



# Award in Professional Executive Assistant, Personal Assistant and Administration Skills

SFJ Awards Level 3

Qualification Handbook

Ofqual Qualification Number: 610/4904/9

Qualifications Wales Number: C00/5110/9

Operational Start Date: 01<sup>st</sup> November 2024

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## Document Control

### Revisions and Amendment Register

Date of Issue	Page No	Revision	Version
November 2024			1

# 1. Introduction

## 1.1. About SFJ Awards

SFJ Awards is part of the Workforce Development Trust group, together with Skills for Justice, Skills for Health and People 1<sup>st</sup> International. The Workforce Development Trust is a not-for-profit organisation helping employers to continually improve their workforce through increasing productivity, improving learning solutions and helping to boost the skills for staff across a wide range of industries throughout the UK and internationally.

SFJ Awards is an independent Awarding Organisation, regulated by the UK qualifications regulators, including Ofqual, CCEA and Qualifications Wales, to assess, quality assure and certificate learners and employees, helping training providers and employers to continue developing a highly skilled workforce for the future. Our values are 'For Skills, For Flexibility and For Jobs' and our work embodies the core charitable aims of the wider Workforce Development Trust group that ultimately supports better jobs. We add value to employers and training providers by delivering a wide range of sector-specific regulated qualifications, bespoke learner certification and quality assurance; SFJ Awards is also an End-Point Assessment Organisation for Apprenticeships in England.

Whilst predominantly delivering qualifications and assessments to meet the needs of Policing, Fire and Rescue, Community Justice, Custodial Care, Armed Forces, Security and Emergency Services, we continue to grow into markets that require a robust, and quality assured certification solution.

## 1.2. Customer Service Statement

Our Customer Service Statement is published on the 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

Email: [info@sfjawards.com](mailto:info@sfjawards.com)

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

## 2. The Qualification

### 2.1. Qualification Objective

This handbook relates to the following qualification:

#### **SFJ Awards Level 3 Award in Professional Executive Assistant, Personal Assistant and Administration Skills**

The objective of this qualification is to equip learners with a comprehensive set of skills and knowledge needed to excel in administrative and executive support roles. This qualification covers a wide range of essential topics that are critical for effective performance in business environments.

### 2.2. Pre-entry Requirements

There are no formal entry requirements for this qualification. However, learners should be able to work at Level 2 or above and have good literacy and numeracy skills with confidence in their writing ability. Entrants at Level 3 will normally be either aspiring or practising PAs, secretaries and administrators.

## 2.3. Qualification Structure

This qualification is made up of 13 optional units. To be awarded this qualification you must achieve a minimum of **5** units from the table below:

Unit Number	Odyssey Reference	Unit Title	Level	Total Unit Time	GLH
1	6617	Writing for Business	3	20	10
2	6618	Managing Workloads Effectively	3	16	7
3	6619	Business Event Management	3	18	9
4	6620	Introduction to Marketing	3	16	8
5	6621	Introduction to Project Management	3	16	8
6	6622	Neuro-Linguistic Programming to Enhance Communication	3	16	8
7	6623	Principles of Persuasion and Influencing Skills	3	17	8
8	6624	Principles of Human Resources	3	15	11
9	6625	Finance for Executive Assistants, Personal Assistants and Administrative Managers	3	15	8

10	6626	Produce Minutes of Meetings	3	14	10
11	6627	Principles of Self-Development	3	17	6
12	6628	The Role of the Executive and Personal Assistant	3	16	9
13	6629	Introduction to Business Law and Corporate Governance	3	20	6

## 2.4. Total Qualification Time (TQT)

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

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

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning
- All Guided Learning

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

- Classroom-based learning supervised by a Teacher

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

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



- Work-based learning supervised by a Teacher
- Live webinar or telephone tutorial with a Teacher in real time
- E-learning supervised by a Teacher in real time
- All forms of assessment which take place under the Immediate Guidance or Supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

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

Qualification Title	TQT	GLH
SFJ Awards Level 3 Award in Professional Executive Assistant, Personal Assistant and Administration Skills	76 - 92	35 - 49

## 2.5. Grading

This qualification is graded pass / fail.

## 2.6. Age Range and Geographical Coverage

This qualification is recommended to learners aged **18** years and over and is regulated in England and Wales.

## 2.7. Opportunities for Progression

Learners can pursue various progression opportunities to further advance their careers in administration, management, and EA/PA related fields including progressing to the [SFJ Awards Level 4 Certificate in Business and Administrative Management](#).

## 2.8. 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 [sfjawards.com](http://sfjawards.com) or on request from SFJ Awards.

### 3. Qualification Units

<b>Title</b>	Writing for Business		
<b>Level</b>	3		
<b>Unit Number</b>	1		
<b>TQT</b>	20		
<b>GLH</b>	10		
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Guidance and/or Indicative Content</b>	
1. Understand the purpose of planning communication	1.1	Explain the benefits of knowing the purpose and intended outcomes of communication	<p><b>Benefits of knowing the purpose of communication:</b> Improving the ability to learn/explain information, identifying the concerns/problems of others, reaching solutions etc.</p> <p><b>Purpose of knowing intended outcomes of communication:</b> Ensuring that the depth and type of information required by the recipient has been supplied.</p>
	1.2	Explain the reasons for knowing the audience for communications	Communicating more effectively, conveying ideas appropriately, appreciating their expectations, values, and perspectives etc.

	1.3	Describe different methods of communication and when to use each of them	<p>Methods of communication and when to use them:</p> <p><b>Spoken:</b> In person/by phone; for day-to-day interaction, Microsoft Teams, Zoom, when information required is fast-changing/dependent upon how the communication proceeds at short notice, to identify/demonstrate emotions, openness etc.</p> <p><b>Written:</b> Email, written reports, letters, posters/ instructions; for clarity/investing time to convey complex concepts without interruption, to maintain an audit trail/record of what was agreed, for formality etc.</p>
2. Understand the importance of quality and design when producing documents	2.1	Describe different types and styles of documents	<p><b>Types of documents:</b> Emails, letters, reports, transactional documents, financial documents, memorandums, agendas, minutes etc.</p> <p><b>Styles of documents:</b> Electronic/paper, interactive, with diagrams/images, formal/informal etc.</p>
	2.2	Describe different electronic document formats	<p><b>Text formats:</b> Rich text, Word, plain text, PDF etc.</p>

	2.3	Explain the purpose and benefits of producing high quality and attractive documents	To strengthen brand/reputation of the organisation, personal acknowledgement, for ease of interpretation, to motivate readers in a particular direction (e.g., so a client makes an order) etc.
3. Understand how to communicate in writing	3.1	Explain different styles and tones of language used in written communications for specific situations	Formal/informal, simplified/complex, casual/with deference; situations covering: importance/urgency of the information, how well the recipient is known, their level of knowledge/expertise and own communication style, to put at ease/make a complaint etc.
	3.2	Explain the reasons for selecting and using language that suits the purpose of written communication	To convey information, thoughts, emotions, professionalism, positivity/criticism etc.; covering: minutes, complaints, grievances, news updates, intended audience, certainty/doubtfulness of facts etc.
	3.3	Describe ways of organising, structuring, and presenting written information to meet the needs of different audiences	Covering: layout, use of diagrams, tables, and pictures versus blocks of text, subheadings, the order of documents etc.; dependent upon: the

			level of expertise, relationship with etc. the audience, the purpose of the information (e.g., to highlight concerns, make a positive impact to secure leads/business) etc.
	3.4	Describe ways of checking written information for accuracy of content	Automatic spell checkers, proofreading, peer reviews, referencing, consulting experts, self-checking, using dictionaries, ensuring claims/facts are substantiated from recognised sources, using templates etc.
	3.5	Explain the purpose of accurate use of grammar, punctuation, and spelling in written communication	To strengthen brand/reputation of the organisation, personal acknowledgement, for ease of interpretation, to avoid misunderstandings etc.
	3.6	Explain what is meant by Plain English and why it is used	Language which emphasises clarity and avoids jargon; for accessibility, to avoid misunderstandings and intimidating less able/technically knowledgeable readers etc.
	3.7	Explain how to analyse the readability of written materials	Peer review, checking by someone with no prior knowledge/involvement in initial

			production, making comparisons with similar/earlier materials which had the same purpose etc.
4. Be able to communicate in writing	4.1	Present information using a format, layout, style, and house style suited to the purpose and method of written communications	House style specific to organisation, external/internal audience, applicability of legislation, being user friendly etc.
	4.2	Use language that meets the purpose of written communications and the needs of the audience	Using language that meets purpose of communications/audience: With reference to assessment criterion 3.1 and 3.2.
	4.3	Organise, structure and present written information to meet the needs of different audiences	Organising written information to meet the needs of audience: With reference to assessment criterion 3.3.
	4.4	Demonstrate a writing style that is professional and direct	Demonstrating a professional/direct writing style: With reference to assessment criterion 3.4-3.7.
<b>Additional information about the unit</b>			
Delivery guidance	This unit focuses on developing learners' understanding and skills in effective written communication, including planning, producing, and presenting high-quality written documents tailored to specific audiences and purposes. To deliver this unit, centres should adopt a blend of theoretical instruction and practical activities to ensure learners develop both the knowledge and practical ability to communicate effectively in writing.		

Assessment guidance	The assessment for this unit should be both formative and summative, allowing learners to demonstrate their understanding of key concepts and their ability to produce professional written communication. Centres should devise assessments that reflect real-world scenarios relevant to the learners' contexts.
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<b>Title</b>	Managing Workloads Effectively		
<b>Level</b>	3		
<b>Unit Number</b>	2		
<b>Total Hours</b>	16		
<b>GLH</b>	7		
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>		<b>Guidance and/or Indicative Content</b>
1. Understand how time management can help the achievement of targets and objectives	1.1	Describe the importance of good time management	Meeting multiple demands from management/clients, accomplishing more with less effort, ability to make better decisions, reducing stress for self/others, producing higher quality work, increasing confidence and professional reputation of self/organisation etc.
	1.2	Outline the potential consequences of poor time management	Missing deadlines, unnecessary cancellations, increased stress, reduced productivity, focusing upon minor regular tasks over longer term projects, poor reflection on

			management/organisation, damage to career prospects etc.
	1.3	Explain the purpose and benefits of agreeing realistic goals for work	To ensure clarity of goals/avoid causing disappointment, all parties involved can fulfil commitments, avoid duplication/missing out of tasks etc.
	1.4	Describe ways of prioritising and setting timescales for own work	Appreciating the priorities of managers/clients and aligning own work, focusing upon the substantial tasks of value first, informing others of your timescales (to meet their expectations/so they can help check your progress), using computerised calendars, scoping unfamiliar tasks/projects to ensure time for arranging assistance/preparation, setting personal miniature deadlines, ensuring flexibility, applying the 'Four Ds' to your to-do lists (deal with it, delete it/dump it, delegate it, defer it) etc.

