



Certificate in Administrative Support for Public Safety Roles

SFJ Awards Level 2

Qualification Handbook

Ofqual Qualification Number: 610/6095/1

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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 1st 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
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Meadowcourt Business Park
4 Hayland Street
Sheffield
S9 1BY

Tel: 0114 284 1970

Email: info@sfjawards.com

Website: www.sfjawards.com

2. The Qualification

2.1. Qualification Objective

This handbook relates to the following qualification:

SFJ Awards Level 2 Certificate in Administrative Support for Public Safety Roles

This qualification is designed to equip learners with the essential skills and knowledge required to perform effectively in administrative support roles within the public safety sector, including blue light services such as police, fire, ambulance, and other emergency response organisations.

This qualification aims to:

- Provide sector-specific training that reflects the unique administrative and service demands of public safety roles.
- Support non-operational staff who play a critical role in enabling the smooth functioning of frontline emergency services.
- Enhance practical competencies in communication, information handling, teamwork, digital systems, and service user interaction.
- Offer flexible learning pathways through optional units tailored to specific functions such as finance, data management, recruitment, and IT systems.

2.2. Pre-entry Requirements

There are no pre-entry requirements for this qualification. However, centres must ensure that learners are able to complete this qualification, for example, through completing a skills scan to ensure they can work at the appropriate level.

2.3. Qualification Structure

To achieve the Level 2 Certificate in Administrative Support for Public Safety Roles, learners must complete a combination of mandatory and optional units as outlined below:

- Learners must achieve **all three mandatory units**, totalling 55 guided learning hours and 100 total qualification time.
- Learners must also achieve a **minimum of 75 GLH from optional units**.
- A **maximum of 25 GLH** may be selected from optional units at **Level 3**. The remaining optional GLH must be achieved through units at Level 2.
- Due to the variation in GLH and TQT values across optional units, the actual number of optional units taken - and the overall qualification GLH - may exceed the minimum requirements.
- The minimum Total Qualification Time for this qualification is 230 hours. This includes the mandatory unit TQT and the expected minimum TQT associated with the optional unit requirement.
- Centres must ensure that the chosen combination of units complies with these rules to ensure the qualification retains its Level 2 designation.

Mandatory Units					
Unit Number	Odyssey Reference	Unit Title	Level	GLH	TUT
1	6754	Communicate effectively in a public service environment	2	18	30
2	6755	Manage personal performance and development	2	18	40

3	6756	Develop working relationships with colleagues	2	19	30
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Optional Units					
Unit Number	Odyssey Reference	Unit Title	Level	GLH	TUT
4	6757	Support public-facing and internal service interactions	3	12	20
5	6758	Solve operational problems in a public service setting	2	12	20
6	6759	Produce administrative documents	2	24	30
7	6760	Process information about service users	2	25	30
8	6761	Store and retrieve information	2	19	40
9	6762	Research, organise and report data	2	29	40
10	6763	Produce minutes of meetings	2	13	30
11	6764	Organise travel or accommodation	2	23	30
12	6765	Use telephone & IT collaboration systems	2	30	50

13	6766	Coordinate visitor and service user interactions	2	15	30
14	6767	Develop and deliver a presentation	3	25	60
15	6768	Manage diary systems	2	12	20
16	6769	Contribute to the organisation of an event	2	23	30
17	6770	Buddy a colleague to develop their skills	2	19	30
18	6771	Administer the recruitment & selection process	2	25	30
19	6772	Administer finance	2	21	40
20	6773	Payroll Processing	2	20	50
21	6774	Bespoke Systems	2	20	30
22	6775	Word Processing Software	2	30	40
23	6776	Spreadsheet Software	2	30	40
24	6777	Website Software	2	30	40

2.4. Total Qualification Time (TQT)

Values for Total Qualification Time¹, 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
- 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.

¹ Total Qualification Time, Ofqual
<https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications>

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

Qualification Title	TQT	GLH
SFJ Awards Level 2 Certificate in Administrative Support for Public Safety Roles	minimum 230	minimum 130

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 who achieve this qualification may progress to:

- **Level 3 qualifications in Business Administration**
- **Level 3 qualifications in Leadership**
- **Sector-specific roles in emergency services**

This qualification provides a strong foundation of transferable skills that support progression into more advanced administrative roles or supervisory positions, as well as sector-specific pathways within public safety, including police, fire, ambulance, and other emergency service organisations.

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 or on request from SFJ Awards.

3. Qualification Units

3.1. Mandatory Units

Title	Communicate effectively in a public service environment		
Level	2		
Unit Number	1		
GLH	18		
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>		Guidance and/or Indicative Content
1. Understand the purpose of planning communication	1.1	Explain reasons for knowing the purpose of communication	
	1.2	Explain reasons for knowing the audience to whom the communication is being presented	
	1.3	Describe different methods of communication	
	1.4	Describe when to use different methods of communication	

2. Understand how to communicate in writing	2.1	Identify different sources of information that may be used when preparing written communication	
	2.2	Describe the communication principles for using electronic forms of written communication in a public service environment	This could refer to official systems like incident reporting logs, briefing notes via secure email, or internal memos about operational changes
	2.3	Describe the reasons for using language that suits the purpose of written communication	
	2.4	Describe ways of organising, structuring and presenting written information so it meets the needs of an audience	For example, writing a shift briefing for frontline responders or an email summarising a multi-agency meeting.
	2.5	Describe ways of checking for the accuracy of written information	
	2.6	Explain the purpose of accurate use of grammar, punctuation and spelling	

	2.7	Explain what is meant by plain English, and why it is used	
	2.8	Explain the need to proofread and check written work	
	2.9	Explain how to identify work that is important and work that is urgent	
	2.10	Describe organisational procedures for saving and filing written communications	Could include use of case management systems (e.g., RMS, ControlWorks) or secure storage of incident correspondence.
3. Understand how to communicate verbally	3.1	Describe ways of verbally presenting information and ideas clearly	
	3.2	Explain ways of making contributions to discussions that help to move them forward	
	3.3	Describe methods of active listening	
	3.4	Explain the purpose of summarising verbal communications	

4. Understand the purpose of feedback in developing communication skills	4.1	Describe ways of getting feedback on communications	
	4.2	Explain the purpose of using feedback to develop communication skills	
5. Be able to plan communication	5.1	Identify the purpose of communications and the audience(s)	
	5.2	Select methods of communication to be used	
	5.3	Confirm methods of communication, as required	
6. Be able to produce written communications	6.1	Find and select information needed for written communications	
	6.2	Organise, structure and present information so that it is clear, accurate and meets the needs of the audience	
	6.3	Use language that suits the purpose of written communication and the audience	
	6.4	Use accurate grammar, spelling and punctuation, and plain English to make sure that meaning is clear	

	6.5	Proofread and check written communications and make amendments, as required	
	6.6	Confirm what is important and what is urgent	
	6.7	Produce written communications to meet agreed deadlines	
	6.8	Keep a file copy of written communications sent	
7. Be able to communicate verbally in public service environments	7.1	Verbally present information and ideas to others clearly and accurately	
	7.2	Make contributions to discussion(s) that move the discussion forward	
	7.3	Actively listen to information given by other people, and make relevant responses	
	7.4	Ask relevant questions to clarify own understanding, as required	
	7.5	Summarise verbal communication(s) and agree that the correct meaning has been understood	

