this unit, learners will be able to carry out performance appraisals and support the learning and development of individual team members.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:

- CFAM&LDC1 Identify individuals' learning needs and styles
- CFAM&LDC2 Support individuals' learning and development

Unit 47: Procure products and/or services M/506/1928

Guided Learning Hours:	35
Unit Level:	3
Unit Credit:	5
Total Unit Time:	50

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Be able to identify procurement requirements	1.1	Explain current and likely future procurement requirements
	1.2	Decide whether the purchase of products and/or services offers the organisation best value
	1.3	Evaluate ethical and sustainability considerations relating to procurement
	1.4	Justify the decision to buy products and/or services with evidence of an analysis of risk, costs and benefits
2. Be able to select suppliers	2.1	Explain the factors to be taken into account in selecting suppliers
	2.2	Explain organisational procurement policies, procedures and standards
	2.3	Explain the effect of supplier choice on the supply chain
	2.4	Use appropriate media to publicise procurement requirements
	2.5	Confirm the capability and track record of suppliers and their products and/or services
	2.6	Select suppliers that meet the procurement specification
3. Be able to buy products and/or services	3.1	Explain the action to be taken in the event of problems arising
	3.2	Agree contract terms that are mutually acceptable within their own scope of authority
	3.3	Record agreements made, stating the specification, contract terms and any post-contract requirements
	3.4	Adhere to organisational policies and procedures, legal and ethical requirements

Unit 47 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to procure products and/or services. Upon completion of this unit, learners will be able to identify procurement requirements, select suppliers and buy products and/or services.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

For Assessment Criteria 1.3, sustainability is defined as 'avoiding the depletion of natural resources in the procurement process'.

Risk includes risks to the business and organisation as well as Health and safety risks.

For Assessment Criteria 2.5, capability and track record may be in the context of internal to or external to the learner's organisation.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:

- CFAM&LED1 Decide whether to produce or buy in products and/or services
- CFAM&LED2 Procure products and/or services
- CFAM&LED3 Select suppliers through a tendering process

Unit 48: Promote equality, diversity and inclusion in the workplace T/506/1820

Guided Learning Hours:	15
Unit Level:	3
Unit Credit:	3
Total Unit Time:	30

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the organisational aspects of equality, diversity and inclusion in the workplace	1.1	Explain the difference between equality, diversity and inclusion
	1.2	Explain the impact of equality, diversity and inclusion across aspects of organisational policy
	1.3	Explain the potential consequences of breaches of equality legislation
	1.4	Describe nominated responsibilities within an organisation for equality, diversity and inclusion
2. Understand the personal aspects of equality, diversity and inclusion in the workplace	2.1	Explain the different forms of discrimination and harassment
	2.2	Describe the characteristics of behaviour that supports equality, diversity and inclusion in the workplace
	2.3	Explain the importance of displaying behaviour that supports equality, diversity and inclusion in the workplace
3. Be able to support equality, diversity and inclusion in the workplace	3.1	Ensure colleagues are aware of their responsibilities for equality, diversity and inclusion in the workplace
	3.2	Identify potential issues relating to equality, diversity and inclusion in the workplace
	3.3	Adhere to organisational policies and procedures, and legal and ethical requirements when supporting equality, diversity and inclusion in the workplace

Unit 48 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to promote equality, diversity and inclusion in the workplace. Upon completion of this unit, learners will have developed an understanding of both the organisational and personal aspects of equality, diversity and inclusion in the workplace. Learners will utilise this knowledge in supporting equality, diversity and inclusion in the workplace.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

When meeting the relevant criteria in this unit, learners should ensure they specifically address all three areas of:

- Equality
- Diversity
- Inclusion

Equality Legislation will include but is not exclusive to the Equality Act 2010.

Forms of discrimination may include but are not exclusive to:

- Direct Discrimination
- Indirect Discrimination

For Assessment Criteria 3.1, colleagues primarily relates to colleagues for whom the learner has line manager responsibility.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:

- CFAM&LBA7 Promote equality of opportunity, diversity and inclusion

Unit 49: Implement change T/506/1929

Guided Learning Hours:	28
Unit Level:	3
Unit Credit:	5
Total Unit Time:	50

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the principles of change management	1.1	Explain the importance of effective leadership when implementing change
	1.2	Explain the role of internal and external stakeholders in the management of change
	1.3	Evaluate the suitability of change management models for different contexts
	1.4	Explain how to assess the business risks associated with change
	1.5	Assess the need for contingency planning when implementing change
	1.6	Assess the need for crisis management when implementing change
	1.7	Explain the different types of barriers to change and how to deal with these
	1.8	Explain how to evaluate change management projects
2. Be able to plan the implementation of change	2.1	Explain the need for change
	2.2	Explain the potential consequences of not implementing change
	2.3	Explain the roles and responsibilities of a change management project team
	2.4	Develop a plan that includes specific, measurable, achievable, realistic and time-bound (SMART) objectives and resources
	2.5	Brief team members on their roles and responsibilities and the objectives of the change
	2.6	Gain acceptance to the need for change from team members and other stakeholders
3. Be able to manage the implementation of a change plan	3.1	Explain organisational escalation processes for reporting problems
	3.2	Analyse the advantages and disadvantages of monitoring techniques
	3.3	Implement the plan within the agreed timescale

	3.4	Provide support to team members and other stakeholders according to identified needs
	3.5	Monitor the progress of the implementation against the plan
	3.6	Manage problems in accordance with contingency plans
4. Be able to evaluate the effectiveness of the implementation of change plans	4.1	Assess the suitability of techniques used to analyse the effectiveness of change
	4.2	Collate valid feedback and information from stakeholders
	4.3	Analyse feedback and information against agreed criteria
	4.4	Identify areas for future improvement
	4.5	Communicate the lessons learned with those who may benefit

Unit 49 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to implement change and introduces learners to the key principles of change management. Upon completion of this unit, learners will be able to plan and manage the implementation of change. After having implemented change, learners will also be able to evaluate the effectiveness of the implementation of change plans.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Change management models may include:

- Lewin – force field analysis
- Kotter - 8 steps
- Nudge theory
- Psychological contract
- Fisher – personal change

Techniques used to analyse the effectiveness of change may include, but are not exclusive to:

- Impact evaluation
- Process evaluation
- Outcome or summative evaluation
- Data analysis
- Feedback
- Observations
- Meetings

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:

- CFAM&LCA2 Plan change
- CFAM&LCA3 Engage people in change
- CFAM&LCA4 Implement change
- CFAM&LCA5 Evaluate change

Unit 50: Chair and lead meetings Y/506/1924

Guided Learning Hours: 10
 Unit Level: 3
 Unit Credit: 3
 Total Unit Time: 30

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Be able to prepare to lead meetings	1.1	Identify the type, purpose, objectives, and background to a meeting
	1.2	Identify those individuals expected, and those required to attend a meeting
	1.3	Prepare for any formal procedures that apply to a meeting
	1.4	Describe ways of minimising likely problems in a meeting
	1.5	Take action to ensure that meeting documentation is prepared correctly and distributed to the agreed people within the agreed timescale
2. Be able to chair and lead meetings	2.1	Follow business conventions in the conduct of a meeting
	2.2	Facilitate meetings so that everyone is involved and the optimum possible consensus is achieved
	2.3	Manage the agenda within the timescale of the meeting
	2.4	Summarise the agreed actions, allocated responsibilities, timescales and any future arrangements
3. Be able to deal with post-meeting matters	3.1	Take action to ensure that accurate records of a meeting are produced and distributed in the agreed format and timescale
	3.2	Take action to ensure that post-meeting actions are completed
	3.3	Evaluate the effectiveness of a meeting and identify points for future improvement

Unit 50 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to chair and lead meetings. Upon completion of this unit, learners will be able to prepare to lead meetings, chair and lead meetings and deal with post-meeting matters.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

For Assessment Criteria 1.3, formal procedures may include:

- Setting the time, date and place of meeting
- Sending out invites
- Setting an agenda

Business conventions are a set of rules that govern the way each meeting is managed.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:

- CFAM&LDD6 Lead meetings to achieve objectives

Unit 51: Bespoke Software J/502/4397

Guided Learning Hours: 30
 Unit Level: 3
 Unit Credit: 4
 Total Unit Time: 40

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Input and combine information using bespoke software	1.1	Input relevant information accurately so that it is ready for processing
	1.2	Select and use appropriate techniques to link and combine information within the application and across different software applications
2. Create and modify appropriate structures to organise and retrieve information efficiently	2.1	Evaluate the use of software functions to structure, layout and style information
	2.2	Create, change and use appropriate structures and/or layouts to organise information efficiently
	2.3	Manage data files effectively, in line with local and/or legal guidelines and conventions for the storage and use of data where available
3. Exploit the functions of the software effectively to process and present information	3.1	Select and use appropriate tools and techniques to edit, analyse and format information
	3.2	Check information meets needs, using IT tools and making corrections as necessary
	3.3	Identify and respond appropriately to quality problems to ensure that outcomes are fit for purpose and meet needs
	3.4	Select and use presentation methods to aid clarity and meaning

Unit 51 Guidance on Delivery and Assessment

Delivery

This unit is about the skills and knowledge needed by an IT user to select and use a range of advanced bespoke software tools and techniques for complex or non-routine information. This is the ability to select and use a suitable bespoke software application to carry out an appropriate data processing task. It includes understanding the capabilities of the software and the types of tasks for which it is suitable, as well as the skills and techniques needed to use the software application appropriately and effectively.

Assessment

All Assessment Criteria must be met and assessed in line with the ITQ Assessment Strategy England, Wales and Northern Ireland March 2009 in Appendix B at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Bespoke software tools and techniques at this level are defined as 'advanced' because:

- the software tools and functions used will be complex, and at times involve having the idea that there may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying;
- the inputting, manipulating and outputting techniques will be complex, and will involve research, identification and application; and
- the user will take full responsibility for inputting, manipulating and outputting the information.

Simulation

Evidence for this unit does not have to come from a traditional workplace setting. Further guidance can be found in Section A (1.6) and Section B of the ITQ Assessment Strategy England, Wales and Northern Ireland March 2009. See Appendix B at the end of this document.

Links

This unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009).

Unit 52: Spreadsheet Software J/502/4626

Guided Learning Hours: 45
 Unit Level: 3
 Unit Credit: 6
 Total Unit Time: 60

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - 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 from different sources
	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 and techniques to meet requirements	2.1	Explain what methods can be used to summarise, analyse and interpret spreadsheet data and when to use them
	2.2	Select and use a wide range of appropriate functions and formulas to meet calculation requirements
	2.3	Select and use a range of tools and techniques to analyse and interpret data to meet requirements
	2.4	Select and use forecasting tools and techniques
3. Use tools and techniques to present, and format and publish spreadsheet information	3.1	Explain 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 effectively
	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, print and publish spreadsheet information
	3.5	Explain how to find and sort out any errors in formulas
	3.6	Check spreadsheet information meets needs, using IT tools and making corrections as necessary
	3.7	Use auditing tools to identify and respond appropriately to any problems with spreadsheets

Unit 52 Guidance on Delivery and Assessment

Delivery

This unit is about the skills and knowledge required by an IT user to select and use a wide range of advanced spreadsheet software tools and techniques to produce, present and check complex and non-routine spreadsheets. This is the ability to use a software application designed to record data in rows and columns, perform calculations with numerical data and present information using charts and graphs.

Assessment

All Assessment Criteria must be met and assessed in line with the ITQ Assessment Strategy England, Wales and Northern Ireland March 2009 in Appendix B at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the IQ website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Spreadsheet software tools and techniques will be described as 'advanced' because:

- the range of data entry, manipulation and outputting techniques will be complex and non-routine;
- the tools, formulas and functions needed to analyse and interpret the required information require complex and non-routine knowledge and understanding (for example, data restrictions, data validation using formula, pivot tables, data maps); and
- the user will take full responsibility for setting up and developing the functionality of the spreadsheet.

Simulation

Evidence for this unit does not have to come from a traditional workplace setting. Further guidance can be found in Section A (1.6) and Section B of the ITQ Assessment Strategy England, Wales and Northern Ireland March 2009. See Appendix B at the end of this document.

Links

This unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009).

