

# Qualification Specification

Focus Awards Level 3 Diploma in Business Administration (RQF)

601/5898/0



Silicon House, Farfield Park, Manvers, Rotherham S63 5DB

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## Focus Awards Level 3 Diploma in Business Administration (RQF)

### Qualification Details

QAN:	601/5898/0
GLH:	282
TQT:	580
Credit:	58

### Qualification Purpose

The Focus Awards Level 3 Diploma in Business Administration (RQF) is aimed at learners in administrative roles, whether that involves working in a team environment or as a personal assistant. The qualification is also aimed at those learners working in a supervisory role or for those who may develop administrative systems as well as those in a customer facing role. It will provide learners with the skills, knowledge, understanding and competence to work in a business and administration environment.

Learners undertaking this qualification will gain an understanding of business communication, management of personal and professional development, administration, business and communication principles. Learners will also study business performance, negotiation, business skills, business document production, administrative support for businesses, equality and diversity, management and leadership, HR, and marketing.

### Qualification Structure / Rules of Combination

To achieve the Focus Awards Level 3 Diploma in Business Administration (RQF), learners must achieve a **minimum of 58 credits**. The credits must be achieved in accordance with the criteria set out below:

- 27 credits from the Mandatory units.
- **13 credits** from **Group B** optional units.
- **10 credits** from **Group C** optional units.
- **8 credits** from **Group D** optional units.

**40 credits** must be achieved through the completion of units at **Level 3 or above**.

## Unit Summary

Unit Title	Unit Ref	Level	Credit	GLH
<b>Mandatory Units</b>				
Communicate in a business environment	Y/506/1910	3	4	24
Manage personal and professional development	T/506/2952	3	3	12
Principles of business communication and information	R/506/1940	3	4	27
Principles of administration	Y/506/1941	3	6	27
Principles of business	D/506/1942	3	10	74
<b>Optional Group B</b>				
Contribute to the improvement of business performance	D/506/1911	3	6	33
Negotiate in a business environment	H/506/1912	3	4	18
Develop a presentation	K/506/1913	3	3	11
Deliver a presentation	M/506/1914	3	3	17
Create bespoke business documents	T/506/1915	3	4	23
Contribute to the development and implementation of an information system	A/506/1916	3	6	21
Monitor	F/506/1917	3	8	43

information systems				
Evaluate the provision of business travel or accommodation	J/506/1918	3	5	30
Provide administrative support in schools	L/506/1919	3	5	33
Administer parking and traffic challenges, representations and civil parking appeals	F/506/1920	3	5	31
Administer statutory parking and traffic appeals	R/506/1923	3	6	42
Administer parking and traffic debt recovery	T/506/1932	3	5	35
Administer legal files	J/506/1935	3	5	31
Build legal case files	L/506/1936	3	5	32
Manage legal case files	Y/506/1938	3	5	32
Manage an office facility	K/506/1944	3	4	21
Analyse and present business data	M/506/1945	3	6	24
Produce business documents	Y/506/1809	2	3	24
Store and retrieve information	R/506/1811	2	4	19
Produce minutes of meetings	Y/506/1812	2	3	13

Handle mail	D/506/1813	2	3	15
Prepare text from shorthand	M/506/1816	2	6	46
Prepare text from recorded audio instruction	T/506/1817	2	4	15
Maintain and issue stationery and supplies	Y/506/2295	2	3	18
Contribute to the organisation of an event	L/506/1869	2	3	23
Organise business travel or accommodation	D/506/1875	2	4	23
Provide administrative support for meetings	H/506/1876	2	4	28
Administer human resource records	T/506/1879	2	3	28
Administer the recruitment and selection process	A/506/1883	2	3	25
Administer parking dispensations	R/506/1887	2	3	25
Administer finance	R/506/1890	2	4	21
Buddy a colleague to develop their skills	M/506/1895	2	3	19
Employee rights and responsibilities	L/506/1905	2	2	16
Support environmental sustainability in a business environment	R/506/1954	4	4	38
Resolve	D/506/1956	4	6	56

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administrative problems				
Prepare specifications for contracts	H/506/1957	4	4	23
Prepare text notes from touch typing	K/506/1815	2	4	26
<b>Optional Group C</b>				
Promote equality, diversity and inclusion in the workplace	T/506/1820	3	3	15
Manage team performance	A/506/1821	3	4	21
Manage individuals' performance	J/506/1921	3	4	20
Manage individuals' development in the workplace	L/506/1922	3	3	10
Chair and lead meetings	Y/506/1924	3	4	10
Encourage innovation	J/506/2292	3	4	14
Procure products and/or services	M/506/1928	3	5	35
Implement change	T/506/1929	3	5	28
Implement and maintain business continuity plans and processes	K/506/1930	3	4	25
Participate in a project	F/506/1934	3	3	19
Develop and maintain professional networks	J/506/1949	4	3	15
Develop and implement an	Y/506/1955	4	5	24

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operational plan				
Manage physical resources	K/506/1989	4	4	26
Prepare for and support quality audits	A/506/1992	4	3	17
Manage a budget	A/506/1995	4	4	26
Manage a project	R/506/1999	4	7	38
Manage business risk	L/506/2004	4	6	27
Recruitment, selection and induction practice	H/506/2042	4	6	33
Organise and deliver customer service	L/506/2150	3	5	27
Resolve customers' complaints	R/506/2151	3	4	22
Using email	T/502/4301	3	3	20
Word processing software	Y/502/4629	3	6	45
Website software	M/500/7299	3	10	40
Spreadsheet software	J/502/4626	3	6	45
Presentation software	T/500/7305	3	8	45
Bespoke software	J/502/4397	3	4	30
Database software	T/502/4556	3	6	45
<b>Optional Group D</b>				
Principles of leadership and management	F/506/2596	3	8	50
Principles of market research	K/502/9933	3	5	40
Principles of marketing and	T/502/9935	3	7	50



evaluation				
Principles of digital marketing and research	F/502/9937	3	7	50
Principles of marketing stakeholder relationships	J/502/9938	3	3	16
Understand the customer service environment	Y/506/2152	3	5	40
Understand the legal context of business	D/506/1939	3	6	44
Principles of Social Media within a business	R/503/9324	3	6	42

### Barred Units

When choosing optional units learners must not pick any of the following units together.

This unit	Is barred against this unit
Evaluate the provision of business travel or accommodation	Organise business travel or accommodation
Organise business travel or accommodation	Evaluate the provision of business travel or accommodation
Participate in a project	Manage a project
Manage a project	Participate in a project

### Learner Entry Requirements

There are no specific entry requirements for this qualification. It is recommended that learners have subject knowledge at level 2 or above however this is not essential.

## Age Ranges

Entry is at the discretion of the centres; however learners should be 16 to undertake this qualification.

## Geographical Coverage

This qualification has been accredited for use in England and Northern Ireland.

## Reasonable Adjustments and Special Considerations

Please refer to the Focus Awards 'Focus Awards Reasonable Adjustments and Special Consideration Policy.'

## Assessment Methods

The **Focus Awards Level 3 Diploma in Business Administration (RQF)** is internally assessed and externally assured by Focus Awards.

Each learner is required to create a portfolio of evidence which demonstrates achievement of all the learning outcomes and the assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include:

- Assessor observation – completed observational checklists on related action plans
- Witness testimony
- Learner product
- Worksheets
- Assignments / projects / reports
- Record of oral and written questioning
- Learner and peer reports
- Recognition of prior learning (RPL)

Evidence may be drawn from actual or simulated situations where appropriate and where permitted by the relevant Sector Skills Council or Sector Skills Body.

Specific assessment requirements laid down by **Skills CFA** can be found for each unit in [Appendix B](#).

## Progression Routes

Learners who wish to progress from this qualification may use this qualification as a basis for employment or alternatively may progress on to:

- Qualifications in management and/or leadership at level 3 or above;
- Qualifications in customer service at level 3 or above.

## Useful Websites and Supporting Materials

You will find useful websites and supporting materials here:

- [www.focusawards.org.uk/qualifications](http://www.focusawards.org.uk/qualifications)
- [www.skillscfa.org](http://www.skillscfa.org)
- [www.ofqual.gov.uk](http://www.ofqual.gov.uk)

## Links to National Occupational Standards

The **Focus Awards Level 3 Diploma in Business Administration (RQF)** has been mapped to the 2013 Business and Administration National Occupational Standards.

RQF UNIT TITLE	LINK TO NOS
<b>Mandatory units</b>	
Communicate in a business environment	CFABAA613: Understand how to communicate in a business environment
	CFABAA614: Prepare to communicate in a business environment
	CFABAA615: Communicate in a business environment

Manage personal and professional development	CFAM&LAA1: Manage Yourself
	CFAM&LAA2: Develop your knowledge, skills and competence
	CFAM&LAA3: Develop and maintain your professional networks
Principles of business communication and information	CFABAA211: Produce documents in a business environment
	CFABAA617: Develop a presentation
	CFABAA623: Deliver a presentation
	CFABAD111: Support the design and development of information systems
	CFABAD112: Design and develop an information system
	CFABAD122: Manage and evaluate information systems
Principles of administration	CFABAA118: Manage an office facility
	CFABAA121: Supervise an office facility
	CFABAA312: Organise and co-ordinate events
	CFABAA413: Chair meetings
	CFABAA441: Take minutes
Principles of business	CFABAA112: Contribute to innovation in a business environment
<b>Optional units</b>	

Contribute to the improvement of business performance	CFABAH122: Assist in improving organisational performance
Negotiate in a business environment	CFABAG124: Negotiate in a business environment
Develop a presentation	CFABAB617: Develop a presentation
Deliver a presentation	CFABAA623: Deliver a presentation
Create bespoke business documents	CFABAA212: Design and produce documents in a business environment
Contribute to the development and implementation of an information system	CFABAD111: Support the design and development of an information system
Monitor information systems	CFABAD131: Monitor information systems
Evaluate the provision of business travel or accommodation	CFABAA332: Organise business travel or accommodation
Provide administrative support in schools	CFABAB141: Provide administrative support in schools
Administer statutory parking and traffic challenges, representations and civil parking appeals	CFASPA2: Administer statutory parking and traffic challenges, representations and parking charge notice appeals
Administer statutory parking and traffic appeals	CFASPA3: Administer statutory parking and traffic appeals
Administer parking and traffic debt recovery	CFASPA4: Administer parking and traffic debt recovery
Administer legal files	CFABAB111: Administer legal files
Build legal case files	CFABAB112: Build case files

Manage legal case files	CFABAB113: Manage case files
Manage an office facility	CFABAA118: Manage an office facility
Analyse and present business data	CFABAD322: Analyse and report data
Produce business documents	CFABAA211: Produce business documents in a business environment
Store and retrieve information	CFABAD332: Store and retrieve information using a filing system
Produce minutes of meetings	CFABAA441: Take minutes
Handle mail	CFABAA612: Handle mail
Prepare text from shorthand	CFABAD311: Prepare text from shorthand
	CFABAD311a: Prepare text from shorthand (60wpm)
	CFABAD311b: Prepare text from notes (80wpm)
Prepare text from recorded audio instruction	CFABAD312: Prepare text from recorded audio instruction
	CFABAD312a: Prepare text from recorded audio instruction (40wpm)
	CFABAD312b: Prepare text from recorded audio instruction (60wpm)
Maintain and issue stationery and supplies	CFABAF141: Maintain and issue stock items
Contribute to the organisation of an event	CFABAA311: Support the organisation and co-ordination of events
Organise business travel or accommodation	CFABAA322: Organise business travel or accommodation