8. Be able to identify and agree ways of developing communication skills	8.1	Get feedback to confirm whether the communication has achieved its purpose	
	8.2	Use feedback to identify and agree ways of improving own communication skills	
Additional information about the unit			
Assessment guidance	<p>This unit aims to develop the knowledge and skills required to communicate effectively in a public service environment. It covers the principles of both written and verbal communication, including how to plan, produce, and review communications to ensure they meet the needs of different audiences and serve the operational and professional requirements of public safety or public service roles.</p> <p>Learners will also explore the role of feedback and ways to improve their own communication skills. Assessment should be based on a combination of practical activities and knowledge-based tasks. Evidence may include written work (such as emails, reports, and service communications), observations of verbal communication, professional discussions, and reflective accounts. Learners are encouraged to use real workplace examples from public service settings. All assessment evidence must be valid, sufficient, current, and authentic.</p>		

Title	Manage personal performance and development		
Level	2		
Unit Number	2		
GLH	18		
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>		Guidance and/or Indicative Content
1. Understand how to plan work and be accountable to others	1.1	Outline guidelines, procedures codes of practice relevant to personal work	
	1.2	Explain the purpose of planning work, and being accountable to others for own work	
	1.3	Explain the purpose and benefits of agreeing realistic targets for work	
	1.4	Explain the purpose of keeping other people informed about progress	
	1.5	Describe types of problems that may occur during work	

	1.6	Explain the purpose and benefits of recognising and learning from mistakes	
	1.7	Explain the purpose of keeping other people informed about progress	
	1.8	Describe ways of seeking assistance with getting help to resolve problems	
2. Understand how to behave in a way that supports effective working	2.1	Explain the purpose and benefits of agreeing and setting high standards for own work	
	2.2	Describe ways of setting high standards for own work	
	2.3	Explain the purpose of benefits of taking on new challenges if they arise	
	2.4	Explain the purpose and benefits of adapting to change	
	2.5	Explain the purpose and benefits of treating others with honesty, respect and consideration	
	2.6	Explain why own behaviour in the workplace is important	

	2.7	Describe types of behaviour at work that shows honesty, respect and consideration and those that do not	
3. Be able to manage personal performance	3.1	Agree specific, measurable, achievable, realistic and time-bound (SMART) objectives that align with service needs with line manager	
	3.2	Agree criteria for measuring progress and achievement with line manager	
	3.3	Complete tasks to agreed timescales and quality standards	
	3.4	Report problems beyond their own level of competence and authority to the appropriate person	
	3.5	Take action needed to resolve any problems with personal performance	
4. Be able to manage own time and workload	4.1	Plan and manage workloads and priorities using time management tools and techniques	
	4.2	Take action to minimise distractions that are likely to limit the effective management of time and the achievement of objectives	

	4.3	Explain the benefits of achieving an acceptable “work-life balance”	
5. Be able to identify own development needs	5.1	Identify organisational policies relating to personal development	
	5.2	Explain the need to maintain a positive attitude to feedback on performance	
	5.3	Explain the potential benefits of personal development	
	5.4	Identify their own preferred learning style(s)	
	5.5	Identify their own development needs from analyses of the role, personal and team objectives	
	5.6	Use feedback from others to identify their own development needs	
	5.7	Agree specific, measurable, achievable, realistic and time-bound (SMART) development objectives that align with organisational and personal needs	

6. Be able to fulfil a personal development plan	6.1	Agree a personal development plan that specifies actions, methods, resources, timescales and review mechanisms	
	6.2	Make use of formal development opportunities that are consistent with organisational needs	
	6.3	Use informal learning opportunities that contribute to the achievement of personal development objectives	
	6.4	Review progress against agreed objectives and amend plans accordingly	
	6.5	Share lessons learned with others using agreed communication methods	
Additional information about the unit			
Assessment guidance	<p>This unit aims to help learners develop the knowledge and skills needed to take responsibility for their own performance and development in the workplace. It covers how to plan and manage work, set high standards, act professionally, identify development needs, and follow a personal development plan. Learners will also explore the importance of accountability, feedback, and continuous improvement.</p> <p>Assessment should combine knowledge-based tasks with practical workplace evidence. Methods may include written reflections, personal development plans, observation of</p>		

	performance, feedback from others, and professional discussions. Learners should use examples from their own work role where possible to demonstrate competence and understanding. Evidence must be valid, authentic, current, and sufficient to meet all assessment criteria.
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Title	Develop working relationships with colleagues		
Level	2		
Unit Number	3		
GLH	19		
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>		Guidance and/or Indicative Content
1. Understand the principles of effective team working	1.1	Outline the benefits of effective team working	
	1.2	Describe how to give feedback constructively	
	1.3	Explain conflict management techniques that may be used to resolve team conflicts	
	1.4	Explain the importance of giving team members the opportunity to discuss work progress and any issues arising	
	1.5	Explain the importance of warning colleagues of problems and changes that may affect them	

2. Be able to maintain effective working relationships with colleagues	2.1	Recognise the contribution of colleagues to the achievement of team objectives	
	2.2	Treat colleagues with respect, fairness and courtesy	
	2.3	Fulfil agreements made with colleagues	
	2.4	Provide support and constructive feedback to colleagues	
3. Be able to collaborate with colleagues to resolve problems	3.1	Take others' viewpoints into account when making decisions	
	3.2	Take ownership of problems within own level of authority	
	3.3	Take action to minimise disruption to activities within their own level of authority	
	3.4	Resolve problems within their own level of authority and agreed contribution	
Additional information about the unit			
Assessment guidance	This unit aims to develop the knowledge and skills needed to build and maintain effective working relationships with colleagues in a public service environment. Learners will explore		

	<p>the principles of teamwork, communication, and conflict resolution, and learn how to collaborate with others to achieve shared goals and resolve problems.</p> <p>Assessment should include a combination of practical workplace evidence and knowledge-based tasks. Suitable methods include direct observation, reflective accounts, professional discussions, and witness testimonies. Learners should draw on real work situations where possible to show how they maintain positive working relationships and contribute to teamwork. All assessment evidence must be authentic, valid, sufficient, and relevant to the learning outcomes and assessment criteria.</p>
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3.2. Optional Units

Title	Support public-facing and internal service interactions		
Level	3		
Unit Number	4		
GLH	12		
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>		Guidance and/or Indicative Content
1. Understand service delivery in public-facing and internal service contexts	1.1	Explain the purpose and value of identifying service user needs and expectations	
	1.2	Explain why service delivery must meet or exceed expectations	
	1.3	Explain the value of meeting or exceeding expectations in public-facing and internal service environments	
	1.4	Explain the purpose and value of building positive working relationships	Consider service users and the public

	1.5	Describe the types of problems that service users may encounter	
	1.6	Explain methods for addressing service issues	
	1.7	Explain the purpose and benefits of monitoring satisfaction and how to do so	
	1.8	Describe techniques for collecting and evaluating service user feedback	
	1.9	Explain the benefits of continuous improvement	
2. Be able to build positive working relationships with internal stakeholders	2.1	Identify internal stakeholders	E.g. departments, teams, colleagues
	2.2	Confirm internal needs in relation to support, services or communication	
	2.3	Confirm quality and time expectations for internal support	
	2.4	Agree procedures to be followed if internal service expectations are not met	