Unit 53: Website Software Y/502/4632

Guided Learning Hours: 40
 Unit Level: 3
 Unit Credit: 5
 Total Unit Time: 50

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Create structures and styles and use them to produce websites	1.1	Determine what website content and layout will be needed for each page and for the site
	1.2	Plan and create web page templates to layout content
	1.3	Select and use website features and structures to enhance website navigation and functionality
	1.4	Create, select and use styles to enhance website consistency and readability
	1.5	Provide guidance on laws, guidelines and constraints that affect the content and use of websites
	1.6	Explain what access issues may need to be taken into account
	1.7	Explain when and why to use different file types for saving content
	1.8	Store and retrieve files effectively, in line with local guidelines and conventions where available
2. Select and use website software tools and features to develop multiple page websites with multimedia and interactive features	2.1	Prepare content for web pages so that it is ready for editing and formatting
	2.2	Organise and combine information needed for web pages in line with any copyright constraints, including across different software
	2.3	Select and use appropriate editing and formatting techniques to aid meaning
	2.4	Select and use appropriate programming and development techniques to add features and enhance websites
	2.5	Select and use file formats that make information easier to download
	2.6	Check web pages meet needs, using IT tools and making corrections as necessary
3. Publish and test multiple page websites with multimedia and interactive features	3.1	Select and use appropriate testing methods to check that all elements and features of complex websites are working as planned
	3.2	Identify any quality problems with websites and explain how to respond to them

	3.3	Select and use an appropriate programme to upload and publish the website and make sure that it will download efficiently
	3.4	Respond appropriately to quality problems with websites to ensure outcomes are fit for purpose

Unit 53 Guidance on Delivery and Assessment

Delivery

This unit is about the skills and knowledge required by an IT user to select and use a range of advanced website software tools and techniques to develop multiple-page websites with multimedia and interactive features. This is the ability to use a software application designed for planning, designing and building websites.

Assessment

All Assessment Criteria must be met and assessed in line with the ITQ Assessment Strategy England, Wales and Northern Ireland March 2009 in Appendix B at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Website software techniques will be described as 'advanced' because:

- the software tools and functions used will be complex and at times involve having the idea that there may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying;
- the development techniques will be complex, and will involve research, identification and application; and
- the user will take full responsibility for planning and developing the structure, inputting, manipulating, adding multimedia or interactive features, uploading and publishing the information.

Simulation

Evidence for this unit does not have to come from a traditional workplace setting. Further guidance can be found in Section A (1.6) and Section B of the ITQ Assessment Strategy England, Wales and Northern Ireland March 2009. See Appendix B at the end of this document.

Links

This unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009).

Unit 54: Presentation software T/502/4623

Guided Learning Hours:	45
Unit Level:	3
Unit Credit:	6
Total Unit Time:	60

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Input and combine text and other information within presentation slides	1.1	Explain 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 and link to source data
	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 for presentations in line with any constraints
	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 presentations	2.1	Explain when and how to use and change slide structure and themes to enhance presentations
	2.2	Create, amend and use appropriate templates and themes for slides
	2.3	Explain how interactive and presentation effects can be used to aid meaning or impact
	2.4	Select and use appropriate techniques to edit and format presentations to meet needs
	2.5	Create and use interactive elements to enhance presentations
	2.6	Select and use animation and transition techniques appropriately to enhance presentations
3. Prepare interactive slideshow for presentation	3.1	Explain how to present slides to communicate effectively for different contexts
	3.2	Prepare interactive slideshow and associated products for presentation
	3.3	Check presentation meets needs, using IT tools and making corrections as necessary
	3.4	Evaluate presentations, identify any quality problems and discuss how to respond to them
	3.5	Respond appropriately to quality problems to ensure that presentations meet needs and are fit for purpose

Unit 54 Guidance on Delivery and Assessment

Delivery

This unit is about the skills and knowledge required by an IT user to select and use a wide range of advanced presentation software tools and techniques effectively to produce presentations that are complex or non-routine. This is the ability to use software applications to produce effective presentations, which include a combination of media (e.g. images, animation and sound) for education, entertainment or information sharing.

Assessment

All Assessment Criteria must be met and assessed in line with the ITQ Assessment Strategy England, Wales and Northern Ireland March 2009 in Appendix B at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Presentation tools and techniques will be described as 'advanced' because:

- the software tools and functions used will be complex and at times require new learning, which will involve having the idea that there may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying;
- the inputting, manipulating and outputting techniques will be complex, and will involve research, identification and application; and
- the user will take full responsibility for inputting, structuring, editing and presenting the information.

Simulation

Evidence for this unit does not have to come from a traditional workplace setting. Further guidance can be found in Section A (1.6) and Section B of the ITQ Assessment Strategy England, Wales and Northern Ireland March 2009. See Appendix B at the end of this document.

Links

This unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009).

Unit 55: Database Software T/502/4556

Guided Learning Hours:	45
Unit Level:	3
Unit Credit:	6
Total Unit Time:	60

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Plan, create and modify relational database tables to meet requirements	1.1	Explain how a relational database design enables data to be organised and queried
	1.2	Plan and create multiple tables for data entry with appropriate fields and properties
	1.3	Set up and modify relationships between database tables
	1.4	Explain why and how to maintain data integrity
	1.5	Respond appropriately to problems with database tables
	1.6	Use database tools and techniques to ensure data integrity is maintained
2. Enter, edit and organise structured information in a database	2.1	Design and create forms to access, enter, edit and organise data in a database
	2.2	Select and use appropriate tools and techniques to format data entry forms
	2.3	Check data entry meets needs, using IT tools and making corrections as necessary
	2.4	Respond appropriately to data entry errors
3. Use database software tools to create, edit and run data queries and produce reports	3.1	Explain how to select, generate and output information from queries according to requirements
	3.2	Create and run database queries to display, amend or calculate selected data
	3.3	Plan and produce database reports from a multiple-table relational database
	3.4	Select and use appropriate tools and techniques to format database reports
	3.5	Check reports meet needs, using IT tools and making corrections as necessary

Unit 55 Guidance on Delivery and Assessment

Delivery

This unit is about the skills and knowledge required by an IT user to select and use advanced database software tools and techniques efficiently to:

- enter complex information into databases;
- retrieve information by creating queries using multiple selection criteria; and
- produce reports by setting up menus or short cuts.

This is the ability to use a software application designed to organise and store structured information and generate reports. They will also be able to design, create and interrogate multiple-table relational databases.

Assessment

All Assessment Criteria must be met and assessed in line with the ITQ Assessment Strategy England, Wales and Northern Ireland March 2009 in Appendix B at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Database tools, functions and techniques will be described as 'advanced' because:

- the software tools and functions involved will be complex and at times require new learning, which will involve having the idea that there may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying; and
- the input, manipulation and output techniques involved will be complex, which will involve research, identification and application.

Simulation

Evidence for this unit does not have to come from a traditional workplace setting. Further guidance can be found in Section A (1.6) and Section B of the ITQ Assessment Strategy England, Wales and Northern Ireland March 2009. See Appendix B at the end of this document.

Links

This unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009).

Unit 56: Word Processing Software Y/502/4629

Guided Learning Hours:	45
Unit Level:	3
Unit Credit:	6
Total Unit Time:	60

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Enter and combine text and other information accurately within word processing documents	1.1	Summarise what types of information are needed for the document and how they should be linked or integrated
	1.2	Use appropriate techniques to enter text and other types of information accurately and efficiently
	1.3	Create, use and modify appropriate templates for different types of documents
	1.4	Explain how to combine and merge information from other software or multiple documents
	1.5	Combine and merge information within a document from a range of sources
	1.6	Store and retrieve document and associated files effectively, in line with local guidelines and conventions where available
	1.7	Select and use tools and techniques to work with multiple documents or users
	1.8	Customise interface to meet needs
2. Create and modify appropriate layouts, structures and styles for word processing documents	2.1	Analyse and explain the requirements for structure and style
	2.2	Create, use and modify columns, tables and forms to organise information
	2.3	Define and modify styles for document elements
	2.4	Select and use tools and techniques to organise and structure long documents
3. Use word processing software tools and techniques to format and present documents effectively to meet requirements	3.1	Explain how the information 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 multi-page and multi-section documents
	3.4	Check documents meet needs, using IT tools and making corrections as necessary
	3.5	Evaluate the quality of the documents produced to ensure they are fit for purpose

	3.6	Respond appropriately to any quality problems with documents to ensure that outcomes meet needs and are fit for purpose
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Unit 56 Guidance on Delivery and Assessment

Delivery

This unit is about the skills and knowledge required by an IT user to select and use a range of advanced word processing software tools and techniques to produce complex and non-routine documents. This is the ability to use a software application designed for the creation, editing and production of largely text-based documents.

Assessment

All Assessment Criteria must be met and assessed in line with the ITQ Assessment Strategy England, Wales and Northern Ireland March 2009 in Appendix B at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Word processing tools and techniques will be described as 'advanced' because:

- the software tools and functions will be complex and at times require new learning, which will involve having the idea that there may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying;
- the techniques required will be complex, and the process of selecting appropriate techniques may involve research, identification and application; and
- the user will take full responsibility for the inputting, manipulating and outputting of the information.

Simulation

Evidence for this unit does not have to come from a traditional workplace setting. Further guidance can be found in Section A (1.6) and Section B of the ITQ Assessment Strategy England, Wales and Northern Ireland March 2009. See Appendix B at the end of this document.

Links

This unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009).

Unit 57: Using Email T/502/4301

Guided Learning Hours: 20
 Unit Level: 3
 Unit Credit: 3
 Total Unit Time: 30

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Use e-mail software tools and techniques to compose and send messages	1.1	Select and use software tools to compose and format e-mail messages, including attachments
	1.2	Explain methods to improve message transmission
	1.3	Send e-mail messages to individuals and groups
	1.4	Explain why and how to stay safe and respect others when using e-mail
	1.5	Use an address book to manage contact information
2. Manage use of e-mail software effectively	2.1	Develop and communicate guidelines and procedures for using e-mail effectively
	2.2	Read and respond appropriately to e-mail messages and attachments
	2.3	Use email software tools and techniques to automate responses
	2.4	Explain why, how and when to archive messages
	2.5	Organise, store and archive e-mail messages effectively
	2.6	Customise e-mail software to make it easier to use
	2.7	Explain how to minimise e-mail problems
	2.8	Respond appropriately to email problems

Unit 57 Guidance on Delivery and Assessment

Delivery

This unit is about the skills and knowledge to help others to make more efficient use of e-mail software tools to send, receive and store messages for complex and non-routine activities. This is the ability to make the best use of e-mail software to safely and securely send, receive and store messages.

Assessment

All Assessment Criteria must be met and assessed in line with the ITQ Assessment Strategy England, Wales and Northern Ireland March 2009 in Appendix B at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

E-mail tools and techniques will be defined as 'advanced' because:

- the techniques required will be multi-step and complex, and the selection process may involve research, identification and application; and
- the IT tools required will be complex and at times involve having the idea that there may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying.

An activity will typically be 'complex and non-routine' because:

- the task is likely to require research, identification and application;
- the context is likely to require research, analysis and interpretation; and
- the user will take full responsibility for developing both the input and output type and structure of the information.

Simulation

Evidence for this unit does not have to come from a traditional workplace setting. Further guidance can be found in Section A (1.6) and Section B of the ITQ Assessment Strategy England, Wales and Northern Ireland March 2009. See Appendix B at the end of this document.

Links

This unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009).

Unit 58: Organise and deliver customer service L/506/2150

Guided Learning Hours:	27
Unit Level:	3
Unit Credit:	5
Total Unit Time:	50

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand how to organise customer service delivery	1.1	Explain how different methods of promoting products and/or services impact on customer service delivery
	1.2	Explain who should be involved in the organisation of customer service delivery
	1.3	Explain the importance of differentiating between customers' wants, needs and expectations
	1.4	Explain different ways of segmenting customer groups
	1.5	Explain how customer segmentation is used in organising customer service delivery
	1.6	Explain how to analyse the "customer journey"
2. Be able to plan the delivery of customer service	2.1	Identify customers' needs and expectations
	2.2	Map the "customer journey"
	2.3	Confirm that systems and structures are in place to enable the delivery of agreed standards of customer service
	2.4	Prepare the resources needed to deliver products and/or services to different types of customers
	2.5	Plan how to deal with unexpected additional workloads
	2.6	Allocate priorities to address points of service failure
3. Be able to deliver customer service	3.1	Take steps to ensure that the needs of customers are balanced with organisational objectives
	3.2	Agree realistic and achievable actions with customers
	3.3	Identify areas for improvement in their own customer service delivery
	3.4	Adapt their own customer service delivery to meet customers' changing expectations

Unit 58 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to organise and deliver customer service. Upon completion of this unit, learners will be able to both plan and execute the delivery of customer service.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Methods of promoting of products and/or services could include but are not exclusive to advertising, e.g., TV, online, press, flyers, in store messaging, social media campaigns.

For Assessment Criteria 1.4, segmentation is the technique used to enable a business to better target its products at the right customers.

For Assessment Criteria 1.6, the customer journey refers to points of transaction, points of contact and response mechanisms for each stage of the journey.

For Assessment Criteria 2.3, systems and structures refer to the procedures, people and resources needed to deliver customer service.

For Assessment Criteria 2.4, resources can include but are not exclusive to staff, promotional materials and equipment.