	1.5	Explain how to use a goal setting model to set workplace objectives	<p><b>Goal setting model examples:</b></p> <ul style="list-style-type: none"> <li>➤ <b>SMART:</b> Specific, Measurable, Achievable, Realistic and Time-bound</li> <li>➤ <b>PACT:</b> Purposeful, Actionable. Continuous, Trackable</li> <li>➤ <b>FAST:</b> Frequently Discussed, Ambitious, Specific, Transparent</li> </ul>
2. Understand the range of factors that can impact on time management and identify strategies for minimising their impact	2.1	Identify a range of workplace factors that can impact on effective time management	Communication barriers/misunderstandings, unexpected factors (e.g., absence, emergencies), unrealistic demands made by others, indecisiveness, the pace of change (e.g., the sector, needs of clients, new management/projects), loss/unauthorised editing of information (e.g., diaries, lists) etc.
	2.2	Explain how to minimise the impact of interruptions on the completion of planned tasks	Informing others when you are unavailable (e.g., shared diaries), using a ticketing/request system, choosing a suitable environment to complete a task, the concept of ‘time bandits’ etc.

	2.3	Explain the purpose and benefits of delegation in supporting effective time management	Using the support of someone experienced in a task will save time, division of labour reduces time spent switching between tasks, ensuring colleagues feel valued, strengthening relationships, using the ABCD structure of delegation etc.
3. Understand how to, and the purpose of, evaluating a project	3.1	Outline ways of planning projects	Covering: goals/scope, SMART objectives, deliverables, schedules (e.g., Gantt charts), dependencies between tasks, supporting plans (e.g., human resources, communications, risk management), delegating etc.
	3.2	Summarise the characteristics of project management	Monitoring progress of temporary activities with predetermined timescales, ensuring activities stay within budget/add value, co-ordination, maintaining lines of communication/authority, delegating, securing resources, updating clients etc.
	3.3	Explain the purpose and benefits of evaluating a project	Identifying positives/negatives, learning for future projects, identifying where responsibility lies in exceeding/not

			meeting expectations, where additional training/guidance is needed, ensuring the end result is fit-for-purpose/ready for market, learning from errors/shortcomings for future projects etc.
	3.4	Identify ways of evaluating a project	Programme evaluation, sampling related, spatially distributed information, analysing linkages and relationships, obtaining feedback, debriefings, identifying quality/quantity of productivity, how far expectations/targets of stakeholders were met etc.; considerations: objectivity, whether behaviour can be changed, unexpected constraints which affected the project etc.
4. Understand how to be assertive to achieve a desired outcome	4.1	Identify the benefits of being assertive and maintaining boundaries	To avoid failure of task completion/misleading others as to what is achievable, focus upon the valuable/urgent tasks as priority, ensure high quality of work rather than multiple incomplete/poor quality outcomes,

			reduce stress, gain respect of others etc.
	4.2	Explain the importance of balancing your needs with those of others	Recognising where needs/interests overlap, identifying/overcoming conflicts of interest, clearly delineating private and work life etc.
	4.3	Explain how to be assertive in work scenarios	Dependent upon the nature of the work scenario; covering: being direct, saying no, understanding limitations/requirements prior to being assertive, seeking the support of colleagues etc.; avoiding being disrespectful, using emotional blackmail, appearing disinterested etc.
5. Be able to manage time effectively	5.1	Agree realistic goals using goal setting models	Identify a set of tasks and apply goal setting models, such as SMART. Use prioritisation techniques to organise these tasks and create a realistic, actionable plan.
	5.2	Identify and categorise tasks and responsibilities	Recognising all tasks that need to be accomplished and organising them into categories that reflect their nature, urgency, and importance.

	5.3	Produce two examples of effective time management	For example: <ul style="list-style-type: none"> <li>• To do lists</li> <li>• Copy of calendar</li> <li>• Planner</li> </ul>
<b>Additional information about the unit</b>			
Delivery guidance	This unit is designed to help learners understand and develop effective time management strategies, manage workplace factors that impact time management, evaluate projects, and practice assertiveness to achieve desired outcomes. Centres should use a mix of theoretical lessons, practical exercises, and reflective activities to engage learners and ensure the application of time management techniques.		
Assessment guidance	Assessment for this unit should combine theoretical understanding with practical application, allowing learners to demonstrate their knowledge of time management and their ability to apply it in workplace contexts.		

<b>Title</b>	Business Event Management		
<b>Level</b>	3		
<b>Unit Number</b>	3		
<b>Total Hours</b>	18		
<b>GLH</b>	9		
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>		<b>Guidance and/or Indicative Content</b>
1. Understand what makes a good event	1.1	Describe the types, and main features of, different events	Business seminars, dinners, network events, product launch parties, exhibitions/trade shows, client/employee appreciation parties, charity functions etc.
	1.2	Explain the reasons why events are held	To acquire/share ideas, market organisations, products, or services, build relationships, attract business, celebrate achievements, raise money etc.



2. Understand the venues and resources needed for different types of events	2.1	Explain how to identify and evaluate types of venue in terms of suitability and costs	Location, availability, accessibility, size, facilities (meeting rooms, lecture halls, eating areas, restrooms etc.), fixed/flexible costs, proximity to accommodation etc.
	2.2	Describe a range of resources needed for events and illustrate how they are used	E.g., overhead projectors, seating, flyers, handouts, audio/visual equipment, internet access/passwords, refreshments, sign easels, natural light/blacked-out windows etc.
	2.3	Summarise the purpose and benefits of selection criteria when choosing a venue and resources for an event	To ensure suitability for the type of event and ensure that event objectives have the best chance of being met.
3. Understand how to organise and run events	3.1	Explain how to prepare the venue and ensure necessary resources are in place	Ensuring deliveries/arrivals are in time, unpacking resources, room layout, providing directions, name badges/registration, knowing the final numbers of confirmed attendees, ensuring there are no double bookings etc.
	3.2	Describe how to co-ordinate resources and production of event materials	Establishing lines of communication, agreeing responsibilities, researching reliable suppliers, agreeing on

		contracts/specifications, making, and obtaining orders ahead of time, ensuring fit-for-purpose for attendees e.g., larger print, braille, positive impression of organisation etc.
	3.3	Describe the health, safety, and security requirements to be considered when organising events
	3.4	Summarise the types of risks associated with events and how to minimise them
		<p>Dependent on the type of event; adhering to current legislation.</p> <p><b>Risk:</b> Dependent on event type, size, and location, e.g., accidents/injuries, damage to equipment, financial loss, reputation undermined, legal implications etc.</p> <p><b>Minimising risks:</b> Using risk assessments as stated by the HSE: identifying the hazards, deciding who might be harmed/ how, evaluating the risks, deciding on precautions, recording/ implementing findings, reviewing assessments and updating as required. Ensuring all staff/ visitors are aware of risks, taking precautionary actions to limit them and thereby reducing the possibility of accidents/ ill health.</p>

	3.5	Explain how to ensure that all those involved in an event are briefed and trained	E.g., providing basic information even to those not directly involved so they can answer any FAQs in the lead up, rehearsals, familiarising with venue layout prior to event, checking suitability of contributions/seminars to be delivered by colleagues, ensuring speakers understand allotted time, checking those involved have relevant qualifications/experience to assist with the type of event e.g., personal licences etc.
4. Understand how to evaluate an event	4.1	Explain how to record feedback from participants of an event	Surveys (pre-event, mid-event, post-event), online/interactive tools (e.g., SurveyMonkey), comments boxes, follow-up phone calls/ correspondence, published reviews written by attendees etc.
	4.2	Describe how to analyse feedback to evaluate the success of an event	Qualitative/quantitative, not waiting too long to obtain feedback, ensuring feedback is authentic, comparing to previous events, identifying recurring areas of praise/criticism, where

			feedback may lead to concrete changes e.g., loss/gain of business etc.
	4.3	Describe how to evaluate an event	Benchmarking against competitors, calculate amount/quality of press/online coverage, debriefings with event team, calculating net financial cost, checking whether objectives were met (e.g., securing a contract from an attendee), unexpected benefits/new leads, identifying mistakes and how they can be avoided in future etc.
5. Be able to plan and organise an event	5.1	Justify the need for an event	With reference to assessment criteria 1.2; justifying involves weighing up the potential for these benefits against the costs (financial, time, resources) and risks involved in an event.
	5.2	Explain the purpose and benefits of planning an event	E.g., those involved know what is expected of them, timing, what materials to prepare, contingencies etc.
	5.3	Create a project plan for an event, which will meet agreed objectives	Agreeing objectives beforehand; covering: success criteria, costs, target audiences, sales, leads etc.

	5.4	Explain how to agree a budget for an event	Discussing with managers, considering expectations of attendees, preparing for unforeseen/ contingency costs, allocations within a larger budget, ability to raise additional funds, whether the event itself will offset costs, 'crowdfunding' etc.
6. Be able to manage an event effectively	6.1	Demonstrate effective delegation of roles	<p><b>Skill Assessment:</b> Evaluating the skills and strengths of potential team members to assign roles effectively.</p> <p><b>Team Composition:</b> Building a balanced team with complementary skills to cover all aspects of the event.</p> <p><b>Clear Communication:</b> Clearly communicating tasks and expectations to each team member.</p> <p><b>Empowerment:</b> Empowering team members by providing the necessary resources, authority, and autonomy to complete their tasks.</p> <p><b>Monitoring Progress:</b> Setting up regular check-ins and updates to monitor progress and address any issues promptly</p>

	6.2	Demonstrate effective organisation of people	<p><b>Communication Strategies:</b> Establishing clear and effective communication channels to keep everyone informed and aligned.</p> <p><b>Collaboration Tools:</b> Utilising tools such as project management software, shared calendars, and communication platforms to facilitate teamwork.</p>
	6.3	Evaluate an event, incorporating participant feedback where appropriate.	<p>Gather feedback from attendees about their overall experience, satisfaction levels, and suggestions for future events.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>➤ Surveys</li> <li>➤ Conversations</li> <li>➤ Questionnaires</li> </ul>
	6.4	Identify recommendations and communicate them to relevant colleagues	<ul style="list-style-type: none"> <li>➤ Based on the evaluation, create actionable recommendations for future events.</li> <li>➤ Share the evaluation report and recommendations with relevant colleagues and stakeholders.</li> </ul>

			➤ Ensure there is a plan for implementing changes and improvements in future events.
<b>Additional information about the unit</b>			
Delivery guidance	This unit focuses on equipping learners with the skills and knowledge required to plan, organise, manage, and evaluate various types of events. Learners will gain an understanding of the logistical and strategic aspects of event management, from selecting venues and resources to ensuring health and safety compliance and evaluating success. A combination of theoretical instruction, practical exercises, and real-life event planning experiences will help learners apply these skills in different contexts.		
Assessment guidance	The assessment for this unit should reflect both the theoretical understanding and practical skills required for successful event management. Assessment methods should allow learners to demonstrate their ability to plan, organise, and evaluate events, incorporating real-life examples and applied knowledge.		

<b>Title</b>	Introduction to Marketing		
<b>Level</b>	3		
<b>Unit Number</b>	4		
<b>Total Hours</b>	16		
<b>GLH</b>	8		
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>		<b>Guidance and/or Indicative Content</b>
1. Understand the principles of marketing	1.1	Describe the characteristics of the target audience	E.g., demographic (age, family size, life cycle, occupation, income), geographic (states, regions, countries), psychographic (attitudes, lifestyle, values), behavioural (benefits sought, perceived benefits, loyalty, level of product knowledge/usage) etc.
	1.2	Compare how the organisation represents itself via social media and traditional marketing	<b>Traditional:</b> E.g., print advertisements, billboards, newsletters, newspaper adverts, flyers etc. <b>Social media:</b> E.g., Facebook, LinkedIn, Twitter, YouTube, Yelp, blogs etc.



