



# **SFJ Awards Level 3 NVQ Diploma in Business and Administration**



# Qualification Handbook

## SFJ Awards Level 3 NVQ Diploma in Business and Administration

Qualification No: 601/1257/8

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Version	Date of issue	Amendment(s)	Page
V3	07.01.21	Add operational and certification end dates	2
V2	24.11.17	Add Total Qualification Time (TQT)	13
		Update Use of Languages, now Section 2.10	14
		Update Section 3 Centre Requirements (no change to requirements)	15
		Update Section 4 Assessment (no change to requirements, additional information provided)	16-25
		Update SFJ Awards branding and copyright	Various
		Remove references to QCF	Various
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# 1 Introduction

## 1.1 About us

SFJ Awards is part of the Skills for Justice Group. For the last 10 years Skills for Justice has been working with employers, Governments of the UK and agencies within the skills system, to better equip workforces with the right skills now and for the future.

During this time Skills for Justice has earned an enviable reputation for its knowledge of the sector and its proactive approach to the development of skills and qualifications, along with an ability to deliver genuinely workable solutions for the employers it represents.

SFJ Awards is an awarding organisation that builds upon this reputation, and understands the specific challenges facing the Policing, Community Safety, Legal and Armed Forces sectors, enabling us to quality assure learning outcomes that are suited to the needs of the sectors.

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

## 1.2 Customer Service Statement

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

## 1.3 Centre Support

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

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

Tel: 0114 284 1970

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

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

# 2 The Qualification

## 2.1 Overall Objective for the Qualification

This handbook relates to the following qualification:

- SFJ Awards Level 3 NVQ Diploma in Business and Administration

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

Learners will develop skills to work in roles such as

- Administration Officer / Executive
- Administration Team Leader / Office Supervisor
- Personal Assistant
- Secretary
- 

It will give learners the opportunity to develop skills in office and administration skills by covering task such as:

- dealing with internal and external correspondence
- organising meetings and events
- producing documents
- managing resources
- managing office equipment
- managing information
- managing administration systems
- managing office facilities
- managing diaries
- organising travel
- developing presentations
- taking minutes at meetings
- transcribing notes

## 2.2 Pre-entry Requirements

There are no pre-entry requirements for enrolling to complete this qualification. However, it is likely that learners will have some prior experience in a business or administration role to allow them to complete the qualification, although this is not a formal requirement.

## 2.3 Units and Rules of Combination

### Level 3 NVQ Diploma in Business and Administration

Learners must achieve a minimum of 40 credits (At least 27 credits must come from units at Level 3). 13 credits must be completed from Group A (mandatory units) and a minimum of 14 credits from Group B (optional units). A maximum of 13 credits can be achieved from Group C (optional units).

The units are listed in the following tables.

#### Group A – Mandatory Units

Group A Core Business and Administration			
Unit Reference Number	Unit Title	Level	Credit Value
L/601/2519	Manage own performance in a business environment	3	3
F/601/2520	Evaluate and improve own performance in a business environment	3	3
J/601/2521	Work in a business environment	3	4
K/601/2527	Communicate in a business environment	3	3

#### Group B – Optional Units: Business and Administration

Group B01 Work Responsibilities			
Unit Reference Number	Unit Title	Level	Credit Value
D/601/2525	Negotiate in a business environment	3	5
H/601/2526	Supervise a team in a business environment	3	6
L/601/2522	Solve business problems	3	4
R/601/2523	Work with other people in a business environment	3	4
Y/601/2524	Contribute to decision-making in a business environment	3	3

**Group B02 Business Support Services**

Unit Reference Number	Unit Title	Level	Credit Value
T/601/2546	Supervise an office facility	3	5

**Group B03 Project Management**

Unit Reference Number	Unit Title	Level	Credit Value
J/601/2549	Contribute to running a project	3	5

**Group B04 Document Production**

Unit Reference Number	Unit Title	Level	Credit Value
A/601/2483	Prepare text from notes	2	3
F/601/2484	Prepare text from notes using touch typing 40 wpm	2	3
J/601/2485	Prepare text from shorthand 60 wpm	2	8
L/601/2486	Prepare text from recorded audio instruction 40 wpm	2	4
T/601/2532	Prepare text from notes using touch typing 60 wpm	3	4
T/601/2482	Produce documents in a business environment	2	4
M/601/2531	Design and produce documents in a business environment	3	4
A/601/2533	Prepare text from shorthand 80 wpm	3	8
F/601/2534	Prepare text from recorded audio instruction 60 wpm	3	4

**Group B05 Events and Meetings**

Unit Reference Number	Unit Title	Level	Credit Value
D/601/2508	Support the co-ordination of an event	2	3
L/601/2505	Support the organisation of an event	2	2

R/601/2540	Plan and organise an event	3	4
Y/601/2541	Co-ordinate an event	3	4
K/601/2544	Evaluate the organisation of business travel or accommodation	3	2
T/601/2515	Support the organisation of meetings	2	4
Y/601/2510	Support the organisation of business travel or accommodation	2	3
D/601/2542	Plan and organise meetings	3	5
H/601/2543	Organise business travel or accommodation	3	5

### Group B06 Communications

Unit Reference Number	Unit Title	Level	Credit Value
M/601/2478	Take minutes	2	4
H/601/2476	Use electronic message systems	2	1
K/601/2477	Use a diary system	2	3
M/601/2528	Develop a presentation	3	3
T/601/2529	Deliver a presentation	3	3

### Group B07 Customer Services

Unit Reference Number	Unit Title	Level	Credit Value
A/601/2550	Deliver, monitor and evaluate customer service to internal customers	3	3
D/601/1228	Use customer service as a competitive tool	3	8
F/601/2551	Deliver, monitor and evaluate customer service to external customers	3	3
T/601/2479	Handle mail	2	3
K/601/2480	Provide reception services	2	3
Y/601/2457	Meet and welcome visitors	2	3
J/601/1515	Monitor and solve customer service problems	3	6



**Group B08 Manage Information and Data**

Unit Reference Number	Unit Title	Level	Credit Value
R/601/2487	Organise and report data	2	3
R/601/2490	Store and retrieve information	2	3
Y/601/2488	Research information	2	4
Y/601/2491	Archive information	2	2
J/601/2518	Support the management and development of an information system	2	7
L/601/2536	Support the design and development of an information system	3	7
R/601/2537	Monitor information systems	3	7
Y/601/2538	Analyse and report data	3	6
T/601/2563	Design and develop an information system	4	7
A/601/2564	Manage and evaluate an information system	4	6

**Group B09 Business Resources**

Unit Reference Number	Unit Title	Level	Credit Value
D/601/2539	Order products and services	3	5
H/601/2493	Use office equipment	2	4
J/601/2552	Agree a budget	3	4
M/601/2495	Maintain and issue stationery stock items	2	3
T/601/2580	Manage budgets	4	5

<b>Group B10 Innovation and Change</b>			
<b>Unit Reference Number</b>	<b>Unit Title</b>	<b>Level</b>	<b>Credit Value</b>
A/601/2547	Contribute to innovation in a business environment	3	4
F/601/2517	Respond to change in a business environment	2	3
K/601/2575	Contribute to innovation in a business environment	4	6
M/601/2576	Plan change for a team	4	6

<b>Group B11 Specialised Business Support Services – Human Resources</b>			
<b>Unit Reference Number</b>	<b>Unit Title</b>	<b>Level</b>	<b>Credit Value</b>
T/601/2790	Administer the human resource records	2	3
A/601/2791	Administer the recruitment and selection process	2	4

### **Group C – Optional Units: Health and Safety, IT, Leadership and Management**

<b>Group C01 Health, Safety and Security of People, Premise and Property</b>			
<b>Unit Reference Number</b>	<b>Unit Title</b>	<b>Level</b>	<b>Credit Value</b>
T/601/2465	Use occupational health and safety guidelines when using keyboards	1	2

<b>Group C02 IT</b>			
<b>Unit Reference Number</b>	<b>Unit Title</b>	<b>Level</b>	<b>Credit Value</b>
F/502/4396	Bespoke Software	2	3
J/502/4559	Data Management Software	2	3
M/502/4555	Database Software	2	4
F/502/4379	Using Collaborative Technologies	2	4
F/502/4625	Spreadsheet Software	2	4
J/502/4156	Improving Productivity Using IT	2	4
L/502/4210	Set Up an IT System	2	4

M/502/4622	Presentation Software	2	4
R/502/4631	Website Software	2	4
Y/502/4257	IT Security for Users	2	2
R/502/4628	Word Processing Software	2	4
A/502/4560	Data Management Software	3	4
D/502/4258	IT Security for Users	3	3
J/502/4397	Bespoke Software	3	4
J/502/4626	Spreadsheet Software	3	6
L/502/4157	Improving Productivity Using IT	3	5
R/502/4211	Set Up an IT System	3	5
T/502/4556	Database Software	3	6
T/502/4623	Presentation Software	3	6
T/502/4380	Using Collaborative Technologies	3	6
Y/502/4629	Word Processing Software	3	6
Y/502/4632	Website Software	3	5

<b>Group C03 Leadership and Management</b>			
<b>Unit Reference Number</b>	<b>Unit Title</b>	<b>Level</b>	<b>Credit Value</b>
M/600/9712	Manage the environmental impact of work activities	4	5
K/600/9711	Manage physical resources	4	3
T/600/9601	Provide leadership and direction for own area of responsibility	4	5
M/600/9676	Support learning and development within own area of responsibility	4	5
K/600/9661	Develop working relationships with colleagues and stakeholders	4	4

Full details of the qualification and the units are available in Section 5.

## 2.4 Barred Unit Combinations

The following unit barring applies in this qualification.

Source Unit	Barred Unit(s)
Produce documents in a business environment (T/601/2482)	Design and produce documents in a business environment (M/601/2531)
Prepare text from notes (A/601/2483)	Prepare text from notes using touch typing 40 wpm (F/601/2484)
	Prepare text from notes using touch typing 60 wpm (T/601/2532)
Prepare text from shorthand 60 wpm (J/601/2485)	Prepare text from shorthand 80 wpm (A/601/2533)
Prepare text from recorded audio instruction 40 wpm (L/601/2486)	Prepare text from recorded audio instruction 60 wpm (F/601/2534)
Prepare text from notes using touch typing 40 wpm (F/601/2484)	Prepare text from notes using touch typing 60 wpm (T/601/2532)
Support the organisation of an event (L/601/2505)	Plan and organise an event (R/601/2540)
Support the co-ordination of an event (D/601/2508)	Co-ordinate an event (Y/601/2541)
Support the organisation of meetings (T/601/2515)	Plan and organise meetings (D/601/2542)
Support the organisation of business travel or accommodation (Y/601/2510)	Organise business travel or accommodation (H/601/2543)
Provide reception services (K/601/2480)	Meet and welcome visitors (Y/601/2457)
Support the management and development of an information system (J/601/2518)	Manage and evaluate an information system (A/601/2564)
Support the design and development of an information system (L/601/2536)	Design and develop an information system (T/601/2563)
Contribute to innovation in a business environment (A/601/2547)	Contribute to innovation in a business environment (K/601/2575)
Bespoke Software (F/502/4396)	Bespoke Software (J/502/4397)
Data Management Software (J/502/4559)	Data Management Software (A/502/4560)
Database Software (M/502/4555)	Database Software (T/502/4556)
Improving Productivity Using IT (J/502/4156)	Improving Productivity Using IT (L/502/4157)

IT Security for Users (Y/502/4257)	IT Security for Users (D/502/4258)
Presentation Software (M/502/4622)	Presentation Software (T/502/4623)
Set Up an IT System (L/502/4210)	Set Up an IT System (R/502/4211)
Spreadsheet Software (F/502/4625)	Spreadsheet Software (J/502/4626)
Using Collaborative Technologies (F/502/4379)	Using Collaborative Technologies (T/502/4380)
Website Software (R/502/4631)	Website Software (Y/502/4632)
Word Processing Software (R/502/4628)	Word Processing Software (Y/502/4629)

## 2.5 Total Qualification Time (TQT)

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

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

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

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

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

Qualification Title	TQT	GLH
SFJ Awards Level 3 NVQ Diploma in Business & Administration	400	167

## 2.6 Age Restriction

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

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

## **2.7 Opportunities for Progression**

The Level 3 NVQ Diploma in Business and Administration allows progression to a wide range of qualifications in business, administration and management in further and higher education.

## **2.8 Exemption**

No exemptions have been identified.

## **2.9 Credit Transfer**

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

## **2.10 Use of Languages**

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

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

Policies are available on our website <http://sfjawards.com/policies/> or on request from SFJ Awards.