A Service failure is a dissatisfactory service experience.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Customers Service (2013) National Occupational Standards:

- CFACSB2 Deliver reliable customer service
- CFACSB10 Organise the delivery of reliable customer service

Unit 59: Resolve customers' complaints R/506/2151

Guided Learning Hours:	22
Unit Level:	3
Unit Credit:	4
Total Unit Time:	40

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the monitoring and resolution of customers' complaints	1.1	Assess the suitability of a range of monitoring techniques for customers' complaints
	1.2	Explain how to identify those complaints that should prompt a review of the service offer and service delivery
	1.3	Explain negotiating techniques used to resolve customers' complaints
	1.4	Explain conflict management techniques used in dealing with upset customers
	1.5	Explain organisational procedures for dealing with customer complaints
	1.6	Explain when to escalate customers' complaints
	1.7	Explain the cost and regulatory implications of admitting liability on the basis of a customer complaint
	1.8	Explain the advantages and limitations of offering compensation or replacement products and/or services
2. Be able to deal with customers' complaints	2.1	Confirm the nature, cause and implications of customers' complaints
	2.2	Take personal responsibility for dealing with complaints
	2.3	Communicate in a way that recognises customers' problems and understands their points of view
	2.4	Explain the advantages and limitations of different complaint response options to customers
	2.5	Explain the advantages and limitations of different complaint response options to the organisation
	2.6	Keep customers informed of progress
	2.7	Agree solutions with customers that address the complaint and which are within the limits of their own authority
	2.8	Record the outcome of the handling of complaints for future reference
	2.9	Adhere to organisational policies and procedures, legal and ethical requirements when dealing with customers' complaints

Unit 59 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to resolve customers' complaints. Upon completion of this unit, learners will be able to deal with customers' complaints.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Monitoring techniques may include, but are not limited to:

- Record keeping
- Customer Contact Systems
- E-mails
- Letters
- Task-specific documents

Negotiating techniques may include, but are not exclusive to:

- Compensation
- Replacement
- Cost reduction
- Upgrade
- Standard communication
- Referral to specialist team

Conflict management techniques may include, but are not limited to:

- Standard Communication
- Referral to specialist team
- Explanation at source
- 'Second facing' at source

For Assessment Criteria 1.5, organisational procedures may include, but are not limited to:

- Explanation at source

QMS: 601/3682/0 Specification

- 'Second facing' at source
- Compensation
- Replacement
- Cost reduction
- Upgrade
- Standard Communication
- Referral to specialist team

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Customers Service (2013) National Occupational Standards:

- CFACSC7 Process customer service complaints
- CFACSC8 Handle referred customer complaints

Unit 60: Manage a budget A/506/1995

Guided Learning Hours: 26
 Unit Level: 4
 Unit Credit: 4
 Total Unit Time: 40

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand how to identify financial requirements	1.1	Explain how to calculate the estimated costs of activities, resources and overheads needed to achieve objectives
	1.2	Analyse the components of a business case to meet organisational requirements
	1.3	Analyse the factors to be taken into account to secure the support of stakeholders
	1.4	Describe the business planning and budget-setting cycle
2. Understand how to set budgets	2.1	Explain the purposes of budget-setting
	2.2	Analyse the information needed to enable realistic budgets to be set
	2.3	Explain how to address contingencies
	2.4	Explain organisational policies and procedures on budget-setting
3. Be able to manage a budget	3.1	Use the budget to control performance and expenditure
	3.2	Identify the cause of variations from budget
	3.3	Explain the actions to be taken to address variations from budget
	3.4	Propose realistic revisions to budget, supporting recommendations with evidence
	3.5	Provide budget-related reports and information within agreed timescales
	3.6	Explain the actions to be taken in the event of suspected instances of fraud or malpractice
4. Be able to evaluate the use of a budget	4.1	Identify successes and areas for improvement in budget management
	4.2	Make recommendations to improve future budget setting and management

Unit 60 Guidance on Delivery and Assessment

This unit aims to develop the knowledge and skills required to manage a budget. Upon completion of this unit, learners will have developed an understanding of how to identify financial requirements and be able to set and manage budgets and evaluate the use of a budget.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:

- CFAM&LEA1 Identify and justify requirements for financial resources
- CFAM&LEA4 Manage budgets

Unit 61: Recruitment, selection and induction practice R/506/2909

Guided Learning Hours:	33
Unit Level:	4
Unit Credit:	6
Total Unit Time:	60

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the principles and theories underpinning recruitment, selection and induction practice	1.1	Explain workforce planning techniques
	1.2	Describe the information needed to identify recruitment requirements
	1.3	Assess the impact of an organisation's structure and culture on its recruitment and selection policies and practices
	1.4	Analyse the factors involved in establishing recruitment and selection criteria
	1.5	Evaluate the suitability of different recruitment and selection methods for different roles
	1.6	Analyse patterns of employment that affect the recruitment of staff
	1.7	Explain the factors to be taken into account when developing job specifications, personal specifications and job advertisements
	1.8	Explain the induction process
	1.9	Explain the relationship between human resource processes and the induction processes
2. Be able to recruit people into an organisation	2.1	Determine current staffing needs
	2.2	Identify current skills needs from identified staffing needs
	2.3	Identify future workforce needs
	2.4	Develop a resourcing plan that addresses identified needs within budgetary limitations
	2.5	Evaluate the cost-effectiveness of different methods of recruitment for an identified role
	2.6	Explain how recruitment policies and practices meet legal and ethical requirements
	2.7	Select the most appropriate method of recruitment for identified roles
3. Be able to select appropriate people for the role	3.1	Plan assessment processes that are valid and reliable

	3.2	Provide those involved in the selection process with sufficient information to enable them to make informed decisions
	3.3	Justify assessment decisions with evidence
	3.4	Inform applicants of the outcome of the process in line with organisational procedures
	3.5	Evaluate the effectiveness of the selection process
	3.6	Adhere to organisational policies and procedures, legal and ethical requirements when carrying out selection assessments
4. Be able to induct people into an organisation	4.1	Develop induction materials that meet operational and new starters' needs
	4.2	Explain to new starters organisational policies, procedures and structures
	4.3	Explain to new starters their role and responsibilities
	4.4	Explain to new starters their entitlements and where to go for help
	4.5	Assess new starters' training needs
	4.6	Confirm that training is available that meets operational and new starters' needs
	4.7	Provide support that meets new starters' needs throughout the induction period

Unit 61 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required for recruitment, selection and induction practice. Upon completion of this unit, learners will have developed an understanding of the key principles and theories underpinning recruitment, selection and induction practice and will be able to recruit, select and induct people into an organisation.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:

- CFAM&LDA1 Plan the workforce
- CFAM&LDA2 Recruit, select and retain people
- CFAM&LDA3 Induct individuals into their roles

Unit 62: Develop and maintain professional networks J/506/1949

Guided Learning Hours:	15
Unit Level:	4
Unit Credit:	3
Total Unit Time:	30

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the principles of effective networking	1.1	Describe the interpersonal skills needed for effective networking
	1.2	Explain the basis on which to choose networks to be developed
	1.3	Evaluate the role of shared agendas and conflict management in relationship-building
	1.4	Evaluate the role of the internet in business networking
	1.5	Assess the importance of following up leads and actions
	1.6	Analyse ethical issues relating to networking activities
2. Be able to identify professional networks for development	2.1	Identify potential networks for professional development from an analysis of their benefits compared with individual needs and aspirations
	2.2	Shortlist networks for development against defined criteria
	2.3	Assess the benefits and limitations of joining and maintaining selected network(s)
3. Be able to maintain professional networks	3.1	Identify the potential for mutual benefit with network members
	3.2	Promote their own skills, knowledge and competence to network members
	3.3	Provide information, services or support to network members where the potential for mutual benefit has been identified
	3.4	Establish the boundaries of confidentiality
	3.5	Agree guidelines for the exchange of information and resources
	3.6	Take action to ensure that participation in networks reflects current and defined future aspirations and needs
	3.7	Make introductions to people with common or complementary interest to and within networks

Unit 62 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to develop and maintain professional networks and introduces learners to key principles underpinning effective networking. Upon completion of this unit, learners will be able to identify, develop, and maintain professional networks.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Networks may cover:

- Online networking (social media)
- Face-to-face networking
- Professional network services
- Formal networking (weekly/monthly meetings and referrals)

Ethical issues may relate to:

- The Data Protection Act 2018
- Conflicts of interest
- Social responsibility
- Morality

The boundaries of confidentiality will vary but must adhere to The Data Protection Act 2018 and GDPR 2016/679

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

This unit is based on Management & Leadership (2012) National Occupational Standards:

- CFAM&LAA3 Develop and maintain your professional networks

Unit 63: Manage physical resources K/506/1989

Guided Learning Hours:	26
Unit Level:	4
Unit Credit:	4
Total Unit Time:	40

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Be able to identify the need for physical resources	1.1	Identify resource requirements from analyses of organisational needs
	1.2	Evaluate alternative options for obtaining physical resources
	1.3	Evaluate the impact on the organisation of introducing physical resources
	1.4	Identify the optimum option that meets operational requirements for physical resources
2. Be able to obtain physical resources	2.1	Develop a business case for physical resources that is supported by evidence, cost estimates, contingency arrangements and an analysis of likely benefits
	2.2	Obtain authorisation and financial commitment for the required expenditure
	2.3	Negotiate best value from contracts in accordance with organisational standards and procedures
	2.4	Adhere to organisational policies and procedures, legal and ethical requirements when obtaining physical resources
	2.5	Check that the physical resources received match those ordered
3. Be able to manage the use of physical resources	3.1	Take action to ensure physical resources are used in accordance with manufacturers' instructions
	3.2	Evaluate the efficiency of physical resources against agreed criteria
	3.3	Recommend improvements to the use of physical resources and associated working practices
	3.4	Analyse the benefits of effective equipment in the conservation of energy and the environment

Unit 63 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to manage physical resources. Upon completion of this unit, learners will be able to identify the need for physical resources, obtain physical resources, and manage the use of physical resources.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:

- CFAM&LEB2 Obtain physical resources
- CFAM&LEB3 Manage physical resources

Unit 64: Prepare for and support quality audits K/506/1992

Guided Learning Hours: 17
 Unit Level: 4
 Unit Credit: 3
 Total Unit Time: 30

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the principles underpinning the management of quality	1.1	Analyse the principles of quality management
	1.2	Analyse the purpose and requirements of a range of quality standards
	1.3	Analyse the advantages and limitations of a range of quality techniques
	1.4	Assess how the management of quality contributes to the achievement of organisational objectives
2. Be able to prepare for quality audits	2.1	Establish the quality requirements applicable to the work being audited
	2.2	Confirm that documentation is complete
	2.3	Confirm that any previously agreed actions have been implemented
	2.4	Make available information requested in advance by auditors
3. Be able to support quality audits	3.1	Provide access to information on request within scope of the audit
	3.2	Agree actions and timescales with auditors that will remedy non-conformance or non-compliance
	3.3	Identify instances where business processes, quality standards and/or procedures could be improved
	3.4	Develop a quality improvement plan that addresses the issues raised

Unit 64 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to prepare for and support quality audits and introduces learners to the key principles underpinning the management of quality. Upon completion of this unit, learners will be able to prepare for and support quality audits.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:

- CFAM&LFE3 Prepare for and participate in quality audits

Unit 65: Manage business risk L/506/2004

Guided Learning Hours:	27
Unit Level:	4
Unit Credit:	6
Total Unit Time:	60

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the management of business risk	1.1	Explain what is meant by business risk
	1.2	Analyse business risk identification theories and models
	1.3	Explain measures and techniques to mitigate business risk
	1.4	Explain their own level of authority in managing risk
2. Be able to address business risk	2.1	Monitor work in line with organisational risk procedures
	2.2	Identify potential risks using agreed risk criteria
	2.3	Assess identified risks, their potential consequences and the probability of them happening
	2.4	Communicate to stakeholders the likelihood of the risk occurring and its potential consequences
	2.5	Explain organisational business risk management policies
3. Be able to mitigate business risk	3.1	Develop risk management plans and processes that are proportionate to the risk and the available resources
	3.2	Implement risk management plans in accordance with organisational requirements
	3.3	Monitor on-going risk-related developments and amend plans in the light of changing circumstances
	3.4	Keep stakeholders informed of any developments and their possible consequences
	3.5	Evaluate the effectiveness of actions taken, identifying possible future improvements

Unit 65 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to manage business risk. Upon completion of this unit, learners will have developed an understanding of the management of business risk, and will be able to address and mitigate business risk.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:

- CFAM&LBB1 Manage risks to your organisation

Unit 66: Develop and implement an operational plan Y/506/1955

Guided Learning Hours:	24
Unit Level:	4
Unit Credit:	5
Total Unit Time:	50

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the principles of operational planning	1.1	Evaluate the use of risk analysis techniques in operational planning
	1.2	Explain the components of an operational plan
	1.3	Analyse the relationship between strategic and operational plans
	1.4	Evaluate the use of planning tools and techniques in the operational planning process
	1.5	Explain how to carry out a cost-benefit analysis
2. Be able to develop an operational plan	2.1	Identify specific, measurable, achievable, realistic and time-bound (SMART) objectives and key performance indicators (KPIs)
	2.2	Identify evaluation mechanisms appropriate to the plan
	2.3	Take action to ensure that plans are consistent with organisational strategy, objectives, values, policies and procedures
	2.4	Develop proportionate and targeted plans to manage identified risks
	2.5	Take action to ensure that plans complement and maximise synergy with other business areas
	2.6	Adhere to organisational policies and procedures, legal and ethical requirements
3. Be able to implement an operational plan	3.1	Implement plans within agreed budgets and timescales
	3.2	Communicate the requirements of the plans to those who will be affected
	3.3	Revise plans in the light of changing circumstances in accordance with strategic objectives and identified risks
4. Be able to evaluate the effectiveness of an operational plan	4.1	Conduct periodic reviews of the progress and effectiveness of the plans, using information from a range of sources
	4.2	Report on the effectiveness of operational plans in the appropriate format

Unit 66 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to develop and implement an operational plan and introduces learners to the key principles underpinning operational planning. Upon completion of this unit, learners will be able to develop, implement, and evaluate an operational plan.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

For Assessment Criteria 1.1, risk analysis techniques might include, but are not exclusive to:

- Failure mode and criticality analysis
- Fault trees
- Identification of risk associated with ; health and safety, security, finance and environment

For Assessment Criteria 1.4, planning tools might include, but are not exclusive to:

- Fishbone diagrams
- Gantt charts
- Critical path analysis
- Business process modelling

For Learning Outcome 4, periodic reviews could include milestone reviews with teams or individuals and will be in relation to the length of the project plan.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:

- CFAM&LBA9 Develop operational plans

Unit 67: Encourage innovation J/506/2292

Guided Learning Hours:	14
Unit Level:	3
Unit Credit:	4
Total Unit Time:	40

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Be able to identify opportunities for innovation	1.1	Analyse the advantages and disadvantages of techniques used to generate ideas
	1.2	Explain how innovation benefits an organisation
	1.3	Explain the constraints on their own ability to make changes
	1.4	Agree with stakeholders terms of reference and criteria for evaluating potential innovation and improvement
	1.5	Engage team members in finding opportunities to innovate and suggest improvements
	1.6	Monitor performance, products and/or services and developments in areas that may benefit from innovation
	1.7	Analyse valid information to identify opportunities for innovation and improvement
2. Be able to generate and test ideas for innovation and improvement	2.1	Generate ideas for innovation or improvement that meet the agreed criteria
	2.2	Test selected ideas that meet viability criteria
	2.3	Evaluate the fitness for purpose and value of the selected ideas
	2.4	Assess potential innovations and improvements against the agreed evaluation criteria
3. Be able to implement innovative ideas and improvements	3.1	Explain the risks of implementing innovative ideas and improvements
	3.2	Justify conclusions of efficiency and value with evidence
	3.3	Prepare costings and schedules of work that will enable efficient implementation
	3.4	Design processes that support efficient implementation

Unit 67 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to encourage innovation. Upon completion of this unit, learners will be able to identify opportunities for innovation and generate and test ideas for innovation and improvement. Learners will also be able to implement innovative ideas and improvements.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

For Assessment Criteria 1.1, techniques may include, but are not exclusive to:

- Brainstorming
- NGT – Nominal Group Technique
- Use of customer feedback
- Attribute listing
- Need identification
- Synetics
- Idea screening

Stakeholders may include, but are not exclusive to:

- Shareholders
- Directors
- Colleagues and managers
- Customers
- The local community in which a business operates
- Standards agencies

For Assessment Criteria 1.5, innovate refers to making positive changes to current methods, ideas or products.

For Assessment Criteria 2.3, value refers to the benefits of the ideas and could include increased work place efficiency, greater market share, increased turnover, customer satisfaction, improved social/environmental reputation etc.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:

- CFAM&LCA1 Identify and evaluate opportunities for innovation and improvement

Unit 68: Participate in a project F/506/1934

Guided Learning Hours: 19
 Unit Level: 3
 Unit Credit: 3
 Total Unit Time: 30

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand how to manage a project	1.1	Explain the features of a project business case
	1.2	Explain the stages of a project lifecycle
	1.3	Explain the roles of people involved in a project
	1.4	Explain the uses of project-related information
	1.5	Explain the advantages and limitations of different project monitoring techniques
	1.6	Analyse the interrelationship of project scope, schedule, finance, risk, quality and resources
2. Be able to support the delivery of a project	2.1	Fulfil their role in accordance with a project plan
	2.2	Collect project-related information in accordance with project plans
	2.3	Use appropriate tools to analyse project information
	2.4	Report on information analysis in the agreed format and timescale
	2.5	Draw issues, anomalies and potential problems to the attention of project managers
	2.6	Adhere to organisational policies and procedures, legal and ethical requirements in supporting the delivery of a project

Unit 68 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to participate in a project. Upon completion of this unit, learners will understand how to manage a project and will be able to support the delivery of a project.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

For Assessment Criteria 1.2, project lifecycle explanations should include:

- Initiation
- Planning
- Execution
- Evaluation

For Assessment Criteria 1.5, project monitoring techniques may include but are not exclusive to:

- Pulse meetings
- Variance reports
- Programme reviews
- Technical reviews
- Project forecasting
- Problem-solving
- Management reviews
- Use of dashboards/logs

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:

- CFAM&LFA5 Manage projects

Unit 69: Manage a project R/506/1999

Guided Learning Hours:	38
Unit Level:	4
Unit Credit:	7
Total Unit Time:	70

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the management of a project	1.1	Explain how to carry out a cost-benefit analysis for a project
	1.2	Evaluate the use of risk analysis techniques
	1.3	Evaluate project planning and management tools and techniques
	1.4	Evaluate the impact of changes to project scope, schedule, finance, risk, quality and resources
	1.5	Analyse the requirements of project governance arrangements
2. Be able to plan a project	2.1	Analyse how a project fits with an organisation's overall vision, objectives, plans and programmes of work
	2.2	Agree the objectives and scope of proposed projects with stakeholders
	2.3	Assess the interdependencies and potential risks within a project
	2.4	Develop a project plan with specific, measurable, achievable, realistic and time-bound (SMART) objectives, key performance indicators (KPIs) and evaluations mechanisms appropriate to the plan
	2.5	Develop proportionate and targeted plans to manage identified risks and contingencies
	2.6	Apply project lifecycle approaches to the progress of a project
3. Be able to manage a project	3.1	Allocate resources in accordance with the project plan
	3.2	Brief project team members on their roles and responsibilities
	3.3	Implement plans within agreed budgets and timescales
	3.4	Communicate the requirements of the plans to those who will be affected
	3.5	Revise plans in the light of changing circumstances in accordance with project objectives and identified risks
	3.6	Keep stakeholders up to date with developments and problems

	3.7	Complete close-out actions in accordance with project plans
	3.8	Adhere to organisational policies and procedures, legal and ethical requirements when managing a project
4. Be able to evaluate the effectiveness of a project	4.1	Conduct periodic reviews of the progress and effectiveness of a project using information from a range of sources
	4.2	Evaluate the effectiveness of capturing and managing project-related knowledge
	4.3	Report on the effectiveness of plans

Unit 69 Guidance on Delivery and Assessment

Delivery

This unit aims to develop the knowledge and skills required to manage a project. Upon completion of this unit, learners will have developed an understanding of the management of a project and will be able to plan, manage and evaluate a project.

Assessment

All Assessment Criteria must be met and assessed in line with the Skills CFA Assessment Strategy Competence units (S/NVQ) in Appendix A at the end of this document.

Evidence for this unit must demonstrate the learner's consistent competence in the workplace. Assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge and competence is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

Simulation

Simulation is not allowed for any performance evidence within this unit. Further guidance can be found in sections 4-7 of the Skills CFA Assessment Strategy Competence units (S/NVQ). See Appendix A at the end of this document.

Links

Management & Leadership (2012) National Occupational Standards:

- CFAM&LFA5 Manage projects

Unit 70: Principles of leadership and management F/506/2596

Guided Learning Hours:	50
Unit Level:	3
Unit Credit:	8
Total Unit Time:	80

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the principles of effective decision making	1.1	Explain the importance of defining the objectives, scope and success criteria of the decisions to be taken
	1.2	Assess the importance of analysing the potential impact of decision making
	1.3	Explain the importance of obtaining sufficient valid information to enable effective decision making
	1.4	Explain the importance of aligning decisions with business objectives, values and policies
	1.5	Explain how to validate information used in the decision making process
	1.6	Explain how to address issues that hamper the achievement of targets and quality standards
2. Understand leadership styles and models	2.1	Explain the difference in the influence of managers and leaders on their teams
	2.2	Evaluate the suitability and impact of different leadership styles in different contexts
	2.3	Analyse theories and models of motivation and their application in the workplace
3. Understand the role, functions and processes of management	3.1	Analyse a manager's responsibilities for planning, coordinating and controlling work
	3.2	Explain how managers ensure that team objectives are met
	3.3	Explain how a manager's role contributes to the achievement of an organisation's vision, mission and objectives
	3.4	Analyse theories and models of management
	3.5	Explain how the application of management theories guide a manager's actions
	3.6	Explain the operational constraints imposed by budgets
4. Understand performance measurement	4.1	Explain the relationship between business objectives and performance measures
	4.2	Explain the features of a performance measurement system

	4.3	Explain how to set key performance indicators (KPIs)
	4.4	Explain the tools, processes and timetable for monitoring and reporting on business performance
	4.5	Explain the use of management accounts and management information systems in performance management
	4.6	Explain the distinction between outcomes and outputs

Unit 70 Guidance on Delivery and Assessment

Delivery

This unit aims to develop knowledge and understanding regarding leadership and management and introduces learners to the associated key principles. Upon completion of this unit, learners will have an understanding of the principles of effective decision making, leadership styles and models and performance management. Learners will also have an understanding of the role, functions and processes of management.

Assessment

This is a knowledge-based unit and assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding. These can be assessed by a variety of methods including:

- Question and answer test
- Multiple choice questions
- Question and answer verbal (ensure records are kept)
- Essay
- Other

For Assessment Criteria 1.2, potential impacts may include, but are not exclusive to the impact on:

- Teams
- Individuals
- Suppliers
- Stakeholders
- Managers

Leadership styles may include, but are not exclusive to:

- Autocratic
- Laissez-faire
- Situational leadership
- Transformational leadership
- Transactional leadership
- Charismatic
- Servant leader

QMS: 601/3682/0 Specification

Models of management may include, but are not exclusive to:

- Classical e.g. Fayol, Tayler, Webber
- Human relations e.g. Mayo or Schein
- Neo human approaches e.g. Maslow, Mcgregor, Likert and Argyris

Links

Management & Leadership (2012) National Occupational Standards:

- CFAM&LBA2 Provide leadership in your area of responsibility
- CFAM&LDB4 Manage people's performance at work

Unit 71: Principles of digital marketing and research F/502/9937

Guided Learning Hours: 50
 Unit Level: 3
 Unit Credit: 7
 Total Unit Time: 70

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the role and requirements of digital marketing	1.1	Explain the role of digital marketing within the overall marketing strategy
	1.2	Explain the strengths and weaknesses of digital marketing for different marketing applications
	1.3	Explain the importance of targeted digital marketing
	1.4	Describe the sources of data lists for use in targeting customers and potential customers
	1.5	Explain the legal requirements and implications of digital marketing
	1.6	Describe the design requirements of data capture and reporting systems for digital marketing
	1.7	Explain the importance of evaluating the impact of digital marketing activities
2. Understand the principles of search engine optimisation (SEO)	2.1	Explain the importance of search engine optimisation
	2.2	Describe how to calculate the cost-efficiency of SEO
	2.3	Explain the use of Meta Tags, website codes and keywords
	2.4	Explain the use of offsite SEO in optimising marketing effectiveness
	2.5	Explain the design principles of response systems
	2.6	Explain the advantages and disadvantages of links to other websites
3. Understand the principles of marketing research using the internet	3.1	Explain the scope for customising search-related internet facilities to enable the identification and retrieval of targeted information
	3.2	Explain the advantages and disadvantages of different data mining techniques
	3.3	Explain how to use multiple-table relational databases
	3.4	Explain how to ensure the validity and reliability of information retrieved from the internet

4. Understand the principles of digital marketing device and message design	4.1	Explain the potential uses of a Customer Relationship Management (CRM) system
	4.2	Explain the design requirements of a CRM system
	4.3	Describe the characteristics of an effective digital marketing device
	4.4	Describe the characteristics of an effective digital response system
	4.5	Explain the requirements, advantages and disadvantages of different tracking systems
	4.6	Explain how to overcome the barriers posed by non-interoperable technologies
5. Understand how to use digital technology for marketing purposes	5.1	Explain the implications for the use of digital technology of campaigns that are aimed at retention, acquisition and conversion
	5.2	Explain methods of managing digital databases including permission marketing and the application of suppressions/opt-outs
	5.3	Explain the advantages and disadvantages of different digital technologies and combination of technologies for a range of marketing applications

Unit 71 Guidance on Delivery and Assessment

Delivery

This unit concerns understanding the role and requirements of digital marketing, the principles of search engine optimisation (SEO), the principles of marketing research using the internet, the principles of digital marketing device and message design and how to use digital technology for marketing purposes.