2. Understand the importance and role of the customer	2.1	Explain why the customer is the central element of marketing	Source of income to the organisation, strengthening relationships, repeat business, referrals etc.
	2.2	Describe the market research methods used to understand the customer	Questionnaires, surveys, interviews, case studies, market research processes etc.
	2.3	Differentiate between primary and secondary research	Research methods: Secondary (desk, previously gathered information, conducted first, statistics, journals, internet) and primary (in the field, new information, checking knowledge gaps); qualitative and quantitative research.
3. Understand the term marketing mix and how this works in practice	3.1	Explain the term marketing mix	A business tool used in marketing and by marketers for determining a product or brand's offer; associated with the 4Ps (price, product, promotion, and place) or the 4Cs (consumer, cost, communication, and convenience).
	3.2	Describe the 4Cs of the marketing mix	Consumer (companies must sell what consumers want to buy, so this must be ascertained), cost (includes price, time, and conscience), communication (a two-way conversation with buyers

			about their needs/lifestyles, advertising, and public relations) and convenience (physical proximity, online or by phone and accessibility of information about products/services).
	3.3	Evaluate different promotional platforms	In-store displays, direct mail, newspaper inserts, internet advertising etc.; covering: accessibility (e.g., physical, requiring the internet), cost to organisation, relevance etc.
	3.4	Evaluate advertising and new media channels	Websites, blogs, social media, email, mobile phone messages, etc.
4. Understand marketing theory and the role of marketing teams	4.1	Explain marketing language and terminology	E.g., ACORN (for market segmentation), AIDA (attention, interest, desire, action), below/above the line, brand, USP (unique selling proposition), CRM (customer relationship management), database marketing, e-marketing, market entry/penetration, NPD (new product development) etc.
	4.2	Explain the tasks undertaken by a marketing team and how an EA/PA supports them	Marketing strategy plans/reporting, internal/external communications,

			content creation (e.g., articles, websites), content distribution, running events (e.g., trade shows, conferences), creating/maintaining CRM software etc.; a PA could be involved in supporting any of these activities, diary management, organising events, maintaining communication between the marketing and other departments etc.
	4.3	Explain how a marketing team works with other departments within an organisation	E.g., finance/management (supporting investment decisions with data, sales forecasts), production/operations (estimating number/type of products/services to be provided), research and development (supporting with new products/services from conception to implementation, estimating which will be most marketable, key features for consumers), sales (sharing leads, making relationships profitable) etc.

5. Understand how different marketing strategies and campaigns benefit businesses	5.1	Describe the characteristics, marketing objectives and strategies associated with each of the four phases of the product life cycle	Four phases of the product life cycle: Introduction (creating awareness is important, an initial price strategy is applied etc.), growth (competitors enter the market with similar offers, profits increase, the relationships between companies evolve, advertising/brand building is important, markets become stable etc.), maturity (some products will not survive while others only grow in sales at a gradual rate, product differentiation/brand are important, competition and minor changes in price by competitors must be observed, product promotion must be innovative etc.) and decline (market downturn, prices are lowered/competitors undertake each other, marketing requires fewer resources etc.).
	5.2	Explain the principles and factors underpinning the development of marketing plans	Clarifying business objectives, identifying, evaluating, and activating emerging opportunities, scheduling, budgetary/time constraints, ensuring

			ROI (return on investment), defining how to connect with customers etc.
	5.3	Explain the role of the marketing plan in achieving the overall marketing strategy	E.g., multi-year plans as components of the overall strategy, tactical plans detailing specific actions, allowing flexibility/evolution of the overall strategy in fast changing business environments etc.
	5.4	Evaluate the benefits that marketing strategies and campaigns bring to businesses	Promotion of products/services and organisation, enhancing brand recognition, promoting specific social/ethical values, Corporate Social Responsibility (CSR), targeting at specific customers, increasing sales and loyalty, increasing income, and making a ROI.
<b>Additional information about the unit</b>			
Delivery guidance	This unit focuses on introducing learners to the fundamental principles of marketing, emphasising the role of the customer, the marketing mix, and how marketing teams contribute to a business. It also covers marketing strategies, campaigns, and the product life cycle. The aim is to provide learners with a comprehensive understanding of marketing concepts and how they are applied in practice. Suggested delivery methods include a blend of theoretical teaching and case studies to enhance learners' understanding of marketing.		

Assessment guidance	Assessments for this unit should allow learners to demonstrate their understanding of marketing principles, the role of the customer, and how marketing strategies are implemented to achieve business goals. A combination of methods such as written assignments and presentations may assess learners' knowledge and application of marketing concepts.
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<b>Title</b>	Introduction to Project Management		
<b>Level</b>	3		
<b>Unit Number</b>	5		
<b>Total Hours</b>	16		
<b>GLH</b>	8		
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>		<b>Guidance and/or Indicative Content</b>
1. Understand the difference between routine work and taking part in a project	1.1	Describe the difference between routine work and taking part in a project	<b>Routine work:</b> Tasks performed on a regular basis; ongoing in nature. <b>Project work:</b> Can include unique tasks, deadlines/milestones; tend to reach completion.
2. Understand the purpose and ways of evaluating a project	2.1	Identify methods of evaluating a project	Programme evaluation, sampling-related, spatially distributed information, analysing linkages and relationships, obtaining feedback, debriefings, identifying quality/quantity of productivity, how far expectations/targets of stakeholders were met etc.; considerations: objectivity, whether behaviour can be

			changed, unexpected constraints which affected the project etc.
	2.2	Explain the purpose of evaluating a project and relating this to the business case	With reference to specific business case; identifying positives/negatives, learning for future projects, identifying where responsibility lies in exceeding/not meeting expectations, where additional training/guidance is needed, ensuring the end result is fit-for-purpose/ready for market, learning from errors/shortcomings for future projects etc.
3. Be able to prepare for and plan a project	3.1	Explain why a business case is important for a project	Outlining the rationale for undertaking the project, defining parameters, management factors involved in the project itself; ensuring senior management agree with the scope of the project; providing a tool to guide with design, management, and evaluation etc.
	3.2	Describe the areas of importance for a project and how they relate to each other	These will be specific to the project; covering: mini deadlines, necessity of progress in one area to support another, overlap etc.



	3.3	Produce a RAG analysis for a project	<p><b>Red:</b> a problem needing attention/action immediately.</p> <p><b>Amber:</b> in progress, incomplete, a risk but not an immediate problem.</p> <p><b>Green:</b> in progress, incomplete, but no risks.</p> <p><b>Blue:</b> complete, no risks/responsibility may have passed elsewhere.</p>
	3.4	Carry out a risk assessment for a project	Using an appropriate type of risk assessment for the project, e.g., with reference to HSE guidance.
	3.5	Use diagrams to show the effective management of a project	Gantt Chart, Network Diagram etc.
4. Be able to monitor a project	4.1	Explain the purpose of reporting progress during a project	Ensuring those who read it (team members, sponsors etc.) remain aware of progress/where they could assist/need assistance, committed, involved etc.
	4.2	Identify methods that can be used to monitor the progress of a project	Methods: E.g., timesheets, team meetings, reviews, performance schedules, Cost-Schedule-Milestone graph, Earned Value Method etc.

	4.3	Explain the purpose of meeting agreed targets within a project	Meeting/exceeding expectations of clients/stakeholders, preventing negative knock-on effects for others, meeting contractual requirements etc.
	4.4	Create a budget template and apply it to a project	Considering variance and the importance of controlling budgets.
<b>Additional information about the unit</b>			
Delivery guidance	This unit is designed to introduce learners to the fundamental principles of project management, including the differences between routine work and project work, the purpose of project evaluation, planning, monitoring, and risk management. Learners will develop practical skills such as conducting risk assessments, producing a RAG analysis, and creating budget templates. The unit is ideal for those new to project management, aiming to provide them with the knowledge and tools to participate in and manage small-scale projects. Suggested delivery methods include a mix of lectures, practical tasks, and real-world examples.		
Assessment guidance	The assessment for this unit should allow learners to demonstrate both their theoretical understanding of project management concepts and their ability to apply these concepts in practical scenarios. A combination of written assignments, practical tasks, and real-life projects will ensure comprehensive assessment		

<b>Title</b>	Neuro-Linguistic Programming to Enhance Communication		
<b>Level</b>	3		
<b>Unit Number</b>	6		
<b>TQT</b>	16		
<b>GLH</b>	8		
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>		<b>Guidance and/or Indicative Content</b>
1. Understand the principles and techniques of Neuro-Linguistic Programming (NLP)	1.1	Explain the principles of NLP	<p><b>Principles of NLP:</b></p> <p>That there is a connection between the neurological processes, language and behavioural patterns learned through experience and that these can be changed to achieve specific goals in life; people act and feel based upon their perceptions rather than reality.</p> <p><b>The Four Pillars of NLP:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Rapport:</b> How you build a relationship with others and with yourself.</li> <li>➤ <b>Sensory awareness:</b> How the world is different when you use all your senses.</li> </ul>

			<ul style="list-style-type: none"> <li>➤ <b>Outcome thinking:</b> How to think about what you want.</li> <li>➤ <b>Behavioural flexibility:</b> How to do something different when what you're currently doing is not working.</li> </ul>
	1.2	Summarise how NLP can be used to enhance communication	Developing rapport; match, pace, lead; interpreting body language; representation systems etc.
	1.3	Explain the skills of NLP	With reference to assessment criteria 1.2; covering: awareness, sensitivity, goal achievement, relationship building, coaching, influence, communication etc.
	1.4	Analyse the benefits of NLP	Benefits of NLP: With reference to assessment criteria 1.3; e.g., confidence, decreased stress, understanding customers and stakeholders, improved ability to work with others, setting direction, achieving results etc.
	1.5	Explain the challenges of using NLP	Misunderstanding of the term 'programming', breaking

			habits/behavioural flexibility, defining outcomes, taking the first actions, maintaining sensory awareness etc.
2. Understand the purpose of planning communications	2.1	Explain the benefits of planned communication	Knowing what your objectives in communication are/messages to be conveyed, using techniques consistently, having alternative communication methods ready, ensuring efficiency etc.
	2.2	Summarise the techniques used to ensure effective communication	Ensuring message is clear and concise, using appropriate language, speaking with clarity, observing responses of colleagues, avoiding interruptions, emphasising key points issues; ensuring communication has been understood etc.
	2.3	Analyse the barriers to communication	Jargon, distractions, differences in culture/social norms (e.g., use of humour), linguistic barriers, sensory impairment (e.g., hearing, speech, ability to see non-verbal cues) etc.

3. Understand how to use body language and active listening in verbal communication	3.1	Explain how body language and tone of voice can be used to meet the needs of the audience, purpose, and situation	Not entering personal space of shy team members, considering cultural differences when greeting/ shaking hands, speaking clearly to those with hearing impairments, using humour/ smiling to relax others, gesturing to emphasise which verbal points are important, using simplified language to avoid confusing less technically proficient individuals etc.
	3.2	Explain how the use of body language and tone of voice aids verbal communication	Reinforcing/modifying what is conveyed in words, revealing emotions, regulating the flow of communication (e.g., prompting), defining the relationship with the listener, mirroring to establish rapport etc.
	3.3	Summarise how to interpret body language	Closer proximity/open posture as a sign of being positively received, tilted heads as a sign of sympathy, lowered heads as embarrassment, tapping feet/shifting of weight as a sign of impatience etc.