Provide administrative support for meetings	CFABAA411: Support the organisation of meetings
	CFABAA412: Plan and organise meetings
Administer human resource records	CFABAB151: Administer human resource records
Administer the recruitment and selection process	CFABAB152: Administer the recruitment and selection process
Administer parking dispensations	CFASPA1: Administer parking permits, suspensions and dispensations
Administer finance	No applicable NOS
Buddy a colleague to develop their skills	CFACSD5249: Buddy a colleague to develop their customer service skills
Employee rights and responsibilities	No applicable NOS
Support environmental sustainability in a business environment	CFABAF173: Review and maintain work in a business environment
Resolve administrative problems	CFABAG126: Plan how to solve business problems
	CFABAG127: Solve business problems
Prepare specifications for contracts	CFABAF132: Prepare specifications for contracts
Prepare text notes from touch typing	CFABAA213a: Prepare text from notes using touch typing
	CFABAA213b: Prepare text from notes using touch typing (40 wpm)
	CFABAA213c: Prepare text from notes using touch typing (60 wpm)

Promote equality, diversity and inclusion in the workplace	CFAM&LBA7: Promote equality of opportunity, diversity and inclusion
Manage team performance	CFAM&LDB2: Allocate work to team members
	CFAM&LDB3: Quality assure work in your team
Manage individuals' performance	CFAM&LDB4: Manage people's performance at work
	CFAM&LDC2: Support individuals' learning and development
	CFAM&LDC3: Mentor individuals
	CFAM&LDC5: Help individuals address problems affecting their performance
Manage individuals' development in the workplace	CFAM&LDC1: Identify individual's learning needs and styles
	CFAM&LDC2: Support individuals' learning and development
Chair and lead meetings	CFAM&LDD6: Lead meetings to achieve objectives
Encourage innovation	CFAM&LCA1: Identify and evaluate opportunities for innovation and improvement
Procure products and/or services	CFAM&LED1: Decide whether to produce or buy in products and/or services
	CFAM&LED2: Procure products and/or services
	CFAM&LED3: Select suppliers through a tendering process
Implement change	CFAM&LCA2: Plan change



	CFAM&LCA3: Engage people in change
	CFAM&LCA4: Implement change
	CFAM&LCA5: Evaluate change
Implement and maintain business continuity plans and processes	CFAM&LBB2: Develop, maintain and evaluate business continuity plans and arrangements
Participate in a project	CFAM&LFA5: Manage projects
Develop and maintain professional networks	CFAM&LAA3: Develop and maintain your professional networks
Develop and implement an operational plan	CFAM&LBA9: Develop operational plans
Manage physical resources	CFA&LEB2: Obtain physical resources
	CFAM&LEB3: Manage physical resources
Prepare for and support quality audits	CFAM&LFE3: Prepare for and participate in quality audits
Manage a budget	CFAM&LEA1: Identify and justify requirements for financial resources
	CFAM&LEA4: Manage budgets
Manage a project	CFAM&LFA5: Manage projects
Manage business risk	CFAM&LBB1: Manage risks to your organisation
Recruitment, selection and induction practice	CFAM&LDA1: Plan the workforce
	CFAM&LDA2: Recruit, select and retain people

	CFAM&LDA3: Induct individuals into their roles
Organise and deliver customer service	CFACSB2: Deliver reliable customer service
	CFACSB10: Organise the delivery of reliable customer service
Resolve customers' complaints	CFACSC7: Process customer service complaints
	CFACSC8: Handle referred customer complaints
Using email	ICF:A3 Select and use IT to communicate and exchange information DPC1:5]
Word processing software	WP:B3 Use word processing software tools to format and present documents effectively to meet requirements
Presentation software	PS:A2 Use presentation software tools to structure, edit and format slides
Bespoke software	BS:C2 Create and modify appropriate structures to organise and retrieve information efficiently
Database software	DB:B2 Enter, edit and organise structured information in a database
Principles of leadership and management	CFAM&LBA2: Provide leadership in your area of responsibility
	CFAM&LDB4: Manage people's performance at work
Principles of market research	CFAM1.2.1: Define the need for market research
	CFAM1.2.2: Design market research projects
	CFAM1.2.4: Collect market research data

	CFAM1.2.7: Collect data on the knowledge, attitude and behaviours of target groups
Principles of marketing and evaluation	CFAM1.3.1: Evaluate and interpret findings and identify connections in complex data
	CFAM1.3.3: Establish and understand potential market segments
	CFAM1.3.4: Establish target market segments for products/services and evaluate their potential
	CFAM1.3.6: Analyse, interpret and synthesise data and research findings to inform social marketing strategy
	CFAM2.1.3: Demonstrate the value of marketing to the organisation
	CFAM3.1.1: Develop marketing strategies and plans for products and services
	CFAM4.2.6: Evaluate advertising
	CFAM6.2.1: Assess marketing opportunities within international and/or diverse markets
Principles of digital marketing and research	CFAM4.3.8: Market to target customers using digital/electronic media
	CFAM4.3.9: Communicate using multiple digital marketing channels
Principles of marketing stakeholder relationships	CFAM2.1.4: Identify and manage relationships with social marketing stakeholders
	CFAM4.1.1: Develop an understanding of the client
	CFAM4.4.3: Build and manage stakeholder relationships

	CFAM4.4.5: Manage business and political relationships and lobby for influence
	CFAM4.4.6: Manage financial public relations and investor relations
	CFAM7.3.3: Develop strategic relationships with major clients
	CFAM7.4.4: Build and sustain collaborative relationships with other organisations
	CFAM7.1.6: Monitor and control relationship management activities
Understand the customer service environment	CFACSA7: Live up to the brand promise when delivering customer service
	CFACSA14: Use customer service as a competitive tool
Understand the legal context of business	CFABAH111: Support the monitoring and evaluation of trends and events that affects organisations
Principles of Social Media within a business	No applicable NOS

## Appendix A: Units

<b>Unit Title:</b>	Communicate in a business environment		
<b>Unit No:</b>	Y/506/1910		
<b>Level:</b>	3		
<b>GLH:</b>	24		
<b>Credit:</b>	4		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to communicate in a business environment. Upon completion of this unit, learners will be able to communicate in business both in writing and verbally.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the requirements of written and verbal communication	1.1	Analyse the communication needs of internal and external stakeholders
		1.2	Analyse the different communication models that support administration
		1.3	Evaluate the effectiveness of different communication systems
		1.4	Explain the factors that affect the choice of communication media
		1.5	Explain the importance of using correct grammar, sentence structure, punctuation, spelling and conventions in business communications
		1.6	Explain the factors to be taken into account in planning and structuring different communication media
		1.7	Explain ways of overcoming barriers to communication
		1.8	Explain the use of communications theories and body language
		1.9	Explain proof-reading techniques for business communications
2	Be able to communicate in writing in business	2.1	Identify the purpose and audience of the information to be communicated
		2.2	Select communication media that are appropriate to the audience and information to be communicated
		2.3	Present information in the format, layout and style that is appropriate to the information to be communicated

		2.4	Follow agreed business practices when communicating in writing
		2.5	Adapt the style and content of a communication, appropriate to specific audiences
		2.6	Present written communications that are clear, expressed in correct grammar and reflect what is intended
		2.7	Meet agreed deadlines in communicating with others
3	Be able to communicate verbally in business	3.1	Identify the nature, purpose, recipients and intended use of the information to be communicated
		3.2	Use language that is appropriate for the audiences' needs
		3.3	Use appropriate body language and tone of voice to reinforce messages
		3.4	Identify the meaning and implications of information that is communicated verbally
		3.5	Confirm that a recipient has understood correctly what has been communicated
		3.6	Respond in a way that is appropriate to the situation and in accordance with organisational policies and standards

<b>Unit Title:</b>	Manage personal and professional development		
<b>Unit No:</b>	T/506/2952		
<b>Level:</b>	3		
<b>GLH:</b>	12		
<b>Credit:</b>	3		
<b>Unit details:</b>			
This unit aims to develop knowledge and skills required when managing personal and professional development. Upon completion of this unit, learners will be able to identify and fulfil personal and professional development requirements and to be able to communicate verbally in business.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Be able to identify personal and professional development requirements	1.1	Compare sources of information on professional development trends and their validity
		1.2	Identify trends and developments that influence the need for professional development
		1.3	Evaluate their own current and future personal and professional development needs relating to the role, the team and the organisation
2	Be able to fulfil a personal and professional development plan	2.1	Evaluate the benefits of personal and professional development
		2.2	Explain the basis on which types of development actions are selected
		2.3	Identify current and future likely skills, knowledge and experience needs using skills gap analysis
		2.4	Agree a personal and professional development plan that is consistent with business needs and personal objectives
		2.5	Execute the plan within the agreed budget and timescale
		2.6	Take advantage of development opportunities made available by professional networks or professional bodies.
3	Be able to maintain the relevance of a personal and professional	3.1	Explain how to set up specific, measurable, achievable, realistic and time-bound (SMART) objectives

	development plan	3.2	Obtain feedback on performance from a range of valid sources
		3.3	Review progress toward personal and professional objectives
		3.4	Amend the personal and professional development plan in the light of feedback received from others



<b>Unit Title:</b>	Principles of business communication and information		
<b>Unit No:</b>	R/506/1940		
<b>Level:</b>	3		
<b>GLH:</b>	27		
<b>Credit:</b>	4		
<b>Unit details:</b>			
This unit aims to develop knowledge and understanding regarding the key principles of business communication and information. Upon completion of this unit, learners will have developed an understanding of a variety of business principles, including negotiation in a business environment, the development and delivery of presentations, the creation of bespoke business documents, and the use of information systems.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand negotiation in a business environment	1.1	Explain the importance of negotiation in a business environment
		1.2	Explain the features and uses of different approaches to negotiation
		1.3	Identify the components of negotiation tactics
2	Understand how to develop and deliver presentations	2.1	Explain the different types of presentation and their requirements
		2.2	Explain how different resources can be used to develop a presentation
		2.3	Explain different methods of giving presentations
		2.4	Explain best practice in delivering presentations
		2.5	Explain how to collect and use feedback on a presentation
3	Understand how to create bespoke business documents	3.1	Explain the characteristics of bespoke documents
		3.2	Explain the factors to be taken into account in creating and presenting business documents
		3.3	Explain the legal requirements and procedures for gathering information for bespoke documents
		3.4	Explain techniques to create bespoke business documents
		3.5	Explain how to gain approval of bespoke documents

4	Understand information systems in a business environment	4.1	Explain the typical stages of information system development
		4.2	Analyse the benefits and limitations of different information systems
		4.3	Explain legal, security and confidentiality requirements for information systems in a business environment
		4.4	Explain how to monitor the use and effectiveness of an information system

<b>Unit Title:</b>	Principles of administration		
<b>Unit No:</b>	Y/506/1941		
<b>Level:</b>	3		
<b>GLH:</b>	27		
<b>Credit:</b>	6		
<b>Unit details:</b>			
This unit aims to develop knowledge and understanding regarding administration as well as introducing learners to the key principles of administration. Upon completion of this unit, learners will have developed an understanding of a variety of administration principles, including the management of an office facility, health and safety in a business environment, and the supervision of an administration team. Learners will also present knowledge of minute taking, chairing, leading and managing meetings, and event organisation.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand how to manage an office facility	1.1	Explain the legal requirements relating to the management of office facilities
		1.2	Describe the typical services provided by an office facility
		1.3	Explain how to establish office management procedures
		1.4	Explain how to manage office resources
		1.5	Explain techniques to monitor and manage work flows
		1.6	Explain typical support and welfare facilities for office workers
2	Understand health and safety in a business environment	2.1	Explain the legal obligations of the employer for health and safety in the workplace
		2.2	Explain an individual's responsibilities for health and safety in the workplace
		2.3	Describe accident and emergency procedures
3	Understand how to take minutes of meetings	3.1	Explain the purpose of meeting minutes
		3.2	Explain the legal implications of meeting minutes
		3.3	Explain the importance of accuracy in minute taking