Assessment

This is a knowledge-based unit and assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding. These can be assessed by a variety of methods including:

- Question and answer test
- Multiple choice questions
- Question and answer verbal (ensure records are kept)
- Essay
- Other

Links

Marketing 1.3.1 Evaluate and interpret findings and identify connections in complex data

Marketing 1.3.3 Establish and understand potential market segments

Marketing 1.3.4 Establish target market segments for products/services and evaluate their potential

Marketing 1.3.6 Analyse, interpret and synthesise data and research findings to inform social marketing strategy

STC 2-1 Principles of marketing theory

Marketing 2.1.3 Demonstrate the value of marketing to the organisation

Marketing 3.1.1 Develop marketing strategies and plans for products and services

Marketing 4.2.6 Evaluate advertising

Marketing 6.2.1 Assess marketing opportunities within international and/or diverse markets

Unit 72: Principles of marketing stakeholder relationships J/502/9938

Guided Learning Hours: 16
 Unit Level: 3
 Unit Credit: 3
 Total Unit Time: 30

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand marketing stakeholder relationships	1.1	Explain the basis on which the need for marketing stakeholder relationships are identified and prioritised
	1.2	Explain the use of stakeholder mapping in developing ways of building relationships
	1.3	Describe the nature of interest of different stakeholder groups and how this affects the nature of relationships and communications
	1.4	Explain the significance of stakeholders to the achievement of the overall marketing strategy
	1.5	Describe the features of the market in which stakeholders operate
	1.6	Describe how to establish stakeholders' attitudes to an organisation
	1.7	Describe actual and potential synergies and conflicts between clients and other stakeholders
2. Understand how to build and manage marketing stakeholder relationships	2.1	Explain how to identify common goals and potential synergy between stakeholders and an organisation
	2.2	Explain the importance of engaging stakeholders in marketing activities
	2.3	Explain the basis upon which stakeholder communications plans are developed
	2.4	Explain the requirements of a competitor management strategy
	2.5	Explain the importance of agreeing common objectives with clients
	2.6	Describe the scope of generalist and specialist personnel that can be deployed in support of building long term relationships with clients
3. Understand how to monitor and control marketing stakeholder relationships	3.1	Explain the use of key performance indicators and success criteria in monitoring the effectiveness of stakeholder relationships
	3.2	Describe methods of monitoring the ongoing effectiveness of stakeholder relationships

	3.3	Explain the importance of effective stakeholder communications and feedback system
	3.4	Explain how changes in the market environment in which stakeholders operate may have an impact on relationships
	3.5	Explain how to develop strategies and plans that address changing stakeholder attitudes and needs
	3.6	Explain how to develop reporting systems that meet agreed success criteria
	3.7	Explain the importance of reviewing the effectiveness of collaborative arrangements with stakeholders

Unit 72 Guidance on Delivery and Assessment

Delivery

This unit concerns understanding marketing stakeholder relationships, how to build and manage marketing stakeholder relationships and how to monitor and control marketing stakeholder relationships.

Assessment

This is a knowledge-based unit and assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding. These can be assessed by a variety of methods including:

- Question and answer test
- Multiple choice questions
- Question and answer verbal (ensure records are kept)
- Essay
- Other

Links

Marketing National Occupation Standards:

- 2.1.4 Identify and manage relationships with social marketing stakeholders
- 4.1.1 Develop and understanding of the client
- 4.4.3 Build and manage stakeholder relationships
- 4.4.5 Manage business and political relationships and lobby for influence
- 4.4.6 Manage financial public relations and investor relations
- 7.3.3 Develop strategic relationships with major clients
- 7.4.4 Build and sustain collaborative relationships with other organisations (MSC D17)
- 7.1.6 Monitor and control relationship management activities

Unit 73: Principles of market research K/502/9933

Guided Learning Hours:	40
Unit Level:	3
Unit Credit:	5
Total Unit Time:	50

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the basis on which market research is commissioned	1.1	Describe how to identify the need for market research and the sources of evidence to support this
	1.2	Describe the basis for scoping the research and identifying linkages, interdependencies and the possible impact of one element on others
	1.3	Explain how to set research parameters, aims and evaluation criteria
	1.4	Explain the importance of involving stakeholders in the definition of research to be carried out
	1.5	Explain how to evaluate different options for conducting the research
2. Understand how to design market research projects	2.1	Explain how to set research objectives, timescales, budget and resource requirements and success criteria
	2.2	Explain how to specify the characteristics and size of the sample to be researched in accordance with the research aims and objectives
	2.3	Describe the factors to be taken into account when selecting research instruments that are fit for purpose
	2.4	Explain how to ensure the suitability of methods chosen to conduct research
	2.5	Explain the strengths and limitations of quantitative and qualitative research
	2.6	Explain how risks inherent in market research may be addressed
	2.7	Explain how to ensure that research data collected is valid and reliable
	2.8	Describe the uses of the research outputs
	2.9	Explain how to obtain approval to the proposed research
3. Understand the principles of marketing data collection	3.1	Explain the difference between primary and secondary research and how this affects data collection methods and interpretation

	3.2	Describe the importance of using research instruments correctly
	3.3	Explain the role of data collection in a market research project
	3.4	Explain how to address problems arising in data collection (e.g. insufficiency of representative sample, unreliable or invalid data)
	3.5	Explain the importance of accurate data collection and recording
	3.6	Explain marketing data storage, security and access requirements
4. Understand the principles of marketing data interpretation and evaluation	4.1	Explain the volume of data needed to ensure statistical confidence
	4.2	Explain how to evaluate the quality, reliability and validity of market research data
	4.3	Describe the use(s) of market research
	4.4	Explain the application, strengths and weaknesses of different data analysis methods
	4.5	Explain the use of statistical tools to identify trends, causes and correlations in marketing data
	4.6	Explain the strengths and weaknesses of different data evaluation methods
	4.7	Explain the basis on which to reach conclusions as to the usefulness of the research

Unit 73 Guidance on Delivery and Assessment

Delivery

This unit concerns understanding the basis on which market research is commissioned, how to design market research projects, the principles of marketing data collection and the principles of marketing data interpretation and evaluation.

Assessment

This is a knowledge-based unit and assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding. These can be assessed by a variety of methods including:

- Question and answer test
- Multiple choice questions
- Question and answer verbal (ensure records are kept)
- Essay
- Other

Links

Marketing National Occupation Standards:

- 1.2.1 Define the need for market research
- 1.2.2 Design market research projects
- 1.2.4 Collect market research data
- 1.2.7 Collect data on the knowledge, attitude and behaviours of target groups

Unit 74: Principles of marketing and evaluation T/502/9935

Guided Learning Hours:	50
Unit Level:	3
Unit Credit:	7
Total Unit Time:	70

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the principles of market segmentation	1.1	Explain the importance of defining market segments to the development and achievement of the marketing strategy
	1.2	Explain the difference between market segments and customer classification
	1.3	Explain how the characteristics, motivations and behaviours of potential target customers are identified
	1.4	Explain how to cluster customers with similar characteristics
	1.5	Describe how to confirm that proposed segments are real, distinctive, viable and their buying power measurable
	1.6	Explain how to evaluate the profitability and stability of market segments
	1.7	Describe how a range of products may appeal to different market segments
	1.8	Explain the motivators and inhibitors that influence customer behaviour
	1.9	Explain the use of Customer Relationship Management
2. Understand how to assess market opportunities for new products and/or services	2.1	Describe the economic and buyer behavioural factors to be taken into account when assessing new market opportunities
	2.2	Describe the cultural factors that are likely to affect customers' perception of products and/or services and sales performance
	2.3	Explain how to identify opportunities and threats in new markets and for new products in existing markets
	2.4	Explain how competitor and potential competitor activity may affect projected sales performance
	2.5	Explain the basis of recommendations to exploit new market opportunities
3. Understand the principles of marketing strategy development	3.1	Describe the topics to be addressed in a marketing strategy
	3.2	Explain the use of market analyses to inform the development of a marketing strategy

	3.3	Explain how to evaluate risks to the achievement of objectives
	3.4	Describe how to forecast sales by product and/or service
	3.5	Explain how to present a marketing strategy including aims, objectives, actions, accountabilities, resources, budgets and forecasts
	3.6	Explain the importance of engaging stakeholders in the development of a marketing strategy
	3.7	Explain the significance of customer loyalty to the achievement of marketing objectives and strategy
	3.8	Explain how to set performance indicators and evaluation arrangements that are capable of measuring returns on investment
4. Understand how to evaluate the effectiveness of a marketing strategy	4.1	Explain the importance of conducting the evaluation in accordance with the specification
	4.2	Describe the factors to be taken into account in the evaluation of the effectiveness of a marketing strategy
	4.3	Explain the strengths and weaknesses of different evaluation methods
	4.4	Describe how to identify trends and themes from evaluation data
	4.5	Explain how to ensure the reliability and validity of evaluation data
	4.6	Explain how to achieve an acceptable level of statistical confidence
	4.7	Explain how to address critical issues revealed by evaluation
	4.8	Explain the importance of justifying recommendations and conclusions with evidence
	4.9	Explain the use of impact analysis in the evaluation process
	4.10	Explain the importance of marketing to the achievement of business objectives and strategies
	4.11	Describe the links between corporate social responsibility and marketing strategies

Unit 74 Guidance on Delivery and Assessment

Delivery

This unit concerns understanding the principles of market segmentation, how to assess market opportunities for new products and/or services, the principles of marketing strategy development and how to evaluate the effectiveness of a marketing strategy.

Assessment

This is a knowledge-based unit and assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding. These can be assessed by a variety of methods including:

- Question and answer test
- Multiple choice questions
- Question and answer verbal (ensure records are kept)
- Essay
- Other

Links

Marketing National Occupation Standards:

- 1.3.1 Evaluate and interpret findings and identify connections in complex data
- 1.3.3 Establish and understand potential market segments
- 1.3.4 Establish target market segments for products/services and evaluate their potential
- 1.3.6 Analyse, interpret and synthesise data and research findings to inform social marketing strategy
- STC 2-1 Principles of marketing theory
- 2.1.3 Demonstrate the value of marketing to the organisation
- 3.1.1 Develop marketing strategies and plans for products and services
- 4.2.6 Evaluate advertising
- 6.2.1 Assess marketing opportunities within international and/or diverse markets

Unit 75: Understand the customer service environment Y/506/2152

Guided Learning Hours: 40
 Unit Level: 3
 Unit Credit: 5
 Total Unit Time: 50

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the concepts and practices underpinning customer service delivery	1.1	Explain the value of customer service as a competitive tool
	1.2	Explain the process of mapping the customer journey and its importance in delivering effective customer service
	1.3	Describe techniques used to identify service failures
	1.4	Explain the concept and importance of the service profit chain
	1.5	Describe methods of measuring organisational effectiveness in the delivery of customer service
2. Understand the relationship between customer service and a brand	2.1	Explain the importance of a brand to customers and to an organisation
	2.2	Explain how branding can influence customers' perception of an organisation and its products and/or services
	2.3	Explain the potential impact of good and poor customer service on a brand
3. Understand the structure of customer service	3.1	Explain the features of different customer service models and customer service standards
	3.2	Explain the relationship between customer service and operational areas of an organisation
	3.3	Explain the relationship between customer service and continuous improvement processes
	3.4	Explain the costs and benefits of customer service to an organisation
	3.5	Explain the impact of organisational values on how customers create their expectations
	3.6	Explain how organisational values impact on meeting customer expectations
4. Understand the implications of legislation on customer service delivery	4.1	Explain the implications of consumer-related legislation on customer service delivery
	4.2	Explain the implications of confidentiality and data protection legislation for the collection, storage and use of customer information

Unit 75 Guidance on Delivery and Assessment

Delivery

This unit aims to develop knowledge and understanding regarding the customer service environment. Upon completion of this unit, learners will have developed an understanding of the structure of customer service and the key concepts and practices that underpin customer service delivery. Learners will be aware of the relationship between customer service and a brand and will understand the implications of legislation on customer service delivery.

Assessment

This is a knowledge-based unit and assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding. These can be assessed by a variety of methods including:

- Question and answer test
- Multiple choice questions
- Question and answer verbal (ensure records are kept)
- Essay
- Other

For Assessment Criteria 1.1, competitive is as good as or better than others of a comparable nature.

Service failure is where the customer service standard and/or customer expectations have not been met.

Service profit chain is the relationship between profitability, customer loyalty and employee satisfaction, loyalty and productivity.

A brand is a type of product /service provided by a particular company under a specific name.