# 3 Centre Requirements

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

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

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

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

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

# 4 Assessment

## 4.1 Qualification Assessment Methods

Assessment methods that can be used for the SFJ Awards Level 3 NVQ Diploma in Business & Administration are as follows:

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

## 4.2 Assessors

### 4.2.1 Occupational Competence

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

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

### 4.2.2 Occupational Knowledge

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

### 4.2.3 Qualification Knowledge

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



#### **4.2.4 Assessor Competence**

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

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

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

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

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

- occupational competence and knowledge by keeping up-to-date with the changes taking place in the sector(s) for which they carry out assessments
- professional competence and knowledge as an assessor.

### **4.3 Internal Quality Assurers**

#### **4.3.1 Occupational Knowledge**

Internal quality assurers (IQAs) must be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk-critical nature of the work, particularly in the justice and health sectors, and the legal implications of the assessment process, they must understand the nature and context of the assessors' work and that of their learners. This means that they must have worked closely with staff who carry out the functions covered by the qualifications, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the units.

#### **4.3.2 Qualification Knowledge**

IQAs must understand the content, structure and assessment requirements for the qualification(s) they are internal quality assuring.

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

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

### 4.3.3 Internal Quality Assurer Competence

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

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

To demonstrate their competence, IQAs must be:

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

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

### 4.3.4 Continuing Professional Development

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

- occupational knowledge by keeping up-to-date with the changes taking place in the sector(s) for which they carry out assessments
- professional competence and knowledge as an IQA.

## 4.4 External Quality Assurers

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

- sufficient occupational knowledge

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

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

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

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

To demonstrate their competence, EQAs must be:

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

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

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

#### **4.5 Expert Witnesses**

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

##### **4.5.1 Occupational Competence**

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

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

##### **4.5.2 Qualification Knowledge**

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

#### **4.6 Assessing Competence**

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

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

Evidence must be:

- Valid
- Authentic
- Sufficient
- Current
- Reliable.

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

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

Qualifications may be assessed using any method, or combination of methods in Section 4.1, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

Assessors need to be able to select the right assessment methods for the competences that are being assessed, without overburdening the learner or the assessment process, or interfering with everyday work activities. SFJ Awards expects assessors to use a combination of different assessment methods to make a decision about an individual's occupational competence. Further information on assessment methods is provided below and also in the SFJ Awards Assessment Guide which is available in the centre area of our website <http://sfjawards.com/approved-centres/>, or on request from SFJ Awards.

##### **4.7.1 Observation**

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

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

##### **4.7.2 Testimony of witnesses and expert witnesses**

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

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<sup>4</sup> Qualification and Component Levels: Requirements and Guidance for All Awarding Organisations and All Qualifications, Ofqual 2015, [www.gov.uk/government/publications/qualification-and-component-levels](http://www.gov.uk/government/publications/qualification-and-component-levels)

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

Testimony can also be provided by expert witnesses who are occupationally competent **and** familiar with the qualification unit(s). Assessors will not need to spend as long assessing expert witness testimony as they would a witness testimony from a non-expert. Therefore if expert witnesses are involved in the assessment strategy for a qualification a greater number of learners can be managed by a smaller number of assessors.

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

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

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

#### **4.7.4 Professional discussion**

Discussions allow the learner to describe and reflect on their performance and knowledge in relation to the standards. Assessors can use discussions to test the authenticity, validity and reliability of a learner's evidence. Written/audio records of discussions must be maintained.

#### **4.7.5 Questioning the learner**

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

#### **4.7.6 Simulations**

Simulations may take place either in a non-operational environment which is not the learner's workplace, for example a training centre, or in the workplace. Proposed simulations must be reviewed to ensure they are fit for purpose as part of the IQA's pre-delivery activity.

Simulations can be used when:

- the employer or assessor consider that evidence in the workplace will not be demonstrated within a reasonable timeframe
- there are limited opportunities to demonstrate competence in the workplace against all the assessment criteria
- there are health and safety implications due to the high risk nature of the work activity
- the work activity is non-routine and assessment cannot easily be planned for
- assessment is required in more difficult circumstances than is likely to happen day to day.

Simulations must follow the principles below:

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

#### **4.8 Assessing Knowledge and Understanding**

Knowledge-based assessment involves establishing what the learner knows or understands at a level appropriate to the qualification. The depth and breadth of knowledge required at the different qualification levels are defined in Ofqual's level descriptors.<sup>5</sup> Further information on qualification levels is included in the SFJ Awards Assessment Guide which is available in the centre area of our website <http://sfjawards.com/approved-centres/>, or on request from SFJ Awards.

Assessments must be:

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

Good practice when assessing knowledge includes use of a combination of assessment methods to ensure that as well as being able to recall information, the learner has a broader understanding of its application in the workplace. This ensures that qualifications are a valid measure of a learner's knowledge and understanding.

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

- Closed book conditions, where learners are not allowed access to reference materials

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

- Time bound conditions
- Invigilation.

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

Qualifications may be assessed using any method, or combination of methods in Section 4.1, which clearly demonstrate that knowledge-based learning outcomes and assessment criteria have been met. Evidence of assessment, examples listed below, can be included in a portfolio of evidence.

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

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

#### **4.10 Assessment Planning**

Planning assessment allows a holistic approach to be taken, which focuses on assessment of the learner's work activity as a whole. This means that the assessment:

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

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

#### **4.11 Standardisation**

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

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

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

#### **4.11.2 External standardisation**

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

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

#### **4.12 Recognition of Prior Learning (RPL)**

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

The use of RPL encourages transferability of qualifications and/or units, which benefits both learners and employers. SFJ Awards supports the use of RPL and centres must work to the principles included in Section 6 Assessment and Quality Assurance of the SFJ Awards Centre Handbook, available in the centre area of our website <http://sfjawards.com/approved-centres/>, and outlined in SFJ Awards Recognition of Prior Learning Policy, available on our website <http://sfjawards.com/policies/>. All policies are available on request from SFJ Awards.

#### **4.13 Equality and Diversity**

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

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

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



Further information is available in the SFJ Awards Reasonable Adjustments and Special Considerations Policy and the SFJ Awards Equality of Opportunity Policy, which are available on our website <http://sfjawards.com/policies/> or on request from SFJ Awards.

#### **4.14 Health and Safety**

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

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

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

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

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

# 5 Qualification Units

## Mandatory Units

Unit Title		Manage own performance in a business environment	
Level		3	
Credit Value		3	
GLH		12	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how to plan and prioritise work and be accountable to others	1.1	Explain the purpose and benefits of planning work, and being accountable to others for own work
		1.2	Explain the purpose and benefits of negotiating realistic targets for work and ways of doing so
		1.3	Describe ways of prioritising targets and setting timescales for own work
		1.4	Describe the types of problems that may occur during work, and ways of dealing with them
		1.5	Explain the purpose and benefits of keeping other people informed about progress
		1.6	Explain the purpose and benefits of letting other people know in good time if work plans need to be changed
		1.7	Explain the purpose and benefits of recognising and learning from mistakes
		1.8	Explain the purpose of guidelines, procedures and codes of practice that are relevant to own work
2	Understand how to behave in a way that supports effective working	2.1	Explain the purpose and benefits of setting high standards for own work
		2.2	Describe ways of setting high standards for own work
		2.3	Describe ways of dealing with pressure arising from work tasks
		2.4	Explain the purpose and benefits of accepting setbacks and dealing with them
		2.5	Explain the purpose and benefits of being assertive and its meaning in work tasks

		2.6	Give examples of work situations where it is necessary to be assertive
		2.7	Explain the purpose and benefits of being ready to take on new challenges and adapt to change
		2.8	Explain the purpose and benefits of treating others with honesty, respect and consideration
		2.9	Describe types of behaviour at work that show honesty, respect and consideration and those that do not
		2.10	Explain the purpose of helping and supporting others at work, and the purpose and benefits of doing so
3	Be able to plan, prioritise and be accountable for own work	3.1	Negotiate and agree realistic targets and achievable timescales for own work
		3.2	Prioritise targets for own work
		3.3	Plan work tasks to make best use of own time, effective working methods and available resources
		3.4	Identify and deal with problems occurring in own work, using the support of other people if necessary
		3.5	Keep other people informed of progress
		3.6	Complete work tasks to agreed deadlines or re-negotiate timescales and plans in good time
		3.7	Take responsibility for own work and accept responsibility for any mistakes made
		3.8	Evaluate results of mistakes made and make changes to work and methods, as required
		3.9	Follow agreed work guidelines, procedures and, where needed, codes of practice
4	Behave in a way that supports effective working	4.1	Set high standards for own work and demonstrate drive and commitment in achieving these standards
		4.2	Adapt work and working methods to deal with setbacks and difficulties
		4.3	Use own needs and rights when necessary to achieve work tasks and priorities
		4.4	Look to engage with opportunities, and agree to take on new challenge(s)
		4.5	Look for opportunities, and change ways of working, to meet new requirements

		4.6	Treat other people with honesty respect and consideration
		4.7	Help and support other people in work tasks

Unit Title		Evaluate and improve own performance in a business environment	
Level		3	
Credit Value		3	
GLH		22	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how to evaluate and improve own performance	1.1	Explain the purpose and benefits of continuously improving own performance in a business environment
		1.2	Explain the purpose and value of encouraging and accepting feedback from others
		1.3	Describe ways of evaluating own work
		1.4	Explain the purpose and benefits of trying out possible improvements to own work
		1.5	Evaluate how learning and development can improve own work, benefit organisations, and further own career
		1.6	Compare possible career progression routes
		1.7	Describe possible development opportunities
		1.8	Justify the value of developing a learning plan
2	Be able to evaluate and improve own performance using feedback from others	2.1	Encourage and accept feedback from other people
		2.2	Evaluate own work and use feedback from others to identify areas for improvement
		2.3	Identify changes in ways of working needed to improve work performance
		2.4	Complete work tasks using changed ways of working
		2.5	Evaluate work completed and changed ways of working for improvements and effectiveness
3	Be able to use evaluation of own performance to agree, develop and use a learning plan	3.1	Evaluate own performance and identify where further learning and development will improve own work
		3.2	Agree and develop a learning plan to improve own work performance, that meets own needs
		3.3	Follow a learning plan for improvement to own work
		3.4	Review progress against learning plan and make updates for improving own work and further learning

Unit Title		Work in a business environment	
Level		3	
Credit Value		4	
GLH		21	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the purpose and benefits of respecting and supporting other people at work	1.1	Explain the purpose of supporting other people at work
		1.2	Explain the purpose of helping other people to work effectively and efficiently a) for individuals b) for organisations
		1.3	Explain what is meant by diversity and why it should be valued
		1.4	Outline the benefits of diversity to an organisation
		1.5	Explain how to treat other people in a way that is sensitive to their needs
		1.6	Explain how to treat other people in a way that respects their abilities, background, values, customs and beliefs
		1.7	Describe ways in which it possible to learn from others at work
2	Understand how to maintain security and confidentiality at work and deal with concerns	2.1	Outline the purpose and benefits of maintaining security and confidentiality at work
		2.2	Outline requirements for security and confidentiality in an organisation
		2.3	Outline legal requirements for security and confidentiality, as required
		2.4	Describe procedures for dealing with concerns about security and confidentiality in an organisation
3	Understand how to assess, manage and monitor risk in the workplace	3.1	Describe sources of risk in an organisation, including health and safety
		3.2	Explain how to assess and monitor risks in an organisation
		3.3	Describe ways of minimising risk in an organisation
4	Understand the purpose of keeping waste to a minimum in a business	4.1	Describe the purpose and benefits of keeping workplace waste to a minimum

	environment, and the procedures to follow	4.2	Describe the main causes of waste that may occur in a business environment
		4.3	Describe ways of minimising waste, including using technology and other procedures
		4.4	Explain the purpose and benefits of recycling
		4.5	Describe organisational procedures for recycling materials, and their purpose
		4.6	Describe ways in which waste may be minimised by regularly maintaining equipment
5	Understand procedures for disposal of hazardous materials	5.1	Explain the purpose of procedures for the recycling and disposal of hazardous materials
		5.2	Describe procedures for the recycling and disposal of hazardous materials for an organisation
6	Understand ways of supporting sustainability in an organisation	6.1	Explain the benefits to an organisation of improving efficiency and minimising waste over time
		6.2	Describe ways of continuously improving own working methods and use of technology to achieve maximum efficiency and minimum waste
		6.3	Outline ways of selecting sources of materials and equipment that give best value for money
7	Be able to respect and support other people at work in an organisation	7.1	Complete work tasks with other people in a way that shows respect for a) backgrounds b) abilities c) values, customs and beliefs
		7.2	Complete work tasks with other people in a way that is sensitive to their needs
		7.3	Use feedback and guidance from other people to improve own way of working
		7.4	Follow organisational procedures and legal requirements in relation to discrimination legislation in own work
8	Be able maintain security and confidentiality	8.1	Keep property secure, following organisational procedures and legal requirements, as required
		8.2	Keep information secure and confidential, following organisational procedures and legal requirements
		8.3	Follow organisational procedures to report concerns about security / confidentiality to an appropriate person or agency, as required