		3.4	Describe what should and should not be included in different types of meeting minutes
		3.5	Describe how to take notes during meetings
4	Understand how to chair, lead and manage meetings	4.1	Explain the features and purpose of different types of formal and informal meeting
		4.2	Explain the role and responsibilities of the chair
		4.3	Explain the role of others in a meeting
		4.4	Explain techniques to facilitate a meeting
		4.5	Explain the information requirements of a meeting before, during and after a meeting
5	Understand how to supervise an administrative team	5.1	Explain the use of targets and budgets to manage workloads
		5.2	Explain how to allocate work to individual team members
		5.3	Explain different quality management techniques to manage the performance of an administrative team
		5.4	Explain the techniques used to identify the need for improvements in team outputs and standards
6	Understand how to organise events	6.1	Explain the characteristics, requirements and purposes of different types of events
		6.2	Explain the types of information and information sources needed to organise an event
		6.3	Explain how to plan an event
		6.4	Explain how to identify the right resources from an event plan
		6.5	Describe the likely types of information needed by delegates before, during and after an event

<b>Unit Title:</b>	Principles of business		
<b>Unit No:</b>	D/506/1942		
<b>Level:</b>	3		
<b>GLH:</b>	74		
<b>Credit:</b>	10		
<b>Unit details:</b>			
This unit aims to develop knowledge and understanding regarding business and introduces learners to the key principles of business. Upon completion of this unit, learners will be able to develop an understanding of a variety of business principles, including business markets, business innovation and growth, and sales and marketing. Learners will also present knowledge of financial management and business budgeting.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand business markets	1.1	Explain the characteristics of different markets
		1.2	Explain the nature of interactions between businesses within a market
		1.3	Explain how an organisation's goals may be shaped by the market in which it operates
		1.4	Describe the legal obligations of a business
2	Understand business innovation and growth	2.1	Define business innovation
		2.2	Explain the uses of models of business innovation
		2.3	Identify sources of support and guidance for business innovation
		2.4	Explain the process of product or service development
		2.5	Explain the benefits, risks and implications associated with innovation
3	Understand financial management	3.1	Explain the importance of financial viability for an organisation
		3.2	Explain the consequences of poor financial management
		3.3	Explain different financial terminology
4	Understand business budgeting	4.1	Explain the uses of a budget
		4.2	Explain how to manage a budget
5	Understand sales and marketing	5.1	Explain the principles of marketing
		5.2	Explain a sales process
		5.3	Explain the features and uses of

			market research
		5.4	Explain the value of a brand to an organisation
		5.5	Explain the relationship between sales and marketing

<b>Unit Title:</b>	Contribute to the improvement of business performance		
<b>Unit No:</b>	D/506/1911		
<b>Level:</b>	3		
<b>GLH:</b>	33		
<b>Credit:</b>	6		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to contribute to the improvement of business performance. Upon completion of this unit, learners will have developed an understanding of the key principles associated with resolving business problems and an understanding of improvement techniques and processes. Learners will be able to apply this knowledge when solving problems in business and when contributing to the improvement of business activities.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the principles of resolving business problems	1.1	Explain the use of different problem-solving techniques
		1.2	Explain the organisational and legal constraints relating to problem-solving
		1.3	Describe the role of stakeholders in problem-solving
		1.4	Describe the steps in the business decision-making process
		1.5	Analyse the implications of adopting recommendations and implementing decisions to solve business problems
2	Understand improvement techniques and processes	2.1	Describe the purpose and benefits of continuous improvement
		2.2	Analyse the features, use and constraints of different continuous improvement techniques and models
		2.3	Explain how to carry out a cost-benefit analysis
		2.4	Explain the importance of feedback from customers and other stakeholders in continuous improvement
3	Be able to solve problems in business	3.1	Identify the nature, likely cause and implications of a problem
		3.2	Evaluate the scope and scale of a problem
		3.3	Analyse the possible courses of

			action that can be taken in response to a problem
		3.4	Use evidence to justify the approach to problem-solving
		3.5	Develop a plan and success criteria that are appropriate to the nature and scale of a problem
		3.6	Obtain approval to implement a solution to a problem
		3.7	Take action to resolve or mitigate a problem
		3.8	Evaluate the degree of success and scale of the implications of a solved problem
4	Be able to contribute to the improvement of activities	4.1	Identify the nature, scope and scale of possible contributions to continuous improvement activities
		4.2	Measure changes achieved against baseline data
		4.3	Calculate performance measures relating to cost, quality and delivery
		4.4	Justify the case for adopting improvements identified with evidence
		4.5	Develop standard operating procedures and resource plans that are capable of implementing agreed changes



<b>Unit Title:</b>	Negotiate in a business environment		
<b>Unit No:</b>	H/506/1912		
<b>Level:</b>	3		
<b>GLH:</b>	18		
<b>Credit:</b>	4		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to negotiate within a business environment and introduce learners to the principles underpinning negotiation. Upon completion of this unit, learners will be able to prepare for business negotiations and carry out business negotiations.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the principles underpinning negotiation	1.1	Describe the requirements of a negotiation strategy
		1.2	Explain the use of different negotiation techniques
		1.3	Explain how research on the other party can be used in negotiations
		1.4	Explain how cultural differences might affect negotiations
2	Be able to prepare for business negotiations	2.1	Identify the purpose, scope and objectives of the negotiation
		2.2	Explain the scope of their authority for negotiating
		2.3	Prepare a negotiating strategy
		2.4	Prepare fall-back stances and compromises that align with the negotiating strategy and priorities
		2.5	Assess the likely objectives and negotiation stances of the other party
		2.6	Research the strengths and weaknesses of the other party
3	Be able to carry out business negotiations	3.1	Carry out negotiations within responsibility limits in a way that optimises opportunities
		3.2	Adapt the conduct of the negotiation in accordance with changing circumstances
		3.3	Maintain accurate records of negotiations, outcomes and agreements made
		3.4	Adhere to organisational policies and

			procedures, and legal and ethical requirements when carrying out business negotiations
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<b>Unit Title:</b>	Develop a presentation		
<b>Unit No:</b>	K/506/1913		
<b>Level:</b>	3		
<b>GLH:</b>	11		
<b>Credit:</b>	3		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to create a presentation. Upon completion of this unit, learners will understand best practice in developing presentations and will be able to develop a structured presentation.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand how to develop a presentation	1.1	Explain best practice in developing presentations
		1.2	Explain who needs to be consulted on the development of a presentation
		1.3	Explain the factors to be taken into account in developing a presentation
		1.4	Analyse the advantages and limitations of different communication media
2	Be able to develop a presentation	2.1	Identify the purpose, content, style, timing and audience for a presentation
		2.2	Select a communication media that is appropriate to the nature of a presentation, message and audience
		2.3	Tailor a presentation to fit the timescale and audience's needs
		2.4	Prepare a presentation that is logically structured, summarises the content and addresses the brief
		2.5	Take action to ensure that a presentation adheres to organisational guidelines and policies
		2.6	Develop materials that support the content of a presentation

<b>Unit Title:</b>	Deliver a presentation		
<b>Unit No:</b>	M/506/1914		
<b>Level:</b>	3		
<b>GLH:</b>	17		
<b>Credit:</b>	3		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to deliver a presentation. Upon completion of this unit, learners will be able to prepare for and deliver a presentation.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the principles underpinning the delivery of presentations	1.1	Analyse the advantages and limitations of different methods of, and media for, making presentations
		1.2	Explain how the type and size of the audience affects the delivery of a presentation
		1.3	Explain the factors to be taken into account in developing contingency plans when delivering presentations
		1.4	Explain voice projection and timing techniques when delivering presentations
		1.5	Explain the factors to be taken into account in responding to questions from an audience
		1.6	Explain different methods for evaluating the effectiveness of a presentation
2	Be able to prepare to deliver a presentation	2.1	Confirm the layout of the venue and correct functioning of the equipment and resources prior to making a presentation
		2.2	Develop contingency plans for potential equipment and resource failures
		2.3	Take action to ensure that the presentations fits the time slot available
3	Be able to deliver a presentation	3.1	Speak clearly and confidently, using language that is appropriate for the topic and audience
		3.2	Vary their voice tone, pace and

		volume appropriately when delivering a presentation
	3.3	Use body language in a way that reinforces messages
	3.4	Use equipment and resources effectively when delivering a presentation
	3.5	Deliver a presentation within the agreed timeframe
	3.6	Respond to questions in a way that meets the audience's needs
	3.7	Evaluate the effectiveness of a presentation

<b>Unit Title:</b>	Create bespoke business documents		
<b>Unit No:</b>	T/506/1915		
<b>Level:</b>	3		
<b>GLH:</b>	23		
<b>Credit:</b>	4		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to create bespoke business documents. Upon completion of this unit, learners will understand how to create bespoke business documents and will be able to apply this knowledge when designing and creating bespoke business documents.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand how to create bespoke business documents	1.1	Explain the use of bespoke business documents
		1.2	Describe the factors to be taken into account in selecting the appropriate method of presenting a business document
		1.3	Describe the use of technology to create bespoke business documents
		1.4	Explain the purpose and requirements of corporate identity in bespoke business documents
		1.5	Analyse different design techniques used to create attractive bespoke business documents
		1.6	Explain the factors to be taken into account in evaluating the impact of bespoke business documents
2	Be able to design bespoke business documents	2.1	Confirm the purpose, nature, content, style, quality standards, audience and deadline of the document
		2.2	Identify the optimum method of presenting the document
		2.3	Create design options that meet the specification
		2.4	Take into account feedback from stakeholders
3	Be able to create bespoke business documents	3.1	Include content that meets the brief, is accurate and grammatically correct

		3.2	Use design techniques to create documents that meet the specification
		3.3	Integrate non-text items into the agreed layout
		3.4	Present documents within the agreed timescale

<b>Unit Title:</b>	Contribute to the development and implementation of an information system		
<b>Unit No:</b>	A/506/1916		
<b>Level:</b>	3		
<b>GLH:</b>	21		
<b>Credit:</b>	6		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to contribute to the development and implementation of an information system. Upon completion of this unit, learners will have developed an understanding of the design and implementation of an information system.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the design and implementation of an information system	1.1	Explain the types of information to be managed by a system
		1.2	Explain how information will be used and by whom
		1.3	Explain who needs to be consulted in the design and implementation of an information system and why
		1.4	Explain the impact of legal and organisational security and confidentiality requirements for the design and implementation of an information system
2	Be able to contribute to the development of an information system	2.1	Confirm the purpose, use and features of an information system
		2.2	Identify the information that will be managed by the system
		2.3	Confirm requirements for reporting information
		2.4	Recommend the functions that will be used to manipulate and report information
		2.5	Develop guidance for the use of an information system that is accurate and easy to understand
		2.6	Recommend user access and security levels for the information system
		2.7	Make contributions to the development of an information system that are consistent with



			business objectives and values and within budgetary constraints
		2.8	Participate in system tests in accordance with the specification
3	Be able to contribute to the implementation of an information system	3.1	Implement the information system in accordance with the plan, minimising disruption to business
		3.2	Confirm that staff are trained to use the system prior to its launch
		3.3	Resolve or report problems or faults with the information system within the limits of their own authority
		3.4	Adhere to organisational policies and procedures, and legal and ethical requirements in the implementation of an information system