3. Be able to deliver public-facing services to agreed standards and timescales	3.1	Provide services to agreed quality standards	
	3.2	Provide services within agreed timescales	
	3.3	Check that service user needs and expectations have been met	
4. Be able to respond to service-related problems and complaints	4.1	Follow procedures, within agreed timescale, to a) process problems and complaints b) resolve problems and complaints c) escalate problems and complaints, where necessary	
5. Be able to monitor and evaluate public-facing and internal service interactions	5.1	Obtain and record feedback from service users or internal stakeholders	
	5.2	Analyse and evaluate feedback	
	5.3	Take action to improve future service interactions based on feedback	
Additional information about the unit			
Assessment guidance	This unit is designed to develop the knowledge and skills required to deliver high-quality service within a public safety context. Learners will understand the principles of service delivery,		

	<p>including how to identify service user needs, meet service expectations, and deal effectively with problems and complaints. The unit also covers building positive working relationships with internal stakeholders and how to monitor and evaluate service delivery for continuous improvement.</p> <p>Assessment should be based on both knowledge and practical performance. Evidence may include work-based tasks, observation of interactions with service users or internal stakeholders, written responses, service feedback records, and professional discussions. Learners should demonstrate their ability to apply service delivery principles in real workplace situations. All evidence must be authentic, valid, sufficient, and relevant to the assessment criteria.</p>
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Title	Solve operational problems in a public service setting		
Level	2		
Unit Number	5		
GLH	12		
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>		Guidance and/or Indicative Content
1. Know how to recognise operational problems and their causes	1.1	Outline ways of recognising when a problem exists	
	1.2	Describe how to identify possible causes of operational problems	
2. Understand techniques for solving operational problems	2.1	Describe different ways of solving an operational problem	
	2.2	Outline different ways of planning to solve operational problems	
	2.3	Give reasons for having support and feedback from others when solving the operational problems	

	2.4	Explain the purpose of checking progress and adjusting approaches to solving an operational problem	
	2.5	Describe ways of recognising when an operational problem has been solved	
3. Know how to review approaches and solutions to operational problems	3.1	Outline ways of reviewing approaches to solving operational problems	
	3.2	Outline ways of reviewing the effectiveness of solutions to operational problems	
4. Be able to recognise operational problems	4.1	Identify an operational problem	
	4.2	Confirm own understanding of an operational problem	
	4.3	Work with others to agree what the operational problem is	
5. Be able to plan and carry out a solution to an operational problem	5.1	Agree an approach for how to solve the operational problem	
	5.2	Develop a plan to solve the operational problem	

	5.3	Identify ways of deciding that the operational problem has been solved	
	5.4	Agree approaches to solving the operational problem, with others as required	
	5.5	Carry out a plan to solve the operational problem, involving others as required	
	5.6	Use support and feedback from others to reach a solution	
	5.7	Check progress towards solving the operational problem	
	5.8	Use feedback and progress reports to adjust the plan, as required	
	5.9	Confirm that the operational problem has been solved, with others as required	
6. Be able to review a solution to the operational problem	6.1	Review an approach to solving an operational problem for its effectiveness	
	6.2	Review a solution to the operational problem for its effectiveness	

	6.3	Identify alternative approaches and solutions for possible effectiveness	
Additional information about the unit			
Assessment guidance	<p>This unit is designed to equip learners with the knowledge and skills to identify, analyse, and solve operational problems in a public service context. Learners will explore how to recognise issues that affect service delivery or administrative processes, understand their causes, apply appropriate problem-solving techniques, plan and carry out solutions, and review outcomes to inform and improve future practice. Emphasis is placed on working collaboratively, using feedback, and adapting plans as necessary in line with organisational procedures and public service standards.</p> <p>Assessment should include both knowledge-based evidence (e.g. explanations, reflections, and planning documents) and practical application in a workplace or realistic simulated setting. Suitable methods may include case studies, observation, work products, action plans, professional discussions, and written tasks. Learners must show they can apply a structured problem-solving approach and work with others to identify and implement solutions to operational challenges. All evidence should be valid, current, authentic, and sufficient to meet the unit's assessment criteria.</p>		

Title	Produce administrative documents		
Level	2		
Unit Number	6		
GLH	24		
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>		Guidance and/or Indicative Content
1. Understand how to prepare administrative documents	1.1	Explain the requirements for language, tone, image and presentation for different documents	
	1.2	Explain how to integrate images into documents	
	1.3	Describe how corporate identity impacts upon document production	
	1.4	Explain the requirements of data protection, copyright and intellectual property legislation relating to document production	
	1.5	Describe organisational procedures for version control	

	1.6	Describe security requirements relating to document production	
2. Be able to prepare administrative documents	2.1	Identify the purpose, audience, content, style, format and deadlines of a document	
	2.2	Use document production resources in line with organisational guidelines	
	2.3	Use correct grammar, spelling, punctuation and sentence structure	
	2.4	Produce documents that meet the requirements within the agreed timescale	
3. Be able to distribute administrative documents	3.1	Provide final documents in the appropriate medium for authorised readers	
	3.2	Specify restrictions and distribution lists in accordance with the requirements	
	3.3	Maintain the requirements of security in the production, distribution and storage of documents	

Additional information about the unit

Assessment guidance	<p>This unit aims to provide learners with the knowledge and skills to produce, format, and distribute professional administrative documents. It covers understanding document requirements, using appropriate tone, structure, and branding, and ensuring compliance with organisational, legal, and security standards. Learners will also learn how to use available resources effectively and meet document production deadlines.</p> <p>Assessment should combine knowledge-based tasks (such as written explanations) with practical evidence of document production. Acceptable methods include work-based assignments, observation, portfolio samples of documents produced, and assessor questioning. Learners should demonstrate competence in planning, preparing, and distributing administrative documents in line with organisational guidelines. All evidence must be valid, authentic, sufficient, and relevant to the learning outcomes and assessment criteria.</p>
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Title	Process information about service users		
Level	2		
Unit Number	7		
GLH	25		
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>		Guidance and/or Indicative Content
1. Understand how to process service user information	1.1	Describe the functions of service user information systems	
	1.2	Explain the way in which legislation and regulatory requirements affect the processing of service user information	
	1.3	Explain different responsibilities and levels of authority for processing service user information	
	1.4	Explain the reliability of sources of service user information	
	1.5	Explain the validity of service user information	

2. Be able to process service user information	2.1	Record information about service users in line with organisational standards and procedures	
	2.2	Keep service user information up to date	
	2.3	Respond to requests for service user information from authorised people in a timely manner	
	2.4	Retrieve service user information that meets the requirements of the request	
	2.5	Supply service user information in a format appropriate for the recipient	
	2.6	Adhere to organisational policies and procedures, legal and ethical requirements when processing service users' information	
Additional information about the unit			
Assessment guidance	This unit is designed to develop learners' understanding of how to process service user's information accurately, securely, and in line with organisational and legal requirements. It covers the functions of service user information systems, legal and regulatory considerations, and the importance of using valid and reliable information. Learners will also gain the skills needed to record, update, retrieve, and supply service user information appropriately.		