9	Be able to assess, manage and monitor risk	9.1	Identify and agree possible sources of risk in own work
		9.2	Identify and agree new risks in own work, as required
		9.3	Assess and confirm the level of risk
		9.4	Identify and agree ways of minimising risk in own work
		9.5	Monitor risk in own work
		9.6	Use outcomes of assessing and dealing with risk to make recommendations, as required
10	Be able to support the minimisation of waste in an organisation	10.1	Complete work tasks keeping waste to a minimum
		10.2	Use technology in own work tasks in ways that minimise waste
11	Be able to follow procedures for the disposal of hazardous waste in an organisation	11.1	Follow procedures for recycling and disposal of hazardous materials in own work tasks, as required
12	Be able to support sustainability in an organisation	12.1	Follow procedures for the maintenance of equipment in own work
		12.2	Review own ways of working, including use of technology, and make suggestions for improving efficiency
		12.3	Select and use equipment and materials in own work in ways that give best value for money
		12.4	Support other people in ways that maximises their effectiveness and efficiency



Unit Title		Communicate in a business environment	
Level		3	
Credit Value		3	
GLH		14	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the purpose of planning communication	1.1	Explain the benefits of knowing the purpose of communication
		1.2	Explain the reasons for knowing the audience to whom communications are presented
		1.3	Explain the purpose of knowing the intended outcomes of communications
		1.4	Describe different methods of communication and when to use them
2	Understand how to communicate in writing	2.1	Identify relevant sources of information that may be used when preparing written communication
		2.2	Explain the communication principles for using electronic forms of written communication in a business environment
		2.3	Explain different styles and tones of language and situations when they may be used for written communications
		2.4	Explain the reasons for selecting and using language that suits the purpose of written communication
		2.5	Describe ways of organising, structuring and presenting written information so it meets the needs of different audiences
		2.6	Describe ways of checking written information for accuracy of content
		2.7	Explain the purpose of accurate use of grammar, punctuation and spelling in written communication
		2.8	Explain what is meant by plain English, and why it is used
		2.9	Explain the purpose of proofreading and checking work
		2.10	Explain the purpose of recognising work that is 'important' and work that is 'urgent'
		2.11	Describe organisational procedures for saving and filing written communications

3	Understand how to communicate verbally	3.1	Describe ways of verbally presenting information and ideas clearly
		3.2	Explain ways of making contributions to discussions that help to achieve objectives
		3.3	Describe ways of adapting verbal contributions to suit different audiences, purposes and situations
		3.4	Describe how to use and interpret body language
		3.5	Describe how to use and interpret tone of voice
		3.6	Describe methods of active listening
		3.7	Describe the benefits of active listening
		3.8	Explain the purpose of summarising verbal communication
4	Understand the purpose and value of feedback in developing communication skills	4.1	Describe ways of getting feedback on whether communications achieved their purpose
		4.2	Explain the purpose and benefits of using feedback to further develop communication skills
5	Be able to plan communication	5.1	Identify the purpose of communications and the audience(s)
		5.2	Select methods of communication to be used
		5.3	Confirm methods of communication, as required
6	Be able to communicate in writing	6.1	Find and select information that supports the purpose of written communications
		6.2	Present information using a format, layout, style and house style suited to the purpose and method of written communications
		6.3	Use language that meets the purpose of written communications and the needs of the audience
		6.4	Organise structure and present written information so that it is clear and accurate, and meets the need of different audiences
		6.5	Use accurate grammar, spelling and punctuation, and plain English to make sure that meaning of written communication is clear
		6.6	Proofread and check written communications and make amendments, as required
		6.7	Confirm what is 'important' and what is 'urgent'

		6.8	Produce written communications to meet agreed deadlines
		6.9	Keep a file copy of written communications sent
7	Be able to communicate verbally	7.1	Verbally present information and ideas to others clearly and accurately
		7.2	Make verbal contributions to discussion(s) that suit the audience, purpose and situation
		7.3	Use body language and tone to meet the needs of the audience, purpose and situation
		7.4	Actively listen to information given by other people, and make relevant verbal responses
		7.5	Ask relevant verbal questions to clarify own understanding, as required
		7.6	Summarise verbal communication(s) and make sure that the correct meaning has been understood
8	Be able to identify and agree ways of further developing communication skills	8.1	Get feedback to confirm whether communication has achieved its purpose
		8.2	Use feedback to identify and agree ways of further developing own communication skills

## Optional Group B

Unit Title		Negotiate in a business environment	
Level		3	
Credit Value		5	
GLH		20	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how to prepare for negotiations	1.1	Outline the main principles of negotiations
		1.2	Outline the process of negotiation and how it is used in business
		1.3	Outline the purpose of different negotiation strategies and techniques
		1.4	Explain the value of understanding the roles of other negotiators
		1.5	Explain the purpose of knowing limits of own responsibility in negotiations
		1.6	Explain the purpose of having clear objectives for negotiations
2	Understand how to conduct negotiations	2.1	Explain the purpose of being flexible during negotiations while seeking to achieve the main objectives
		2.2	Explain the purpose of keeping to the brief during negotiations
		2.3	Explain the purpose of keeping to own level of authority during negotiations
		2.4	Explain the purpose of referring issues to others, as required
		2.5	Explain the purpose of keeping goodwill during negotiations, and ways of doing so
		2.6	Explain when it might be necessary to withdraw from negotiations
		2.7	Explain how to withdraw from negotiations in a way that maintains goodwill
3	Understand how to complete negotiations	3.1	Explain the purpose of achieving an outcome that meets main objectives
		3.2	Explain the purpose of keeping an accurate record of negotiations, if required

4	Be able to prepare for negotiation	4.1	Identify objectives to be achieved
		4.2	Identify potential problems in negotiation(s) and ways of overcoming them
5	Be able to conduct negotiations	5.1	Carry out negotiations within limits of own authority
		5.2	Make proposals which meet main objectives
		5.3	Use negotiation strategy to obtain results that meet minimum or agreed outcomes
		5.4	Clarify other negotiator's understanding, and respond to their queries
		5.5	Suggest solutions to deal with problems, if required
		5.6	Refer the negotiation to others, when required
		5.7	Carry out negotiations in a way that maintains goodwill and promotes a positive image of self and an organisation
6	Be able to complete negotiations	6.1	Reach an agreement to the satisfaction of all those involved in the negotiations, where possible
		6.2	Maintain records of the negotiations, if required
		6.3	Complete negotiations in a way that maintains goodwill and promotes a positive image of self and an organisation

Unit Title		Supervise a team in a business environment	
Level		3	
Credit Value		6	
GLH		52	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the purpose and benefits of team work	1.1	Explain the purpose and benefits of working with other people to achieve agreed goals and objectives
		1.2	Describe situations in which supervision of others can achieve positive outcomes
2	Understand the purpose of communication in teams, and how to do so	2.1	Explain the purpose and benefits of different methods of communication with and within teams, and when to use them
		2.2	Explain when it is essential to communicate with others in a team
3	Understand the purpose of planning work with teams, and how to do so	3.1	Describe the purpose and benefits of agreeing work goals and plans with a team, and how to do so
		3.2	Explain how to schedule activities and resources for a team
		3.3	Explain the purpose and benefits of agreeing quality measures and timescales with a team, and how to do so
4	Understand the value of people in a team and how to respect and support them	4.1	Explain the purpose and benefits of recognising the strengths of individuals in a team and of balancing abilities in a team
		4.2	Describe ways of giving work to teams so the best use is made of strengths and abilities
		4.3	Explain the benefits of diversity in teams
		4.4	Explain the purpose and benefits of respecting others
		4.5	Describe situations in which team members might need support and how to provide this
		4.6	Describe the types of problems and disagreements that may occur when working with a team and how to resolve them
5	Understand the purpose and benefits of assessing and evaluating the work of a team and how to do so	5.1	Describe the purpose of work assessment
		5.2	Explain how to assess the work of teams and team members

		5.3	Explain the purpose and benefits of giving opportunities to team members to assess their own work
		5.4	Explain the purpose and benefits of giving and receiving constructive feedback, and how to do so
		5.5	Explain how to make use of feedback to improve the work of others and the work of the team as a whole
6	Be able to supervise a team	6.1	Communicate with people in a team during work activities
		6.2	Supervise work goals and plan work objectives, priorities and responsibilities for a team and individuals
		6.3	Identify, agree and supervise opportunities for others to work to achieve agreed outcomes
		6.4	Schedule activities and resources
		6.5	Allocate work tasks and supervise best use of abilities within a team
		6.6	Agree quality measures and timescales for a team
		6.7	Provide support to members of a team, as required
		6.8	Show respect for individuals in a team
		6.9	Supervise production of work to agreed quality standards and timescales
		6.10	Identify and solve problems and disagreements, or refer if necessary
7	Be able to assess, evaluate and improve the work of a team	7.1	Assess and evaluate the work of a team and individuals to identify strengths and areas for improvement
		7.2	Make sure team members have opportunities to assess their own work for strengths and areas for improvement
		7.3	Share feedback, and outcomes of assessing work with individuals and a team
		7.4	Make and agree suggestions for improving the work of individuals and a team
		7.5	Make sure individuals and a team are encouraged to improve work as an outcome of assessing work

Unit Title		Solve business problems	
Level		3	
Credit Value		4	
GLH		18	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand business problems and their causes	1.1	Describe ways of recognising when a business problem exists
		1.2	Explain how to identify possible causes of business problems
		1.3	Describe ways of analysing business problems
2	Understand techniques for solving business problems	2.1	Describe different ways of planning to solve a business problem
		2.2	Describe different ways of solving business problems
		2.3	Give reasons for having support and feedback from others when problem solving
		2.4	Explain the purpose of regularly reviewing progress and adjusting plans during problem solving
		2.5	Describe ways of recognising when a problem has been solved
3	Understand factors that influence solutions to business problems	3.1	Describe the possible effects of organisational policies and procedures when solving business problems
		3.2	Describe the possible effects of legal or regulatory requirements when solving business problems
4	Understand how to evaluate approaches to solving business problems	4.1	Describe ways of evaluating approaches to solving business problems
		4.2	Describe ways of evaluating solutions to problems for effectiveness
5	Be able to recognise and analyse business problems	5.1	Recognise a business problem
		5.2	Confirm own understanding of a business problem
		5.3	Identify reasons for a business problem
		5.4	Analyse a business problem, getting additional information, as required
		5.5	Work with others to agree what the business problem is



6	Be able to plan and carry out own solution to the business problem	6.1	Develop and justify an approach for how to solve the business problem
		6.2	Develop own plan to solve the business problem
		6.3	Identify ways of deciding when the problem has been solved
		6.4	Agree own plan, with others as required
		6.5	Carry out own plan to solve the business problem, involving others as required
		6.6	Use support and feedback from others to help reach a solution
		6.7	Regularly check progress towards solving the business problem
		6.8	Use feedback and progress reports to adjust the plan, as required
		6.9	Confirm that the problem has been solved, with others as required
7	Be able to evaluate own solution to the business problem	7.1	Evaluate own approach to solving the business problem for its effectiveness
		7.2	Evaluate own solution to the business problem for its effectiveness
		7.3	Evaluate alternative approaches and solutions for possible effectiveness

Unit Title		Work with other people in a business environment	
Level		3	
Credit Value		4	
GLH		12	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how to support an organisation's overall mission and purpose	1.1	Explain how the organisation works
		1.2	Explain the organisation's mission and purpose
		1.3	Compare how the organisation works with other different types of organisations
		1.4	Explain your main responsibilities, how these fit into the organisation's structure, and how these contribute to achieving your organisation's mission
		1.5	Define policies, procedures, systems and values of your organisation relevant to your role
		1.6	Describe when it is appropriate to seek guidance from others when unsure about objectives, policies, systems procedures and values
2	Understand how to work as a team to achieve goals and objectives	2.1	Explain the purpose and benefits of working with other people to achieve agreed goals and objectives
		2.2	Describe situations in which working with others can achieve positive results
		2.3	Explain the purpose and benefits of sharing work goals and plans when working with others
		2.4	Describe situations in which team members might need support
		2.5	Explain different ways of providing support to teams
		2.6	Explain the purpose and benefits of agreeing quality measures within a team
3	Understand how to communicate as a team	3.1	Explain when it is essential to communicate with the people working within a team
		3.2	Compare and contrast different methods of communication and when to use them
		3.3	Explain the benefits of effective communication within a team
4	Understand the contribution of individuals within a team	4.1	Explain the purpose and benefits of acknowledging the strengths of others