	3.4	Describe methods of active listening	<b>Including:</b> repeating information in acknowledgement, asking questions <b>Avoiding:</b> making assumptions, distractions, and interruptions.
	3.5	Evaluate the benefits of active listening	Expanding knowledge, making others feeling valued, avoiding misunderstandings, detecting problems/resolving them promptly, encouraging openness etc.
	3.6	Describe techniques used for setting goals and objectives to aid verbal communication	SMART (specific, measurable, achievable, realistic, and time-bound) objectives, steering conversations in a certain direction, planning in relation to when future communication will be possible/how much time there is, ascertaining what the other person/s will want out of communicating with you etc.
4. Understand how to identify and evaluate areas of professional and personal development	4.1	Identify areas of professional and personal development	Communication, negotiation, initiative, organisation, presentation etc.
	4.2	Explain the purpose and benefits of continuous personal and professional development	For self and organisation; including: qualifications, formal training, informal learning opportunities etc.; covering:

			achievement of career goals, recognition (e.g., self-worth, promotion, higher earnings), increasing confidence and credibility, tracking learning, identifying areas for improvement, coping with change, improving productivity/efficiency, adding value to organisation, helping HR to set SMART objectives in training etc.
	4.3	Evaluate own professional and personal growth and identify where further development will improve performance	Personal development plans, self-study, obtaining feedback, comparing strengths/weaknesses with others etc.
<b>Additional information about the unit</b>			
Delivery guidance	This unit introduces learners to the principles and techniques of Neuro-Linguistic Programming (NLP) and its application in enhancing communication. Learners will also explore the importance of planning communication, effective use of body language and active		



	<p>listening, and the identification of areas for personal and professional development. Suggested delivery methods include theoretical instruction, practical activities, role-playing exercises, and reflection on personal growth.</p>
<p>Assessment guidance</p>	<p>Assessment for this unit should allow learners to demonstrate their understanding of NLP, effective communication techniques, and personal development. A combination of written assignments, practical tasks, and self-reflection will assess both theoretical knowledge and practical application.</p>

<b>Title</b>	Principles of Persuasion and Influencing Skills		
<b>Level</b>	3		
<b>Unit Number</b>	7		
<b>TQT</b>	17		
<b>GLH</b>	8		
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>		<b>Guidance and/or Indicative Content</b>
1. Understand how to recognise and work with other people's communication styles	1.1	Examine the characteristics of different working styles portrayed by individuals	<p>Four communication styles from Jung's model, the following are the general tendencies:</p> <ul style="list-style-type: none"> <li>➤ <b>Controllers:</b> take-charge and want control of themselves, others, and situations; task-oriented, drivers and are only focused on the end goal.</li> <li>➤ <b>Collaborators:</b> easy-going, relationship-oriented and enjoy working with people to work towards a consensus.</li> <li>➤ <b>Analysers:</b> detail-oriented, logical thinkers who analyse others and situations; work best alone to come up with solutions and therefore may</li> </ul>

			<p>take more time to make a decision and take action.</p> <p>➤ <b>Socialisers:</b> outgoing, thrive on change and enjoy meeting people; they get their energy from others and therefore work best when brainstorming with others to make a decision and take action.</p>
	1.2	Describe how to influence individuals that show different working styles	For a controller being consistent/relating to something they have done before, for an analyser persuading them by explaining what the wider consensus is, for a socialiser being positive, for a collaborator showing interest in their perspectives etc.
	1.3	Explain the different behaviours portrayed by individuals in response to certain events	Pessimism/optimism in the face of change, sensing opportunities, slow/fast to react, resistant/supportive, fear, aggression etc.
	1.4	Summarise the characteristics of the core areas when engaging in face-to-face interaction	Visual, verbal, and vocal, e.g., touch, distance, expression, volume, tone, timing etc.

	1.5	Describe the ways in which individuals absorb information	Two-way communication, allowing for clarifications/questions, not being overburdened with unnecessary information, referring to specific examples/personal experience to illustrate a point, using terminology/styles they are used to, repetition etc.
	1.6	Describe how to use and interpret different types of body language	Reinforcing/modifying what is conveyed in words, revealing emotions, regulating the flow of communication (e.g., prompting), defining the relationship with the listener, mirroring to establish rapport etc.; closer proximity/open posture as a sign of being positively received, tilted heads as a sign of sympathy, lowered heads as embarrassment, tapping feet/shifting of weight as a sign of impatience etc.
	1.7	Describe the methods and benefits of active listening	<ul style="list-style-type: none"> <li>➤ <b>Including:</b> repeating information in acknowledgement, asking questions; avoiding: making assumptions, distractions, and interruptions.</li> <li>➤ <b>Benefits of active listening:</b> Expanding knowledge, making</li> </ul>

			others feeling valued, avoiding misunderstandings, detecting problems/resolving them promptly, encouraging openness etc.
2. Understand how to influence others	2.1	Explain the effects that different influencing styles have on people	Asserting, convincing, negotiating, bridging, inspiring etc.; e.g., reacting positively/negatively, taking offence, welcoming ideas, tendency to resist/embrace etc.
	2.2	Explain the link between self-esteem and influencing	Hypersensitivity with some viewing influence as criticism, increasing someone's self-esteem through positive influencing, the need to possess strong self-esteem to improve/exercise the ability to exert influence effectively etc.
	2.3	Outline the approaches that can be used to build self-esteem	Setting realistic expectations, viewing mistakes/accomplishments in perspective rather than striving for perfection, avoiding unnecessary comparisons to peers, adjusting self-image, supporting others, welcoming change, spending time around positive individuals etc.

3. Understand how to persuade others	3.1	Differentiate between influencing, manipulation, and persuasion	<ul style="list-style-type: none"> <li>➤ <b>Influencing:</b> The power to change or affect someone or something; causing changes without directly forcing them to happen.</li> <li>➤ <b>Manipulation:</b> Exerting dishonest influence, especially for one's own advantage; can include bribery, blackmail, and bullying.</li> <li>➤ <b>Persuasion:</b> The act of causing people to do or believe something; the act or activity of persuading people.</li> </ul>
	3.2	Describe the factors that aid the presentation of ideas	Showing own belief in the idea, structuring idea into suitable components/aligning them with the priorities of the person being presented to, the timing/context of presenting ideas (e.g., when there is full attention, multiple recipients), using imagery/statistics to illustrate/backup ideas etc.
	3.3	Summarise how persuasion is used to achieve mutually agreeable outcomes	Developing a line of reasoned argument, conveying position constructively but assertively, mediation, aligning

			perspectives/interests by identifying the merits of own position etc.
	3.4	Describe how different types of persuasion techniques are used in own area of work	With reference to assessment criteria 3.2 and 3.3; reciprocating, showing commitment/consistency, showing authority on the subject, listening first etc.; to move projects forward, ensure colleagues are working to the same goals etc.
4. Understand different questioning techniques	4.1	Explain the characteristics of different types of questioning techniques	Leading/loading questions (points respondent in a certain direction), recall and process questions (asking respondent to refer to information they remember), rhetorical questions (encouraging thinking), funnelling (a series of questions designed to become increasingly more/less restrictive) etc.
	4.2	Describe how to use verbal questions to clarify own understanding	Double-checking details when in doubt, identifying where specific terminology, cultural or linguistic differences have been an obstacle to understanding etc.

5. Be able to use persuasion and influencing skills	5.1	Use persuasion techniques to achieve a mutually agreeable outcome	<p><b>Building Rapport:</b> Establish a connection by finding common ground and showing empathy. Use active listening to understand the other party's needs and concerns.</p> <p><b>Framing and Reframing:</b> Present information in a way that highlights benefits and aligns with the other party's interests. Reframe objections or concerns to address underlying issues and open up new possibilities.</p> <p><b>Appealing to Emotions:</b> Connect with the other party on an emotional level to strengthen your persuasive argument.</p>
	5.2	Use verbal questions to clarify own understanding	Double-checking details when in doubt, identifying where specific terminology, cultural or linguistic differences have been an obstacle to understanding etc.
<b>Additional information about the unit</b>			
Delivery guidance	This unit is designed to help learners develop an understanding of different communication styles, and how to effectively use persuasion and influencing skills in professional contexts. Learners will explore various methods of communication, including active listening, body		



	<p>language, and questioning techniques. The unit will also introduce strategies for building self-esteem and using influence and persuasion to achieve mutually agreeable outcomes. Suggested delivery methods include lectures, role-playing, group discussions, and practical exercises.</p>
<p>Assessment guidance</p>	<p>Assessment for this unit should allow learners to demonstrate their understanding of different communication styles, questioning techniques, and their ability to use persuasion and influencing skills. A combination of assessment methods such as written assignments, practical assessments, and role-playing exercises may ensure learners can apply theoretical knowledge to real-world contexts.</p>

<b>Title</b>	Principles of Human Resources		
<b>Level</b>	3		
<b>Unit Number</b>	8		
<b>TQT</b>	15		
<b>GLH</b>	11		
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>		<b>Guidance and/or Indicative Content</b>
1. Understand the process for recruitment	1.1	Explain organisational policies, procedures and constraints that affect the recruitment and selection process	Specific to an organisation; covering: financial constraints for different departments, internal recruitment/promotions, strategic approach (e.g., the need to recruit in a specific location), minimum requirements for new employees (e.g., experience, qualifications), the need to liaise with/satisfy different stakeholders/departments etc.
	1.2	Describe legislation that applies to recruitment and selection	Up-to date UK legislation available from the website of the National Archives, including: The Equality Act (2010),

			Employment Rights Act (1996), The Data Protection Act (2018) etc.
	1.3	Explain ways in which personnel requirements are expressed in job descriptions	Concisely, transparently and reflecting the job role accurately; covering: job title, grade, contract type, hours, the specific departments, main and subsidiary duties, accountability etc.
	1.4	Explain ways in which personnel requirements are expressed in person specifications	Emphasising attributes required, including essential and desirable criteria set out in a clear, specific, and measurable way.
	1.5	Produce a job description and person specification	With reference to assessment criteria 1.3 and 1.4; using organisational templates for consistency and checking details with relevant colleagues; once advertised cannot be changed and interviews/appointment panels should not deviate from them during selection process.
	1.6	Explain how to liaise with recruitment agencies	Choosing appropriately (e.g., existing relationship with organisation, reputation in specific sector, online presence), being honest about

			requirements, keeping communication channels open, providing feedback, fees, terms, and conditions etc.
2. Understand how to conduct interviews	2.1	Describe how to prepare for an interview	Having a bank of questions ready, reviewing the job description and the CV/covering letter submitted, seeking advice from those who already work/understand the position etc.
	2.2	Describe how to conduct a successful interview	Being unbiased, investigating gaps in CVs, putting candidates at ease etc.
	2.3	Explain the importance of applying legislation and codes of practice when carrying out recruitment and selection	With reference to assessment criteria 1.2, to avoid litigation, loss of business and poor reputation; covering: Criminal Records Bureau (CRB) checks, credit checks, terms of contracts, provision of feedback, discrimination, release of data to third parties etc.
	2.4	Explain the documentation used to support the selection decision	Documentation: <ul style="list-style-type: none"> <li>➤ CVs</li> <li>➤ Covering letters</li> <li>➤ references</li> <li>➤ writing samples/publications,</li> </ul>