	Assessment should combine knowledge-based tasks (e.g. written or oral explanations of legislation and procedures) with practical demonstrations of data handling. Suitable methods include work products, observation, simulated activities, and professional discussions. Evidence must show the learner's ability to apply organisational procedures, respect data protection principles, and ensure the accuracy and timeliness of service user information. All assessment evidence must be authentic, sufficient, valid, and relevant to the assessment criteria.
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Title	Store and retrieve information		
Level	2		
Unit Number	8		
GLH	19		
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>		Guidance and/or Indicative Content
1. Understand information storage and retrieval	1.1	Describe systems and procedures for storing and retrieving information	
	1.2	Outline legal and organisational requirements for information security and retention	
	1.3	Explain how to create filing systems to facilitate information identification and retrieval	
	1.4	Explain how to use different search techniques to locate and retrieve information	
	1.5	Describe what to do when problems arise when storing or retrieving information	

2. Be able to gather and store information	2.1	Gather the information required within the agreed timescale	
	2.2	Store files and folders in accordance with organisational procedures	
	2.3	Store information in approved locations	
	2.4	Adhere to organisational policies and procedures, legal and ethical requirements	
3. Be able to retrieve information	3.1	Confirm information to be retrieved and its intended use	
	3.2	Retrieve the required information within the agreed timescale	
Additional information about the unit			
Assessment guidance	This unit is designed to develop the knowledge and skills required to store and retrieve information efficiently and securely in line with organisational and legal requirements. Learners will understand how to use appropriate systems, follow procedures, and ensure that information is stored accurately and can be accessed when needed. The unit also covers filing systems, search techniques, and how to respond to issues that may arise during the storage or retrieval process.		

	Assessment should include a mix of practical tasks and knowledge-based evidence. Methods may include observation, work products (such as records or filing logs), reflective accounts, and professional discussions. Learners must demonstrate the ability to handle information accurately and securely, following agreed protocols. All evidence must be valid, authentic, current, and sufficient to meet the learning outcomes and assessment criteria.
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Title	Research, organise and report data		
Level	2		
Unit Number	9		
GLH	29		
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>		Guidance and/or Indicative Content
1. Understand procedures for researching information	1.1	Give reasons for agreeing objectives and deadlines for researching information	
	1.2	Give reasons for identifying and agreeing sources of information	
	1.3	Explain the purpose of recording and storing information researched	
2. Understand how to organise and report data that has been researched	2.1	Describe different ways of organising data that has been researched	
	2.2	Describe different ways of reporting data	

	2.3	Describe the purpose of presenting data to the agreed format and timescale	
3. Be able to research information for others	3.1	Agree aims, objectives and deadlines for the information search	
	3.2	Identify sources of information	
	3.3	Search for and obtain data	
	3.4	Check that data is suitable for the purpose of the research	
	3.5	Record the data and store it securely	
	3.6	Make a record of information sources used	
	3.7	Meet deadlines for completing research	
4. Be able to report and organise data	4.1	Organise data so that it can be reported	
	4.2	Check the accuracy of the data, and make adjustments, if required	
	4.3	Obtain feedback on data collected, if required	

	4.4	Present data in agreed format	
	4.5	Present data to agreed timescale	
Additional information about the unit			
Assessment guidance	<p>This unit is designed to equip learners with the knowledge and practical skills needed to research, organise, and report data effectively in a workplace setting. Learners will understand the importance of setting clear objectives, identifying reliable sources, and storing information securely. They will also learn how to format and present data to meet organisational requirements and timescales.</p> <p>Assessment should combine knowledge-based evidence (e.g. explanations, written responses) with practical demonstrations of data collection, organisation, and reporting. Appropriate assessment methods include observation, completed data reports, research plans, source logs, professional discussions, and reflective accounts. Learners must show that they can follow procedures, meet deadlines, and present data accurately and appropriately. All assessment evidence must be valid, sufficient, authentic, and relevant to the learning outcomes and criteria.</p>		

Title	Produce minutes of meetings		
Level	2		
Unit Number	10		
GLH	13		
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>		Guidance and/or Indicative Content
1. Understand how to take minutes of meetings	1.1	Explain the purpose of different types of minutes and other meeting records	
	1.2	Explain the legal requirements of formal minutes	
	1.3	Describe organisational conventions for producing minutes	
	1.4	Describe the responsibilities of the minute taker in a meeting	
	1.5	Explain why it is important to maintain confidentiality of meetings, discussions and actions	

	1.6	Explain why it is necessary to record who proposed and seconded suggestions and changes	
2. Be able to take notes of meetings	2.1	Take accurate notes of the attendance, proceedings, areas of discussion and agreed actions of meetings	
	2.2	Record allocated responsibilities for agreed actions	
3. Be able to produce minutes of meetings	3.1	Transcribe notes accurately into meeting minutes using correct language, grammar, punctuation and sentence structure and in the agreed style	
	3.2	Include agreed attachments or appendices	
	3.3	Obtain approval for the final documents	
	3.4	Distribute minutes to the agreed distribution list	
	3.5	Maintain the requirements of confidentiality	Learners should consider the importance of maintaining confidentiality by ensuring that information is stored securely and only disclosed to authorised personnel, following organisational

			policies and data protection legislation.
Additional information about the unit			
Assessment guidance	<p>This unit provides learners with the knowledge and skills needed to take accurate notes and produce formal minutes of meetings in a public service or organisational setting. It covers the purpose and types of meeting records, legal and confidentiality requirements, and the conventions and responsibilities involved in minute-taking. Learners will also demonstrate their ability to record discussions, actions, and decisions, and to format and distribute minutes appropriately.</p> <p>Assessment should involve both theoretical understanding and practical demonstration. Evidence may include written explanations, completed minutes from real or simulated meetings, observation records, and professional discussion. Learners must show they can apply organisational standards, use correct formatting and grammar, and maintain confidentiality. All evidence must be authentic, valid, sufficient, and aligned to the assessment criteria.</p>		

Title	Organise travel or accommodation		
Level	2		
Unit Number	11		
GLH	23		
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>		Guidance and/or Indicative Content
1. Understand the organisation of travel or accommodation for others	1.1	Explain any budgetary or policy constraints relating to travel or accommodation	
	1.2	Describe financial arrangements relating to travel or accommodation	
	1.3	Explain how to make arrangements for visas and related foreign travel documentation	
	1.4	Describe the procedures for obtaining or exchanging foreign currency	
	2.1	Identify different suppliers that are capable of delivering the services required within budget	

2. Be able to research travel or accommodation options for others	2.2	Recommend travel or accommodation arrangements that best meet the requirements	
	2.3	Recommend suppliers of travel or accommodation that best meet the requirements	
3. Be able to make travel or accommodation arrangements for others	3.1	Confirm the requirements for travel or accommodation	
	3.2	Agree arrangements that specify any limitations, prohibitions or responsibilities and which meet the requirements, and seek guidance where agreement cannot be reached or authority limits are exceeded	
	3.3	Prepare and issue itinerary/schedule documentation that reflect agreed arrangements accurately	
	3.4	Obtain travel or accommodation documentation within the required timescale	
	3.5	Confirm the acceptability of payments to be made within the limits of their own authority	
	3.6	Keep up-to-date records of travel or accommodation arrangements and agreed commitments	