		4.2	Explain the purpose and benefits of respecting individuals working within a team
5	Understand how to deal with problems and disagreements	5.1	Explain the types of problems and disagreements that may occur when working with others
		5.2	Evaluate ways of resolving problems and disagreements when working with others
6	Understand the purpose of feedback when working as a team	6.1	Explain the purpose and benefits of giving and receiving constructive feedback
		6.2	Explain ways of using feedback to improve individual work, the work of others and a team as a whole
7	Be able to work in a team to achieve goals and objectives	7.1	Work in a way that supports your organisation's overall mission
		7.2	Follow policies, systems and procedures relevant to your job
		7.3	Contribute to improving objectives, policies, systems, procedures and values in a way that is consistent with your role
		7.4	Put your organisation's values into practice in all aspects of your work
		7.5	Seek guidance from others when not sure about objectives, policies, systems, procedures and values
		7.6	Communicate effectively with other people in a team
		7.7	Share work goals, priorities and responsibilities with a team
		7.8	Agree work objectives and quality measures with a team, to achieve a positive outcome
		7.9	Make sure work goals and objectives are achieved in a way makes best use of all abilities in a team
		7.10	Provide support to members of a team, as required
		7.11	Show respect for individuals in a team
		7.12	Make sure the team produces quality work on time
		8	Be able to deal with problems in a team
8.2	Resolve problem(s) or disagreement(s), referring if required		

9	Be able to share feedback on objectives in a team	9.1	Share constructive feedback on achievement of objectives with a team
		9.2	Receive constructive feedback on own work
		9.3	Share feedback on achievement of objectives to identify improvements in own work, and that of the team

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

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

Unit Title		Supervise an office facility	
Level		3	
Credit Value		5	
GLH		23	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how to provide, maintain and supervise an office facility that meets the needs of its users	1.1	Explain the purpose and benefits of providing and maintaining an office facility that meets the needs of its users in line with agreed budgets
		1.2	Describe a range of facilities, equipment and resources for an office, and what they can be used for
		1.3	Explain the purpose and benefits of identifying and regularly reviewing the needs of office users and ways of doing so
		1.4	Explain the purpose of having office systems and procedures
		1.5	Describe systems and procedures for an office within own area of responsibility
		1.6	Explain the purpose and benefits of building relationships with suppliers and ways of doing so
		1.7	Explain the purpose of giving users information, guidance and support for following office systems and procedures, and for using facilities and equipment
		1.8	Explain the purpose and benefits of monitoring office facilities and identify the types of activities to monitor
2	Understand how to deal with repairs and problems when supervising office facilities and equipment	2.1	Explain how to identify repairs needed to the facilities and equipment of an office
		2.2	Describe procedures for dealing with repairs needed
		2.3	Explain the types of problems that arise with the use and supervision of office facilities and equipment, and how to deal with them
3	Understand the purpose of health, safety and security requirements in an office	3.1	Explain why health, safety and security are important in an office environment
		3.2	Describe the main health, safety and security requirements that are important in an office environment

		3.3	Identify health, safety and security requirements for an office, including its facilities and equipment
4	Be able to supervise an office facility	4.1	Identify, agree and provide facilities and equipment for an office to meet the needs of users, in line with agreed budgets
		4.2	Maintain facilities and equipment for an office to meet the needs of users
		4.3	Supervise and monitor use of facilities and equipment for an office
		4.4	Use and review the facilities, systems and procedures of an office, reporting changes in requirements, as needed
		4.5	Make sure the equipment in an office is working correctly
		4.6	Identify repairs needed to the facilities and equipment in an office and deal with or refer, as required
		4.7	Maintain relationships with suppliers and look for opportunities to develop relationships
		4.8	Make contributions to the review of an office environment in line with health, safety and security policy
		4.9	Deal with problems with facilities and equipment in an office, or refer as required
		4.10	Provide information and guidance to users on the facilities and equipment in an office
		4.11	Explain priorities for the supply, maintenance and use of office facilities and equipment to users, as required
		4.12	Monitor the use of office facilities



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

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

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

Unit Title		Prepare text from notes using touch typing 40 wpm	
Level		2	
Credit Value		3	
GLH		15	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the task of preparing text from notes using touch typing	1.1	Describe different types of documents that may be produced from notes and the formats to be followed
		1.2	Describe different forms in which texts may be presented
		1.3	Explain the difference between producing text from own notes and producing text from others' notes
2	Understand the purpose and benefits of following procedures when preparing text using touch typing	2.1	Explain the value and benefits of agreeing the purpose, format and deadline for delivering text
		2.2	Explain the purpose of accuracy – including spelling, grammar and punctuation –when preparing text typed from notes
		2.3	Describe ways of checking finished documents for accuracy and correctness
		2.4	Explain the purpose of storing text and original notes safely and securely, and ways of doing so
		2.5	Explain the purpose of confidentiality and data protection when preparing text from notes
		2.6	Explain the purpose of meeting deadlines
3	Be able to prepare for tasks	3.1	Agree the purpose, format and deadlines for texts
4	Be able to produce texts using touch typing	4.1	Input texts using touch typing to a minimum speed of 40 words per minute
		4.2	Format texts to agreed style and layout making efficient use of available technology
		4.3	Clarify text requirements when necessary
		4.4	Read and check texts for accuracy
		4.5	Edit and correct texts, as required
		4.6	Store texts and original notes safely and securely following organisational procedures
		4.7	Present texts to the required format, within the agreed deadlines

Unit Title		Prepare text from shorthand 60 wpm	
Level		2	
Credit Value		8	
GLH		55	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the task of preparing text from shorthand	1.1	Describe different types of documents that may be produced from shorthand and the formats to be followed
		1.2	Describe different forms in which texts may be presented
2	Understand the purpose and value of following procedures when preparing text from shorthand	2.1	Explain the value and benefits of agreeing the purpose, format and deadline for preparing texts from shorthand
		2.2	Describe ways of checking finished documents for accuracy – including spelling, grammar and punctuation – and correctness, and the purpose of doing so
		2.3	Explain the purpose of storing texts and original shorthand notes safely and securely, and ways of doing so
		2.4	Explain the purpose of confidentiality and data protection when preparing texts from shorthand notes
		2.5	Explain the purpose and benefits of meeting deadlines
3	Be able to prepare for tasks, and use shorthand to take dictation	3.1	Agree the purpose, format, and deadlines for preparing texts from shorthand
		3.2	Take dictation using shorthand at a minimum speed of 60 words per minute
4	Be able to produce texts from shorthand	4.1	Clarify text requirements, when necessary
		4.2	Input and format texts to an agreed format from shorthand notes
		4.3	Make efficient use of technology, as required
		4.4	Read and check texts for accuracy
		4.5	Edit and correct texts, as required
		4.6	Store texts and original shorthand notes safely and securely following organisational procedures

		4.7	Present texts to the required format and within the agreed deadlines
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Unit Title		Prepare text from recorded audio instruction 40 wpm	
Level		2	
Credit Value		4	
GLH		35	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the task of preparing text from recorded audio instruction	1.1	Describe different types of documents that may be produced from recorded audio and the formats to be followed
		1.2	Describe different forms in which texts may be presented
		1.3	Describe the different types of technology that are available for playing back recordings and their main features
2	Understand the purpose and value of following procedures when preparing text from recorded audio instruction	2.1	Explain the value and benefits of agreeing the purpose, format and deadline for preparing texts from recorded audio instruction
		2.2	Describe ways of checking finished documents for accuracy – including spelling, grammar and punctuation – and correctness, and the purpose of doing so
		2.3	Explain the purpose of storing texts and original recordings safely and securely, and ways of doing so
		2.4	Explain the purpose of confidentiality and data protection when preparing texts from recorded audio
		2.5	Explain the purpose and benefits of meeting deadlines
3	Be able to produce texts from audio recordings	3.1	Agree the purpose, format, and deadlines for texts
		3.2	Input text from audio recordings at a minimum speed of 40 words per minute
		3.3	Format texts to agreed format making efficient use of available technology
		3.4	Clarify text requirements when necessary
		3.5	Read and check texts for accuracy
		3.6	Edit and correct texts, as required

		3.7	Store texts and original recordings safely and securely following organisational procedures
		3.8	Present texts to the required format and within the agreed deadlines



Unit Title		Prepare text from notes using touch typing 60 wpm	
Level		3	
Credit Value		4	
GLH		10	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the task of preparing text from notes using touch typing	1.1	Describe different types of documents that may be produced from notes and the format to be followed
		1.2	Describe different forms in which texts may be presented
		1.3	Explain the difference between producing text from own notes and producing text from others' notes
2	Understand the purpose and benefits of following procedures when preparing text using touch typing	2.1	Explain the value and benefits of agreeing the purpose, format and deadline for texts
		2.2	Explain the benefits of accuracy – including spelling, grammar and punctuation – when preparing typed text from notes
		2.3	Describe ways of checking finished documents for accuracy and correctness, and the purpose of doing so
		2.4	Explain the purpose of storing text and original notes safely and securely, and ways of doing so
		2.5	Explain the purpose of confidentiality and data protection when preparing text from notes
		2.6	Explain the purpose and benefits of meeting deadlines
3	Be able to prepare for tasks	3.1	Agree the purpose, format and deadlines for texts
4	Be able to produce texts using touch typing at a minimum speed of 60 wpm	4.1	Input texts using touch typing to a minimum speed of 60 words per minute
		4.2	Format texts to agreed format making best use of available technology
		4.3	Clarify text requirements when necessary
		4.4	Read and check texts for accuracy
		4.5	Edit and correct texts, as required
		4.6	Store texts and original notes safely and securely following organisational procedures

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

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

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

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

Unit Title		Prepare text from shorthand 80 wpm	
Level		3	
Credit Value		8	
GLH		45	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the task of preparing text from shorthand	1.1	Describe different types of documents that may be produced from shorthand and the formats to be followed
		1.2	Describe different forms in which shorthand texts may be presented
2	Understand the purpose and value of following procedures when preparing text from shorthand	2.1	Explain the value and benefits of agreeing the purpose, format and deadline for texts prepared from shorthand
		2.2	Describe ways of checking finished documents for accuracy – including spelling, grammar and punctuation – and correctness, and the purpose of doing so
		2.3	Explain the purpose of storing text and original shorthand notes safely and securely, and ways of doing so
		2.4	Explain the purpose of confidentiality and data protection when preparing text from shorthand notes
		2.5	Explain the purpose and benefits of meeting deadlines
3	Be able to prepare for tasks, and use shorthand to take dictation	3.1	Agree the purpose, format, and deadlines for texts
		3.2	Take dictation using shorthand at a minimum of 80 words per minute
4	Be able to produce texts from shorthand	4.1	Get clarification of points as required
		4.2	Input and format texts to an agreed format from shorthand notes
		4.3	Make efficient use of technology, as required
		4.4	Read and check texts for accuracy
		4.5	Edit and correct texts, as required
		4.6	Store texts and original shorthand notes safely and securely following organisational procedures
		4.7	Present texts to the required format, within the agreed deadlines

Unit Title		Prepare text from recorded audio instruction 60 wpm	
Level		3	
Credit Value		4	
GLH		25	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the task of preparing text from recorded audio instruction	1.1	Describe different types of documents that may be produced from recorded audio and the formats to be followed
		1.2	Describe different forms in which texts may be presented
		1.3	Describe the different types of technology that are available for playing back recordings and their main features
2	Understand the purpose and value of following procedures when preparing text from recorded audio instruction	2.1	Explain the value and benefits of agreeing the purpose, format and deadline for preparing texts from recorded audio instruction
		2.2	Describe ways of checking finished documents for accuracy – including spelling, grammar and punctuation – and correctness, and the purpose of doing so
		2.3	Explain the purpose of storing text and original recordings safely and securely, and ways of doing so
		2.4	Explain the purpose of confidentiality and data protection when preparing text from recorded audio
		2.5	Explain the purpose and benefits of meeting deadlines
3	Be able to produce texts from audio recordings	3.1	Agree the purpose, format, and deadlines for texts prepared from audio recordings
		3.2	Input text from an audio recordings at a minimum speed of 60 words per minute
		3.3	Format texts to agreed format making best use of available technology
		3.4	Clarify text requirements when necessary
		3.5	Read and check texts for accuracy
		3.6	Edit and correct texts, as required
		3.7	Store texts and original recording safely and securely following organisational procedures