			<ul style="list-style-type: none"> <li>➤ qualification certificates</li> <li>➤ records of achievement etc.</li> </ul>
3. Understand how to monitor and manage the performance of individuals	3.1	Describe how the success of a HR department is measured	Return on investment; workforce analytics approach; staff retention (as a reflection on effectiveness of candidate screening); accuracy/timeframes of responses to queries; average timescale, cost and period between acceptance and job start per position filled; percentages of low/high performing employees; absence/lateness rates etc.
	3.2	Explain the aims and importance of performance appraisals	Identifying skill/ knowledge gaps, ensuring objectives are met, being consistent toward staff, providing opportunities for staff comments/ feedback on own performance, continuous professional development, reviewing past performance, predicting/ determining future performance, offering advice, praise or constructive criticism to staff, deciding upon promotions, setting new objectives,

			mutually agreeing training methods to benefit staff and the organisation etc.
	3.3	Explain the factors that influence staff retention	Employee morale, absence/presence of career paths, recognition, personal relationships, remuneration etc.
	3.4	Analyse the main causes of absence amongst employees	Planned/unplanned; long-term/short-term; covering: sickness/injuries, domestic emergencies, civic responsibilities, religious holidays, maternity / paternity leave, annual leave etc.
	3.5	Explain how to monitor and manage absenteeism amongst employees	Establishing procedures (e.g., must call in), welcome back meetings, seeking evidence for reasons for absence, including illegitimate absenteeism as a disciplinary offence, maintaining records, and identifying patterns etc.
	3.6	Outline the ACAS code of practice relating to disciplinary and grievance procedures	As defined by ACAS (The Advisory, Conciliation and Arbitration Service); covering: resolving issues informally, keeping records, using disciplinary action fairly/consistently, holding

			disciplinary hearings, appeals, special cases etc.
	3.7	Describe the legal reasons for dismissal of individuals within organisations	Redundancies, statutory restrictions (if continuing employing the individual would be illegal), theft/dishonesty, poor discipline, unexplained continual absenteeism, drug/alcohol abuse etc.
4. Understand the organisational and legal requirements for administering Human Resource records	4.1	Describe legislation that applies when dealing with HR records	Legislation applying to HR records: E.g., GDPR, The Data Protection Act 2018, The Freedom of Information Act 2000 etc.
	4.2	Explain the limits and capacity of own responsibilities and authority in administering HR records	In accordance with legislation and policies/procedures of organisation; covering: disseminating information, making changes, providing access to authorised persons etc.
	4.3	Describe the data protection guidelines that apply to HR records	GDPR/Data protection principles: Personal data shall be: <ul style="list-style-type: none"> <li>➤ obtained and processed fairly and lawfully</li> <li>➤ held for specified lawful purpose(s) and not be used or disclosed in a way incompatible with the purpose(s)</li> </ul>

			<ul style="list-style-type: none"> <li>➤ adequate, relevant, and not excessive for the purpose(s)</li> <li>➤ accurate and, where necessary, kept up to date</li> <li>➤ not kept longer than necessary</li> <li>➤ available to the data subject and processed in accordance with their rights</li> <li>➤ kept secure (safe from unauthorised access, accidental damage, or loss)</li> <li>➤ not transferred outside the European Economic Area unless certain safeguards are in place and certain conditions are met</li> </ul>
	4.4	Explain organisation procedures for the confidentiality and security of HR records	<p><b>Organisational procedures for confidentiality of HR records:</b> Specific to organisation; covering: accessibility, handling enquiries, corrections, confidentiality agreements etc.</p> <p><b>Organisational procedures for security of HR records:</b> All personnel and personal records and files must be kept safely and securely; procedures will be specific to organisation; covering: passwords, secure</p>



			cabinets/drawers, encryptions, data backups, logging access etc.
	4.5	Explain the purpose of confidentiality and security of HR information	To comply with legislation, prevent loss of information, protect own/organisation's reputation, ensure integrity of information used for decision-making etc.
<b>Additional information about the unit</b>			
Delivery guidance	This unit provides learners with a comprehensive understanding of the recruitment process, interview techniques, and the monitoring and management of employee performance. It also covers the legal and organisational requirements for maintaining HR records. Learners will explore HR policies, legislation, and the importance of performance appraisals, absenteeism management, and disciplinary procedures. A combination of theoretical learning, practical exercises, and real-world case studies will help learners apply HR principles in various workplace settings.		
Assessment guidance	Assessment for this unit should allow learners to demonstrate their knowledge of the recruitment process, performance management, and HR record-keeping. By using a combination of assessment methods such as written assignments, practical role-playing, case studies, and reflective journals, learners will gain a comprehensive understanding of recruitment, performance management, and the legal and organisational requirements of HR.		

<b>Title</b>	Finance for Executive Assistants, Personal Assistants and Administrative Managers		
<b>Level</b>	3		
<b>Unit Number</b>	9		
<b>TQT</b>	15		
<b>GLH</b>	8		
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>		<b>Guidance and/or Indicative Content</b>
1. Understand the economic business cycle and the types of capital funding used by businesses	1.1	Explain the four stages of the economic business cycle	<ul style="list-style-type: none"> <li>➤ <b>Boom:</b> High levels of consumer confidence &amp; spending, investment, rising prices/costs, high employment.</li> <li>➤ <b>Downturn:</b> Falling levels of consumer spending, low confidence, reduced profits, rising unemployment, cutbacks.</li> <li>➤ <b>Recession:</b> Continued downturn in economic activity, low demand, some firms may not survive.</li> <li>➤ <b>Recovery:</b> Consumer spending starts to increase again, expansion in goods/services.</li> </ul>
	1.2	Explain the two principal sources in which a business can raise capital funding	<ul style="list-style-type: none"> <li>➤ Borrow (or debt creation) e.g., loans from banks or other financial</li> </ul>

			<p>institutions, loans from own money, friends, family etc.</p> <ul style="list-style-type: none"> <li>➤ Investment, in return for share ownership (equity) in the business e.g., individual investors, investment institutions (pension fund management etc.), from own savings, crowdfunding</li> </ul>
	1.3	Evaluate the implications of the two different sources of capital funding	<ul style="list-style-type: none"> <li>➤ Creating debt: commitment to repay, additional cost of interest.</li> <li>➤ Equity or share investment: no commitment to repay, no interest cost. However, potential loss of ownership and decision making Maybe a commitment to pay share dividends</li> </ul>
2. Understand how to use financial statements	2.1	Identify the main financial statements used by businesses and commercial organisations	<ul style="list-style-type: none"> <li>➤ The Income Statement (also known as Profit &amp; Loss Statement or P&amp;L)</li> <li>➤ The Statement of Financial Position (also known as The Balance Sheet)</li> <li>➤ The Cash Flow Statement</li> </ul>
	2.2	Explain the purpose of different statements	<ul style="list-style-type: none"> <li>➤ The Income Statement (P&amp;L) measures the financial performance</li> </ul>

			<p>of an organisation for a period of time (e.g., a year)</p> <ul style="list-style-type: none"> <li>➤ The Statement of Financial Position (Balance sheet): measures the wealth or financial health of the organisation at a specific point in time (e.g., at the end of the financial year)</li> <li>➤ The Cash Flow Statement: measures the inflow and outflow of money through the bank account and usually includes opening and closing bank balances</li> </ul>
	2.3	Describe the common structure and flow of the Income Statement	<p>Including common cost categories, types of costs included in them and the key profit measures as you move down the statement.</p> <p>Common structure should include:</p> <ul style="list-style-type: none"> <li>➤ Revenue</li> <li>➤ Cost of Sales</li> <li>➤ Gross Profit</li> <li>➤ Overheads</li> <li>➤ Operating Profit or EBIT</li> <li>➤ Interest</li> </ul>

			<ul style="list-style-type: none"> <li>➤ Profit Before Tax</li> <li>➤ Tax</li> <li>➤ Profit After Tax or Net Profit</li> </ul>
	2.4	Describe the common structure and flow of the Statement of Financial Position	<p>Include both asset and liability categories and how to differentiate between short term and long-term categories.</p> <p>Common structure should include:</p> <ul style="list-style-type: none"> <li>➤ Non-Current Assets</li> <li>➤ Current Assets</li> <li>➤ Total Assets</li> <li>➤ Non-Current Liabilities</li> <li>➤ Current Liabilities</li> <li>➤ Total Liabilities</li> <li>➤ Total Net Assets</li> <li>➤ Equity or Capital</li> </ul>
	2.5	Describe how to calculate profit margin percentages on the Income Statement	<p>Identify the various profit measurements throughout the income statement and convert each into a margin by dividing by the revenue and applying a percentage.</p>

			<p>E.g.:</p> <p>Gross Margin % = <math>\frac{\text{Gross Profit}}{\text{Revenue}} \times 100</math></p> <p>EBIT Margin % = <math>\frac{\text{EBIT}}{\text{Revenue}} \times 100</math></p> <p>Net Margin % = <math>\frac{\text{Net Profit}}{\text{Revenue}} \times 100</math></p>
	2.6	Explain three different UK VAT rates	<p>UK VAT ratings:</p> <p><b>Standard:</b> 20% for most goods and services.</p> <p><b>Reduced:</b> 5% for some goods and services e.g., energy.</p> <p><b>Zero:</b> Zero-rated good and services e.g., most food and children's clothes.</p>
	2.7	Explain the concepts of variances and accruals	<p><b>Variances:</b> Differences between a budgeted, forecast, or planned amount (revenue or costs) and the actual amount experienced. Variances can be described as either favourable or adverse.</p> <p><b>Accruals:</b> Adjustments for costs or revenues that have been incurred or earned but not yet recorded in the accounts. Accruals or provisions ensure all costs and revenue are</p>

			correctly recorded in the period in which they occur, not necessarily when invoices or payments are received or made.
3. Understand the need for financial planning and controls within organisations	3.1	Explain the purpose of budgets within an organisation	<p>To financially plan &amp; control an organisation, business, activity, or project (usually for a year).</p> <p>To provide direction and control.</p> <p>To support decision making.</p> <p>To set targets and create incentives.</p> <p>To identify and plan resources.</p> <p>To identify, avoid or mitigate risk.</p>
	3.2	Explain the characteristics of a business plan	<p><b>Characteristics of business plan:</b> E.g. A planned strategic change or outcomes to the business or organisation. Usually medium to long term</p> <p><b>May include assumptions, data, and targets:</b> Financial, Marketing, Technological &amp; Equipment, Personnel &amp; Resources, Products or Services, Location etc.</p>