<b>Unit Title:</b>	Monitor information systems		
<b>Unit No:</b>	F/506/1917		
<b>Level:</b>	3		
<b>GLH:</b>	43		
<b>Credit:</b>	8		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to monitor information systems. Upon completion of this unit, learners will have an understanding of how information systems are used and will be able to monitor information systems.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand how information systems are used	1.1	Explain how the intended use of reports affects the choice of format and language
		1.2	Explain how the audience of reports affects the choice of format and language
		1.3	Explain the features of different problem-solving techniques related to information systems
		1.4	Evaluate the suitability of possible problem-solving actions related to information systems
		1.5	Explain techniques to validate the reliability of information
		1.6	Analyse the suitability of different evaluation techniques related to information systems
		1.7	Assess the potential consequences of breaches of confidentiality
		1.8	Evaluate the potential consequences of publishing reports containing inaccurate or unsubstantiated information
2	Be able to monitor information systems	2.1	Develop a plan to monitor information systems that specifies objectives, scope, timescale, resource implications, the techniques to be used and reporting requirements
		2.2	Carry out monitoring activities in accordance with the plan

	2.3	Provide training and support to system users that is appropriate to their needs
	2.4	Identify the cause of problems with an information system
	2.5	Suggest solutions to problems with an information system
	2.6	Recommend adaptations to the system in response to identified problems or developments
	2.7	Adhere to organisational policies and procedures, legal and ethical requirements when monitoring information systems

<b>Unit Title:</b>	Evaluate the provision of business travel or accommodation		
<b>Unit No:</b>	J/506/1918		
<b>Level:</b>	3		
<b>GLH:</b>	30		
<b>Credit:</b>	5		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to evaluate the provision of business travel or accommodation. Upon completion of this unit, learners will have developed an understanding of the provision of business travel or accommodation arrangements. Learners will utilise this knowledge when evaluating the quality of organisational business travel or accommodation arrangements and making recommendations for improvements.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the provision of business travel or accommodation arrangements	1.1	Explain the factors to be taken into account in setting evaluation criteria for the provision of business travel or accommodation
		1.2	Explain different travel or accommodation-related needs and services
		1.3	Explain different arrangements that could be made for the provision of business travel or accommodation
		1.4	Explain the scope of legal and organisational security and confidentiality requirements relating to business travel or accommodation
2	Be able to evaluate the quality of organisational business travel or accommodation arrangements	2.1	Assess the performance of providers of travel or accommodation against agreed criteria
		2.2	Identify instances of exceptional and inadequate performance
		2.3	Evaluate the benefits and limitations of existing arrangements for organising business travel or accommodation
		2.4	Identify alternative potential providers and ways of providing travel or accommodation
3	Be able to recommend improvements to	3.1	Produce costed plans that set out different options, their benefits,

	organisational business travel or accommodation arrangements		limitations and implications
		3.2	Shortlist alternative potential providers of business travel or accommodation against agreed criteria
		3.3	Adhere to organisational policies and procedures, and legal and ethical requirements when recommending improvements to arrangements for business travel or accommodation

<b>Unit Title:</b>	Provide administrative support in schools		
<b>Unit No:</b>	L/506/1919		
<b>Level:</b>	3		
<b>GLH:</b>	33		
<b>Credit:</b>	5		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to provide administrative support in schools. Upon completion of this unit, learners will have developed an understanding of administration within a school environment and will be able to provide administrative services. Learners will be able to operate school administrative systems and procedures.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand administration within a school environment	1.1	Analyse the scope, use and requirements of a school administrative system
		1.2	Explain how their own role contributes to the achievement of a school's goals
		1.3	Describe the policy context, issues and initiatives that affect the work of a school administrator
		1.4	Explain a school's administration policy and procedures for dealing with others
		1.5	Explain the requirements and procedures for dealing with child protection and student welfare
		1.6	Explain when it may be appropriate to override the requirement to maintain confidentiality
2	Be able to provide administrative services	2.1	Build positive working relationships with others
		2.2	Present a professional and friendly image in line with school policy
		2.3	Coordinate the content and publishing of documents in accordance with the brief
		2.4	Organise trips, events, placements, secondments or work experience in accordance with the brief
		2.5	Maintain facilities to the required standard

		2.6	Adhere to organisational policies and procedures, and legal and ethical requirements when providing administrative services
3	Be able to operate school administrative systems and procedures	3.1	Maintain accurate records
		3.2	Maintain the currency of registers, licences and contracts
		3.3	Present reports and statistical returns on time in the agreed format
		3.4	Select analysis and evaluation techniques that are appropriate to the purpose of the report and the nature of the information

<b>Unit Title:</b>	Administer parking and traffic challenges, representations and civil parking appeals		
<b>Unit No:</b>	F/506/1920		
<b>Level:</b>	3		
<b>GLH:</b>	31		
<b>Credit:</b>	5		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to administer parking traffic challenges, representations and civil parking appeals. Upon completion of this unit, learners will have an understanding of the administration of parking and traffic challenges. Learners will be able to process the receipt of, and respond to, challenges, representations and Civil Parking Notice appeals.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the administration of parking and traffic challenges	1.1	Explain the provisions and constraints of relevant legislation, codes of practice, Traffic Regulation Orders and the Data Protection Act
		1.2	Explain how to access, use and interpret the information needed to process challenges, representations and Civil Parking Notice (CPN) appeals
		1.3	Evaluate the importance of keeping accurate and up to date records of information and decisions
		1.4	Explain how to validate information in the administration of parking and traffic challenges
		1.5	Explain the features and use of specialist software to process and record challenges, representations and traffic challenges
		1.6	Explain the types of internal evidence needed to support reliable decisions for the administration of parking and traffic challenges
		1.7	Explain when and why it may be appropriate to reactivate the enforcement process
2	Be able to process the receipt of challenges,	2.1	Record the receipt of written challenges, representations and CPN



	representations and CPN appeals		appeals
		2.2	Confirm that the information is complete, accurate, consistent and valid
		2.3	Decide whether to allow or uphold the appeal against recognised eligibility criteria
		2.4	Provide accurate advice and information on the progress and outcome of the case
3	Be able to respond to challenges, representations and CPN appeals	3.1	Confirm that the information is complete, accurate, consistent and valid
		3.2	Suspend the enforcement process while cases are being investigated
		3.3	Obtain additional evidence where gaps are identified
		3.4	Seek appropriate advice on cases beyond their level of authority
		3.5	Refer cases beyond their level of authority to the right person
		3.6	Inform customers of the decision and possible courses of action they can take within the agreed timescale
		3.7	Adhere to organisational policies and procedures, and legal and ethical requirements when responding to challenges, representations and CPN appeals

<b>Unit Title:</b>	Administer statutory parking and traffic appeals		
<b>Unit No:</b>	R/506/1923		
<b>Level:</b>	3		
<b>GLH:</b>	42		
<b>Credit:</b>	6		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to administer statutory parking and traffic appeals. Upon completion of this unit, learners will have an understanding of the administration of statutory parking and traffic appeals. Learners will be able to apply this knowledge when preparing case evidence for statutory parking and traffic appeals, investigating cases, and contesting statutory parking and traffic appeals.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the administration of statutory parking and traffic appeals	1.1	Explain the requirements, rules and constraints of relevant legislation, codes of practice and the Data Protection Act
		1.2	Explain the grounds on which someone may appeal and on which they may file a statement of truth
		1.3	Explain the evidence needed to carry out an investigation
		1.4	Explain how to validate information for statutory parking and traffic appeals
		1.5	Explain the requirements for preparing and presenting a case summary
		1.6	Explain the preparations and codes of conduct relating to attending a hearing for statutory parking and traffic appeals
		1.7	Describe the actions needed to close a case and refund fees
		1.8	Explain who needs to be informed of the outcomes of a statutory appeal and why
		1.9	Explain the features of specialist software to process and record statutory appeals
		1.10	Explain the potential consequences of not acting within the given

			deadline
		1.11	Explain when and why an appeal may be referred by an adjudicator to an independent person to consider mitigation
		1.12	Explain the actions needed to reactivate the recovery process after the failure of statutory parking and traffic appeals
2	Be able to prepare case evidence for statutory and parking appeals	2.1	Record the receipt of statutory appeal notifications or revocation orders
		2.2	Confirm that the information is accurate and consistent
		2.3	Notify the right person of any discrepancies
		2.4	Meet the requirements of the deadline
3	Be able to investigate cases for statutory appeals	3.1	Confirm that the information supplied is accurate, valid and reliable
		3.2	Obtain additional evidence where gaps are identified
		3.3	Refer cases beyond their own level of authority to the right person
		3.4	Make and record decisions in statutory appeal cases on the basis of the evidence provided
		3.5	Keep the adjudicator and appellant or respondent informed of progress and outcomes
		3.6	Adhere to organisational policies and procedures, and legal and ethical requirements when investigating cases for statutory appeals
4	Be able to contest statutory parking and traffic appeals	4.1	Prepare a case summary in accordance with organisational guidelines and codes of practice
		4.2	Collate, label and present documentation in the format required by the appeals service
		4.3	Respond promptly to requests for further information

		4.4	Inform everyone who needs to know of the outcomes of a statutory appeal
		4.5	Keep accurate records of information and decisions made

<b>Unit Title:</b>	Administer parking and traffic debt recovery		
<b>Unit No:</b>	T/506/1932		
<b>Level:</b>	3		
<b>GLH:</b>	35		
<b>Credit:</b>	5		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to administer parking and traffic debt recovery. Upon completion of this unit, learners will have an understanding of the parking and traffic debt recovery process and learners will be able to apply this knowledge when administering the parking and traffic debt recovery process.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the parking and traffic debt recovery process	1.1	Explain the requirements, rules and constraints of relevant legislation, codes of practice and the Data Protection Act
		1.2	Explain the criteria, policy and procedures relating to debt recovery
		1.3	Analyse the role of the Traffic Enforcement Centre and magistrate's court in the debt recovery process
		1.4	Explain the requirements of debt recovery documentation
		1.5	Explain the features and benefits of different investigation techniques
		1.6	Explain who needs to be informed of the outcomes of the debt recovery process and why
		1.7	Explain the actions to be taken at each stage of the debt recovery process
		1.8	Explain the potential consequences of an inadequate audit trail
		1.9	Explain the actions needed to close a debt recovery case
2	Be able to administer the parking and traffic debt recovery process	2.1	Monitor the quality of the data to be registered at the Traffic Enforcement Centre or magistrates' court
		2.2	Serve debt recovery documentation in accordance with organisational policy and relevant legislation

	2.3	Prepare case evidence in accordance with organisational policy and relevant legislation
	2.4	Make decisions on the basis of the evidence within the limits of their own authority
	2.5	Inform everyone who needs to know of the progress and outcomes of the case
	2.6	Monitor the performance of debt recovery agents
	2.7	Take prompt action in the event of problems arising in the debt recovery process
	2.8	Keep accurate and up-to-date records of actions and decisions taken
	2.9	Adhere to organisational policies and procedures, and legal and ethical requirements when administering the parking and traffic debt recovery process