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

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

			<p>requirements</p> <ul style="list-style-type: none"><li>h) providing delegates with joining instructions and event materials</li><li>i) rehearsing arrangements to make sure the event runs smoothly, if required</li><li>j) following all legal and contractual requirements</li><li>k) following the relevant health, safety and security requirements for the event</li></ul>
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Unit Title		Plan and organise an event	
Level		3	
Credit Value		4	
GLH		28	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the role of an event organiser in planning an event	1.1	Explain the purpose and benefits of planning an event
		1.2	Explain the role of the event organiser in: a) meeting the objectives of the event b) agreeing a brief and budget for the event
		1.3	Identify and evaluate the types of risks associated with events and explain how to minimise these
		1.4	Explain the purpose and benefits of a contingency plan for an event
		1.5	Describe the types of problems that may occur when organising an event and how to solve them
		1.6	Categorise different types of events and their main features
2	Understand the arrangements to be made when planning and organising an event	2.1	Explain the role of the event organiser for a) anticipating and planning for all delegate provision and needs before and during the event, including investigating and providing for any special requirements b) meeting relevant health, safety and security arrangements c) meeting legal and organisational requirements for contracts d) organising resources and the production of event materials e) the types of activities and resources that may be needed during an event f) liaison with the venue and the supporting team to make sure all requirements are met and roles are understood
3	Understand the different types of venues and resources needed for different types of events	3.1	Identify and evaluate different types of venue in terms of suitability for events and costs
		3.2	Describe a range of resources that may be needed for events and illustrate how they may be used
		3.3	Identify examples, and explain the purpose and benefits of selection criteria when choosing a venue and resources for an event

4	Be able to plan and organise an event	4.1	Agree an event brief and budget
		4.2	Agree a plan for an event, which will meet agreed objectives and address any identified risks and contingencies
		4.3	Identify and agree resources and support needed for organising an event
		4.4	Agree requirements for venue(s)
		4.5	Identify venue and agree costings
		4.6	Liaise with the venue to confirm event requirements and / or any special delegate requirements
		4.7	Agree requirements for resources
		4.8	Co-ordinate resources and production of event materials
		4.9	Make sure arrangements are in place for the event to meet relevant health, safety and security requirements
		4.10	Make sure legal and organisational requirements for contracts are met
		4.11	Make sure that all those involved are briefed and trained to fulfil their roles
		4.12	Delegate functions to the event team as required
		4.13	Make arrangements for rehearsals to make sure the event runs smoothly, if required
		4.14	Make sure invitations are sent out to delegates
		4.15	Manage delegate responses
		4.16	Prepare joining instructions and event materials to be sent to delegates

Unit Title		Co-ordinate an event	
Level		3	
Credit Value		4	
GLH		30	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the role of an event co-ordinator in managing an event to meet the objectives of the brief	1.1	Explain the responsibilities of an event co-ordinator
		1.2	Describe the purpose of agreeing a plan that meets the objectives of the event brief
2	Understand the activities required when co-ordinating an event	2.1	Explain the role of the event co-ordinator during the event for: a) all delegate provision and needs b) meeting relevant health, safety and security requirements c) observing legal and organisational requirements for contracts d) co-ordinating resources and the use of event materials e) liaising with the venue and supporting team during an event to make sure all requirements are met and roles are carried out f) resolving problems g) overseeing the work of key staff
		2.2	Explain the role of an event co-ordinator after an event for: a) clearing and vacating the venue b) organising follow up papers and activities, if required c) reconciling accounts to budget d) evaluating an event and the methods that can be used to do this
3	Be able to co-ordinate an event	3.1	Prepare the venue and make sure all necessary resources are in place
		3.2	Co-ordinate activities during an event, in line with agreed plans
		3.3	Help delegates to feel welcome
		3.4	Respond to delegates' needs throughout an event
		3.5	Resolve problems, as required

		3.6	Oversee the work of key staff during the event
		3.7	Monitor compliance with relevant health, safety and security requirements
		3.8	Liaise with the management of the venue to make sure facility resources are in place
		3.9	Arrange clearing, and vacating the venue according to the terms of the contract
		3.10	Prepare and circulate papers, or complete other follow up actions following the event, if required
		3.11	Reconcile accounts to budget, if required
		3.12	Evaluate an event identifying recommendations and passing these on to relevant colleagues, where relevant
		3.13	Agree key learning points and use these to improve the running of future events



Unit Title		Evaluate the organisation of business travel or accommodation	
Level		3	
Credit Value		2	
GLH		10	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the purpose and processes of evaluating business travel or accommodation arrangements	1.1	Describe different criteria that may be used to evaluate arrangements for business travel or accommodation
		1.2	Explain the benefits of evaluating business travel or accommodation arrangements for individuals and organisations
2	Be able to evaluate business travel or accommodation arrangements	2.1	Use records of business travel and accommodation arrangements made and services used and assess their effectiveness
		2.2	Use feedback from a traveller(s) to assess the effectiveness of business travel and accommodation arrangements made and services used
		2.3	Record outcomes of evaluations to inform future service expectations
		2.4	Make recommendations to the appropriate people to update business travel or accommodation policies and procedures

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

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

Unit Title		Support the organisation of business travel or accommodation	
Level		2	
Credit Value		3	
GLH		18	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the purpose of confirming a brief and budget for business travel or accommodation	1.1	Explain the purpose of obtaining and confirming instructions for arranging business travel or accommodation
		1.2	Explain the purpose and benefits of confirming the requirements of a brief and budget for business travel or accommodation arrangements
		1.3	Explain the purpose of following the requirements of a brief and budget for business travel or accommodation arrangements
		1.4	Describe how to support the organisation of business travel or accommodation to meet expectations
		1.5	Describe the main types of business travel or accommodation arrangements that may need to be made and the procedures to follow
		1.6	Describe how to obtain best value for money when making business travel or accommodation arrangements
		1.7	Describe how to keep records of business travel or accommodation arrangements
		1.8	Outline the documents and information to provide to the person who is travelling and how to obtain these
		1.9	Describe the types of problems that may occur with business travel or accommodation arrangements and the correct procedures to follow in order to deal with these problems
2	Know the sources of information and facilities available to make business travel or accommodation arrangements	2.1	Describe sources of information, and the facilities available, for making business travel or accommodation arrangements
3	Be able to support the organisation with business travel or accommodation arrangements	3.1	Confirm the brief and budget for business travel or accommodation arrangements
		3.2	Check a draft itinerary and schedule with organiser or traveller(s)

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

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

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

		4.7	Summarise learning points and use these to identify improvements that can be made to future meeting arrangements and support
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Unit Title		Organise business travel or accommodation	
Level		3	
Credit Value		5	
GLH		20	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the range of information, requirements and procedures that may be needed for all types of business travel or accommodation arrangements	1.1	Explain the purpose and benefits of agreeing the brief and budget of travel or accommodation arrangements with traveller(s)
		1.2	Explain how to organise business travel or accommodation to meet expectations
		1.3	The sources of information and facilities that are used to make travel or accommodation arrangements
		1.4	Describe the main types of business travel or accommodation arrangements that can be made, including those requiring additional specialist documents and facilities
		1.5	How to obtain best value for money when making travel or accommodation arrangements
		1.6	Explain procedures for obtaining specific information, facilities or documents for a) payment facilities and foreign currency, if required b) insurance and health precautions, if required c) visas, and passport requirements, if required d) security and emergencies, if required
		1.7	How to keep records of travel or accommodation arrangements, including financial records
		1.8	The types of information that are confidential and how to store them in line with current legislation
2	Understand the types of problems that may occur with business travel or accommodation arrangements and how to deal with them	2.1	Describe problems that may occur when making arrangements for business travel or accommodation
		2.2	Explain ways of resolving problems that may arise
3	Be able to organise different types of business travel or accommodation arrangements	3.1	Agree the business travel or accommodation brief and budget with traveller(s)
		3.2	Check draft itinerary and schedule with a traveller(s)

		3.3	Research suitable business travel or accommodation options
		3.4	Make business travel arrangements or book accommodation, to brief and budget, obtaining best value for money
		3.5	Make necessary payments or arrange payment facilities
		3.6	Make additional arrangements for international travel and accommodation, if required
		3.7	Obtain confirmations and record all details of arrangements
		3.8	Collate all documents and other items
		3.9	Keep business travel items (if required) safe and secure until handed over
		3.10	Provide traveller(s) with itinerary and all required information and documents, in good time
		3.11	Confirm with traveller(s) that all items provided meet requirements
		3.12	Resolve problems that may arise

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

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

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

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

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

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



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

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

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

Unit Title		Use customer service as a competitive tool	
Level		3	
Credit Value		8	
GLH		53	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	organise customer service to gain a competitive advantage	1.1	develop their own and colleagues' understanding of the services and products offered by their organisation
		1.2	define their organisation's service offer and the ways in which it compares with those of their competitors
		1.3	set an example for colleagues and present an image to their customers that reinforces their organisation's service offer
		1.4	encourage customer service actions that create and develop customer loyalty
2	deliver a competitive service	2.1	take positive actions and encourage colleagues to take actions that provide individual customers with added value within their organisation's service offer
		2.2	remind customers about their service offer and the extra benefit it provides over those of their competitors
		2.3	offer additional technical advice to customers within their organisation's service offer
		2.4	show awareness of the financial implications of any added value actions that they or their colleagues might offer
		2.5	meet customer service targets to ensure that customers see the benefit of dealing with them rather than with a competitor
		2.6	re-direct customers to other service providers without offence when their expectations cannot be met by the organisation's service offer
		2.7	ensure that customers who have shown a previous interest in repeat and additional services are reminded of this
		2.8	encourage colleagues to offer complementary services and products when customer satisfaction indicates that customers would be interested in them

3	understand how to use customer service as a competitive tool	3.1	identify the factors that lead to customers' belief that they are enjoying value for money
		3.2	describe the services and products offered by their organisation
		3.3	describe the services and products offered by competitors
		3.4	identify the features and benefits of services and products that are seen by customers as added value
		3.5	explain the purpose of adding non-chargeable items to the service offer in order to impress customers and develop customer loyalty
		3.6	explain how to portray a positive image that reinforces their organisation's competitive position
		3.7	explain their organisation's customer service targets and cost implications of added value actions to improve the organisation's competitive position
		3.8	describe complementary services and products that may be of interest to their customers

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

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

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



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

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

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

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

Unit Title		Monitor and solve customer service problems	
Level		3	
Credit Value		6	
GLH		40	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	solve immediate customer service problems	1.1	respond positively to customer service problems following organisational guidelines
		1.2	solve customer service problems when they have sufficient authority
		1.3	work with others to solve customer service problems
		1.4	keep customers informed of the actions being taken
		1.5	check with customers that they are comfortable with the actions being taken
		1.6	solve problems with service systems and procedures that might affect customers before customers become aware of them
		1.7	inform managers and colleagues of the steps taken to solve specific problems
2	identify repeated customer service problems and options for solving them	2.1	identify repeated customer service problems
		2.2	identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option
		2.3	work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of the organisation
3	take action to avoid the repetition of customer service problems	3.1	obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated
		3.2	action their agreed solution
		3.3	keep their customers informed in a positive and clear manner of steps being taken to solve any service problems
		3.4	monitor the changes they have made and adjust them if appropriate

4	understand how to monitor and solve customer service problems	4.1	describe organisational procedures and systems for dealing with customer service problems
		4.2	describe the organisational procedures and systems for identifying repeated customer service problems
		4.3	explain how the successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with service partners or internal customers
		4.4	explain how to negotiate with and reassure customers while their problems are being solved

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

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



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

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

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

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

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

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

Unit Title		Support the design and development of an information system	
Level		3	
Credit Value		7	
GLH		35	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the purpose of supporting the design and development of an information system	1.1	Explain the purpose and value of contributing to the design and development of an information system
		1.2	Describe ways of contributing to the design and development of an information system
2	Understand how to contribute to the design and development of an information system	2.1	Explain the purpose and value of contributing own user needs for an information system
		2.2	Explain the benefits of developing a system specification based on user needs
		2.3	Describe ways of contributing to the creation, design and development of an information system
		2.4	Explain the purpose and value of contributing to the testing of an information system during design and development
3	Be able to contribute to the design and development of an information system	3.1	Identify and agree the information to be managed
		3.2	Contribute to the design and development of an information system to meet agreed specification requirements
		3.3	Support system testing
		3.4	Identify and report faults
		3.5	Remedy faults, within limits of own authority

Unit Title		Monitor information systems	
Level		3	
Credit Value		7	
GLH		30	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how to monitor an information system	1.1	Explain the purpose and benefits of managing information to meet requirements
		1.2	Explain the purpose and benefits of providing training and on-going support to users
		1.3	Explain the purpose of complying with legal and organisational requirements when using an information system
		1.4	Explain the purpose and benefits of monitoring use of an information system
		1.5	Describe ways of monitoring use of an information system
		1.6	Explain the purpose and benefits of maintaining and updating an information system
		1.7	Describe ways of maintaining and updating an information system
		1.8	Describe the types of problems that may occur with an information system and how to deal with them
2	Understand how to review and further develop an information system	2.1	Explain the purpose and benefits of continuously improving an information system
		2.2	Explain how to identify problems in an information system and analyse them
		2.3	Describe ways of resolving problems in an information system
3	Be able to monitor an information system	3.1	Identify the information to be monitored and the resources available to do so
		3.2	Contribute to designing a system specification
		3.3	Provide training on the use of an information system
		3.4	Provide on-going support to users
		3.5	Monitor use of an information system