	3.3	Describe the ways businesses or organisations control costs	<p><b>Controlling costs:</b></p> <ul style="list-style-type: none"> <li>➤ Authorised approvers and cost approval levels</li> <li>➤ Creating, monitoring, and revising budgets</li> <li>➤ Renegotiating contracts periodically</li> <li>➤ Collaborating with customers &amp; suppliers for recommended ways to reduce costs</li> <li>➤ Efficiency through implementing innovative process/technology, reassigning staff</li> <li>➤ Encouraging remote working</li> <li>➤ Being resource efficient/reusing resources</li> <li>➤ Eliminating waste, process repetition or duplication</li> </ul>
	3.4	Describe the different methods or approaches to budgeting	<p><b>Budgeting:</b></p> <ul style="list-style-type: none"> <li>➤ Top Down</li> <li>➤ Bottom Up</li> <li>➤ Target Setting</li> </ul>



			<ul style="list-style-type: none"> <li>➤ Incremental</li> <li>➤ Zero Base</li> </ul>
	3.5	Explain the possible key components of a budget and other financial assumptions that may be required to produce it	<p><b>Key components:</b></p> <ul style="list-style-type: none"> <li>➤ Revenue – including volumes &amp; prices</li> <li>➤ Cost of Sales – Materials, Personnel &amp; Other Direct Costs</li> <li>➤ Overheads (Indirect Costs)</li> <li>➤ Borrowing – Cash Flow, including payments outflow and revenue inflow</li> <li>➤ Capital Expenditure</li> <li>➤ Assumptions: <ul style="list-style-type: none"> <li>➤ Inflation</li> <li>➤ Interest rates</li> <li>➤ Economic cycle</li> <li>➤ Market conditions</li> <li>➤ Monthly phasing/timing</li> </ul> </li> </ul>
4. Be able to produce a budget cash flow	4.1	Produce two budget cash flows for different departments or organisations	<p>Producing a budget cash flow includes:</p> <ul style="list-style-type: none"> <li>➤ Monthly opening bank balance</li> <li>➤ Monthly revenue or income inflow</li> </ul>

			<ul style="list-style-type: none"> <li>➤ Monthly cost outflow</li> <li>➤ Calculated monthly closing bank balance</li> </ul>
<b>Additional information about the unit</b>			
Delivery guidance	<p>This unit focuses on understanding key financial concepts such as the economic business cycle, capital funding, financial statements, and the importance of financial planning within organisations. Learners will also develop practical skills in creating budget cash flows. A mix of theoretical learning, financial analysis, and practical exercises will help learners understand the role of finance in business and how to apply financial principles effectively.</p>		
Assessment guidance	<p>Assessment for this unit should allow learners to demonstrate their understanding of financial concepts and their ability to produce financial statements and budget cash flows. A combination of written assignments, financial calculations, and practical budgeting exercises will assess learners' ability to apply financial principles in real-world contexts.</p>		

<b>Title</b>	Produce Minutes of Meetings		
<b>Level</b>	3		
<b>Unit Number</b>	10		
<b>TQT</b>	14		
<b>GLH</b>	10		
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>		<b>Guidance and/or Indicative Content</b>
1. Understand the importance of accurate minutes of meetings	1.1	Explain the purpose of different types of meeting records	<p><b>Minutes:</b> Written record of a meeting or hearing; formal/informal. Meeting records: E.g., agendas, written notes, laptops/tablets, audio recordings, video recordings, secretary's notes etc.</p> <p><b>Purpose:</b> Recording informal actions or motions at formal meetings, providing attendees with information, acting as evidence/protection in case of disputes, following agreed deadlines, checking organisational strategies/developments etc.</p>
	1.2	Explain the requirements that apply to formal minutes	Permanent, detailed record of business transacted, and resolutions adopted at official meetings that must be approved

			at the next meeting as a true representation of the proceedings; approved and signed off by chairperson; covering: titles, dates, times, locations, attendance, actions, outcomes, any other business (AOB), voting records/decisions reached etc.
	1.3	Describe the types of conventions for producing minutes which may apply within own organisation	Organisational conventions are the way in which something is usually done specific to an organisation; covering: formats, house styles, language, tone, tense etc.
	1.4	Describe the responsibilities of the person taking minutes in a meeting	Maintaining an effective working relationship with the chairperson, clarifying points with the chairperson (including during meetings where necessary), encouraging the chairperson to summarise key points, producing a summary, ensuring all follow-up actions agreed are recorded with timescales, registering attendance including contingencies/punctuality, ensuring agenda items are sufficiently covered etc.

	1.5	Explain the importance of confidentiality of discussions and actions within meetings	With reference to whether the minutes are to be circulated externally or internally only; covering as relevant: adhering to the Data Protection Act 2018, avoiding complaints, legal actions, damage to reputation, competitive loss; encouraging an open atmosphere for discussion.
	1.6	Explain the importance of recording suggestions and changes	Necessity to record suggestions/changes: E.g., who proposed a motion, who seconded it and outcomes (in formal meetings) or general agreed actions; to prevent later disagreements over what was decided, to act as legal protection etc.
2. Be able to take notes within meetings	2.1	Take notes of meetings which include agreed proposals and actions	With reference to learning outcome 1; to be precise, true, and correct; including attendance, apologies, proceedings, areas of discussion and agreed actions.
	2.2	Record responsibilities and dates for agreed actions	With reference to learning outcome 1; covering: names, timescales, types of actions, whether there was

			disagreement/concerns in the group etc.
3. Be able to produce minutes of meetings which meet own organisations requirements	3.1	Produce two sets of minutes from meeting notes	To develop notes into minutes format; covering: language (e.g., formal, informal), grammar (e.g., nouns, adjectives, verbs, adverbs), punctuation (e.g., apostrophes, semicolons, inverted commas), sentence structure (e.g., simple, compound, complex, compound-complex) and style as agreed/specific to organisation.
	3.2	Prepare attachments or appendices	E-files or material at the end of a document; usually of an explanatory, statistical or bibliographic nature e.g., reports, budget schedules etc.
	3.3	Obtain approval for the minutes	In accordance with organisational procedures; to be done prior to circulating, especially if externally, approval from all attendees, chairperson or each organisation represented etc.
	3.4	Circulate minutes and any supporting documents to the agreed distribution list	Promptly/to an agreed schedule; including: attendees, parties who the

			group has approved access to, management etc.
	3.5	Meet organisational requirements for confidentiality throughout process	Adhering to the Data Protection Act 2018, organisational policies/procedures, the accessibility to information as agreed and understood by attendees, anonymity where applicable etc.
<b>Additional information about the unit</b>			
Delivery guidance	This unit focuses on the importance of accurately taking and producing minutes of meetings, including the responsibilities of the minute-taker, the various types of meeting records, and the organisational conventions that may apply. Learners will develop practical skills in notetaking, preparing minutes, and ensuring confidentiality. A combination of theoretical instruction, practical exercises, and real-life meetings / simulations will help learners understand and apply these skills effectively.		
Assessment guidance	Assessment for this unit should combine both theoretical understanding and practical application, allowing learners to demonstrate their ability to take accurate meeting notes and produce minutes that meet organisational requirements.		

<b>Title</b>	Principles of Self-Development		
<b>Level</b>	3		
<b>Unit Number</b>	11		
<b>TQT</b>	17		
<b>GLH</b>	6		
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>		<b>Guidance and/or Indicative Content</b>
1. Understand own values, career, and personal goals in relation to a work role and professional development	1.1	Explain why it is important to relate own values, career and personal goals to job role and professional development	Including: continuous professional development (CPD), holistic growth, measuring success and providing direction/redirection; covering: efficiency, self-worth, setting further goals, supporting team/organisation, professionalism etc.
	1.2	Describe how to evaluate the requirements of a work role and how requirements evolve	Including: job specifications, personal traits, skills, experience, knowledge, responsibilities etc.; covering: changes to management, product/service development, new technologies, legislation, the wider sector/entry to new sectors, competitors etc.



	1.3	Describe how to identify gaps in knowledge and skills required for achieving objectives	Comparing current knowledge and skills with requirements for meeting existing, planned, or anticipated objectives; self-analysis, peer review and appraisals, Personal SWOT.
	1.4	Explain how to identify own development needs	Carrying out a SWOT (strengths, weaknesses, opportunities, and threats) analysis, seeking feedback from managers/clients etc.
2. Understand how to plan self-development	2.1	Identify learning styles and how these contribute to own performance	Including: visual, aural, reading, and kinaesthetic learning; covering: active participation, observing role models, reflecting, researching etc.
	2.2	Describe how development activities contribute to performance	Covering: inhouse/external training courses, on the job training, shadowing, sector specific vocational/academic qualifications, extracurricular development etc.
3. Understand how to evaluate development activities	3.1	Identify how to monitor own work and progression against plans	Benchmarking, regular reviews, obtaining qualitative/quantitative information, feedback from colleagues, managers and clients, appraisals, comments boxes, self-reflection etc.

	3.2	Identify how to evaluate own performance against the requirements of own work role	Understanding specific personal, team and organisational objectives, establishing additional/modified criteria, planning objectives, collecting managerial feedback etc.
	3.3	Explain how to use feedback on own performance	Recording, reviewing, SWOT analysis, revising/rescheduling objectives, identifying where feedback/perspectives differ between different individuals and the reasons for this etc.
4. Be able to devise a self-development plan	4.1	Produce a self-development plan	Setting SMART objectives, identifying gaps in knowledge/skills against objectives of the organisation, planning actions to address gaps, recording progress, sharing/comparing own plan with peers etc.
	4.2	Set objectives using a goal setting model	Goal setting model examples: ➤ <b>SMART:</b> Specific, Measurable, Achievable, Realistic and Time-bound;

			<ul style="list-style-type: none"> <li>➤ <b>PACT:</b> Purposeful, Actionable. Continuous, Trackable</li> <li>➤ <b>FAST:</b> Frequently Discussed, Ambitious, Specific, Transparent</li> </ul>
<b>Additional information about the unit</b>			
Delivery guidance	This unit focuses on personal and professional development, helping learners understand how their values, career goals, and personal objectives align with their job roles. It also guides them through the process of identifying development needs, planning self-development activities, and evaluating their progress. Learners will develop the skills to create a self-development plan and set goals to improve their performance in the workplace. Delivery should combine self-reflection, theoretical instruction, and practical exercises.		
Assessment guidance	Assessment for this unit should allow learners to demonstrate their understanding of personal and professional development, self-evaluation, and the creation of development plans. A combination of written assignments, reflective exercises, and practical tasks will ensure learners can apply these concepts to their own development.		

<b>Title</b>	The Role of the Executive and Personal Assistant		
<b>Level</b>	3		
<b>Unit Number</b>	12		
<b>TQT</b>	16		
<b>GLH</b>	9		
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>		<b>Guidance and/or Indicative Content</b>
1. Understand the role and skills required of the EA/PA	1.1	Describe the role and responsibilities of the EA/PA	Working closely with senior managers/ directorial staff, providing administrative support, maintaining extensive knowledge of the organisation, understanding organisational aims/objectives, respecting confidentiality, devising office systems, arranging travel, screening enquiries/requests, greeting visitors, making appointments, producing briefings/documents, liaison and communication, organising meetings, specific projects, taking on the managers responsibilities in certain circumstances etc.