	3.7	Adhere to organisational policies and procedures, legal and ethical requirements when making business travel or accommodation arrangements for others	
Additional information about the unit			
Assessment guidance	<p>This unit is designed to develop the knowledge and skills required to organise travel or accommodation arrangements effectively for others in a public safety setting. Learners will understand how to coordinate travel and accommodation in line with organisational procedures, policy or budgetary constraints, and operational requirements. This includes knowledge of financial processes, travel documentation, foreign currency arrangements, and any relevant legal or procedural considerations. Learners will also be expected to identify and evaluate suitable suppliers, recommend appropriate options, and ensure all arrangements meet the needs of personnel working in time-sensitive and high-responsibility roles.</p> <p>Assessment should include both practical and knowledge-based activities. Suitable methods may include observation, work products such as itineraries, booking records or travel documentation, written explanations, reflective accounts, and professional discussions. Learners must demonstrate their ability to confirm requirements, make accurate and timely arrangements, maintain appropriate records, and follow relevant organisational and regulatory procedures. All evidence must be valid, authentic, sufficient, and meet the assessment criteria in full.</p>		

Title	Use telephone & IT collaboration systems		
Level	2		
Unit Number	12		
GLH	30		
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>		Guidance and/or Indicative Content
1. Understand how to make telephone calls	1.1	Describe the different features of telephone systems and how to use them	
	1.2	Give reasons for identifying the purpose of a call before making it	
	1.3	Describe different ways of obtaining the names and numbers of people that need to be contacted	
	1.4	Describe how to use a telephone system to make contact with people inside and outside an organisation	
	1.5	Explain the purpose of giving a positive image of self and own organisation	

	1.6	Explain the purpose of summarising the outcomes of a telephone conversation before ending the call	
	1.7	Describe how to identify problems and who to refer them to	
	1.8	Describe organisation structures and communication channels within an organisation	
	1.9	Describe how to follow organisational procedures when making a telephone call	
	1.10	Explain how to report telephone system faults	
2. Understand how to use messaging and collaboration systems	2.1	Describe the features and functions of messaging and collaboration systems commonly used in the workplace	Features might include instant messaging, file sharing, screen sharing, tagging, team channels, task assignment, and notifications (e.g., in Teams, Slack, Outlook, Zoom, etc.)
	2.2	Explain how to follow organisational procedures when using messaging and collaboration systems	Procedures could cover approved platforms, response time expectations, file naming

			conventions, escalation processes, and shared calendar use.
	2.3	Explain the importance of using appropriate tone, language, and formatting in digital communications	Emphasis on tone includes avoiding informal abbreviations, sarcasm, or ambiguity in professional settings
	2.4	Describe how to manage message threads, notifications, and shared resources in collaboration platforms	
	2.5	Explain how to maintain confidentiality, professionalism, and data security when using messaging or collaboration tools	Confidentiality covers avoiding sharing sensitive information in open channels or unencrypted attachments.
3. Be able to make telephone calls	3.1	Identify the purpose of the call	
	3.2	Obtain the name and number of the person to be contacted	
	3.3	Make contact with the person	

	3.4	Communicate information to achieve the purpose of the call	
	3.5	Project a positive image of self and organisation	
	3.6	Summarise the outcomes of the conversation before ending a call	
	3.7	Report telephone system faults, if necessary	
4. Be able to receive telephone calls	4.1	Answer a phone following organisational procedures	
	4.2	Give a positive image of self and organisation	
	4.3	Identify the caller, where they are calling from, and what they need	
	4.4	Give accurate and up to date information whilst protecting confidentiality and security	
	4.5	Transfer calls, if required	
	4.6	Take and pass on messages according to the caller's needs	

	4.7	Summarise the outcomes of the conversation before ending the call	
	4.8	Report telephone system faults, if necessary	
5. Be able to compose and send messages	5.1	Select and use software tools to compose and format e-mail messages, including attachments	
	5.2	Determine the message size and how it can be reduced	
	5.3	Send e-mail messages to individuals and groups	
	5.4	Describe how to stay safe and respect others when using e-mail	
	5.5	Use an address book to organise contact information	
Additional information about the unit			
Assessment guidance	This unit is designed to develop the knowledge and skills required to use telephone systems and IT-based communication and collaboration tools effectively in the workplace. Learners will understand how to make and receive calls professionally, follow organisational procedures, and use messaging platforms (such as Microsoft Teams, Zoom, Slack, or Outlook) to share information and work with colleagues. Emphasis is placed on appropriate tone, confidentiality, professionalism, and digital communication etiquette.		

	Assessment should include both practical and knowledge-based activities. Appropriate methods include observation of telephone and messaging use, screenshots or logs of collaboration platform use, written responses, reflective accounts, and professional discussion. Learners must demonstrate accurate and responsible use of communication systems, both spoken and digital, and adhere to organisational policies on data protection and professionalism. All evidence must be valid, authentic, sufficient, and meet the assessment criteria in full.
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Title	Coordinate Visitor and Service User Interactions		
Level	2		
Unit Number	13		
GLH	15		
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>		Guidance and/or Indicative Content
1. Understand the coordination of visitor and service user interactions	1.1	Explain how frontline roles contribute to organisational image and service user experience	
	1.2	Outline typical organisational structures and communication protocols related to visitor/service user interactions	
	1.3	Describe the importance of personal presentation and professional conduct	
	1.4	Explain the health, safety and security implications of visitors to a building	
	1.5	Explain how to deal with challenging behaviours	

2. Be able to coordinate visitor and service user interactions in a professional setting	2.1	Welcome visitors and service users in accordance with organisational standards	
	2.2	Present a positive image of self and the organisation	
	2.3	Direct visitors and service users to the person they are visiting in accordance with organisational standards	
	2.4	Record arrivals and departures in accordance with organisational procedures	
	2.5	Provide advice and accurate information within organisational guidelines on confidentiality	
	2.6	Respond to telephone and digital communications promptly and professionally	
	2.7	Answer and deal with telephone calls within organisational standards	
	2.8	Adhere to organisational procedures on entry, security, health and safety	

Additional information about the unit

Assessment guidance	<p>This unit is designed to prepare learners to manage visitor and service user interactions in a professional setting. It covers understanding organisational structures and protocols, presenting a positive image, managing challenging behaviour, and ensuring safety and confidentiality. Learners will develop skills in welcoming visitors, handling communications, and upholding service standards.</p> <p>Assessment should include direct observation, reflective accounts, professional discussions, and work products such as visitor logs or communication records. Evidence must show that learners can apply organisational policies and respond appropriately in real or simulated front-facing situations. All assessment must be valid, authentic, sufficient, and aligned to the assessment criteria.</p>
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Title	Develop and deliver a presentation		
Level	3		
Unit Number	14		
GLH	25		
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>		Guidance and/or Indicative Content
1. Understand how to develop a presentation	1.1	Explain best practice in developing presentations	
	1.2	Explain who needs to be consulted on the development of a presentation	
	1.3	Explain the factors to be taken into account in developing a presentation	
	1.4	Analyse the advantages and limitations of different communication media	
2. Understand how to deliver a presentation	2.1	Explain the advantages and limitations of different methods of, and media for, making presentations	