<b>Unit Title:</b>	Administer legal files		
<b>Unit No:</b>	J/506/1935		
<b>Level:</b>	3		
<b>GLH:</b>	31		
<b>Credit:</b>	5		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to administer legal files. Upon completion of this unit, learners will have developed an understanding of the administration of legal files and will be able to maintain, close, and archive a legal file.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the administration of legal files	1.1	Explain the administrative requirements of the different legal areas being administered
		1.2	Explain the scope and limits of their own responsibilities and authority
		1.3	Explain the requirements of the duty of confidentiality
		1.4	Explain the use of specialist software for processing legal cases
		1.5	Explain the potential consequences of inadequate or inaccurate record keeping
		1.6	Describe the organisational and regulatory purpose and nature of different legal checks and searches
		1.7	Explain the organisational and regulatory purpose of a client care letter
		1.8	Explain how records of time spent on work are used
2	Be able to maintain a legal file	2.1	Confirm the information on file is complete, accurate and valid
		2.2	Process money received from clients in accordance with organisational and regulatory requirements
		2.3	Keep fee-earners informed of actions taken, progress, developments and problems
		2.4	Take action to ensure that files are correctly labelled and dated including summaries of their contents

		2.5	Generate correspondence that conform with the requirements of house style
		2.6	Record all time spent, costs and disbursements accurately
		2.7	Generate accurate bills that conform with organisational and regulatory requirements
		2.8	Adhere to organisational policies and procedures, and legal and ethical requirements when maintaining a legal file
3	Be able to close and archive a legal file	3.1	Address any outstanding issues for a legal file
		3.2	Prepare accurate final bills in accordance with organisational and regulatory requirements
		3.3	Take action to ensure that closed files contain all the necessary documentation
		3.4	Confirm whether any documents need to be added to the firm's precedent, knowledge or data bank
		3.5	Close files in accordance with organisational standards and procedures when the account shows a nil balance
		3.6	Archive files in accordance with organisational and regulatory requirements



<b>Unit Title:</b>	Build legal case files		
<b>Unit No:</b>	L/506/1936		
<b>Level:</b>	3		
<b>GLH:</b>	32		
<b>Credit:</b>	5		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to build legal case files. Upon completion of this unit, learners will understand how to, and be able to, build legal case files.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand how to build a legal case file	1.1	Explain the administrative requirements of the different legal areas being administered
		1.2	Explain the scope and limits of their own responsibilities and authority
		1.3	Explain the requirements of the duty of confidentiality
		1.4	Explain how to identify shortfalls in evidence and materials
		1.5	Explain the features and uses of different interviewing techniques
		1.6	Explain the use of specialist software for processing legal cases
		1.7	Explain how to access and use sources of information and evidence
		1.8	Explain the potential consequences of not meeting deadlines when building a legal case file
2	Be able to build case files	2.1	Identify gaps in evidence and materials needed
		2.2	Carry out interviews in accordance with the principles of best practice in communication and interviewing
		2.3	Obtain evidence and materials needed to complete the file
		2.4	Generate correspondence that conforms with the house style and regulatory requirements
		2.5	Submit cases on time in line with internal and external deadlines
		2.6	Complete follow-up actions in accordance with the instructions

		2.7	Adhere to organisational policies and procedures, and legal and ethical requirements when building case files
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<b>Unit Title:</b>	Manage legal case files		
<b>Unit No:</b>	Y/506/1938		
<b>Level:</b>	3		
<b>GLH:</b>	32		
<b>Credit:</b>	5		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to manage legal case files. Upon completion of this unit, learners will understand how to, and be able to, manage legal case files.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the management of legal case files	1.1	Explain the administrative requirement of the different legal areas being administered
		1.2	Explain the scope and limits of their own responsibilities and authority
		1.3	Explain requirements of the duty of confidentiality
		1.4	Describe the structure, format and contents of a case file
		1.5	Explain how to validate information when managing a legal case file
		1.6	Explain the requirements of processing appeals
		1.7	Explain the potential consequences of not meeting internal and external deadlines when managing a legal case file
2	Be able to manage case files	2.1	Plan the management of a case file to meet deadlines
		2.2	Identify the location of required documents and materials
		2.3	Take action to ensure the file contains accurate and up-to-date information, documents and materials and is secure
		2.4	Take action to ensure court bundles are prepared correctly
		2.5	Generate correspondence and documents that conform with the requirements of house style and legal and procedural requirements
		2.6	Submit documents on time

		2.7	Process and record the hearing outcomes in accordance with organisational and procedural requirements
		2.8	Close and archive files in accordance with organisational and regulatory requirements
		2.9	Keep fee-earners informed of actions taken, progress, developments and problems
		2.10	Adhere to organisational policies and procedures, and legal and ethical requirements when managing case files

<b>Unit Title:</b>	Manage an office facility		
<b>Unit No:</b>	K/506/1944		
<b>Level:</b>	3		
<b>GLH:</b>	21		
<b>Credit:</b>	4		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to manage an office facility. Upon completion of this unit, learners will have developed an understanding of the management of an office facility and will be able to apply this when managing and maintaining an office facility.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the management of an office facility	1.1	Explain the requirements of establishing and implementing office management procedures
		1.2	Explain how to manage the effectiveness of work and systems
		1.3	Explain how to manage any constraints attached to office facilities and related budgets
		1.4	Explain the factors to be taken into account in the design of office systems, procedures and guidance documents
		1.5	Explain how to create an environment that is conducive to productive work
2	Be able to manage and maintain an office facility	2.1	Maintain equipment and consumables to agreed levels
		2.2	Establish to evaluate the effectiveness of office systems and procedures
		2.3	Review the effectiveness of office systems and procedures to meet users' needs, adapting them to meet changing demands
		2.4	Manage the maintenance of office equipment to meet users' needs and expectations
		2.5	Manage effective relationships with suppliers
		2.6	Take action to ensure that administrative services are provided

			to agreed standards
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<b>Unit Title:</b>	Analyse and present business data
<b>Unit No:</b>	J/506/1935
<b>Level:</b>	3
<b>GLH:</b>	24
<b>Credit:</b>	6
<b>Unit details:</b>	
This unit aims to develop the knowledge and skills required to analyse and present business data. Upon completion of this unit, learners will have developed an understanding of the analysis and presentation of business data. Learners will be able to analyse both quantitative and qualitative business data and will also be able to present this analysis appropriately.	
<b>Learning Outcome</b> <b>The learner will:</b>	<b>Assessment Criterion</b> <b>The learner can:</b>
1 Understand the analysis and presentation of business data	1.1 Explain the uses and limitations of primary and secondary data
	1.2 Explain the uses and limitations of quantitative and qualitative data
	1.3 Evaluate the issues relating to the validity and reliability of data and its analysis
	1.4 Explain the use of IT tools to carry out research
	1.5 Assess the risks attached to making judgments based on limited or unrepresentative samples
	1.6 Assess the risks attached to generalising research findings
	1.7 Explain different formats and techniques for the presentation of the analysis
2 Be able to analyse quantitative and qualitative business data	2.1 Agree the parameters of the analysis
	2.2 Clarify any ethical requirements of the analysis
	2.3 Organise the data in a way that will facilitate its analysis
	2.4 Select valid and reliable data analysis methods and techniques that are appropriate to the data and analysis objectives
	2.5 Apply analytical techniques that are appropriate to the purpose of the research and the nature of the data
	2.6 Confirm the accuracy of data

			analysis and make necessary adjustments
		2.7	Draw conclusions that are valid and supported by evidence
3	Be able to present the analysis of business data	3.1	Present data in the agreed reporting format and house style
		3.2	Acknowledge the limitations of the analysis
		3.3	Reference data sources



<b>Unit Title:</b>	Produce business documents		
<b>Unit No:</b>	Y/506/1809		
<b>Level:</b>	2		
<b>GLH:</b>	24		
<b>Credit:</b>	3		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to produce business documents. Upon completion of this unit, learners will be able to prepare and distribute business documents.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand how to prepare business documents	1.1	Explain the requirements for language, tone, image and presentation for different documents
		1.2	Explain how to integrate images into documents
		1.3	Describe how corporate identity impacts upon document production
		1.4	Explain the requirements of data protection, copyright and intellectual property legislation relating to document production
		1.5	Describe organisational procedures for version control
		1.6	Describe security requirements relating to document production
2	Be able to prepare business documents	2.1	Identify the purpose, audience, content, style, format and deadlines of a document
		2.2	Use document production resources in line with organisational guidelines
		2.3	Use correct grammar, spelling, punctuation and sentence structure
		2.4	Produce documents that meet the requirements within the agreed timescale
3	Be able to distribute business documents	3.1	Provide final documents in the appropriate medium for authorised readers
		3.2	Specify restrictions and distribution lists in accordance with the requirements
		3.3	Maintain the requirements of security

			in the production, distribution and storage of documents
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<b>Unit Title:</b>	Store and retrieve information		
<b>Unit No:</b>	R/506/1811		
<b>Level:</b>	2		
<b>GLH:</b>	19		
<b>Credit:</b>	4		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to store and retrieve information. Upon completion of this unit, learners will be able to gather, store and retrieve information.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
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

<b>Unit Title:</b>	Produce minutes of meetings		
<b>Unit No:</b>	Y/506/1812		
<b>Level:</b>	2		
<b>GLH:</b>	13		
<b>Credit:</b>	3		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to produce minutes of meetings. Upon completion of this unit, learners will be able to take notes of meetings and then produce minutes of meetings.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand how to take minutes	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 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 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
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<b>Unit Title:</b>	Handle mail
<b>Unit No:</b>	D/506/1813
<b>Level:</b>	2
<b>GLH:</b>	15
<b>Credit:</b>	3
<b>Unit details:</b>	
This unit aims to develop the knowledge and skills required to handle mail. Upon completion of this unit, learners will be able to deal with both incoming and outgoing mail.	
<b>Learning Outcome</b> <b>The learner will:</b>	<b>Assessment Criterion</b> <b>The learner can:</b>
1 Understand how to deal with mail	1.1 Explain how to deal with 'junk' mail
	1.2 Describe what to do in the event of problems arising when dealing with incoming or outgoing mail
	1.3 Describe how to operate a franking machine
	1.4 Explain how to prepare packages for distribution
	1.5 State organisational policies and procedures on mail handling, security and the use of courier services
	1.6 Explain the process for reporting suspicious or damaged items in accordance with organisational procedures
2 Be able to deal with incoming mail	2.1 Sort incoming mail in line with organisational procedures
	2.2 Distribute incoming mail and packages to the right people according to the agreed schedule
	2.3 Deal with incorrectly addressed and 'junk' mail in accordance with organisational procedures
3 Be able to deal with outgoing mail	3.1 Organise the collection of outgoing mail and packages on time
	3.2 Identify the best option for dispatching mail according to the required degree of urgency, size and value of the item
	3.3 Dispatch outgoing mail on time

<b>Unit Title:</b>	Prepare text from shorthand
<b>Unit No:</b>	M/506/1816
<b>Level:</b>	2
<b>GLH:</b>	46
<b>Credit:</b>	6
<b>Unit details:</b>	
This unit aims to develop the knowledge and skills required to prepare text from shorthand. Upon completion of this unit, learners will be able to use shorthand to prepare text.	
<b>Learning Outcome</b> <b>The learner will:</b>	<b>Assessment Criterion</b> <b>The learner can:</b>
1 Understand how to use shorthand to create text	1.1 Explain the importance of confirming the purpose of the text and intended audience
	1.2 Describe techniques that may be used when taking shorthand notes
	1.3 Explain the consequences of incorrect spelling, punctuation and grammar and sentence structure, and inaccurate content
	1.4 Explain how technology features can help to create, format and check the accuracy of text
	1.5 Describe the ways of checking produced texts for accuracy and correctness
	1.6 Describe organisational procedures for the storage, security and confidentiality of information
2 Understand how to use shorthand to prepare text	2.1 Agree the purpose, format and deadlines for texts
	2.2 Take dictation using shorthand at the speed required by the organisation
	2.3 Input and format text from shorthand notes
	2.4 Check that text is accurate and the meaning is clear and correct
	2.5 Store texts and original notes safely and securely following organisational procedures
	2.6 Present texts in the required formats and within the agreed timescales