		3.6	Make sure legal and organisational requirements for handling information are followed
		3.7	Make sure a system is maintained and updated, if required
		3.8	Identify, analyse and resolve problems when they occur
		3.9	Collect feedback on performance of an information system
		3.10	Provide information to enable further system development to meet agreed specifications

Unit Title		Analyse and report data	
Level		3	
Credit Value		6	
GLH		30	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how to organise and evaluate data that has been researched	1.1	Describe purpose and benefits of organising data so that it can be analysed
		1.2	Explain how to evaluate the relevance, validity and reliability of data
		1.3	Explain how to analyse and prepare researched data so results will be accurate and free from bias
		1.4	Explain the differences between primary and secondary research methods
		1.5	Explain the differences between quantitative and qualitative research methods
		1.6	Describe how to search for relevant data sources
2	Understand how to report data that has been researched	2.1	Describe ways of reporting data so that it a) meets agreed aims and objectives b) is accurate and free from bias
3	Be able to analyse and evaluate data	3.1	Organise data so that it can be analysed and reported
		3.2	Select relevant, valid and reliable data to analyse
		3.3	Apply analysis and evaluation techniques, as required
		3.4	Review data to produce accurate, unbiased results and conclusions
		3.5	Check the accuracy of the analysis, and make adjustments, if required
		3.6	Obtain feedback on data analysis, if required
4	Be able to report data	4.1	Present data in agreed format
		4.2	Present data to agreed timescale

Unit Title		Design and develop an information system	
Level		4	
Credit Value		7	
GLH		30	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the purpose of information systems in a business environment	1.1	Evaluate the types of information that need to be managed in a business environment
		1.2	Analyse the types of information systems available and their main features
2	Understand how to design and develop an information system	2.1	Analyse the purpose and benefits of identifying and agreeing user needs for an information system
		2.2	Explain the purpose and benefits of developing a system specification based on agreed needs
		2.3	Analyse ways of developing a specification for an information system
		2.4	Analyse ways of creating and developing an information system based on agreed needs
		2.5	Explain the purpose and benefits of testing an information system during development
3	Be able to design and develop an information system	3.1	Identify and analyse the information to be managed
		3.2	Identify the resources available
		3.3	Develop a system specification within agreed budget, as required
		3.4	Develop an information system that meets the specification
		3.5	Test the system
		3.6	Identify, report and remedy faults

Unit Title		Manage and evaluate an information system	
Level		4	
Credit Value		6	
GLH		20	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how to manage an information system	1.1	Analyse how to plan and agree implementation of the information system
		1.2	Analyse the purpose and benefits of managing information to meet requirements
		1.3	Explain the purpose and benefits of providing training to users and providing on-going support
		1.4	Explain the purpose of complying with legal and organisation requirements when using an information system
		1.5	Explain the purpose and benefits of monitoring use of an information system
		1.6	Analyse ways of monitoring use of an information system
		1.7	Explain the purpose and benefits of maintaining and updating an information system
		1.8	Analyse ways of maintaining and updating an information system
		1.9	Analyse the types of problems that may occur with an information system and how to deal with them
2	Understand how to review and further develop an information system	2.1	Explain the purpose and benefits of continuously improving an information system
		2.2	Analyse ways of evaluating an information system
		2.3	Explain how to identify problems in an information system and analyse them
		2.4	Analyse ways of resolving problems in an information system
3	Be able to manage an information system	3.1	Provide training on the use of an information system
		3.2	Provide on-going support to users
		3.3	Monitor use of, accuracy and productivity of an information system to meet organisational requirements

		3.4	Make sure legal and organisational requirements for handling information are followed
		3.5	Make sure an information system is maintained and updated, if required
		3.6	Identify, analyse and resolve problems when they occur
4	Be able to evaluate an information system	4.1	Collect feedback on performance of an information system
		4.2	Evaluate feedback and prioritise development needs of an information system, if required
		4.3	Provide information to enable further information system development

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

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

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



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

Unit Title		Agree a budget	
Level		3	
Credit Value		4	
GLH		25	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how to develop budgets	1.1	Explain how to use estimations when developing a draft budget
		1.2	Explain how to identify priorities and financial resources needed when preparing a budget
		1.3	Explain the purpose and benefits of identifying priorities when preparing a budget
		1.4	Explain the purpose and benefits of evaluating and justifying estimated costs and income
		1.5	Describe procedures for negotiating superseded budgets
		1.6	Describe skills needed for agreeing budgets
2	Be able to agree a budget	2.1	Identify financial resources needed to achieve goals and objectives for agreeing a budget
		2.2	Evaluate and justify costs and risks
		2.3	Prepare a draft budget
		2.4	Negotiate and agree a budget

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

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

Unit Title		Manage budgets	
Level		4	
Credit Value		5	
GLH		29	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the purpose of budgets	1.1	Explain the purpose and benefits of managing financial resources effectively and efficiently
		1.2	Identify legal, regulatory and organisational requirements for managing a budget
		1.3	Describe different types of budgetary systems and their features
2	Understand how to manage budgets	2.1	Describe methods for monitoring, controlling and recording income and expenditure
		2.2	Describe ways in which costs may be minimised in own area of responsibility
		2.3	Identify situations in which corrective action may be needed
		2.4	Describe the scope of own authority for managing a budget and authorising expenditure
3	Understand how to report performance against budgets	3.1	Explain the purpose and benefits of reporting information on performance against budget
		3.2	Explain how to check the accuracy of budget calculations
		3.3	Explain the purpose and benefits of recording information that will help with the future preparation of budgets
4	Be able to manage budgets	4.1	Control budget performance within limits and deadlines
		4.2	Analyse and take action to minimise costs where possible
		4.3	Take corrective action to make sure of best value for money
		4.4	Authorise expenditure within the scope of own authority
5	Be able to monitor budgets	5.1	Record transactions, as required
		5.2	Produce information on performance against budget, when required

		5.3	Make sure all calculations are accurate
		5.4	Record information that will help with the preparation of future budgets

Unit Title		Contribute to innovation in a business environment	
Level		3	
Credit Value		4	
GLH		30	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the purpose and benefits of innovation in a business environment	1.1	Explain the purpose of innovation as a way of staying competitive and offering new solutions
		1.2	Explain the purpose of questioning existing ways of working in own area of work and assumptions about them
2	Understand how to contribute to research, develop and review ideas for new approaches and solutions	2.1	Explain the purpose of reviewing existing working methods, products or services
		2.2	Explain ways of reviewing existing working methods, products or services
		2.3	Identify sources of information for new approaches and solutions
		2.4	Describe ways of collecting information on possible improvements
		2.5	Explain the purpose of working with others when developing new approaches and solutions
		2.6	Explain the benefits of working with others when agreeing how to present ideas to decision-makers, and ways of doing so
		2.7	Explain how to work with others to develop and agree an idea
		2.8	Explain how to decide when an idea is, or is not possible
		2.9	Explain the purpose of reviewing and learning from mistakes
3	Understand how to present suggestions for new approaches and solutions	3.1	Explain the purpose of selling ideas to decision-makers
		3.2	Describe how to present and sell suggestions for new approaches and solutions to decision-makers to achieve a positive outcome
4	Be able to contribute to research and develop ideas	4.1	Question constructively existing ways of working in own area of responsibility

		4.2	Contribute to researching and identifying possible improvements to working methods, products or services in own area of responsibility
		4.3	Contribute to the collection of information that can be used to develop ideas for new approaches and solutions
		4.4	Agree criteria for evaluating ideas including fit with organisational aims and objectives
5	Be able to present suggestion for new approaches and solutions	5.1	Present and sell suggestions for new approaches and /or solutions
		5.2	Communicate risks to others in a suitable format
6	Be able to evaluate, review and make suggestions for new approaches and solutions	6.1	Contribute to the evaluation of ideas for new approaches and solutions using a) fit with organisational aims and objectives b) other agreed criteria
		6.2	Evaluate ideas to challenge own assumptions and thinking about ways of working, products or services
		6.3	Contribute to the selling of ideas to others
		6.4	Seek feedback on ideas, analyse feedback. and show a willingness to compromise
		6.5	Contribute to the assessment of idea(s) and decide whether a suggestion for a new approach / solution is possible



Unit Title		Respond to change in a business environment	
Level		2	
Credit Value		3	
GLH		16	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the causes and effects of change in a business environment	1.1	Give examples of changes in working practices in a business environment, and explain why they are happening
		1.2	Describe the possible effects of changes in working practices on people within a business environment
		1.3	Explain how change can benefit an organisation, team and individual
2	Understand own role in supporting change	2.1	Describe ways in which individuals can support change in a business environment
		2.2	Explain the purpose and benefits of contributing to planning for change
		2.3	Explain how individuals can prepare for changes within a business environment and in ways of working
		2.4	Describe the types of support that people need during change
		2.5	Explain the benefits of good communication with others and accurate information during change
		2.6	Describe how to identify the effects of changes on own work and reasons for doing so
		2.7	Explain the purpose of reviewing the effects of changes on people, processes and outcomes
		2.8	Describe ways of reviewing the effects of changes on people, processes and outcomes
3	Understand own role in responding to change	3.1	Explain the purpose of change as part of a process of continuous improvement
		3.2	Explain the possible effects of changes on own values
		3.3	Explain the benefits of responding positively to changes
4	Be able to respond to change	4.1	Identify changes needed in own area of work

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

Unit Title		Contribute to innovation in a business environment	
Level		4	
Credit Value		6	
GLH		25	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the purpose and benefits of innovation in a business environment	1.1	Evaluate the purpose of innovation as a way of staying competitive and offering new solutions
		1.2	Explain the purpose of questioning existing ways of working and assumptions about them
2	Understand how to research, develop and review ideas for new approaches and solutions	2.1	Explain the purpose of reviewing existing products and services, and ways of doing so
		2.2	Evaluate ways of reviewing existing products and services
		2.3	Identify sources of information for new approaches and solutions
		2.4	Describe ways of collecting information on possible improvements
		2.5	Explain the purpose of working with others when developing new approaches and solutions
		2.6	Explain the purpose and benefits of working with others when agreeing how to present ideas to decision-makers
		2.7	Evaluate how to work with others to develop and agree an idea
		2.8	Explain the purpose and benefits of acknowledging contributions made by others
		2.9	Explain how to evaluate ideas, including cost / benefit and impact analysis
		2.10	Explain how to question assumptions to develop concepts and propositions
		2.11	Explain the purpose of reviewing and learning from mistakes
3	Understand how to present suggestions for new approaches and solutions	3.1	Explain the purpose of selling ideas to decision-makers
		3.2	Analyse how to present and sell suggestions for new approaches and solutions to decision-makers to achieve a positive outcome

		3.3	Explain the purpose of risk analysis
		3.4	Explain when it is appropriate to take 'acceptable' risks
		3.5	Evaluate the purpose and benefits of accepting feedback
		3.6	Explain how to develop and document proposals for change
4	Be able to research and develop ideas for new approaches and solution	4.1	Question constructively existing ways of working in own area of responsibility
		4.2	Research and identify possible improvements to working methods, services or products in own area of responsibility
		4.3	Collect information that can be used to develop ideas for new approaches and solutions
		4.4	Carry out a risk analysis
		4.5	Agree criteria for evaluating ideas including fit with organisational aims and objectives
5	Be able to present suggestions for new approaches and solutions	5.1	Put forward a formal proposal of new approaches and / or solutions
		5.2	Communicate risks to others in a suitable format
6	Be able to evaluate, review and make suggestions for new approaches and solutions	6.1	Identify the cost and benefits of new ideas to include a) resources required b) assessment of impact on others
		6.2	Evaluate ideas for new approaches and solutions using a) fit with organisational aims and objectives b) other agreed criteria
		6.3	Evaluate ideas to challenge own assumptions and thinking about ways of working
		6.4	Put forward a formal proposal to persuade decision-makers of the benefits of your idea(s)
		6.5	Communicate and sell ideas to others
		6.6	Seek feedback on ideas, analyse feedback, and show a willingness to adapt
		6.7	Assess idea(s) and decide whether a suggestion for a new approach / solution is possible