For Assessment Criteria 4.1, consumer-related legislation may include:

- Sales of Good Act 1979
- Consumer Protection Act 1987

Links

Customers Service (2013) National Occupational Standards:

- CFACSA7 Live up to the brand promise when delivering customer service
- CFACSA14 Use customer service as a competitive tool

Unit 76: Understand the legal context of business D/506/1939

Guided Learning Hours:	44
Unit Level:	3
Unit Credit:	6
Total Unit Time:	60

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand the legal framework within which businesses operate	1.1	Explain the legal requirements of different types of business
	1.2	Describe the roles and powers of government departments and agencies in regulating business
	1.3	Explain the legal provisions relating to intellectual property
2. Understand the principles of business governance	2.1	Explain the corporate governance statutory framework of a business
	2.2	Explain the roles and responsibilities of an organisation's governing body
	2.3	Explain the financial reporting requirements of an organisation
3. Understand how contract law affects a business	3.1	Explain the elements of a valid business contract
	3.2	Analyse different types of contracts
	3.3	Explain the difference between negligence and liability
	3.4	Explain the liabilities and entitlements of sellers and purchasers of goods and services
4. Understand the requirements of employment law	4.1	Describe the sources, institutions and enforcement systems for individual employment rights
	4.2	Explain the features of types of worker and employment contracts for service
	4.3	Explain the implications of contracts of service and contracts for service
	4.4	Explain the implications of different types of employment status
	4.5	Explain the requirements for an organisation for health and safety
	4.6	Explain the requirements for an organisation for equality and diversity
	4.7	Explain the implications for an organisation of wrongful dismissal, unfair dismissal and redundancy
	4.8	Describe the impact of human rights legislation on the employment relationship

Unit 76 Guidance on Delivery and Assessment

Delivery

This unit aims to develop knowledge and understanding regarding the legal context of business. Upon completion of this unit, learners will have developed an understanding of the legal framework within which businesses operate. Learners will also have an awareness of the key principles of business governance, the impact of contract law on business, and the requirements of employment law.

Assessment

This is a knowledge-based unit and assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding. These can be assessed by a variety of methods including:

- Question and answer test
- Multiple choice questions
- Question and answer verbal (ensure records are kept)
- Essay
- Other

Government departments and agencies may include but are not exclusive to:

- The Department for Business, Innovation and Skills (BIS)
- The Environment Agency
- The Health and Safety Executive
- The Driver and Vehicle Licensing Agency
- The Food Standards Agency

For Assessment Criteria 3.2, contracts may include but are not exclusive to:

- Distribution agreements
- Partnership agreements
- Joint ventures

For Assessment Criteria 4.4, employment statuses may include but are not exclusive to:

- Worker
- Employee
- Self-employed and contractor

QMS: 601/3682/0 Specification

- Director

Links

Business & Administration (2013) National Occupational Standards:

- CFABAH111 Support the monitoring and evaluation of trends and events that affect organisations

Unit 77: Principles of Social Media within a Business R/503/9324

Guided Learning Hours:	42
Unit Level:	3
Unit Credit:	6
Total Unit Time:	60

Unit grid: Learning outcomes/Assessment Criteria

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	
1. Understand how Social Media fits into the objectives and marketing of a business	1.1	Describe a business and its type, vision, aims, objectives and goals
	1.2	Identify the brand and values of a business and how these are portrayed to the audience of a business
	1.3	Describe the marketing tools available to a business
	1.4	Explain the consequences of using Social Media on the budget of different sizes and types of business
	1.5	Explain the benefits and consequences of encouraging amplification
	1.6	Explain the benefits and consequences of encouraging engagement
	1.7	Explain the factors to consider when identifying a Social Media plan for a business
	1.8	Explain how Social Media could fit into the marketing plan of a business
2. Understand how to select Social Media tools and channels for a business	2.1	Describe the different tools and channels that can be used for Social Media
	2.2	Describe the features and benefits of the different tools and channels that can be used for Social Media
	2.3	Identify the potential type of audience for each different tool and channel that can be used for Social Media
	2.4	Explain the factors to consider when selecting different tools and channels for Social Media
	2.5	Evaluate different tools and channels for Social Media for business use
3. Understand how to measure the success of using social media tools and channels	3.1	Explain the importance of measuring the outcomes of using different Social Media tools and channels
	3.2	Explain why SMARTER targets should be set for different Social Media tools and channels
	3.3	Describe the methods a business can use to measure and identify success of different Social Media tools and channels
	3.4	Describe what success could look like when using different Social Media tools and channels for different types and sizes of business

4. Understand how social media policy and guidelines can impact a business	4.1	Describe the components of a business's social media policy and guidelines
	4.2	Explain the importance of having a social media policy and guidelines
	4.3	Explain the importance of having a reputation management policy
	4.4	Describe the benefits of managing perception changes in a business's reputation
	4.5	Describe how to manage perception changes in a business's reputation
5. Be able to monitor how a business is using Social Media	5.1	Explain the importance of knowing how similar businesses or industries are using Social Media
	5.2	Explain how to monitor the ways similar businesses or industries are using Social Media
	5.3	Monitor how a business is using Social Media
	5.4	Identify improvements to a business's use of Social Media

Unit 77 Guidance on Delivery and Assessment

Delivery

This unit is about the fundamentals of social media marketing for a business.

Assessment

This is a knowledge-based unit and assessment is by portfolio. An Achievement Record for this qualification which includes the forms necessary to map and claim knowledge is available to download from the SFJ AWARDS website. Holistic assessment, when appropriate, is encouraged; evidence for each assessment criteria must be clearly mapped.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding. These can be assessed by a variety of methods including:

- Question and answer test
- Multiple choice questions
- Question and answer verbal (ensure records are kept)
- Essay
- Other

Links

This unit maps to knowledge elements in the following CFA Management and Leadership NOS: CFAMLB1.

Appendix A: Skills CFA Assessment Strategy Competence units (S/NVQ) – April 2014

Business Administration Customer Service Management and Leadership

This Assessment Strategy was provided by Skills CFA to support delivery of qualifications on the Qualifications and Credit Framework (QCF). The QCF has now been replaced by the Regulated Qualifications Framework (RQF), however this Assessment Strategy is still relevant and must be followed.

1. Introduction

This Assessment Strategy provides principles and guidance to Awarding Organisations for the assessment of competence-based units and qualifications (including Scottish Vocational Qualifications and National Vocational Qualifications) within Business Administration¹, Customer Service and Management and Leadership in England, Scotland, Wales and Northern Ireland.

This document outlines Skills CFA principles in regards to:

- external quality control of assessment
- requirements of assessor and verifiers
- evidence
- employer direct model

These principles are in addition to the generic criteria that Awarding Organisations must meet for delivery of qualifications as required by the qualification regulators, for example Ofqual's Regulatory Arrangements for the Qualifications and Credit Framework and any regulatory requirements specified by the SQA Accreditation.

This strategy should only be used for the assessment of competence-knowledge based units and qualifications. Awarding Organisations may assess knowledge-only units as they see fit.

2. External quality control of assessment

The quality of the assessment process is the responsibility of Awarding Organisations. However, Skills CFA encourages flexibility and innovation of approach, alongside robust systems to support quality control. Awarding Organisations are also encouraged to detail their approach to external verification, risk assessment and data requests.

2.1 External verification

- Awarding Organisations are responsible for the competence of external verifiers. It is the responsibility of Awarding Organisations to monitor centres' performance in accordance with regulatory requirements.
- Awarding Organisations must consistently apply external verification processes at all assessment centres delivering competence-based qualifications. These should be underpinned by standard risk assessment and risk management processes.

2.2 Risk assessment

- Awarding Organisations must carry out standard risk assessments for all qualification assessment centres that are delivering competence-based qualifications. Identified risks must be managed appropriately.
- Awarding Organisations must retain evidence to prove that a risk assessment has been carried out for each approved centre, and that a strategy to minimise any identified risk has been implemented.

2.3 Data requests

¹ Or Business & Administration in Scotland
Page 208 of 224

- Each quarter, Awarding Organisations must provide registration and achievement data at all qualification levels (1 to 7) and unit levels (where possible) to Skills CFA.

3. Requirements of assessors, external and internal verifiers

Candidates may be assessed, moderated or verified at work either by several appointed individuals.

3.1 Assessors

The primary responsibility of an Assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria.

It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates.

To be able to assess candidates, Assessors must:

- Hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors holding older qualifications must be able to demonstrate that they are assessing to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. An Assessor working towards an appropriate qualification must ensure their decisions are countersigned by a suitably-qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.
- be “occupationally competent”. Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.
- have a full and current understanding of the units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process.

It is the responsibility of approved centres to select and appoint assessors.

3.2 External quality assurer (EQA)²

The primary responsibility of EQAs is to assure quality of internal verification and assessments across the centres for which they are responsible. EQAs must have a thorough understanding of quality assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

Potential EQAs should:

- hold (or be working towards) an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to verify competence-based assessments. If an EQA is working towards an appropriate qualification, their decisions must be countersigned by a suitably qualified external verifier³. EQAs holding older qualifications must be able to demonstrate that they are verifying to the current standards.

² Also known as External Verifier (EV)

³ The need for countersigning the decisions of EQAs working towards a qualification, applies to England and Wales and not Scotland.

- be “occupationally competent or have an up to date and working understanding of the occupational area they are externally verifying together with a sound knowledge of the occupational standards including being able to make judgements about the quality of assessment and the assessment process.

It is the responsibility of the awarding body to select and appoint EQAs.

3.3 Internal quality assurer (IQA)⁴

A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IQAs.

Potential IQAs should:

- hold (or be working towards) an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence-based assessments and candidates. If an IQA is working towards an appropriate qualification, their decisions must be countersigned by a suitably qualified IQA⁵. IQAs holding older qualifications must be able to demonstrate that they are verifying to the current standards.
- be “occupationally competent or have the necessary and sufficient experience of the role for which they intend to verify assessments. This experience will provide potential verifiers with detailed knowledge of the functions described by the occupational standards that comprise the qualification and will also allow them to make judgements about the quality of assessment and the assessment process.

4. Evidence

4.1 Evidence from Workplace Performance

- Evidence of occupational competence of all competence units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.
- These conditions would be those typical to the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works.

4.2 Simulation

- Simulation can be applied to all units listed in Appendage B
- Where simulation is used for units at Level 2 and above, it should only form a small part of the evidence for the qualification.
- Evidence may be produced through simulation solely in exceptional circumstances. The exceptional circumstances, under which simulation is possible, are those situations that are not naturally or readily occurring, such as response to emergencies.
- Simulation must be undertaken in a ‘realistic working environment’ (RWE). A RWE is “an environment which replicates the key characteristics in which the skill to be assessed is normally employed”. The RWE must provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working. Guidelines for using RWE can be found in Appendage A.

5. Employer direct model

⁴ Also known as Internal Verifier (IV)

⁵ The need for countersigning the decisions of IQAs working towards a qualification, applies to England and Wales and not Scotland.

Skills CFA encourages the use of an employer direct model. The employer direct model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process.

In order to use the employer direct model:

- **An organisation must:**
 - have staff who have achieved, or be working towards achieving, appropriate regulatory body approved unit qualifications for assessment, moderation or verification; OR
 - seek guidance and approval from an awarding organisation to demonstrate that they have:
 - appropriate processes in place to facilitate assessment, moderation or verification functions
 - carried out 100% mapping of the trainer, supervisor or managers' assessment, moderation or verification skills and knowledge to the National Occupational Standards upon which the qualifications above are based.
 - agree the mapping process with the awarding organisation/body involved
 - demonstrate an equivalent level of rigour and robustness as the achievement of the unit qualification
- **An Awarding Organisation must:**
 - offer this model to employers only
 - supply information on the requirements for internal and external moderation/verification activities to assessment centres.

Skills CFA and awarding organisations requires all assessors, moderators and verifiers to maintain current Business Administration, Customer Service and Management and Leadership competence to deliver these functions. Skills CFA recognises this can be achieved in many ways. However, such information must be formally recorded in individual continual professional development (CPD) records that are maintained in assessment centres.

6. Appendage A – Realistic Working Environment Guidelines

Realistic Working Environment (RWE) can be applied to all the units in Appendage B:

It is essential that organisations wishing to operate a RWE operate in an environment which reflects a real work setting. This will ensure that any competence achieved in this way will be sustained in real employment.

To undertake the assessment in a RWE the following guidelines must be met:

1. the RWE is managed as a real work situation
2. assessment must be carried out under realistic business pressures
3. all services that are carried out should be completed in a way, and to a timescale, that is acceptable in business organisations
4. candidates must be expected to achieve a volume of work comparable to normal business practices
5. the range of services, products, tools, materials and equipment that the candidates use must be up to date and available
6. account must be taken of any legislation or regulations in relation to the type of work that is being carried out
7. candidates must be given workplace responsibilities to enable them to meet the requirements of the units
8. customer perceptions of the RWE is similar to that found in the work situation being represented
9. candidates must show that their productivity reflects those found in the work situation being represented.