<b>Unit Title:</b>	Prepare text from recorded audio instruction		
<b>Unit No:</b>	T/506/1817		
<b>Level:</b>	2		
<b>GLH:</b>	15		
<b>Credit:</b>	4		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to prepare text from recorded audio instruction.			
<b>Learning Outcome</b>		<b>Assessment Criterion</b>	
<b>The learner will:</b>		<b>The learner can:</b>	
1	Understand the preparation of text from recorded notes	1.1	Explain the importance of confirming the purpose of the text and intended audience
		1.2	Describe the main features of the different types of technology that can be used for playing back recordings
		1.3	Explain how different speaking styles of those giving dictation can affect outputs
		1.4	Explain the consequences of incorrect spelling, punctuation, grammar and sentence structure, and inaccurate content
		1.5	Describe the ways of checking produced texts for accuracy and correctness
		1.6	Describe the organisational procedures for the storage, security and confidentiality of information
2	Be able to prepare text from recorded notes	2.1	Agree the purpose, format and deadlines for texts
		2.2	Input the format text from audio recording
		2.3	Check that text is accurate and the meaning is clear and correct
		2.4	Store texts and original recordings safely and securely following organisational procedures
		2.5	Prepare texts in the required formats and within the agreed timescales



<b>Unit Title:</b>	Maintain and issue stationery and supplies
<b>Unit No:</b>	Y/506/2295
<b>Level:</b>	2
<b>GLH:</b>	18
<b>Credit:</b>	3
<b>Unit details:</b>	
This unit aims to develop the knowledge and skills required to maintain and issue stationery and supplies. Upon completion of this unit, learners will be able to maintain and issue stocks of stationery and supplies.	
<b>Learning Outcome</b> <b>The learner will:</b>	<b>Assessment Criterion</b> <b>The learner can:</b>
1 Understand the maintenance of stationery and supplies	1.1 Describe the organisational policies, procedures and levels of authority in maintaining supplies
	1.2 Explain how to carry out a stock check of stationery
	1.3 Describe the types of problems that may occur with deliveries and stock items
	1.4 Explain how to deal with problems that occur with deliveries and stock items
	1.5 Explain the factors to take into account when ordering stationery
	1.6 Explain the benefits and limitations of different potential suppliers, against organisational requirements
	1.7 Explain how to calculate quantities of stationery and supplies to be ordered
	1.8 Describe how to dispose of or recycle waste
2 Be able to maintain stocks of stationery and supplies	2.1 Maintain stocks of stationery and supplies at the required levels
	2.2 Maintain the requirements of storage and security
	2.3 Carry out stock checks in accordance with organisational policies and procedures
	2.4 Chase up late or incorrect orders with suppliers
3 Be able to issue stock of stationery and supplies	3.1 Issue stationery and supplies in accordance with organisational requirements

		3.2	Maintain up-to-date records of stock issued, received and in storage
		3.3	Deal with unwanted or damaged stationery and supplies safely
		3.4	Recommend ways in which the system for receiving and issuing stock could be improved

<b>Unit Title:</b>	Contribute to the organisation of an event		
<b>Unit No:</b>	L/506/1869		
<b>Level:</b>	2		
<b>GLH:</b>	23		
<b>Credit:</b>	3		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to contribute to the organisation of an event. Upon completion of this unit, learners will be able to carry out pre-event actions, set up an event and then carry out post-event actions.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
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 event activities	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

<b>Unit Title:</b>	Organise business travel or accommodation		
<b>Unit No:</b>	D/506/1875		
<b>Level:</b>	2		
<b>GLH:</b>	23		
<b>Credit:</b>	4		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to organise business travel or accommodation. Upon completion of this unit, learners will be able to research business travel or accommodation options for others, and then use the outcomes of that research to make business or travel arrangements for others.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the organisation of business travel or accommodation for others	1.1	Explain any budgetary or policy constraints relating to be business travel or accommodation
		1.2	Describe financial arrangements relating to business travel or accommodation
		1.3	Explain how to make arrangements for visas and related foreign travel documents
		1.4	Describe the procedures for obtaining or exchanging foreign currency
2	Be able to research business travel or accommodation options for others	2.1	Identify different suppliers that are capable delivering the services required within budget
		2.2	Recommend travel or accommodation arrangements that best meet the requirements
		2.3	Recommend suppliers of travel or accommodation that best meet the requirements
3	Be able to make business travel or accommodation arrangements for others	3.1	Confirm the requirements for travel or accommodation
		3.2	Agree arrangements that specify any limitations, prohibitions or responsibilities and which meet the requirements
		3.3	Prepare and issue itinerary/schedule documentation that reflect agreed arrangements accurately

		3.4	Obtain travel or accommodation documentation within the required timescale
		3.5	Confirm the acceptability of payments to be made within the limits of their own authority
		3.6	Keep up-to-date records of travel or accommodation arrangements and agreed commitments
		3.7	Adhere to organisational policies and procedures, legal and ethical requirements when making business travel or accommodation arrangements for others

<b>Unit Title:</b>	Provide administrative support for meetings		
<b>Unit No:</b>	H/506/1876		
<b>Level:</b>	2		
<b>GLH:</b>	28		
<b>Credit:</b>	4		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to provide administrative support for meetings. Upon completion of this unit, learners will be able to make administrative preparations for meetings and also support the administration of meetings.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the administration of meetings	1.1	Describe the purpose of the meeting and who needs to attend
		1.2	Explain why it is important to have a minimum number of attendees for a meeting
		1.3	Explain ways to achieve maximum attendance at meetings
		1.4	Explain the access, health, safety and security requirements relating to meetings
		1.5	Explain how to set up the resources needed for a meeting
		1.6	Explain the responsibilities of the meeting chair and meeting secretary
		1.7	Explain the difference between formal and informal meetings
		1.8	Explain the legal implications of formal meetings
2	Be able to make administrative preparations for meetings	2.1	Book meeting venue, resources, and facilities in accordance with the brief
		2.2	Collate documents needed for a meeting
		2.3	Distribute meeting invitations, documents and other meeting-related requirements within the timescale
		2.4	Confirm meeting attendees and any special requirements
3	Be able to support the administration of meetings	3.1	Take action to ensure that the equipment allocated for use at a meeting functions correctly

		3.2	Provide support to meetings in accordance with requests
		3.3	Ensure the venue is restored to the required conditions after the meeting
		3.4	Distribute meeting records promptly to the agreed distribution list
		3.5	Carry out any follow-up actions in accordance with the brief



<b>Unit Title:</b>	Administer human resource records		
<b>Unit No:</b>	T/506/1879		
<b>Level:</b>	2		
<b>GLH:</b>	28		
<b>Credit:</b>	3		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to administer human resource records.			
<b>Learning Outcome</b>		<b>Assessment Criterion</b>	
<b>The learner will:</b>		<b>The learner can:</b>	
1	Understand the administration of human resource (HR) records	1.1	Explain what HR-related information needs to be kept and why
		1.2	Explain the relationship of HR to other parts of an organisation
		1.3	Describe the impact of other organisations on HR activities
		1.4	Describe the features and uses of organisational systems for managing human resource information
		1.5	Explain the requirements of confidentiality, data protection and system security
		1.6	Describe the information to be provided for different management reports
		1.7	Explain the limits of their own authority in administering HR records
		1.8	Explain the implications of not keeping HR records up-to-date
		1.9	Explain the actions to be taken in the event of problems arising or incomplete or inaccurate data
2	Be able to administer HR information	2.1	Keep HR records up-to-date
		2.2	Process data in accordance with organisational procedures
		2.3	Provide information within the limits of confidentiality
		2.4	Adhere to organisational policies and procedures, legal and ethical requirements

<b>Unit Title:</b>	Administer the recruitment and selection process		
<b>Unit No:</b>	T/506/1879		
<b>Level:</b>	2		
<b>GLH:</b>	25		
<b>Credit:</b>	3		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to administer the recruitment and selection process. Upon completion of this unit, learners will be able to administer the recruitment and selection process.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
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

<b>Unit Title:</b>	Administer parking dispensations		
<b>Unit No:</b>	R/506/1887		
<b>Level:</b>	2		
<b>GLH:</b>	25		
<b>Credit:</b>	3		
<b>Unit details:</b>			
This unit aims to develop the skills and knowledge required to administer parking dispensations. Upon completion of this unit, learners will be able to process applications for parking dispensations and issue parking dispensations.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the administration of parking dispensations	1.1	Explain the scope and limits of their own responsibilities and authority in issuing parking dispensations
		1.2	Describe the legal and regulatory requirements relating to parking dispensations
		1.3	Describe the parking dispensation eligibility criteria and checks
		1.4	Describe organisational security and anti-fraud policies, procedures and processes
		1.5	Describe the features of software to manage the issues of permits, season tickets, suspensions, dispensations or waivers and blue badges
		1.6	Explain where to go for help when dealing with parking dispensations
2	Be able to process applications for parking dispensations	2.1	Advise customers of the eligibility criteria for parking dispensations
		2.2	Determine whether customers are eligible by matching the case to the criteria
		2.3	Clarify any areas of doubt or confusion with customers
		2.4	Carry out relevant checks in accordance with organisational procedures and legislative procedures
		2.5	Record the reasons for the decision as to whether or not to grant parking dispensations

		2.6	Maintain the requirements of confidentiality and data protection
3	Be able to issue parking dispensations	3.1	Communicate the decision and return related paperwork on parking dispensations to customers in accordance with organisational procedures
		3.2	Process payments and refunds in accordance with organisational procedures
		3.3	Keep records up-to-date
		3.4	Adhere to organisational policies and procedures, legal and ethical requirements

<b>Unit Title:</b>	Administer finance		
<b>Unit No:</b>	R/506/1890		
<b>Level:</b>	2		
<b>GLH:</b>	21		
<b>Credit:</b>	4		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to administer finance. Upon completion of this unit, learners will understand finance for administrators and will be able to administer finance.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
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

<b>Unit Title:</b>	Buddy a colleague to develop their skills		
<b>Unit No:</b>	M/506/1895		
<b>Level:</b>	2		
<b>GLH:</b>	19		
<b>Credit:</b>	3		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to buddy a colleague to develop their skills. Upon completion of this unit, learners will be able to develop a plan to buddy a colleague and then put that plan into action by supporting a buddy colleague in carrying out work activities.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand how to buddy a colleague	1.1	Describe what is expected of a buddy
		1.2	Explain techniques to give positive feedback and constructive criticism
		1.3	Explain techniques to establish rapport with a buddy
2	Be able to plan to buddy a colleague	2.1	Agree which aspects of a colleague's work may benefit from buddying
		2.2	Confirm organisational requirements for standards of behaviour, presentation, communication and performance of a buddy colleague
		2.3	Agree a schedule of meetings that minimise disruption to business
		2.4	Agree specific, measurable, achievable, realistic and time-bound (SMART) buddying objectives
3	Be able to support a buddy colleague carrying out work activities	3.1	Remain unobtrusive while a buddy colleague carries out their work
		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
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<b>Unit Title:</b>	Employee rights and responsibilities		
<b>Unit No:</b>	L/506/1905		
<b>Level:</b>	2		
<b>GLH:</b>	16		
<b>Credit:</b>	2		
<b>Unit details:</b>			
This unit aims to develop the knowledge needed to understand their employee rights and responsibilities. Upon completion of this unit, learners will have developed an understanding of the role of organisations and industries, as well as gaining an understanding and awareness of employers' expectations and employees' rights and obligations.			
<b>Learning Outcome</b>		<b>Assessment Criterion</b>	
<b>The learner will:</b>		<b>The learner can:</b>	
1	Understand the role of organisations and industries	1.1	Explain the role of their own occupation within an organisation and industry
		1.2	Describe career pathways within their organisation and industry
		1.3	Identify sources of information and advice on an industry, occupation, training and career pathway
		1.4	Describe an organisation's principles of conduct and codes of practice
		1.5	Explain issues of public concern that affect an organisation and industry
		1.6	Describe the types, roles and responsibilities of representative bodies and their relevance to their own role
2	Understand employers' expectations and employees' rights and obligations	2.1	Describe the employer and employee statutory rights and responsibilities that affect their own role
		2.2	Describe an employer's expectations for employees' standards of personal presentation, punctuality and behaviour
		2.3	Describe the procedures and documentation that protect relationships with employees
		2.4	Identify sources of information and advice on employment rights and responsibilities