Unit Title		Plan change for a team	
Level		4	
Credit Value		6	
GLH		22	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the purpose and value of planning change	1.1	Explain the purpose and benefits of planning change for a team to organisations, individuals and a team
2	Understand the role of the team and individuals in planning change	2.1	Explain the purpose and benefits of engaging the team and individuals in planning change
		2.2	Explain the purpose and benefits of encouraging the team and individuals to feel that they are making contributions to planning change
		2.3	Explain the purpose and benefits of using a team and individuals to challenge ways of working constructively and creatively when planning change
3	Understand the purpose and value of communication when planning change	3.1	Explain the purpose and benefits of having goals for changes in a team and communicating them to those involved
		3.2	Explain the purpose and benefits of making sure decision-makers are committed to planned changes
4	Understand the purpose and value of negotiation and dealing with problems when planning change	4.1	Explain the purpose and benefits of being adaptable during change planning and the change process
		4.2	Explain the purpose and benefits of being able to renegotiate plans for changes
		4.3	Analyse the types of problems and risks that may occur while planning change
		4.4	Explain ways of responding to problems while planning change
		4.5	Explain the purpose and benefits of dealing with problems when planning change
5	Be able to identify and develop opportunities for change for a team	5.1	Recognise opportunities for change for a team
		5.2	Review options for change in terms of the constraints, risks, benefits, costs and implications for a team
		5.3	Identify the risks and benefits for a team associated with options for change
		5.4	Persuade the team to commit itself to change

6	Be able to plan change for a team	6.1	Encourage individuals and the team to challenge existing ways of working and put forward new ideas
		6.2	Plan change for a team identifying vision, goals, objectives, timescales and resources
		6.3	Agree plans for change with relevant decision-makers, as required

Unit Title		Administer the recruitment and selection process	
Level		2	
Credit Value		4	
GLH		30	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how to advertise job vacancies	1.1	Explain organisational policies, procedures and constraints that affect the area of responsibility
		1.2	Explain the procedures to identify and process personnel requirements in the organisation
		1.3	Explain ways in which personnel requirements are expressed in job descriptions and persons specifications
		1.4	Explain how to interpret personnel requirements in job descriptions and persons specifications
		1.5	Describe the current legislation, that applies when dealing with recruitment and selection
		1.6	Clarify the limits and scope of their responsibilities and authority in administering the recruitment and selection process
		1.7	Describe the types of information to include in a job advertisement
		1.8	Explain the legal/organisational requirements that affect the type of information in the job advertisement
		1.9	Explain how to place advertisements in different locations
		1.10	Explain how to liaise with recruitment agencies
2	Understand how to respond to potential applicants	2.1	Describe the type of information that should be in an application pack
		2.2	Describe the types of queries that applicants may have
		2.3	Explain how to respond to the queries that applicants may have
		2.4	Explain how to keep records of responses received
		2.5	Clarify the purpose of keeping records of responses received

3	Understand how to administer the selection process	3.1	Describe organisational procedures used to shortlist the applicants
		3.2	Describe the procedures and methods for contacting shortlisted candidates to invite them to participate in the selection process
		3.3	Explain how to process feedback for unsuccessful applicants
		3.4	Describe the different types of selection processes that may be used and how they work
		3.5	Clarify the selection processes used in the organisation and their role in those
		3.6	Explain the administrative support needed for different types of selection processes
		3.7	Explain the procedures for obtaining the resources needed for the selection process
		3.8	Describe the range of documentation that is used for selection by their organisation
		3.9	Clarify the purpose of giving candidates a favourable impression of the organisation
		3.10	Describe the range of records that must be kept following the selection process
		3.11	Explain the purpose of following organisational procedures for keeping records following the selection process
4	Understand how to administer the appointment process	4.1	Describe the range of pre-employment checks
		4.2	Explain how to carry out pre-employment checks
		4.3	Explain how to format offer letters and employment contracts
		4.4	Explain the purpose of confidentiality and security of record keeping
5	Be able to advertise job vacancies	5.1	Confirm the personnel requirements with the responsible person
		5.2	Confirm the information that will appear in the job advertisement
		5.3	Confirm how the vacancy will be advertised
		5.4	Advertise the vacancy as agreed
		5.5	Liaise with relevant agencies to confirm details of job vacancies



		5.6	Liaise with the relevant agencies to make sure they understand the requirements of the organisation
6	Be able to respond to potential applicants	6.1	Send out application packs or other information to potential applicants
		6.2	Respond appropriately to queries from potential applicants
		6.3	Maintain records of responses received
7	Be able to administer the selection process	7.1	Collate applications and make available to those involved in the selection
		7.2	Invite shortlisted candidates to take part in the selection process
		7.3	Process feedback to unsuccessful applicants
		7.4	Keep records of responses from shortlisted candidates
		7.5	Provide appropriate support for the selection process
		7.6	Help to make sure candidates have a positive impression of the organisation
		7.7	Keep records of the outcomes of the selection process
8	Be able to administer the appointment process	8.1	Carry out appropriate pre-employment checks
		8.2	Format and send out offer letters and employment contracts
		8.3	Maintain records of the recruitment and selection process in line with current legislation and organisational requirements

Unit Title		Administer human resource records	
Level		2	
Credit Value		3	
GLH		20	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how to create personnel files for new starters	1.1	Describe the systems, procedures and software used by the organisation for administering Human Resource records
		1.2	Describe the information that should be entered in a new personnel file
2	Understand how to maintain Human Resource information	2.1	Explain how to enter and update Human Resource information in a personnel file
		2.2	Describe the Human Resource information that should be held for members of staff
		2.3	Explain the action that should be taken if Human Resource information is incomplete
3	Understand how to report Human Resource information	3.1	Describe the types of Human Resource reports that may be requested
		3.2	Explain how to produce reports from individual or multiple Human Resource files
4	Understand the organisational and legal requirements for administering Human Resource records	4.1	Describe the current legislation that applies when dealing with Human Resource records
		4.2	Clarify the limits and scope of responsibilities and authority in administering HR records
		4.3	Describe the data protection principles that apply to HR records
		4.4	Explain organisation procedures for confidentiality of HR records
		4.5	Explain organisation procedures for security of HR records
		4.6	Explain the purpose of confidentiality and security of HR information
		4.7	Describe the potential consequences of a breach of confidentiality or security
		4.8	Explain organisation policy and procedure for removal of out of date HR information

		4.9	Explain organisation policy and procedure for archiving HR information
5	Be able to create personnel files for new starters	5.1	Open a new personnel file
		5.2	Record required information about employee
		5.3	File relevant employee documents
		5.4	Process monitoring data, as appropriate
		5.5	Check that information is complete, requesting missing information where necessary
6	Be able to maintain Human Resource information	6.1	Keep required personnel information up to date
		6.2	Maintain records of personnel information
		6.3	Process and file relevant correspondence and documentation
7	Be able to report Human Resource information	7.1	Provide information from individual personnel files as requested
		7.2	Provide management information reports as requested
8	Be able to comply with organisational and legal requirements	8.1	Comply with organisational and legal requirements for confidentiality, freedom of information, data protection and security of information
		8.2	Remove out of date information in line with organisational policy and procedures
		8.3	Archive relevant information in line with current legislation and organisational policy and procedures

## Optional Group C

Unit Title		Use occupational health and safety guidelines when using keyboards	
Level		1	
Credit Value		2	
GLH		20	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the purpose of occupational health and safety procedures when using keyboards and workstation care and maintenance	1.1	State occupational health and safety guidelines in relation to using keyboards
		1.2	Explain the purpose of following occupational health and safety guidelines for using keyboards
		1.3	Describe how to position fingers, wrists, forearms and back in relation to the equipment being used
		1.4	Describe procedures for workstation care and maintenance
2	Be able to use occupational health and safety guidelines	2.1	Demonstrate correct positioning of fingers, wrists, forearms and back in relation to the equipment being used
		2.2	Follow procedures for workstation care and maintenance
		2.3	Follow occupational health and safety guidelines for using keyboards
		2.4	Use techniques to prevent repetitive strain syndrome in accordance with occupational health and safety guidelines

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

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

Unit Title		Database Software	
Level		2	
Credit Value		4	
GLH		30	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Create and modify non-relational database tables	1.1	Identify the components of a database design
		1.2	Describe the field characteristics for the data required
		1.3	Create and modify database tables using a range of field types
		1.4	Describe ways 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	Create forms to 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 run queries and produce reports	3.1	Create and run database queries using multiple criteria to display or amend selected data
		3.2	Plan and produce database reports from a single table non-relational database
		3.3	Select and use appropriate tools and techniques to format database reports
		3.4	Check reports meet needs, using IT tools and making corrections as necessary

Unit Title		Using Collaborative Technologies	
Level		2	
Credit Value		4	
GLH		30	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Stay safe and secure when working with collaborative technology	1.1	Take appropriate steps to avoid risks when working with collaborative technology, in line with relevant guidelines
		1.2	Explain what risks there may be in using collaborative technology and how to keep them to a minimum
		1.3	Use appropriate methods to promote trust when working collaboratively
		1.4	Carry out appropriate checks on others' online identities and different types of information
		1.5	Identify and respond to inappropriate content and behaviour
2	Plan and set up IT tools and devices for collaborative working	2.1	Describe the purposes for using collaborative technologies
		2.2	Describe what outcomes are needed from collaborative working and whether or not archiving is required
		2.3	Describe the roles, IT tools and facilities needed for collaborative tasks and communication media
		2.4	Describe the features, benefits and limitations of different collaborative technology tools and devices
		2.5	Describe the compatibility issues in different combinations of collaborative tools and devices
		2.6	Select an appropriate combination of IT tools and devices to carry out collaborative tasks
		2.7	Connect and configure the combination of IT tools and devices needed for a collaborative task
3	Prepare collaborative technologies for use	3.1	Describe what access rights and issues others may have in using collaborative technologies
		3.2	Assess what permissions are needed for different users and content



		3.3	Set up and use access rights to enable others to access information
		3.4	Set up and use permissions to filter information
		3.5	Adjust settings so that others can access IT tools and devices for collaborative working
		3.6	Select and use different elements to control environments for collaborative technologies
		3.7	Select and join networks and data feeds to manage data to suit collaborative tasks
4	Contribute to tasks using collaborative technologies	4.1	Describe rules of engagement for using collaborative technologies
		4.2	Enable others to contribute responsibly to collaborative tasks
		4.3	Present relevant and valuable information
		4.4	Moderate the use of collaborative technologies
		4.5	Archive the outcome of collaborative working
		4.6	Assess when there is a problem with collaborative technologies and when to get expert help
		4.7	Respond to problems with collaborative technologies

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

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

Unit Title		Set Up an IT System	
Level		2	
Credit Value		4	
GLH		30	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Select and connect up a personal computer safely with associated hardware and storage media to meet needs	1.1	Describe what IT system components, storage and peripheral devices are needed
		1.2	Describe any health and safety issues associated with setting up an IT system
		1.3	Describe the characteristics of IT systems that affect performance
		1.4	Select and connect up the components of an IT system safely, including any peripheral devices and storage media
2	Select and connect an IT system to a communication service to meet needs	2.1	Select and connect communication hardware safely to an IT system
		2.2	Describe the factors that affect data transfer
		2.3	Select and connect to a communication service from an IT system
		2.4	Identify the login and password details needed to connect to an Internet Service Provider (ISP)
3	Install and configure software for use	3.1	Configure the user interface to meet needs
		3.2	Describe what security precautions need to be addressed
		3.3	Set up and configure virus protection software
		3.4	Install and set up application software to meet needs
		3.5	Backup and restore system and data files
4	Check that the IT system and communication service are working successfully	4.1	Identify what tests can be used to check the IT system and communications
		4.2	Select and run suitable tests to make sure that the system and communication service are working successfully
		4.3	Identify the help and troubleshooting facilities available to solve problems

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

		3.4	Identify and respond to any quality problems with presentations to ensure that presentations meet needs
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Unit Title		Website Software	
Level		2	
Credit Value		4	
GLH		30	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Create structures and styles for websites	1.1	Describe what website content and layout will be needed for each page
		1.2	Plan and create web page templates to layout
		1.3	Select and use website features and structures to help the user navigate round web pages within the site
		1.4	Create, select and use styles to keep the appearance of web pages consistent and make them easy to understand
		1.5	Describe how copyright and other constraints may affect the website
		1.6	Describe what access issues may need to be taken into account
		1.7	Describe what file types to use for saving content
		1.8	Store and retrieve files effectively, in line with local guidelines and conventions where available
2	Use website software tools to prepare content for websites	2.1	Prepare content for web pages so that it is ready for editing and formatting
		2.2	Organise and combine information needed for web pages including across different software
		2.3	Select and use appropriate editing and formatting techniques to aid both clarity and navigation
		2.4	Select and use appropriate development techniques to link information across pages
		2.5	Change the file formats appropriately for content
		2.6	Check web pages meet needs, using IT tools and making corrections as necessary
3	Publish websites	3.1	Select and use appropriate testing methods to check that all elements of websites are working as planned
		3.2	Identify any quality problems with websites and how to respond to them



		3.3	Select and use an appropriate programme to upload and publish the website
		3.4	Respond appropriately to problems with multiple page websites