	2.2	Explain how the type and size of the audience affects the delivery of a presentation	
	2.3	Explain the factors to be taken into account in developing contingency plans when delivering presentations	
	2.4	Explain voice projection and timing techniques when delivering presentations	
	2.5	Explain the factors to be taken into account in responding to questions from an audience	
	2.6	Explain different methods for evaluating the effectiveness of a presentation	
3. Be able to develop a presentation	3.1	Identify the purpose, content, style, timing and audience for a presentation	
	3.2	Select a communication media that is appropriate to the nature of a presentation, message and audience	
	3.3	Tailor a presentation to fit the timescale and audience's needs	

	3.4	Prepare a presentation that is logically structured, summarises the content and addresses the brief	
	3.5	Take action to ensure that a presentation adheres to organisational guidelines and policies	
	3.6	Develop materials that support the content of a presentation	
4. Be able to prepare and deliver a presentation	4.1	Confirm the layout of the venue and correct functioning of equipment and resources prior to making a presentation	
	4.2	Develop contingency plans for potential equipment and resource failure	
	4.3	Take action to ensure that the presentation fits the time slot available	
	4.4	Speak clearly and confidently, using language that is appropriate for the topic and the audience	
	4.5	Vary their voice tone, pace and volume appropriately when delivering a presentation	

	4.6	Use body language in a way that reinforces messages	
	4.7	Use equipment and resources effectively when delivering a presentation	
	4.8	Deliver a presentation within the agreed timeframe	
	4.9	Respond to questions in a way that meets the audience's needs	
	4.10	Evaluate the effectiveness of a presentation	
Additional information about the unit			
Assessment guidance	<p>This unit supports learners in developing and delivering effective presentations for workplace or formal purposes. It includes planning content, selecting suitable communication methods, engaging the audience, responding to questions, and evaluating performance. Learners will learn how to prepare structured presentations using appropriate tools and resources while considering audience needs and technical requirements.</p> <p>Assessment should be based on a mix of practical demonstration (e.g. delivery of a live or recorded presentation), written or oral explanation, supporting materials, and reflective evaluation. Video evidence or witness testimony may be used where direct observation isn't possible. All evidence must demonstrate planning, communication skill, confidence, and alignment with organisational standards and policies.</p>		

Title	Manage diary systems		
Level	2		
Unit Number	15		
GLH	12		
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>		Guidance and/or Indicative Content
1. Understand the management of diary systems	1.1	Explain the importance of keeping diary systems up to date	
	1.2	Describe the basis on which bookings and changes are prioritised	
	1.3	Explain any constraints relating to making bookings for people or facilities	
	1.4	Describe the types of problems that can occur when managing diaries	
	2.1	Obtain the information needed to make diary entries	

2. Be able to manage diary systems	2.2	Make accurate and timely diary entries	
	2.3	Respond to changes in a way that balances and meets the needs of those involved	
	2.4	Communicate up-to-date information to everyone involved	
	2.5	Keep diaries up to date	
	2.6	Maintain the requirements of confidentiality	
Additional information about the unit			
Assessment guidance	<p>This unit develops learners' understanding and skills in managing electronic or paper-based diary systems in the workplace. It includes keeping schedules up to date, prioritising appointments, handling changes, and communicating updates to relevant parties. Learners will also explore constraints and problems that can arise in diary management and the importance of maintaining confidentiality.</p> <p>Assessment should include both knowledge-based and practical evidence. Suitable methods may include observation of diary management tasks, screenshots or printouts of diary systems, written explanations, professional discussion, and reflective accounts. Learners must demonstrate accuracy, clarity, responsiveness to change, and adherence to organisational procedures. All evidence should be authentic, current, sufficient, and meet the unit's assessment criteria.</p>		

Title	Contribute to the organisation of an event		
Level	2		
Unit Number	16		
GLH	23		
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>		Guidance and/or Indicative Content
1. Understand event organisation	1.1	Explain the roles, responsibilities and accountabilities of individuals involved in the event	
	1.2	Explain the purpose and features of different types of events	
	1.3	Describe the type of resources needed for different types of events	
	1.4	Describe the different needs attendees may have and how to meet these	
	1.5	Explain the requirements of health, safety and security when organising events	

	1.6	Describe the types of problems that may occur during events and how to deal with them	
2. Be able to carry out pre-event actions	2.1	Identify venue requirements for an event	
	2.2	Obtain resources within the agreed timescales	
	2.3	Distribute pre-event documentation to delegates in accordance with the event plan	
	2.4	Co-ordinate attendee responses within the agreed timescale	
	2.5	Identify any special requirements of event attendees	
3. Be able to set up an event	3.1	Set up layout and resources in accordance with the event plan	
	3.2	Confirm that all identified resources are in place and meet requirements	
	3.3	Behave in a way that maintains organisational values and standards	

4. Be able to carry out post-event actions	4.1	Ensure the venue is restored to the required conditions in accordance with the terms of the contract	
	4.2	Carry out follow-up actions in accordance with the event plan and agreements made at the event	
Additional information about the unit			
Assessment guidance	<p>This unit provides learners with the knowledge and practical skills to support the planning, setup, delivery, and follow-up of events in a public service context. Learners will understand the roles and responsibilities of event organisers, health and safety requirements, attendee needs, and the importance of effective pre- and post-event coordination. They will also demonstrate how to contribute to logistical arrangements, maintain standards, and ensure smooth operations throughout the event cycle.</p> <p>Assessment should be based on a combination of knowledge-based and practical evidence. Suitable methods include observation, event planning documentation, resource checklists, reflective accounts, and professional discussions. Learners should be encouraged to reference real events they have contributed to or participate in simulations where necessary. All evidence must be valid, sufficient, current, and meet the assessment criteria across all learning outcomes.</p>		

Title	Buddy a colleague to develop their skills		
Level	2		
Unit Number	17		
GLH	19		
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>		Guidance and/or Indicative Content
1. Understand how to buddy a colleague	1.1	Describe what is expected of a buddy	
	1.2	Explain techniques to give positive feedback and constructive criticism	
	1.3	Explain techniques to establish rapport with a buddy	
2. Be able to plan to buddy a colleague	2.1	Agree which aspects of a colleague's work may benefit from buddying	
	2.2	Confirm organisational requirements for standards of behaviour, presentation, communication and performance of a buddy colleague	

	2.3	Agree a schedule of meetings that minimise disruption to service	
	2.4	Agree specific, measurable, achievable, realistic and time-bound (SMART) buddying objectives	
3. Be able to support a buddy colleague carrying out work activities	3.1	Remain unobtrusive while a buddy colleague carries out their work activities	
	3.2	Provide examples of how to carry out tasks correctly	
	3.3	Identify instances of good practice and areas for improvement through observation	
	3.4	Praise a buddy colleague on well completed tasks	
	3.5	Give constructive feedback on ways in which a buddy could improve performance	
	3.6	Offer a buddy hints and tips based on personal experience	

Additional information about the unit

Assessment guidance	<p>This unit supports learners in developing the knowledge and skills needed to effectively buddy a colleague in the workplace. It covers the role and responsibilities of a buddy, how to give constructive feedback, build rapport, and support learning through observation and guidance. Learners will plan buddying activities, set appropriate objectives, and provide hands-on support while maintaining professionalism.</p> <p>Assessment should include a combination of knowledge-based and practical evidence. Suitable methods include observation of buddying in practice, planning documents (e.g. meeting schedules or objectives), reflective accounts, feedback logs, and professional discussion. Learners must show that they can support others positively and effectively, in line with organisational expectations. All evidence must be authentic, current, sufficient, and clearly meet the unit's assessment criteria.</p>
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Title	Administer the recruitment & selection process		
Level	2		
Unit Number	18		
GLH	25		
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>		Guidance and/or Indicative Content
1. Understand the recruitment and selection process	1.1	Explain the different administrative requirements of internal and external recruitment	
	1.2	Describe the uses of a job description and a person specification	
	1.3	Explain the administrative requirements of different methods of selection	
	1.4	Explain the requirements of different pre-employment checks to be carried out	