7. Appendage B – Simulation: a list of units

Simulation can only be applied to the following competence units:

Business Administration

Skills CFA Ref.	Unit title	Level
B&A 3	Work with others in a business environment	1
B&A 4	Health and safety in a business environment	1
B&A 5	Manage time and workload	1
B&A 6	Use a telephone and voicemail system	1
B&A 7	Prepare text from notes	1
B&A 8	Meet and welcome visitors in a business environment	1
B&A 9	Handle mail	1
B&A 10	Use office equipment	1

Customer Service

Skills CFA Ref.	Unit title	Level
CS 2	Communication in customer service	1
CS 3	Record details of customer service problems	1
CS 4	Deal with customer queries, requests and problems	1

Management and Leadership

Skills CFA Ref.	Unit title	Level
M&L 17	Manage conflict within a team	3
M&L 31	Discipline and grievance management	4
M&L 44	Manage redundancy and redeployment	4

Appendix B: ITQ Assessment Strategy England, Wales and Northern Ireland March 2009

Section A

1 Introduction

1.1 Background to the new ITQ Framework

The 2008 development of the National Occupational Standards (NOS) for Using IT and this associated assessment strategy are a key tool in the planned delivery of the Sector Skills Agreement for IT (SSA).

The SSA is uniting employers, educators, government and others to create a coherent strategy for IT skills based on a common, employer-led plan of action, that will transform the IT skills landscape such that:

- All organisations in every sector will be fully realising the potential of IT to help drive their business goals, so that the UK is a world leader in its exploitation of IT for innovation, service and business competitiveness.
- All individuals in the UK will have - and will continue to develop - the IT user skills necessary to fully participate in the e-economy.
- IT user skills will enhance individuals' employability, social lives and ability to benefit from online services.

World class research cited in the Qualifying for the Information Age – the e-skills UK Sector Qualification and Learning Strategy⁶ (SQLS) identifies, that workers in virtually all occupations need to be able to use more sophisticated IT systems more effectively to create new sources of customer value. Users will not only need increased levels of skills in basic desk top technology; they will also increasingly need to be skilled in security management and IT support processes and tools, and also the use of communications and mobile technologies.

The SSA for IT sets out a clear target state for stakeholders delivering and beneficiaries receiving better IT user skills:

- A simplified, flexible framework for recognising achievement in IT skills operates across the UK, throughout both the education system and industry. The SQLS, together with the associated Action Plan, designed to deliver on the SSA, identifies the following principle⁷ for delivering on this target.
- Principle 4: The ITQ Framework will be used to organise and position learning and qualifications within the coherent environment. All IT user qualifications and learning will be recorded through a recognised Record of Achievement

This means that:

- All IT User qualification and learning will be based on common unit descriptions directly aligned to the National Occupational Standards for IT Users and encompassed in the ITQ Framework.
- Qualifications and learning are described in a consistent way, which is understood by employers and learners.
- Learners at all stages will engage with a common environment that will enable seamless progression.
- There is recognition and central aggregation of all individuals' elements of learning and achievement within a formal record that is meaningful to employers.
- Funding agencies are able to monitor achievement and return on investment.

The National Occupational Standards (NOS) for Using IT and enhancement of the flexibility of the ITQ both in terms of content and how it is delivered will form a major part of the implementation of the SQLS for IT users. This will enable further alignment of all IT user qualifications and learning with the NOS, within the ITQ Framework.

1.2 Qualifications and Credit Framework

The ITQ Framework is designed to support the development of IT user qualifications, based on units of credit, for accreditation onto the Qualifications and Credit Framework (QCF)⁸, which is a new way of recognising skills and

⁶ Available for download at: www.e-skills.com/SQLS

⁷ See SQLS (e-skills UK, 4th April 2008) page 5.

⁸ For more information about the QCF visit the following link on the QCA website: www.qca.org.uk/QCF. The ITQ Framework is also designed to fit the Scottish Credit and Qualifications Framework (SCQF).

qualifications. The QCF does this by awarding credit for qualifications and units (small steps of learning). It enables people to gain qualifications at their own pace along flexible routes.

This new approach is anticipated to deliver the following benefits.

For learners the QCF will:

- offer more freedom, choice and flexibility
- give easy access to information about the commitment needed for different routes to achievement, letting learners balance that commitment with family, work and other responsibilities
- allow them to build up credits at their own pace and combine them in a way that will help them get where they want to be
- enable them to transfer credits between qualifications to avoid having to repeat learning
- record all their achievements on an electronic learner record, encouraging them and others to value their past achievements.

For learning providers (schools, colleges, training providers, workplaces) the QCF will:

- enable them to design more flexible programmes, suitable to the individual needs of learners
- help them improve retention and progression rates by recognising smaller steps of achievement
- track all learners' achievements through the use of a unique learner number (ULN) and an individual's electronic learner record, giving providers standard information about each learner's past achievements
- help them describe achievements to employers and learners in a language that is easy to understand.

For employers the QCF will:

- help them to measure quickly the level and size of achievements of prospective employees
- enable them to get in-house training recognised within a national framework
- describe levels of achievement in terms everyone can understand
- make training options and pathways clear, helping employees and employers find the right training for their learning and business needs.

The regulatory arrangements for the QCF⁹ set out the following aims and design principles for accredited qualifications.

The aim of the QCF is to support the establishment, maintenance and continuing development of a qualifications system that is:

- inclusive – able to recognise the achievements of all learners at any level and in any area of learning
- responsive – enabling individuals and employers to establish routes to achievement that are appropriate to their needs, and recognized organisations to develop units and qualifications in response to demand
- accessible – building a system based on clear design features that are easy for all users to understand
- non-bureaucratic – based on mutual trust and confidence, supported by a robust and proportionate approach to regulation and quality assurance.

The QCF is designed to provide a structure within which:

- unit-based qualifications can be located
- achievements are recognised through the award of credits and qualifications
- the level and size of achievements can be easily identified
- the mechanisms necessary to allow the accumulation and transfer of credits between qualifications and awarding organisations operate
- learners are given the maximum flexibility and range of opportunities to progress and receive recognition for their achievements.

⁹ Further information about the regulatory requirements of QCF is available for download at: www.ofqual.gov.uk/qcf.

1.4 England, Northern Ireland and Wales

The qualifications regulators in England (Ofqual), Wales (DCELLS) and Northern Ireland (CCEA) have been working to design the regulatory arrangements for the QCF¹⁰, which were published by Ofqual in August 2008. Work towards the QCF has been underpinned in particular by the three country test and trial period for the QCF, and also informed by the following developments undertaken in Northern Ireland and Wales.

1.4.1 The Northern Ireland Credit and Transfer Scheme (NICATS)

The Northern Ireland Credit Accumulation and Transfer System (NICATS)¹¹ is a framework, which was developed for to allow learning to be recognised in all its shapes and forms, no matter how it is acquired. It is a set of principles and guidelines, which should allow us to value, describe, measure and recognise all learning. This includes learning in traditional settings such as schools, colleges and universities and also learning within the community and the workplace.

It is based on a set of principles and guidelines which allows:

- all candidate achievement to be recognised and recorded on a personal Credit Transcript
- small blocks of learning to be assessed and given credit

Credit provides the basic language for recognising achievement, as a measure of the level of demand of the learning and the amount of learning achieved.

1.4.2 The Credit and Qualifications Framework for Wales (CQFW)

The Credit and Qualifications Framework for Wales (CQFW)¹² started in 2003 and is being progressively implemented. The framework merges the concepts of volume of learning achievements (credit) and the demands made by that learning on the learner (level) to create a system that is able to embrace all types and styles of learning, and all qualifications.

The vision for the single CQFW will underpin the following five key goals:

- enable everyone to develop and maintain essential skills
- encourage people to become lifelong learners
- exploit the knowledge in businesses and educational institutions
- encourage business and workers to gain new skills
- and help people within their communities to develop new skills.

1.5 Policy changes

The ITQ assessment strategy is designed to support the development of the SQLS principle for an ITQ Framework, by setting out the requirements for an up-to-date IT user qualification based on the NOS, tailored to the needs of businesses and their staff. The ITQ assessment strategy also needs to take account of changes to policy and the qualifications environment as outlined above and the associated assessment requirements. Key changes include the following.

- Credit frameworks:

e-skills UK will derive QCF framework units from the NOS in collaboration with Awarding Bodies to meet employers and learners needs and contribute to the ITQ.

- Embedded Functional Skills¹³ [FS] within 14-19 curricula and qualifications:

¹⁰ The Regulatory Arrangements for the Qualifications and Credit Framework, August 2008 are available to download here: www.ofqual.gov.uk/QCF

¹¹ Further information about NICATS is available for download here: www.nicats.ac.uk

¹² Further information about CQFW is available here: Welsh Assembly Government, Educational and Skills, CQFW

¹³ Trials with centres and learners commenced in 2007 for ICT Functional Skills in England. ICT Functional Skills standards have been defined from Entry 1 to Level 2. The ICT Functional Skills standards are comparable to the ICT

The revised IT User NOS embed the Functional Skills ICT [FS ICT] within the following three areas of competence that relate directly to FS ICT:

- 'IT User fundamentals' [IUF:FS]
- 'IT Communication fundamentals' [ICF:FS]
- 'IT Software fundamentals' [ISF:FS]

- **Basic skills**

The revised IT User NOS embed ICT Skills for Life and signpost opportunities for naturally occurring numeracy and literacy, within the three areas of competence with embedded FS.

- **Personal learning and thinking skills**

The revised IT User NOS signpost opportunities for naturally occurring personal, learning and thinking skills [PLTS] within the three areas of competence with embedded Functional Skills [FS] and within the mandatory area of competence 'Improving productivity in using IT'.

- **'Full' level 2 qualification design principles¹⁴**

The revised ITQ has been designed to take account of the proposed credit value of more than 13 credits for a full level 2 qualification.

- **Foundation Learning Tier¹⁵**

The revised ITQ framework has also been designed to take account of the proposed progression pathways for the Foundation Learning Tier, through allowing for the inclusion of FS Mathematics and English, and also for personal, learning and thinking skills [PLTS].

1.6 Principles of ITQ suite of qualifications

Three principles underpin the proposed ITQ suite of qualifications.

1 Flexibility of approach - in response to sector, employer and learner needs:

- for sectors – to tailor and contextualise IT training both to reflect the increasing diversity of job roles and the use of specific systems and software
- for employers – to ensure skills application and development enables practical exploitation of the potential of IT for business improvement
- for learners – to ensure they are equipped with the appropriate skills to support their personal or career development.

2 Flexibility of content – to stimulate and inspire new learning and support progression, the ITQ offers a range of solutions varying in:

- size – from taster courses and bite-sized units to full-time programmes of study
- level of complexity – from Entry Level to Level 3
- content – incorporating a range of options for different IT systems and applications.

3 Flexibility of assessment method - as appropriate to the individual and the unit, which minimises the assessment burden for learners. The ITQ can therefore accommodate both:

- electronic testing using simulation, tests and tasks
- portfolio-based evidence demonstrating the application of skills, knowledge and understanding.

2 ITQ Assessment strategy

Essential Skills standards in Northern Ireland and to the ICT Skills for Life standards in England.

¹⁴ QCA, April 2008

¹⁵ Currently 4 progression pathways have been defined for FLT in England.

This assessment strategy is being developed in consultation with employers, training providers, awarding bodies and the regulatory authorities.

2.1 Scope of the assessment strategy

This assessment strategy applies to all units and qualifications that are aligned to the IT User NOS and accredited onto credit frameworks to be included in the final ITQ Framework (both directly and partly aligned). During the transition period, the assessment arrangements for existing 'contributing' units and NQF qualifications will apply.

2.2 Choice of assessment method

All ITQ units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. Assessments must also take into account the additional information provided in the unit Purpose and Aims relating to the level of demand of

- the activity, task, problem or question and the context in which it is set;
- the information input and output type and structure involved; and
- the IT tools, techniques or functions to be used.

Examples of recommended assessment methods are included in Annex A:

2.3 Mandatory unit assessment

In order to reflect the standards of competence expected by employers, assessment of the mandatory unit (Improving Productivity using IT) within Certificates and Diplomas must demonstrate that candidates can apply their relevant skills and knowledge to develop a specified outcome, product or solution. The candidate must independently determine, select and apply the necessary IT tools and techniques to achieve their goal.

The assessment design must cover the following aspects:

- Objectives for using IT – understanding the context in which IT is to be used or the conditions that may affect the way IT is to be used; understanding what outcome needs to be developed, and the expectations and requirements that the outcome must meet;
- Application of IT skills and knowledge – understanding what is involved in a piece of work and the best way to get it done;
- Evaluation of the use of IT – being able to evaluate the strengths and weaknesses of the use of IT, including identifying improvements to inform future work.

2.4 Accreditation of prior achievement (APA)

For candidates starting their studies towards the ITQ under the QCF the process for accreditation of prior achievement is straightforward. Under the QCF, awarding bodies agree to mutual recognition of achievement, so that candidates will be able to count any relevant units towards the ITQ regardless of which awarding body issues the certificates.