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

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

		3.6	Respond appropriately to quality problems with documents so that outcomes meet needs
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Unit Title		Data Management Software	
Level		3	
Credit Value		4	
GLH		30	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Enter, edit and maintain data records in a data management system	1.1	Discuss when and how to change or create a new data entry form
		1.2	Enter data accurately into records to meet requirements
		1.3	Configure characteristics of groups of records
		1.4	Discuss and explain how to locate and amend data records
		1.5	Check data records meet needs, using IT tools and making corrections as necessary
		1.6	Interpret and respond appropriately to a range of data and application error messages
		1.7	Evaluate and explain the risks to data security and procedures used for data protection
		1.8	Manage data files effectively, in line with local and/or legal guidelines for the storage and use of data where available
2	Retrieve and display data records to meet requirements	2.1	Determine and explain what queries and reports need to be run to output the required information
		2.2	Create and use queries to search for and retrieve information from the system
		2.3	Create, define and set up reports to output information to meet requirements
		2.4	Use the file handling techniques of the software to import and export data
		2.5	Use available techniques to combine and link data

Unit Title		IT Security for Users	
Level		3	
Credit Value		3	
GLH		20	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Select, use and develop appropriate procedures to monitor and minimise security risk to IT systems and data	1.1	Evaluate the security issues that may threaten system performance
		1.2	Select, use and evaluate a range of security precautions to protect IT systems and monitor security
		1.3	Evaluate the threats to system and information security and integrity
		1.4	Manage access to information sources securely to maintain confidentiality, integrity and availability of information
		1.5	Explain why and how to minimise security risks to hardware, software and data for different users
		1.6	Apply, maintain and develop guidelines and procedures for the secure use of IT
		1.7	Select and use effective backup and archiving procedures for systems and data

Unit Title		Bespoke Software	
Level		3	
Credit Value		4	
GLH		30	
Learning Outcome - The learner will:		Assessment Criterion - 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 Title		Spreadsheet Software	
Level		3	
Credit Value		6	
GLH		45	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Use a spreadsheet to enter, edit and organise numerical and other data	1.1	Identify what numerical and other information is needed in the spreadsheet and how it should be structured
		1.2	Enter and edit numerical and other data accurately
		1.3	Combine and link data 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
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Unit Title		Improving Productivity Using IT	
Level		3	
Credit Value		5	
GLH		40	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Plan, select and use appropriate IT systems and software for different purposes	1.1	Explain the purpose for using IT
		1.2	Analyse the methods, skills and resources required to complete the task successfully
		1.3	Analyse any factors that may affect the task
		1.4	Critically compare alternative methods to produce the intended outcome
		1.5	Develop plans for using IT for different tasks and purposes, including contingencies
		1.6	Select and use appropriate IT systems and software applications to produce effective outcomes
		1.7	Explain why different software applications could be chosen to suit different tasks, purposes and outcomes
		1.8	Explain any legal or local guidelines or constraints which apply to the task or activity
2	Evaluate the selection and use of IT tools to make sure that activities are successful	2.1	Critically compare the strengths and weaknesses of own and other people's final work
		2.2	Review ongoing use of IT tools and techniques and change the approach as needed
		2.3	Evaluate and test solutions to make sure they match requirements and are fit for purpose
		2.4	Be prepared to give feedback on other people's selection and use of IT tools
		2.5	Explain different ways to make further improvements to work
3	Devise solutions to improve the use of IT tools and systems for self and others	3.1	Evaluate the productivity and efficiency of IT systems and procedures used by self and others
		3.2	Research and advise on ways to improve productivity and efficiency
		3.3	Develop solutions that make a demonstrable improvement to the use of IT tools and systems

		3.4	Test solutions to make sure that they work as intended
		3.5	Recommend improvements to IT systems and procedures that increase productivity

Unit Title		Set Up an IT System	
Level		3	
Credit Value		5	
GLH		40	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Select and connect up a personal computer safely with associated hardware and storage media to meet needs	1.1	Explain the reasons for choosing different system components and how to avoid any compatibility issues between hardware and software
		1.2	Explain any health and safety issues associated with setting up an IT system
		1.3	Explain the characteristics of IT systems that affect performance
		1.4	Select and connect up the components of an IT system safely, including any peripheral devices and storage media
2	Select and connect IT system to a communication service successfully to meet needs	2.1	Explain the reasons for choosing a communication service
		2.2	Explain what effect variations in data transmission speed may have
		2.3	Select and connect communication hardware safely to an IT system
		2.4	Select and connect to a communication service from an IT system
		2.5	Explain the factors which influence choice of Internet Service Providers
3	Install and configure operating system and application software for use	3.1	Configure the user interface to meet needs
		3.2	Explain what security precautions need to be addressed for the system to be used securely online by several users
		3.3	Install, set up and configure virus protection and other security systems and software
		3.4	Explain the benefits and risks of using disk partitions or other backup locations
		3.5	Establish a backup routine for data and system
		3.6	Install, set up and configure application software to meet needs

4	Check that the IT system and communication service are working successfully	4.1	Explain what system tests and communication tests are needed and why
		4.2	Select and run suitable tests to make sure that the system and communication service are working successfully
		4.3	Explain the range of help and troubleshooting facilities available to solve problems
		4.4	Establish procedures for recovery in the event of system faults or failure
		4.5	Respond to faults and error messages and use help and troubleshooting facilities to determine and take appropriate action

Unit Title		Database Software	
Level		3	
Credit Value		6	
GLH		45	
Learning Outcome - The learner will:		Assessment Criterion - 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 Title		Presentation Software	
Level		3	
Credit Value		6	
GLH		45	
Learning Outcome - The learner will:		Assessment Criterion - 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 Title		Using Collaborative Technologies	
Level		3	
Credit Value		6	
GLH		45	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Stay safe and secure when working with collaborative technology	1.1	Explain what and why guidelines need to be established for working with collaborative technology
		1.2	Develop and implement guidelines for good practice in working with collaborative technology
		1.3	Explain how to establish an identity or present information that will promote trust
		1.4	Develop and implement guidelines for checking the authenticity of identities and different types of information
		1.5	Analyse and plan for the risks in the use of collaborative technologies for different tasks
		1.6	Analyse and manage risks in the use of collaborative technologies
2	Plan and set up IT tools and devices for collaborative working	2.1	Explain the features, benefits and limitations of different collaborative IT tools and devices for work purposes and tasks
		2.2	Determine the IT tools and processes needed for archiving the outcomes of collaborative working
		2.3	Summarise ways to integrate different collaborative technology tools and devices for a range of purposes, tasks and communication media
		2.4	Explain potential access and compatibility issues with integrating different collaborative technology tools and devices
		2.5	Select, connect and configure combinations that exploit the capabilities and potential of collaborative tools and devices
		2.6	Resolve access and compatibility problems so that different collaborative tools and devices work successfully
3	Prepare collaborative technologies for use	3.1	Evaluate data management principles, issues and methods

		3.2	Manage levels of access and permissions for different purposes
		3.3	Select and integrate different elements across applications to create environments for collaborative technologies
		3.4	Set and adjust settings to facilitate use of collaborative technologies by others
		3.5	Manage data flow to benefit collaborative working
4	Manage tasks using collaborative technologies	4.1	Determine levels of responsibility for the use of collaborative technologies
		4.2	Facilitate others' responsible contributions to and engagement with collaborative technologies
		4.3	Manage the moderation of collaborative technologies
		4.4	Oversee the archiving of the outcomes of collaborative working
		4.5	Explain what problems can occur with collaborative technologies
		4.6	Respond to problems with collaborative technologies and be prepared to help others to do so

Unit Title		Word Processing Software	
Level		3	
Credit Value		6	
GLH		45	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Enter and combine text and other information accurately within word processing documents	1.1	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

Unit Title		Website Software	
Level		3	
Credit Value		5	
GLH		40	
Learning Outcome - The learner will:		Assessment Criterion - 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 Title		Manage the environmental impact of work activities	
Level		4	
Credit Value		5	
GLH		10	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the legal requirements and environmental policies that impact on own area of responsibility.	1.1	Explain the legal requirements that impact on own area of responsibility.
		1.2	Explain the environmental policies that impact on own area of responsibility.
2	Understand how to assess the impact of work activities on the environment and how this can be minimised.	2.1	Explain what specialist advice is available to manage the environmental impact of work activities.
		2.2	Explain how to assess the impact of work activities and resources on the environment.
		2.3	Explain how to minimise the environmental impact of work activities.
3	Be able to assess and report on the environmental impact of work activities in own area of responsibility.	3.1	Assess the environmental impact of work activities and resource use.
		3.2	Produce a report on the environmental impact of work activities and resource use, with recommendations for improvement.
4	Be able to organise work activities and resource use to minimise environmental impact.	4.1	Adapt the use of resources in own area of responsibility to reduce environmental impact.
		4.2	Organise activities in own area of responsibility to reduce environmental impact.
5	Be able to promote ongoing improvement in environmental performance.	5.1	Establish means by which individuals can identify and report opportunities for improving environmental performance.
		5.2	Communicate environmental benefits resulting from changes to work activities.

Unit Title		Manage physical resources	
Level		4	
Credit Value		3	
GLH		25	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the importance of sustainability when using physical resources.	1.1	Explain the importance of using sustainable resources.
		1.2	Explain the potential impact of resource use on the environment.
		1.3	Explain how to use resources effectively and efficiently.
		1.4	Describe actions one can take to minimise any adverse environmental impact of using physical resources.
2	Be able to identify resource requirements for own area of responsibility.	2.1	Consult with colleagues to identify their planned activities and corresponding resource needs.
		2.2	Evaluate past resource use to inform expected future demand.
		2.3	Identify resource requirements for own area of responsibility.
3	Be able to obtain required resources for own area of responsibility.	3.1	Submit a business case to procure required resources.
		3.2	Review and agree required resources with relevant individuals.
		3.3	Explain an organisation's processes for procuring agreed resources.
4	Be able to monitor and review the quality and usage of resources in own area of responsibility.	4.1	Monitor the quality of resources against required specifications.
		4.2	Identify differences between actual and planned use of resources and take corrective action.
		4.3	Analyse the effectiveness and efficiency of resource use in own area of responsibility.
		4.4	Make recommendations to improve the effectiveness and efficiency of resource use.



Unit Title		Provide leadership and direction for own area of responsibility	
Level		4	
Credit Value		5	
GLH		30	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Be able to lead in own area of responsibility.	1.1	Identify own strengths and ability to lead in a leadership role.
		1.2	Evaluate strengths within own area of responsibility.
2	Be able to provide direction and set objectives in own area of responsibility.	2.1	Outline direction for own area of responsibility.
		2.2	Implement objectives with colleagues that align with those of the organisation.
3	Be able to communicate the direction for own area of responsibility and collect feedback to inform improvement.	3.1	Communicate the agreed direction to individuals within own area of responsibility.
		3.2	Collect feedback to inform improvement.
4	Be able to assess own leadership performance.	4.1	Assess feedback on own leadership performance.
		4.2	Evaluate own leadership performance.

Unit Title		Support learning and development within own area of responsibility	
Level		4	
Credit Value		5	
GLH		25	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Be able to identify the learning needs of colleagues in own area of responsibility.	1.1	Identify gaps between requirements of colleagues' current or future work roles and their existing knowledge, understanding and skills.
		1.2	Prioritise learning needs of colleagues.
		1.3	Produce personal development plans for colleagues in own area of responsibility.
2	Understand how to develop a learning environment in own area of responsibility.	2.1	Explain the benefits of continual learning and development.
		2.2	Explain how learning opportunities can be provided for own area of responsibility.
3	Be able to support colleagues in learning and its application.	3.1	Identify information, advice and guidance to support learning.
		3.2	Communicate to colleagues to take responsibility for their own learning.
		3.3	Explain to colleagues how to gain access to learning resources.
		3.4	Support colleagues to practise and reflect on what they have learned.
4	Be able to evaluate learning outcomes and future learning and development of colleagues.	4.1	Examine with each colleague, whether the learning activities undertaken have achieved the desired outcomes.
		4.2	Support colleagues when updating their personal development plan.

Unit Title		Develop working relationships with colleagues and stakeholders	
Level		4	
Credit Value		4	
GLH		20	
Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Know how to identify stakeholders and their relevance to an organisation.	1.1	Identify an organisation's stakeholders.
		1.2	Evaluate the roles, responsibilities, interests and concerns of stakeholders.
		1.3	Assess the importance of identified stakeholders.
2	Understand how to establish working relationships with colleagues and stakeholders.	2.1	Clarify how to agree a common sense of purpose with colleagues and stakeholders.
		2.2	Summarise how to create an environment of trust and mutual respect with colleagues and stakeholders.
3	Be able to create an environment of trust and mutual respect with colleagues and stakeholders.	3.1	Review and revise the needs and motivations of colleagues and stakeholders.
		3.2	Demonstrate interaction with colleagues and stakeholders that allows respect for the views and actions of others.

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