	1.5	Explain what information needs to be communicated to successful and unsuccessful applicants at each stage of the recruitment and selection process	
	1.6	Explain the requirements of confidentiality, data protection and system security	
2. Be able to administer the recruitment process	2.1	Check that the job or role details are correct and are in accordance with the brief	
	2.2	Place job advertisements in the agreed media in accordance with the timescales	
	2.3	Record applicant responses within the timescale	
	2.4	Provide requested information to applicants in accordance with organisational policies and procedures	
	2.5	Adhere to organisational policies and procedures, legal and ethical requirements	
3. Be able to administer the selection process	3.1	Invite shortlisted applicants to participate in the selection process in accordance with organisational procedures	

	3.2	Co-ordinate selection arrangements in accordance with the brief	
	3.3	Carry out agreed pre-employment checks within the agreed timescale	
	3.4	Inform applicants of the outcome of their application in accordance with organisational policies and procedures	
	3.5	Keep selection records up to date	
Additional information about the unit			
Assessment guidance	<p>This unit develops the knowledge and skills required to provide administrative support throughout the recruitment and selection process. Learners will understand the key documentation, legal requirements, and organisational procedures involved in recruiting and selecting staff. They will also gain practical skills in advertising vacancies, processing applications, communicating with candidates, and supporting pre-employment checks and record-keeping.</p> <p>Assessment should include both knowledge-based and practical evidence. Suitable assessment methods may include observation, work products (such as job advertisements, applicant records, or selection schedules), written tasks, and professional discussion. Learners must demonstrate accurate and timely administration, adherence to policies and confidentiality standards, and effective communication throughout the recruitment and selection cycle. All evidence must be authentic, valid, sufficient, and meet the unit's assessment criteria.</p>		

Title	Administer finance		
Level	2		
Unit Number	19		
GLH	21		
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>		Guidance and/or Indicative Content
1. Understand finance for administrators	1.1	Describe organisational hierarchy and levels of authority for financial transactions	
	1.2	Explain organisational systems for sales invoicing, purchasing, payments and receipts	
	1.3	Describe the use of a purchase order, invoice, receipts and expenses	
2. Be able to administer finance	2.1	Record income and expenditure in accordance with organisational policies and procedures	
	2.2	Process purchase orders, invoices or expenses in accordance with organisational policies and procedures	

	2.3	Process outgoing payments to the correct recipient	
	2.4	Accept or allocate incoming payments in accordance with organisational policies	
Additional information about the unit			
Assessment guidance	<p>This unit is designed to provide learners with the knowledge and practical skills required to carry out routine financial tasks in line with organisational policies and procedures. Learners will understand financial documentation, systems for processing transactions, and the importance of maintaining accuracy and accountability. They will also gain experience in recording income and expenditure, processing payments, and handling purchase orders and receipts.</p> <p>Assessment should include a mix of practical and knowledge-based evidence. Suitable methods include observation of financial tasks, completion of financial records or forms, written explanations of procedures, professional discussions, and review of work products (e.g. invoices, payment logs). Evidence must demonstrate the learner's ability to apply organisational protocols, maintain confidentiality, and complete transactions accurately and within their level of authority. All evidence must be authentic, valid, current, and meet the assessment criteria.</p>		

Title	Payroll Processing		
Level	2		
Unit Number	20		
GLH	20		
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>		Guidance and/or Indicative Content
1. Be able to use HMRC approved tools to calculate income tax	1.1	Apply the tax code for an employee from given information	
	1.2	Process pre-tax deductions correctly	
	1.3	Process accurately a variety of Tax Codes using HMRC approved tools: <ul style="list-style-type: none"> • standard suffix codes operated on a cumulative or non-cumulative basis • BR code operated on a cumulative basis • NT • 0T • D0 	

		• D1	
	1.4	Identify the authority required to change an employee's tax code and process the change accurately	
2. Be able to determine national insurance contributions to be deducted from gross pay	2.1	Process accurately for NI categories A, C and D, using approved HMRC Tools: <ul style="list-style-type: none"> • employee NI contributions • employer NI Contributions 	
3. Be able to determine voluntary deductions and non-standard statutory deductions	3.1	Process voluntary deductions in an appropriate way	
	3.2	Process other statutory deductions: <ul style="list-style-type: none"> • Deductions from earnings orders • Scottish arrestment orders • Student loan repayments 	
4. Be able to produce relevant pay period reports	4.1	Produce a P11 or equivalent	
	4.2	Produce payslips or equivalent, to detail statutory, non-statutory and organisational information regarding employees' individual pay	

	4.3	Produce payment schedules for different methods of making payments to employees	
5. Be able to record and reconcile payments and deductions to employees and external agencies	5.1	Produce an internal payroll summary to record and itemise payments and deductions, including employer's NIC	
	5.2	Reconcile payments and deductions made from employees pay with the total payroll	
	5.3	Prepare Employer Payment Summaries in line with the tax authority's requirements	
Additional information about the unit			
Assessment guidance	<p>This unit is designed to develop the skills and knowledge required to accurately process payroll using HMRC-approved tools. Learners will gain an understanding of how to apply tax codes, calculate statutory and voluntary deductions, determine national insurance contributions, produce essential payroll reports, and reconcile payments to employees and external agencies in line with statutory and organisational procedures.</p> <p>Assessment should focus on both practical application and underpinning knowledge. Suitable methods include simulation or real-time payroll tasks, work products (e.g. payslips, P11s, payroll schedules), professional discussions, and written explanations of payroll procedures. Learners must demonstrate accurate use of HMRC tools, confidentiality in handling personal data, and</p>		

	compliance with tax and employment regulations. All assessment evidence must be valid, authentic, sufficient, and aligned to the assessment criteria.
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Title	Bespoke Systems		
Level	2		
Unit Number	21		
GLH	20		
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>		Guidance and/or Indicative Content
1. Be able to input and combine information using bespoke applications	1.1	Input relevant information accurately so that it is ready for processing	
	1.2	Select and use appropriate techniques to link and combine information of different forms or from different sources within the software	
	1.3	Respond appropriately to data entry error messages	
2. Be able to use appropriate structures to organise and retrieve information efficiently using bespoke applications	2.1	Describe what functions to apply to structure and layout information effectively	
	2.2	Select and use appropriate structures and/or layouts to organise information	