Many people may have developed their skills in using IT through undertaking existing or 'legacy' accredited units, qualifications or from non-accredited units and employer training schemes, such as:

- the QCF ITQ in trials between September 07 and August 09
- the current ITQ, which is technically a Scottish or National Vocational Qualification [S/NVQ]
- Functional Skills ICT, ICT Skills for Life [Basic Skills] and in Essential Skills ICT (Northern Ireland);
- legacy units from VQs or VRQs accredited on the National Qualifications Framework (NQF) or accredited by the Scottish Qualifications Authority (SQA);
- vendor units and qualifications; and
- employer training schemes.

The ITQ Framework lists which units or schemes can contribute to the ITQ, and whether there are any limits on counting credit from such achievement. The up-to-date ITQ Framework, will be published on the e-skills UK website.

Acceptance of contributing qualifications is mandatory for all ITQ Awarding Bodies irrespective of the originating Awarding Body (AB). An Awarding Body offering ITQs must accept recognised units and qualifications from any other AB if the following conditions are met:

- the candidate presents the original qualification, unit certificate or other agreed record of achievement for inspection by the ITQ centre; and
- the unit was achieved no more than three years prior to the date of presentation to the centre. It is the responsibility of the AB and their centres to ensure that a representative sample of certificated skills and knowledge are still current.

Some approved contributing units entitle candidates to claim exemptions for more than one ITQ unit. In such cases, the candidate does not have to claim exemptions for all of the possible ITQ units unless he/she chooses to do so.

2.5 Progression

Candidates may carry forward credits for a period of 3 years to support progression from ITQ Award to ITQ Certificate, and from ITQ Certificate to ITQ Diploma or from Level 1 to 2, or Level 2 to 3.

Candidates may not include the same unit at more than 1 level in any qualification. Thus a candidate who has completed, for example, both Word Processing at Level 1 (3 credits) and Word Processing at Level 2 (4 credits) may only count credits from the higher level towards the qualification.

2.6 Assessment roles and quality assurance

2.6.1 Assessors, internal and external moderators/verifiers

The new ITQs are not NVQs, therefore there is no need for assessors to hold the A1 qualification, or for verifiers to hold the V1 qualification, or indeed to be working towards these qualifications.

To ensure the quality of assessment decisions, it is expected that awarding bodies will have in place methods to ensure that assessors, internal and external moderators/verifiers have:

- the necessary IT skills and experience to assess the units and qualifications they are making judgements on, such as demonstrated by holding an ITQ at level 3. Centres must maintain a current register of curriculum vitae (CVs), including reference to continuing professional development.

e-skills UK do not require assessors, internal or external moderators/verifiers to hold assessor qualifications beyond those required by the awarding or regulatory body.

2.6.2 Standardisation, moderation and verification

Awarding Bodies must use quality assurance systems that are fit for purpose for the assessment method(s) being used and are in line with the relevant regulatory requirements. For example:

- internal/external moderation of externally set examinations or online tests;
- external moderation of externally set and internally marked tasks;
- records to authenticate candidate's evidence for assessment;
- internal standardisation/ external moderation of scenario based assignments set by centres;
- internal moderation/verification of internally assessed evidence by a suitably qualified internal moderator/verifier using procedures approved by the awarding body; and
- external moderation/verification of internally assessed evidence by a suitably qualified external moderator/verifier using procedures specified by the awarding body.

2.7 Joint Awarding Body Forum

Awarding Bodies, through the quality control mechanisms specified by the regulatory authorities, must ensure a rigorous and effective control of centres and the assessment and verification process so that judgement of what is valid, authentic, current, reliable and sufficient evidence is maintained across all assessment contexts.

To ensure consistency of assessment it is required that all Awarding Bodies routinely participate in the e-skills UK Joint Awarding Body Forum which will be the focus for ensuring that assessment and verification of competence is carried out consistently and fairly across all assessment contexts.

The Awarding Body Forum will, within the individual Awarding Bodies agreed methodologies, develop and maintain a common understanding of the standards and promote good assessment and verification practice.

Section B

Guidance for Awarding Bodies on recommended assessment methods

The following methods are recommended for the assessment of IT User skills, knowledge and understanding for all ITQ units.

- e-assessment;
- knowledge tests;
- scenario-based assessment;
- portfolio of evidence taken from activities involving the use of contemporary ICT systems;
- witness testimony;
- professional discussion;
- other methods which have been approved by e-skills UK and the Awarding Body.

Whatever method is used, Awarding bodies must have appropriate systems and procedures to:

- ensure that assessment arrangements meet relevant assessment design principles and quality assurance regulations; and
- make sample assessment materials available for discussion by the Joint Awarding Body Forum, as required.

A.1 e-Assessment

Online or e-assessment may be used to assess some learning outcomes and assessment criteria relating to performance, knowledge and understanding, for example, of the performance skills in formatting text or understanding of the reasons for choosing different software tools.

Awarding Bodies, employers or providers may develop e-assessments. Where e-assessment is used, Awarding Bodies must ensure that on each assessment occasion:

- the performance, knowledge and understanding being assessed matches that specified in the relevant ITQ unit;
- the level is sufficiently challenging; and
- the assessment methodology used is robust and reliable.

Where employers or providers develop e-assessments, these should be agreed in advance with the Awarding Body.

A.2 Knowledge tests

Knowledge tests, often delivered electronically, can be used to assess some learning outcomes and assessment criteria relating to knowledge and understanding, for example, knowledge of security risks or organisational guidelines.

Awarding Bodies, employers or providers may develop knowledge tests. Where knowledge tests are used, Awarding Bodies must ensure that on each testing occasion:

- the knowledge being tested matches that specified in the relevant ITQ unit;
- the level is sufficiently challenging; and
- the assessment methodology used is robust and reliable.

Where employers or providers develop knowledge tests, these should be agreed in advance with the awarding body.

A.3 Scenario based assessment

'Scenarios' may be developed to provide a purpose for using IT, which requires the candidate to undertake practical tasks or activities that produce assessable outcomes. Scenarios may be combined with other methods of assessment, for example to provide a purpose for a series of online assessment tasks.

Awarding Bodies, employers or providers may develop scenarios. The scenario and associated tasks must be carefully designed to ensure that:

- the performance, knowledge and understanding being assessed matches that specified in the relevant ITQ unit;
- the level is sufficiently challenging; and
- the demands and constraints result in the purposeful use of IT, and where relevant reflect those that would typically be met in a real work context.

A.4 Portfolio assessment

Valid evidence can arise from:

- activities undertaken for or at work;
- the search for employment (e.g. CVs, job applications and emails to potential employers);
- social activities (e.g. club membership databases, posters and websites), such as:
 - enterprise activities (e.g. business plans, budgets and marketing materials);
 - voluntary activities (e.g. cash flows, programmes and newsletters); or
 - learning and studying subjects other than IT (e.g. internet research for a geography assignment, reports/dissertations and presentations).

By the very nature of IT, activities can be carried out in a variety of locations not confined to the traditional office setting.

Portfolio evidence should arise naturally from tasks and activities involving the use of IT and may include:

- product outcomes – in the form of outputs or screenshots produced using IT – which should form the majority of evidence; and
- ephemeral evidence – where this is the only evidence for an element (for example, of planning), should be cross checked by professional discussion and backed up by brief written evidence – for example in the form of annotations, storyboards or ‘witness statement’ (see below).

e-skills UK actively encourages the use of electronic portfolio management tools.

A.5 Witness statements

A ‘witness’ is someone who provides a written statement about the quality and authenticity of a candidate’s work for assessment purposes. To make a statement the witness must have first hand experience of the candidate’s performance and understanding of knowledge, skills and understanding required to do the work. Witnesses can be drawn from a wide range of people who can attest to performance, including line managers and experienced colleagues from inside the candidate’s organisation.

A witness statement may be needed when the candidate is performing day-to-day activities, which leave little or no evidence behind, for example, agreeing the outcomes to be produced using IT and any deadlines that need to be met or understanding and meeting organisational guidelines for data security and file storage. The witness can, in particular, provide evidence relating to the candidate’s competence:

- when reviewing, testing and recommending ways of improving productivity using IT towards [IPU] the mandatory unit for ITQ Certificates and Diplomas;
- when using specialist or bespoke IT software applications;
- in meeting customer requirements; and
- of working within organisational guidelines

Section C

Summary of key changes to the ITQ

	Current position	Proposed Approach
Type	NQF accredited NVQ	QCF accredited qualification
Titles	Level 1 NVQ for IT Users (ITQ) Level 2 NVQ for IT Users (ITQ) Level 3 NVQ for IT Users (ITQ)	Level 1 ITQ Award in IT User Skills Level 1 ITQ Certificate in IT User Skills Level 1 ITQ Diploma in IT User Skills Level 2 ITQ Award in IT User Skills Level 2 ITQ Certificate in IT User Skills Level 2 ITQ Diploma in IT User Skills Level 3 ITQ Award in IT User Skills Level 3 ITQ Certificate in IT User Skills Level 3 ITQ Diploma in IT User Skills
Unit template	Consists of: <ul style="list-style-type: none"> • Statements of competence • Knowledge criteria • Knowledge components • Skills criteria • Skills component Key skills in IT related but not integrated	Consists of: <ul style="list-style-type: none"> • Learning outcomes • Assessment criteria Skills and knowledge components are indicative and will not form the basis of assessment (unless defined through a syllabus or test specification) Functional skills ICT integrated into 3 new units
Rules of combination	Defined in terms of points totals	<ul style="list-style-type: none"> • Defined for each level in terms of QCF unit credit values • Spiky profile extended to include Entry level units
Accreditation of prior achievement	Exemption for recognised contributing units and qualifications	No changes
Assessment Strategy	<ul style="list-style-type: none"> • Assessment must follow NVQ Code of Practice¹⁶ • Assessment must be based on purposeful activities • Assessors must hold a “D” or “A” award 	<ul style="list-style-type: none"> • Assessment must adhere to the Regulatory¹⁷ • Arrangements for the QCF • Assessment for mandatory unit must demonstrate purposeful application of skills and knowledge • Assessors must be appropriately trained

¹⁶ The NVQ Code of Practice covers: administrative resources; equality of opportunity; expertise of external verifiers; centre registration and approval; and data requirements; issue of certificates; enquiries and appeals; customer service, monitoring and evaluation; use of languages / assessment; application of assessment methodology (including the role and qualifications for assessors, internal and external verifiers; sampling and external reporting); and dealing with malpractice

¹⁷ The Regulatory Arrangements for the QCF covers: Delivery of assessment – roles and responsibilities, procedures and systems, access, special consideration, personal interest, standardisation and quality assurance; Centre recognition; Award of credits; Award of qualifications; Ongoing review; Fees; Data requirements; Awards outside England, Wales and Northern Ireland; Use of languages; Appeals; Dealing with malpractice; Customer service; and Submitting qualifications for accreditation

Section D

Abbreviations used in the ICQ Assessment Strategy

AB Awarding Body
AoC Area of Competence
APA Accreditation of Prior Achievement
APL Accreditation of Prior Learning
CCEA Council for the Curriculum, Examinations and Assessment (Northern Ireland)
CQFW Credit and Qualification Framework for Wales
DCELLS Department for Children, Education, Lifelong Learning and Skills (Wales)
FLT Foundation Learning Tier
FS Functional Skills
FS ICT Functional Skills ICT
IPU Improving Productivity using IT (mandatory unit in ITQ Certificate and Diploma programmes)
NICATS Northern Ireland Credit Accumulation and Transfer System
NOS National Occupational Standards
NQF National Qualifications Framework
NVQ National Vocational Qualification
PLTS Personal Learning and Thinking Skills
QCA Qualifications and Curriculum Authority
QCF Qualifications and Credit Framework
SCQF Scottish Credit and Qualification Framework
SQA Scottish Qualifications Authority
SQLS Sector Qualifications and Learning Strategy
SSA Sector Skills Agreement
SVQ Scottish Vocational Qualification
ULN Unique Learner Number
VQ Vocational Qualification
VRQ Vocationally Related Qualification

Resources

Training Resources

Centres may use their own, or published learner support materials in delivering the qualification. Whatever support materials centres choose to use, they should ensure that their delivery methodology adequately prepares the learner for assessment.

SFJ AWARDS endorses published training resources and learner support materials by submitting the materials to a rigorous and robust quality assurance process, thus ensuring such materials are relevant, valid and appropriately support the qualification.

Resources and Useful websites

Health and Safety Executive	www.hse.gov.uk
Skills CfA (Council for Administration)	http://www.skillsca.org/standards-qualifications.html
e-Skills UK (Sector Skills Council for Business and Information Technology)	http://www.e-skills.com/about-e-skills-uk/
Equalities and Human Rights Commissions	http://www.equalityhumanrights.com
The National Archives (For all UK legislation)	http://www.legislation.gov.uk
The Institute of Customer Service	http://www.instituteofcustomerservice.com/