<b>Unit Title:</b>	Support environmental sustainability in a business environment		
<b>Unit No:</b>	R/506/1954		
<b>Level:</b>	4		
<b>GLH:</b>	38		
<b>Credit:</b>	4		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to understand the principles of supporting environmental sustainability and how to implement best practice within a business environment. Upon completion of this unit, learners will be able to put this into practice.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the principles supporting environmental sustainability in a business environment	1.1	Describe current legislation in relation to environmental sustainability in a business environment
		1.2	Explain government incentives that support sustainability in a business environment
		1.3	Analyse the relationship between environmental sustainability and corporate social responsibility
		1.4	Explain the health and safety considerations for environmental sustainability and waste management
		1.5	Explain techniques to evaluate the impact of an organisation's environmental and sustainability policies and procedures
2	Be able to implement best practice in environmental sustainability in a business environment	2.1	Identify the environmental standards that are relevant to an organisation
		2.2	Evaluate the impact of an organisation's business on its environment
		2.3	Promote a culture of efficient consumption of energy in line with an organisation's energy management policies
		2.4	Establish procedures to minimise waste and maximise the recycling of materials
		2.5	Establish procedures to meet hazardous waste regulations

		2.6	Adhere to organisational policies and procedures, legal and ethical requirements when implementing best practice in a business environment
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<b>Unit Title:</b>	Resolve administrative problems		
<b>Unit No:</b>	D/506/1956		
<b>Level:</b>	4		
<b>GLH:</b>	56		
<b>Credit:</b>	6		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to understand the principles that underpin the resolution of administrative problems and to be able to identify administrative problems.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the principles underpinning the resolution of administrative problems	1.1	Evaluate the effectiveness of different types of information on an administrative function
		1.2	Explain the basis for selecting tools, techniques and strategies to analyse administrative functions
		1.3	Explain the constraints attached to the use of resources needed to resolve administrative problems
		1.4	Explain how to apply risk assessment and management techniques to identify and resolve administrative problems
		1.5	Analyse the effectiveness of different techniques used to resolve administrative problems
2	Be able to identify administrative problems	2.1	Collect information relevant to the administrative problems
		2.2	Use analytical techniques that are appropriate to the administrative problem
		2.3	Clarify whether an administrative problem is recurrent, intermittent or a sole instance
		2.4	Identify patterns of issues and problems
		2.5	Identify the likely cause of an administrative problem
3	Be able to resolve administrative problems	3.1	Select a strategy that is appropriate for the nature, scale, seriousness and priority of the administrative problem
		3.2	Develop a plan that addresses the

		administrative problem whilst minimising disruption to business
	3.3	Identify success criteria that are capable of measuring the effectiveness of solutions to solve administrative problems
	3.4	Implement a problem-solving within the agreed timescale and constraints
	3.5	Take action evaluate the effectiveness of problem solving activities
	3.6	Evaluate the effectiveness of problem solving activities
	3.7	Adhere to organisational policies and procedures, legal and ethical requirements when resolving administrative problems

<b>Unit Title:</b>	Prepare specifications for contracts
<b>Unit No:</b>	H/506/1957
<b>Level:</b>	4
<b>GLH:</b>	23
<b>Credit:</b>	4
<b>Unit details:</b>	
This unit aims to develop the knowledge and skills required to understand the principles that support the preparation of specifications for contracts. Upon completion of this unit, learners will be able to prepare specification for contracts.	
<b>Learning Outcome The learner will:</b>	<b>Assessment Criterion The learner can:</b>
1 Understand the principles supporting the preparation of specifications for contracts	1.1 Explain the scope of contract specifications
	1.2 Explain the roles and interests of those who should be involved in a tender process
	1.3 Analyse the legal implications of a range of types of contracts and agreements
	1.4 Explain the requirements of confidentiality and data protection
	1.5 Evaluate the risks associated with procurement and tendering processes
	1.6 Explain the basis for the design of a tender evaluation process
2 Be able to prepare specifications for contracts	2.1 Confirm the requirements for the contract specification
	2.2 Draft contract specifications that meet the requirements including post-contractual requirements
	2.3 Specify the parameters of the contract in line with the requirements
	2.4 Provide sufficient information to enable potential suppliers to develop proposals that are capable of meeting the specification
	2.5 Define objective selection criteria to evaluate tender proposals
	2.6 Establish a selection process that meets organisational requirements
	2.7 Adhere to organisational policies,

		procedures, legal and ethical requirements when preparing specifications for contracts
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<b>Unit Title:</b>	Prepare text note from using touch typing		
<b>Unit No:</b>	K/506/1815		
<b>Level:</b>	2		
<b>GLH:</b>	26		
<b>Credit:</b>	4		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to prepare text from notes using touch typing.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand how to create text from notes	1.1	Explain the importance of confirming the purpose of the text and intended audience
		1.2	Describe the problems that may occur in transcribing notes written by others
		1.3	Explain the consequences of incorrect spelling, grammar, punctuation, grammar and sentence, and inaccurate content
		1.4	Explain how technology features can help to create, format and check the accuracy of the text
		1.5	Describe ways of checking produced texts for accuracy and correctness
		1.6	Describe organisational procedures for the storage, security and confidentiality of information
2	Be able to produce text using touch typing	2.1	Agree the purpose, format and deadlines for texts
		2.2	Touch type texts at the speed and level of accuracy required by the organisation
		2.3	Check the text is accurate and the meaning is clear and correct
		2.4	Store texts and original notes safely and securely following organisational procedures
		2.5	Present texts in the required formats and within the agreed timescales



<b>Unit Title:</b>	Promote equality, diversity and inclusion in the workplace		
<b>Unit No:</b>	T/506/1820		
<b>Level:</b>	3		
<b>GLH:</b>	15		
<b>Credit:</b>	3		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to promote equality diversity and inclusion in the workplace.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the organisational aspects of equality, diversity and inclusion in the workplace	1.1	Explain the difference between equality, diversity and inclusion
		1.2	Explain the impact of equality, diversity and inclusion across aspects of organisational policy
		1.3	Explain the potential consequences of breaches of equality legislation
		1.4	Describe nominated responsibilities within an organisation for equality, diversity and inclusion
2	Understand the personal aspects of equality, diversity and inclusion in the workplace	2.1	Explain the different forms of discrimination and harassment
		2.2	Describe the characteristics of behaviour that supports equality, diversity and inclusion in the workplace
		2.3	Explain the importance of displaying behaviour that supports equality, diversity and inclusion in the workplace
3	Be able to support equality, diversity and inclusion in the workplace	3.1	Ensure colleagues are aware of their responsibilities for equality, diversity and inclusion in the workplace
		3.2	Identify potential issues relating to equality, diversity and inclusion in the workplace
		3.3	Adhere to the organisational policies and procedures, and legal and ethical requirements when supporting equality, diversity and inclusion in the workplace

<b>Unit Title:</b>	Manage team performance		
<b>Unit No:</b>	A/506/1821		
<b>Level:</b>	3		
<b>GLH:</b>	21		
<b>Credit:</b>	4		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required when understanding the management of team performance, allocating work and managing communication within a team			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the management of team performance	1.1	Explain the use of benchmarks in managing performance
		1.2	Explain a range of quality management techniques to manage team performance
		1.3	Describe constraints on the ability to amend priorities and plans
2	Be able to allocate and ensure the quality of work	2.1	Identify the strengths, competences and expertise of team members
		2.2	Allocate work on the basis of the strengths, competences and expertise of team members
		2.3	Identify areas for improvement in team members' performance outputs and standards
		2.4	Amend priorities and plans to take account of changing circumstances
		2.5	Recommend changes to systems and processes to improve the quality of work
3	Be able to manage communication within a team	3.1	Explain to team members the lines of communication and authority levels
		3.2	Communicate individual and team objectives, responsibilities and priorities
		3.3	Use communication methods that are appropriate to the topics, audience and timescales
		3.4	Provide support to team members when they need it
		3.5	Agree with team members a process for providing feedback on work

			progress and any issues arising
		3.6	Review the effectiveness of team communications and make improvements

<b>Unit Title:</b>	Manage individuals' performance		
<b>Unit No:</b>	J/506/1921		
<b>Level:</b>	3		
<b>GLH:</b>	20		
<b>Credit:</b>	4		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required when managing individuals performance and underperformance in the workplace.			
<b>Learning Outcome</b>		<b>Assessment Criterion</b>	
<b>The learner will:</b>		<b>The learner can:</b>	
1	Understand the management of underperformance in the workplace	1.1	Explain typical organisational policies and procedures on discipline, grievance and dealing with underperformance
		1.2	Explain how to identify causes of underperformance
		1.3	Explain the purpose of making individuals aware of their underperformance clearly but sensitively
		1.4	Explain how to address issues that hamper individuals' performance
		1.5	Explain how to agree a course of action to address underperformance
2	Be able to manage individuals' performance in the workplace	2.1	Agree with team members specific, measurable, achievable, realistic and time-bound (SMART) objectives that align to organisational objectives
		2.2	Delegate responsibility to individuals on the basis of their expertise, competence, skills and knowledge, and development needs
		2.3	Apply motivation techniques to maintain morale
		2.4	Provide information, resources and on-going mentoring to help individuals meet their targets, objectives and quality standards
		2.5	Monitor individuals' progress towards objectives in accordance with agreed plans
		2.6	Recognise individuals' achievement

			of targets and quality standards
		2.7	Adhere to organisational policies, procedures and legal and ethical requirements when managing individuals' performance in the workplace

<b>Unit Title:</b>	Manage individuals' development in the workplace		
<b>Unit No:</b>	J/506/1922		
<b>Level:</b>	3		
<b>GLH:</b>	10		
<b>Credit:</b>	3		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to produce performance appraisals and be able to support the development of team members.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Be able to carry out performance appraisals	1.1	Explain the purpose of performance reviews and appraisals
		1.2	Explain techniques to prepare for and carry out appraisals
		1.3	Provide a private environment in which to carry out the appraisals
		1.4	Carry out performance reviews and appraisals in accordance with organisational policies and procedures
		1.5	Provide clear, specific and evidence-based feedback sensitively
		1.6	Agree future actions that are consistent with appraisal findings and identified development needs
2	Be able to support the learning and development of individual team members	2.1	Describe training techniques that can be applied in the workplace
		2.2	Analyse the advantages and disadvantages of learning and development interventions and methods
		2.3	Explain organisational learning and development needs at regular intervals
		2.4	Review individuals' learning and development needs at regular intervals
		2.5	Suggest learning and development opportunities and interventions that are likely to meet individual and business needs