	1.2	Describe the skills and personal specifications needed by the EA/PA	Communication, IT, text processing, business-related qualifications, multitasking, discretion, initiative, flexibility, accuracy, self-motivation, foreign languages as appropriate, qualifications/experience in business administration etc.
	1.3	Describe own skills and attributes relevant to the EA/PA role and identify areas for development	With reference to assessment criteria 1.2; covering: recurring areas relevant to own role, feedback from colleagues/clients, anticipating the demands of future known projects etc.
	1.4	Explain how to monitor the quality of own work and planned progression	Monitoring quality of own work/planned progression: E.g., referring to feedback, maintaining a diary, using KPIs (key performance indicators) etc.
2. Understand different management styles and skills required to work in the business environment	2.1	Describe the different styles of management	Styles of management: E.g., autocratic, consultative, persuasive, democratic/participative, chaotic, laissez-faire, paternalistic, directive, coaching etc.
	2.2	Describe the challenges encountered when dealing with different management styles	Varies widely between styles e.g., the authoritative style could stifle the

			innovation of subordinates, the participative style could delay decision-making processes etc.
	2.3	Assess ways to work with any management style	Being proactive with communication, accepting constructive criticism, setting boundaries/explaining if certain tasks are unrealistic, adapting for different management styles e.g., for an autocratic style, trying to understand their main objective and strive towards it etc.
	2.4	Describe the skills needed to build a working relationship with a manager	Being positive, scheduling time to build relationships, identifying common ground, using humour, active listening, keeping abreast of information to answer queries directed at managers, using initiative, familiarising with the work habits/recurring problems faced by managers and assisting/reducing workload etc.
3. Understand the principles of time management, organising meetings, goal	3.1	Describe how to manage a diary effectively	Storing information in one place only, understanding priorities, being flexible over appointments where necessary, arranging appointments next to each

setting and how to apply them			other if in proximity, noting the nature of the appointment (e.g., will the person need to be a speaker/prepare beforehand), including travel information not just appointment start/end times, sharing electronic diaries but considering what is confidential etc.
	3.2	Summarise techniques to improve time management	Delegating, scheduling, prioritising, avoiding procrastination/tasks of little value, setting deadlines (including personal mini deadlines), laying boundaries/being able to say 'no', start tasks longer term projects early/completing steps when possible, delineating between leisure time and work time etc.
	3.3	Describe how to organise, facilitate and support meetings	Agreeing/clarifying meeting objectives, sending invitations, structuring/setting agendas, regulating flow of discussion, taking minutes, summarising key points, resolving disagreements, keeping channels of communication open before, during and after meetings,

			preparing contingencies, housekeeping etc.
	3.4	Describe methods of goal setting and how to apply them in the role of EA/PA	Ensuring goals align with those of the manager/organisation, dividing goals into smaller objectives which are SMART (specific, measurable, attainable, realistic, and time-bound), anticipating problems and solving them etc.
	3.5	Explain the impact of pressure and stress on the individual and how that affects the business environment	Covering: poor motivation, emotional unpredictability, ill-health, tiredness, confusion, lateness, absenteeism, poor appearance etc. leading to reduced productivity, strained relationships, stress spreading to colleagues, communication difficulties/delays, damage to reputation, loss of business etc.
	3.6	Describe techniques used to reduce the impact of stress on staff within an organisation	Encouraging open discussion, recognising warning signs, taking own/encouraging others to take personal care, prioritising/organising as a team, deferring to others if problems need assistance/are insurmountable,



			sharing leisure time/cultivating a social climate, appreciating the concerns of others, praising good work, provide mental health first aiders and emphasise the importance of wellbeing etc.
4. Be able to communicate, network and influence others	4.1	Describe the key elements of communication	Active listening, preparation, conciseness, clarity, coherence, visual imperative, body language etc.
	4.2	Explain the implications of communication style when dealing with others	E.g., results-driven, creative, friendly, analytical etc.; covering: developing relationships, timescales, encouraging rapid decision-making/caution etc.
	4.3	Communicate assertively and effectively	E.g., positive body language, 'I' statements to show confidence/responsibility, appropriate volume, asking questions to ensure understanding, staying on topic, avoiding repetition, setting listeners at ease, keeping emails concise, using fonts/formatting to emphasise actions/dates etc.

	4.4	Use persuasive techniques to influence others	Gaining the confidence of others (e.g., using 'will' instead of 'might'), being knowledgeable/authoritative on relevant subjects, showing interest in others to gain their respect, displaying integrity and honesty, understanding the opinions/perspectives of even those you disagree with to better influence them, communicating persuasively with positive language etc.
	4.5	Assess the benefits of networking in the business environment	Improving sector knowledge, sharing/learning from others, opportunities for further sales/leads, finding new talent, improving own communication skills for other contexts etc.
<b>Additional information about the unit</b>			
Delivery guidance	This unit focuses on developing a thorough understanding of the role of an Executive Assistant (EA) or Personal Assistant (PA), the skills required, and how to effectively communicate, network, and manage time in the business environment. Learners will explore the principles of working with different management styles, goal setting, and stress management. Delivery should combine theoretical instruction with practical exercises and self-reflection to ensure learners can apply the skills and principles to their role.		

Assessment guidance	Assessment for this unit should combine theoretical understanding with practical application, allowing learners to demonstrate their knowledge of the EA/PA role and essential skills. A combination of assessment methods such as written assignments, role-playing exercises, and practical tasks will ensure learners can apply these concepts to their own work environment.
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<b>Title</b>	Introduction to Business Law and Corporate Governance		
<b>Level</b>	3		
<b>Unit Number</b>	13		
<b>TQT</b>	20		
<b>GLH</b>	6		
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>		<b>Guidance and/or Indicative Content</b>
1. Understand the legal status and structure of businesses	1.1	Describe the legal characteristics of different types of businesses	The company is a separate legal entity; limited liability; perpetual succession; ownership of property; contractual capability; criminal liability.  Public and private companies; limited and unlimited companies; partnerships; sole trader; non-profit making organisations; government departments; local authority; charities
	1.2	Explain the factors that can affect the choice of legal status for a business	Limited liability; right to manage; borrowing power; tax; how a sole-trader benefits versus limited company (and vice-versa) etc

	1.3	Outline the legal process of formation of different types of businesses	Registered companies: memorandum of association; articles of association; company name; passing off; partnership deeds; company or partnership
2. Understand the legal relationships arising from business operation activities	2.1	Identify the specific legal responsibilities of businesses towards key external parties to the organisation	<p><b>Legal responsibility towards suppliers and customers:</b> express and implied terms; conditions and warranties; oral and written contracts.</p> <p><b>Legal responsibility to consumers:</b> Sale of Goods Act 1979; Supply of Goods (Implied Terms) Act 1973; Supply of Goods and Services Act 1982; Sale and Supply of Goods Act 1994.</p> <p><b>Legal responsibility to the community and the State:</b> common law; private nuisance; negligence; trespassers; Data Protection Act 1984;</p>
	2.2	Summarise the specific legal responsibilities of businesses towards key internal parties	Equal Pay Act 1970; Sex Discrimination Acts 1975 and 1986; Equalities Act; Race Relations Act 1976; Redundancy; Unfair and Wrongful dismissal; Health and Safety

	2.3	Describe the legal responsibilities of providers of finance	Shareholders and providers of finance; different types of shares; debentures; credit transactions (loans, hire purchase, credit sales; hire and rental agreements).
3. Understand the legal responsibility of shareholders and directors	3.1	Describe the role of a shareholder	Becoming a shareholder; ceasing to be a member; effect on the articles
	3.2	Describe shareholder meetings and the protocols in which they operate	Annual general meeting; extra-ordinary general meeting. Notice, conduct of meetings; voting rights; proxies; minutes; resolutions; role of company secretary.
	3.3	Describe the role of the director and their powers within own organisation	Appointment and removal; directors' powers; remuneration; directors' duties (fiduciary duties; non-fiduciary duties); control of the company; payment of dividends; Nolan Principles of Public Life (for public sector firms).
4. Understand the role of corporate governance in the modern business world	4.1	Describe and assess the importance of governance on business organisations	Role of governance; history of governance/why it's important (Cadbury Report; Sarbanes-Oxley Act 2002; Greenbury Report; Hampel Report; Combined Code). How Governance

			affects decision-making, strategy and what Governance looks like, practically, in businesses
	4.2	Describe the principles of good governance in the modern business organisation	<p>Different types of governance (rules based; principle based).</p> <p>Role of the board director; governance versus management. Theories of governance (where relevant) – agency, stewardship, stakeholder, resource dependent. The UK Governance Code.</p>
	4.3	Describe the role of the administrative manager in supporting governance	<p>Acting as company secretary; taking minutes at board meetings; understanding protocols and regulations; dealing with changes to Companies House records; understanding committee structures and the approval and delegated powers of those committees; producing Board packs and associated paperwork for boards/committees; understanding quoracy; role of the company secretary and minute-taker. Delegated powers from the Board to the Committee;</p>

		navigating board structure to get things done.
<b>Additional information about the unit</b>		
Delivery guidance	This unit introduces learners to the legal status and structure of businesses, the legal responsibilities of various business parties, and the role of corporate governance. Learners will gain an understanding of business formation processes, legal relationships with external and internal stakeholders, and the roles of shareholders and directors. The importance of corporate governance and the administrative manager's role in supporting it will also be explored. Delivery should involve a mix of methods such as theoretical instruction and case studies.	
Assessment guidance	Assessment for this unit should allow learners to demonstrate their understanding of the legal structures of businesses, the responsibilities of shareholders, directors, and providers of finance, and the importance of corporate governance. A combination of assessment methods such as written assignments and case studies, will ensure learners can apply these concepts to real-world business situations.	



## 4. Centre Requirements

### 4.1. Centre Responsibilities

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.

When a centre applies to offer a qualification, they will need to provide evidence that they have sufficient resources and infrastructure in place for delivery of that qualification:

- evidence of assessor and IQA competence
- sample assessment materials and mark schemes
- scheme of work
- details of available resources.

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
- have access to appropriate training and support
- are independent and any conflicts of interests are managed and monitored appropriately by SFJ Awards.

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 handbook should be used in conjunction with the following SFJ Awards documents:

- Assessment Guidance
- Centre Handbook
- Centre Assessment Standards Scrutiny (CASS) Strategy
- Conflict of Interest Policy
- Whistleblowing Policy
- Malpractice and Maladministration Policies

- Equality and Diversity Policy
- Appeals Policy
- Complaints Policy
- Sanctions Policy
- Examinations and Invigilation Policy
- Risk and Centre Monitoring Policy
- Fair Access and Equality of Opportunity Policy
- Reasonable Adjustment and Special Considerations Policy
- Standardisation Policy
- Direct Claims Policy
- Centre Approval Process

All documents referenced in the strategy are available to centres on Odyssey, SFJ Awards learner management system, or on request from SFJ Awards.

## 4.2. Centre Assessment Standards Scrutiny (CASS) Strategy

Awarding Organisations are required by Ofqual to have a CASS Strategy in place to improve the controls where an assessment is devised and marked by a centre.<sup>2</sup> In line with our CASS Strategy, SFJ Awards will determine the most appropriate CASS approach for each qualification / qualification suite using a risk based approach.

Any Subject Matter Experts (SMEs) used by centres to develop and/or mark assessments must declare any conflict of interest and centres must ensure that any such conflicts are mitigated. All details of such conflicts of interest must be recorded by the centre.