	2.3	Apply local and/or legal guidelines and conventions for the storage and use of data where available	
3. Be able to use the functions of bespoke software effectively to process and present information	3.1	Select and use appropriate tools and techniques to edit, process and format information	
	3.2	Check information meets needs, using IT tools and making corrections as necessary	
	3.3	Select and use appropriate methods to present information	
Additional information about the unit			
Assessment guidance	<p>This unit is designed to give learners the knowledge and practical skills to use bespoke software systems effectively. Learners will input and combine data accurately, structure and retrieve information, and use software functions to process and present information in line with organisational and legal requirements. The unit places emphasis on accuracy, data management, and tailoring outputs to meet user needs.</p> <p>Assessment should include real or simulated use of bespoke applications relevant to the workplace (e.g. case management, finance, or scheduling systems). Evidence may include screenshots, work products, task records, reflective accounts, and observation of system use. Learners must demonstrate that they can follow organisational procedures, resolve data entry issues, and use the system to deliver clear and accurate information. All evidence must be valid, authentic, sufficient, and meet the full range of assessment criteria.</p>		

Title	Word Processing Software		
Level	2		
Unit Number	22		
GLH	30		
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>		Guidance and/or Indicative Content
1. Be able to enter and combine text and other information accurately within word processing documents	1.1	Identify what types of information are needed in documents	
	1.2	Use appropriate techniques to enter text and other information accurately and efficiently	
	1.3	Select and use appropriate templates for different purposes	
	1.4	Identify when and how to combine and merge information from other software or other documents	
	1.5	Select and use a range of editing tools to amend document content	

	1.6	Combine or merge information within a document from a range of sources	
	1.7	Store and retrieve document and template files effectively, in line with local guidelines and conventions where available	
2. Be able to create and modify layout and structures for word processing documents	2.1	Identify the document requirements for structure and style	
	2.2	Identify what templates and styles are available and when to use them	
	2.3	Create and modify columns, tables and forms to organise information	
	2.4	Select and apply styles to text	
3. Be able to use word processing software tools to format and present documents effectively to meet requirements	3.1	Identify how the document should be formatted to aid meaning	
	3.2	Select and use appropriate techniques to format characters and paragraphs	

	3.3	Select and use appropriate page and section layouts to present and print documents	
	3.4	Describe any quality problems with documents	
	3.5	Check documents meet needs, using IT tools and making corrections as necessary	
	3.6	Respond appropriately to quality problems with documents so that outcomes meet needs	
Additional information about the unit			
Assessment guidance	<p>This unit is designed to equip learners with the practical skills needed to use word processing software effectively in a public service environment. Learners will learn to input, combine, and edit text and data, create structured documents using styles, tables, and templates, and format content to meet specific organisational or user requirements. The unit also focuses on improving the quality and presentation of documents and ensuring they meet intended outcomes.</p> <p>Assessment should involve a combination of practical tasks and supporting explanations. Suitable methods include observation of software use, annotated screenshots, saved documents, task logs, professional discussion, and reflective accounts. Learners must demonstrate efficient and accurate use of software features, the ability to follow organisational standards, and the capability to assess and resolve document quality issues. All evidence must be valid, authentic, sufficient, and aligned with the assessment criteria.</p>		

Title	Spreadsheet Software		
Level	2		
Unit Number	23		
GLH	30		
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>		Guidance and/or Indicative Content
1. Be able to use spreadsheet software to enter, edit and organise numerical and other data	1.1	Identify what numerical and other information is needed in the spreadsheet and how it should be structured	
	1.2	Enter and edit numerical and other data accurately	
	1.3	Combine and link data across worksheets	
	1.4	Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available	
2. Be able to use spreadsheet software to select and use	2.1	Identify which tools and techniques to use to analyse and manipulate data to meet requirements	

appropriate formulas and data analysis tools to meet requirements	2.2	Select and use a range of appropriate functions and formulas to meet calculation requirements	
	2.3	Use a range of tools and techniques to analyse and manipulate data to meet requirements	
3. Be able to use spreadsheet software to select and use tools and techniques to present and format spreadsheet information	3.1	Plan how to present and format spreadsheet information effectively to meet needs	
	3.2	Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets	
	3.3	Select and format an appropriate chart or graph type to display selected information	
	3.4	Select and use appropriate page layout to present and print spreadsheet information	
	3.5	Check information meets needs, using spreadsheet tools and making corrections as necessary	
	3.6	Describe how to find errors in spreadsheet formulas	
	3.7	Respond appropriately to any problems with spreadsheets	

Additional information about the unit	
Assessment guidance	<p>This unit equips learners with the practical skills to use spreadsheet software effectively to enter, organise, analyse, and present data. Learners will be able to apply formulas, use data analysis tools, and format spreadsheets to meet specific needs. The unit also covers best practices for structuring data, linking worksheets, creating charts or graphs, and troubleshooting common spreadsheet issues.</p> <p>Assessment should be based on practical activities supported by knowledge-based evidence. Suitable methods include observation of task completion, annotated spreadsheets, screen recordings or screenshots, written explanations, and professional discussions. Learners must demonstrate accurate data handling, use of functions and formatting tools, and the ability to meet organisational or task requirements. All evidence must be valid, authentic, current, and sufficient to cover the assessment criteria.</p>

Title	Website Software		
Level	2		
Unit Number	24		
GLH	30		
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>		Guidance and/or Indicative Content
1. Be able to create structures and styles for websites	1.1	Describe what website content and layout will be needed for each page	
	1.2	Plan and create web page templates to layout	
	1.3	Select and use website features and structures to help the user navigate round web pages within the site	
	1.4	Create, select and use styles to keep the appearance of web pages consistent and make them easy to understand	
	1.5	Describe how copyright and other constraints may affect the website	

	1.6	Describe what access issues may need to be taken into account	
	1.7	Describe what file types to use for saving content	
	1.8	Store and retrieve files effectively, in line with local guidelines and conventions where available	
2. Be able to use website software tools to prepare content for websites	2.1	Prepare content for web pages so that it is ready for editing and formatting	
	2.2	Organise and combine information needed for web pages including across different software	
	2.3	Select and use appropriate editing and formatting techniques to aid both clarity and navigation	
	2.4	Select and use appropriate development techniques to link information across pages	
	2.5	Change the file formats appropriately for content	
	2.6	Check web pages meet needs, using IT tools and making corrections as necessary	

3. Be able to publish websites	3.1	Select and use appropriate testing methods to check that all elements of websites are working as planned	
	3.2	Identify any quality problems with websites and how to respond to them	
	3.3	Select and use an appropriate programme to upload and publish the website	
	3.4	Respond appropriately to problems with multiple page websites	
Additional information about the unit			
Assessment guidance	<p>This unit equips learners with the skills needed to design, build, and publish simple websites using website software. Learners will understand how to create web page structures and styles, prepare and organise content, and apply design and development tools to ensure clarity, accessibility, and functionality. The unit also covers legal considerations such as copyright, file formats, and testing procedures before publishing.</p> <p>Assessment should be based on practical tasks supported by appropriate knowledge-based evidence. Suitable assessment methods include annotated screenshots of web pages, project files, testing checklists, observation of activities, and professional discussions. Learners must demonstrate that they can produce well-structured, functional, and accessible websites using appropriate software tools and techniques. All assessment evidence must be valid, authentic, sufficient, and aligned to the assessment criteria.</p>		

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.² 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

² [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 methods³ that can be used for the SFJ Awards Level 2 Certificate in Administrative Support for Public Safety Roles 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

³ 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.⁴ 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.

⁴ 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

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 in a non-operational environment which is not the learner's workplace, for example a training centre. The assessment guidance attached to each unit in section 3 of the handbook will specify where simulations are authorised. Please note that 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.⁵ 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.

⁵ 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

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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