SFJ Awards will require sample assessments from centres to maintain confidence with our centres' approach to maintaining the integrity of our quality assurance strategy defined within the CASS strategy. Centre marking will be subject to external quality assurance.

Centres are permitted to develop and mark assessments for the qualification(s) in this handbook, in line with our CASS Strategy.

## 4.3. Facilities

Training and assessment for approved qualifications must take place in a suitable environment that has been approved by SFJ Awards. The environment must be adequately equipped for training, conducive to effective learning, and must comply with current Health and Safety requirements. Equipment for practical activities must be readily available and fit for purpose. All examination venues must comply with the

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<sup>2</sup> [Condition H2 - Centre Assessment Standards Scrutiny where an assessment is marked by a Centre](#)

policy, standards, and regulations specified by SFJ Awards to gain approval for knowledge-based assessment.

Training and assessment facilities must comply with the ongoing approval arrangements of SFJ Awards.

## 4.4. Trainers

Some sectors specify trainer requirements for qualification delivery, for example first aid and security. Details of any specific trainer requirements are included in this qualification handbook. Centres should therefore check the handbook, or with SFJ Awards, for any trainer requirements that apply to the qualification(s) they wish to deliver. Centres applying for approval with SFJ Awards will be required to provide SFJ Awards with current evidence of how each trainer meets the requirements, for example certificates of achievement, CV or CPD records.

## 5. Assessment

### 5.1. Qualification Assessment Methods

Assessment methods<sup>3</sup> that can be used for the **SFJ Awards Level 3 Award in Professional Executive Assistant, Personal Assistant and Administration Skills** are as follows:

- Aural Examination
- E-assessment
- Multiple Choice Examination
- Portfolio of Evidence (including for example records of professional discussions, question and answer sessions, work products)
- Practical Demonstration / Assignment
- Practical Examination
- Task-based Controlled Assessment
- Written Examination
- Observation
- Professional Discussion
- Interview
- Presentation and Questioning
- Project

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<sup>3</sup> Selected from assessment methods listed on Ofqual's regulatory system (Portal)

## 5.2. 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 Guidance.

Evidence must be:

- Valid
- Authentic
- Sufficient
- Current
- Reliable

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

## 5.3. Methods for Assessing Competence

Qualifications may be assessed using any method, or combination of methods, as stipulated either by SFJ Awards or within specific qualifications, and which clearly demonstrate that the learning outcomes and assessment criteria have been met. Some sectors may have specific assessment requirements that apply to their qualifications and where these apply, details will be included in the qualification-specific handbook.

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 expect assessors to use a combination of different assessment methods to make a decision about an individual's occupational competence. Assessment methods which are most likely to be used are outlined below. However, these are included for guidance only and there may be other methods which are suitable. Further information on assessment methods is included in the SFJ Awards Assessment Guidance.

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<sup>4</sup> Ofqual Handbook: General Conditions of Recognition, Section E - Design and development of qualifications [www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications](http://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications)

### 5.3.1. Observation

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

### 5.3.2. 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 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).

### 5.3.3. Work Outputs (Product Evidence)

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

### 5.3.4. 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.

### 5.3.5. 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.

### 5.3.6. Simulations

Simulations may take place either in a non-operational environment which is not the learner's workplace, for example a training centre. The qualification handbook will specify whether simulations are allowed for the qualification and/or units within it. Proposed simulations must be reviewed to ensure they are fit for purpose as part of the IQA's pre-delivery activity.

Simulations can be used when:

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

Simulations must follow the principles below:

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

## 5.4. 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 Guidance.

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
- Time bound conditions
- Invigilation.

Where assessment in controlled environments is considered appropriate for qualifications, or the use of specific assessment materials (for example, exemplars or scenarios) is required, information will be included in the qualification handbook.

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<sup>5</sup> Ofqual Handbook: General Conditions of Recognition, Section E - Design and development of qualifications [www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications](http://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications)

## 5.5. Methods for Assessing Knowledge and Understanding

SFJ Awards expect assessors to use a variety of different assessment methods to make a decision about an individual's knowledge and understanding, which are likely to include a combination of the following:

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

Where written assessments are centre-devised and centre-assessed, centres must:

- maintain a sufficient bank of assignments which are changed regularly
- record how risks in tests/exams conducted in controlled environments are mitigated
- conduct assessments in line with SFJ Awards Examination and Invigilation Policy.

Centres must take into account the qualification when selecting knowledge assessment methods to ensure they are appropriate and allow the learner to evidence the assessment criteria. For example, MCQs are unlikely to be appropriate for higher levels qualifications or assessment criteria which require learners to 'explain', 'describe', 'evaluate' or 'analyse'.

## 5.6. 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.



## 6. Assessor Requirements

### 6.1. Occupational Knowledge and Competence

Due to the risk-critical nature of the work, particularly when assessing in the public and security 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 unit(s) they are assessing. They will have gained their occupational competence by working within the sector relating to the unit(s) or qualification(s) 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 unit(s) they are assessing as a practitioner, trainer or manager.

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

### 6.2. Qualification Knowledge

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

### 6.3. Assessor Competence

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

- qualified with a recognised assessor qualification, or
- working towards a recognised assessor qualification.

However, there may be circumstances when assessors have the equivalent competence through training to appropriate national standards, and SFJ Awards will agree this on a case-by-case basis.

Assessors' experience, knowledge and understanding could be verified by a combination of:

- curriculum vitae and employer endorsement or references
- possession of a relevant NVQ/SVQ, or vocationally related qualification

- corporate membership of a relevant professional institution
- interview (the verification process must be recorded and available for audit).

Recognised assessor qualifications include, but are not limited to:

- RQF/QCF Level 3 Award in Assessing Competence in the Work Environment
- RQF/QCF Level 3 Award in Assessing Vocationally Related Achievement
- RQF/QCF Level 3 Certificate in Assessing Vocationally Related Achievement
- An appropriate Assessor qualification in the SCQF as identified by SQA Accreditation
- A1 Assess candidates using a range of methods
- D32/33 Assess candidate performance, using differing sources of evidence.

Where assessors hold an older qualification e.g. D32/33 or A1, they must provide evidence of Continuing Professional Development (CPD) to demonstrate current competence.

Assessors must hold an assessor qualification, or equivalent competence if agreed by SFJ Awards, relevant to the type of qualification(s) they are assessing e.g.

- **Level 3 Award in Assessing Competence in the Work Environment:**  
For assessors who assess **competence in a work environment**, which requires the use of the following assessment methods: observation, examining work products or outputs, oral questioning, discussion, use of witness testimony, learner statements and Recognition of Prior Learning (RPL).
- **Level 3 Award in Assessing Vocationally Related Achievement:**  
For assessors who assess **knowledge and/or skills in vocationally related areas** using the following assessment methods: tests of skills, oral questioning, written questions, case studies, assignments, projects and RPL.

To be able to assess both knowledge and competence-based qualifications, new assessors should be working towards the **Level 3 Certificate in Assessing Vocational Achievement**.

Centres must have in place a procedure to ensure that their trainee assessors have a representative sample of their assessment decisions counter signed by a qualified and competent assessor. SFJ Awards will provide centres with guidance on the ratio of qualified/trainee assessors.

Trainee assessors working towards a qualification must be registered for the qualification with a regulated AO and achieve it within 18 months. Assessor competence will be checked through annual External Quality Assurance checks.

Centres must check the qualification handbook for assessor requirements for the qualification(s) they are approved to deliver as some sectors have different requirements e.g. security, education and training, assessor and quality assurance, and learning and development.

Centres applying for approval with SFJ Awards will be required to provide SFJ Awards with current evidence of how each assessor meets these requirements, for example certificates of achievement. Centres who apply for approval to offer additional qualifications will be required to provide evidence of assessor competence for the qualifications they wish to offer.

## 6.4. 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.

It is the centre's responsibility to retain the CPD information of assessors. Assessor competence and CPD will be checked by External Quality Assurers at the centre's annual compliance visit.

## 7. Internal Quality Assurer Requirements

### 7.1. 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, community safety and security 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.

### 7.2. 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.

### 7.3. 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.

However, there may be circumstances when IQAs have the equivalent competence through training to appropriate national standards, and SFJ Awards will agree this on a case-by-case basis. Recognised IQA qualifications include, but are not limited to:

- RQF/QCF Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- RQF/QCF Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- An appropriate IQA qualification in the SCQF as identified by SQA Accreditation
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process.

Where IQAs hold an older qualification e.g. D34 or V1, they must provide evidence of Continuing Professional Development (CPD) to demonstrate current competence. Approved centres will be required to provide SFJ Awards with current evidence of how each IQA meets these requirements, for example certificates of achievement.

Centres must have in place a procedure to ensure that their trainee IQAs have a representative sample of their IQA decisions counter signed by a qualified IQA who holds a minimum of the **Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice**. SFJ Awards will provide centres with guidance on the ratio of qualified/trainee assessors.

Trainee IQAs working towards one of the above qualifications must be registered for the qualification with a regulated AO and achieve it within 18 months. IQA competence will be checked through annual External Quality Assurance checks.

## 7.4. 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.

Centres must check the qualification handbook for IQA requirements for the qualification(s) they are approved to deliver as some sectors have different requirements e.g. security, education and training, assessor and quality assurance, and learning and development.

## 8. 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.

### 8.1. Occupational Competence

Expert witnesses must, according to current sector practice, be competent in the functions covered by the unit(s) 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.

## 8.2. 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.

## 9. External Quality Assurers

External quality assurance is carried out by SFJ Awards to ensure that there is compliance, validity, reliability and good practice in centres. 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 are responsible for ensuring that their external quality assurance team have:

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

### 9.1. 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

Relevant qualifications include:

- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice

Trainee EQAs working towards one of the above qualifications must be registered for the qualification with a regulated AO and aim to achieve it within 18 months. Whilst working towards a qualification, trainee EQAs will be supported by qualified EQA and receive training, for example by shadowing the EQA on compliance visits. EQA competence will be checked and monitored by SFJ Awards.

## 9.2. 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.

## 10. Standardisation

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

### 10.1. 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.

### 10.2. 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) Guidance and the SFJ Awards [Standardisation Policy](#).

## 11. 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 support the use of RPL and centres must work to the principles included in Section 6 Assessment and Quality Assurance of the SFJ Awards Centre Handbook and outlined in SFJ Awards [Recognition of Prior Learning Policy](#).

## 12. 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 or who have additional learning needs are not disadvantaged in any way. Learners must declare their needs prior to the assessment and all necessary reasonable adjustment arrangements must have been approved by SFJ Awards and implemented before the time of their assessment.

All cases where reasonable adjustment has been used must be fully documented, made available for external quality assurance and retained for a minimum of 3 years.

Further information is available in the SFJ Awards [Reasonable Adjustments and Special Considerations Policy](#) and the SFJ Awards [Equality of Opportunity Policy](#).

SFJ Awards will conduct Equality Impact Assessments in the design and development of qualifications to minimise as far as possible any impact on learners with a protected characteristic, disability or additional learning needs.

## 13. Health and Safety

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

SFJ Awards foster 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 some sectors can carry a high risk level due to the nature of some roles. Centres must therefore ensure that due regard is taken to assess and manage risk and have procedures in place to ensure that:

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

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