<b>Unit Title:</b>	Chair and lead meetings		
<b>Unit No:</b>	Y/506/1924		
<b>Level:</b>	3		
<b>GLH:</b>	10		
<b>Credit:</b>	3		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to lead and chair meetings.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Be able to prepare to lead meetings	1.1	Identify the type, purpose, objectives, and background to a meeting
		1.2	Identify those individuals expected, and those required to attend a meeting
		1.3	Prepare for any formal procedures that apply to a meeting
		1.4	Describe ways of minimising likely problems in a meeting
		1.5	Take action to ensure that meeting documentation is prepared correctly and distributed to the agreed people within the agreed timescale
2	Be able to chair meetings	2.1	Follow business conventions in the conduct of a meeting
		2.2	Facilitate meetings so that everyone is involved and the optimum possible consensus is achieved
		2.3	Manage the agenda within the timescale of the meeting
		2.4	Summarise the agreed actions, allocated responsibilities, timescales and any future arrangements
3	Be able to deal with post-meeting matters	3.1	Take action to ensure that accurate records of a meeting are produced and distributed in the agreed format and timescale
		3.2	Take action to ensure that post-meeting actions are completed
		3.3	Evaluate the effectiveness of a meeting and identify points for future improvement

<b>Unit Title:</b>	Encourage innovation		
<b>Unit No:</b>	J/506/2292		
<b>Level:</b>	3		
<b>GLH:</b>	14		
<b>Credit:</b>	4		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to identify opportunities for innovation and be able to generate and test ideas for innovation and improvement.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Be able to identify opportunities for innovation	1.1	Analyse the advantages and disadvantages of techniques used to generate ideas
		1.2	Explain how innovation benefits an organisation
		1.3	Explain the constraints on their own ability to make changes
		1.4	Agree with stakeholders terms of reference and criteria for evaluating potential innovation and improvement
		1.5	Engage team members in finding opportunities to innovate and suggest improvement
		1.6	Monitor performance, products and/or services and developments in areas that may benefit from innovation
		1.7	Analyse valid information to identify opportunities for innovation and improvement
2	Be able to generate and test ideas for innovation and improvement	2.1	Generate ideas for innovation or improvement that meet the agreed criteria
		2.2	Test selected ideas that meet viability criteria
		2.3	Evaluate the fitness for purpose and value of the selected ideas
		2.4	Assess potential innovations and improvements against the agreed evaluation criteria
3	Be able to implement	3.1	Explain the risks of implementing



innovative ideas and improvements		innovative ideas and improvements
	3.2	Justify conclusions of efficiency and value with evidence
	3.3	Prepare costings and schedules of work that will enable efficient implementation
	3.4	Design processes that support efficient implementation

<b>Unit Title:</b>	Procure products and/or services		
<b>Unit No:</b>	M/506/1928		
<b>Level:</b>	3		
<b>GLH:</b>	35		
<b>Credit:</b>	5		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required when identifying procurement requirements, be able to select suppliers and buy products and/or services.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Be able to identify procurement requirements	1.1	Explain current and likely future procurement requirements
		1.2	Decide whether the purchase of products and/or services offers the organisation best value
		1.3	Evaluate ethical and sustainability considerations relating to procurement
		1.4	Identify the decision to buy products and/or services with evidence of an analysis of risk, costs and benefits
2	Be able to select suppliers	2.1	Explain the factors to be taken into account when selecting suppliers
		2.2	Explain organisational procurement policies, procedures and standards
		2.3	Explain the effect of supplier choice on the supply chain
		2.4	Use appropriate media to publicise procurement requirements
		2.5	Confirm the capability and track record of suppliers and their products and/or services
		2.6	Select suppliers that meet the procurement specification
3	Be able to buy products and/or services	3.1	Explain the action to be taken in the event of problems arising
		3.2	Agree contract terms that are mutually acceptable within their own scope of authority
		3.3	Record agreements made, stating the specification, contract terms and any post-contract requirements

		3.4	Adhere to organisational policies, procedures, legal and ethical requirements
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<b>Unit Title:</b>	Implement change		
<b>Unit No:</b>	T/506/1929		
<b>Level:</b>	3		
<b>GLH:</b>	28		
<b>Credit:</b>	5		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to understand the principles of change management. Upon completion of this unit, learners will be able to plan, manage and evaluate the implementation of change.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the principles of change management	1.1	Explain the importance of effective leadership when implementing change
		1.2	Explain the role of internal and external stakeholders in the management of change
		1.3	Evaluate the suitability of change management models for different contexts
		1.4	Explain how to assess the business risks associated with change
		1.5	Assess the need for contingency planning when implementing change
		1.6	Assess the need for crisis management when implementing change
		1.7	Explain the different types of barriers to change and how to deal with these
		1.8	Explain how to evaluate change management projects
2	Be able to plan the implementation of change	2.1	Explain the need for change
		2.2	Explain the potential consequences of not implementing change
		2.3	Explain the roles and responsibilities of a change management project team
		2.4	Develop a plan that includes

			specific, measurable, achievable, realistic and time-bound (SMART) objectives and resources
		2.5	Brief team members on their roles and responsibilities and the objectives of the change
		2.6	Gain acceptance to the need for change from team members and other stakeholders
3	Be able to manage the implementation of a change plan	3.1	Explain organisational escalation processes for reporting problems
		3.2	Analyse the advantages and disadvantages of monitoring techniques
		3.3	Implement the plan within the agreed timescale
		3.4	Provide support to team members and other stakeholders according to identified needs
		3.5	Monitor the progress of the implementation against the plan
		3.6	Manage problems in accordance with contingency plans
4	Be able to evaluate the effectiveness of the implementation of change plans	4.1	Assess the suitability of techniques used to analyse the effectiveness of change
		4.2	Collate valid feedback and information against agreed criteria
		4.3	Analyse feedback and information against agreed criteria
		4.4	Identify areas for future improvement
		4.5	Communicate the lessons learned with those who may benefit

<b>Unit Title:</b>	Implement and maintain business continuity plans and processes		
<b>Unit No:</b>	K/506/1930		
<b>Level:</b>	3		
<b>GLH:</b>	25		
<b>Credit:</b>	4		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to plan, implement and maintain business continuity plans and processes.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Be able to plan for the implementation of business continuity plans and processes	1.1	Describe the components of a business continuity plan
		1.2	Explain the uses of a business continuity plan
		1.3	Explain the features of different business continuity planning models
		1.4	Explain the potential consequences of inadequate business continuity plans and processes
		1.5	Confirm the required aim, scope and objectives of business continuity plans
		1.6	Engage stakeholders in developing business continuity plans and processes
		1.7	Identify business-critical products and/or services and the activities and resources that support them
2	Be able to implement business continuity plans and processes	2.1	Develop a framework for business continuity management
		2.2	Recommend resources that are proportionate to the potential impact of business disruption
		2.3	Communicate the importance and requirements of business continuity plans and processes to stakeholders
		2.4	Meet their own objectives within the plan
3	Be able to maintain the fitness for purpose of on-	3.1	Provide training for staff who may be affected

	going business continuity plans and processes	3.2	Validate and test the strength of business continuity plans and processes
		3.3	Update plans and processes in the light of feedback from business continuity exercises and other sources of information

<b>Unit Title:</b>	Participate in a project		
<b>Unit No:</b>	F/506/1934		
<b>Level:</b>	3		
<b>GLH:</b>	19		
<b>Credit:</b>	3		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required when understanding how to manage a project and support the delivery.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand how to manage a project	1.1	Explain the features of a project business case
		1.2	Explain the stages of a project lifecycle
		1.3	Explain the roles of people involved in a project
		1.4	Explain the uses of project-related information
		1.5	Explain the advantages and limitations of different project monitoring techniques
		1.6	Analyse the interrelationship of project scope, schedule, finance, risk, quality and resources
2	Be able to support the delivery of a project	2.1	Fulfil their role in accordance with a project plan
		2.2	Collect project-related information in accordance with project plans
		2.3	Use appropriate tools to analyse project information
		2.4	Report on information analysis in the agreed format and timescale
		2.5	Draw issues, anomalies and potential problems to the attention of project managers
		2.6	Adhere to organisational policies and procedures, legal and ethical requirements in supporting the delivery of a project



<b>Unit Title:</b>	Develop and maintain professional networks		
<b>Unit No:</b>	J/506/1949		
<b>Level:</b>	4		
<b>GLH:</b>	15		
<b>Credit:</b>	3		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to understand the principles of effective networking. Upon completion of this unit, learners will be able to identify professional networks for development and be able to maintain these.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the principles of effective networking	1.1	Describe the interpersonal skills needed for effective networking
		1.2	Explain the basis on which to choose networks to be developed
		1.3	Evaluate the role of shared agendas and conflict management in relationship-building
		1.4	Evaluate the role of the internet in business networking
		1.5	Assess the importance of following up leads and actions
		1.6	Analyse ethical issues relating to networking activities
2	Be able to identify professional networks for development	2.1	Identify potential networks for professional development from an analysis of their benefits compared with individual needs and aspirations
		2.2	Shortlist networks for development against defined criteria
		2.3	Assess the benefits and limitations of joining and maintaining selected network(s)
3	Be able to maintain professional networks	3.1	Identify the potential mutual benefit with network members
		3.2	Promote their own skills, knowledge and competence to network members
		3.3	Provide information, services or support to network members where the potential for mutual benefit has been identified

		3.4	Establish the benefits of confidentiality
		3.5	Agree guidelines for the exchange of information and resources
		3.6	Take action to ensure that participation in networks reflects current and defined future aspirations and needs
		3.7	Make introductions to people with common or complementary interest to and within networks

<b>Unit Title:</b>	Develop and implement an operational plan		
<b>Unit No:</b>	Y/506/1955		
<b>Level:</b>	4		
<b>GLH:</b>	24		
<b>Credit:</b>	5		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to understand the principles of operational planning. Upon completion of this unit, learners will be able to develop and implement an operational plan.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the principles of operational planning	1.1	Evaluate the use of risk analysis techniques in operational planning
		1.2	Explain the components of an operational plan
		1.3	Analyse the relationship between strategic and operational plans
		1.4	Evaluate the use of planning tools and techniques in the operational planning process
		1.5	Explain how to carry out a cost-benefit analysis
2	Be able to develop an operational plan	2.1	Identify specific, measurable, achievable, realistic and time-bound (SMART) objectives and key performance indicators (KPIs)
		2.2	Identify evaluation mechanisms appropriate to the plan
		2.3	Take action to ensure that plans are consistent with organisational strategy, objectives, values, policies and procedures
		2.4	Develop proportionate and targeted plans to manage identified risks
		2.5	Take action to ensure that plans complement and maximise synergy with other business areas
		2.6	Adhere to organisational policies and procedures, legal and ethical requirements
3	Be able to implement an operational plan	3.1	Implement plans within agreed budgets and timescales
		3.2	Communicate the requirements of

			the plans to these who will be affected
		3.3	Revise plans in the light of changing circumstances in accordance with strategic objectives and identified risks
4	Be able to evaluate the effectiveness of an operational plan	4.1	Conduct periodic reviews of the progress and effectiveness of the plans, using information from a range of sources
		4.2	Report on the effectiveness of operational plans in the appropriate format

<b>Unit Title:</b>	Manage physical resources		
<b>Unit No:</b>	K/506/1989		
<b>Level:</b>	4		
<b>GLH:</b>	26		
<b>Credit:</b>	4		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required when identifying, obtaining and managing physical resources.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Be able to identify the need for physical resources	1.1	Identify resource requirements from analyses of organisational needs
		1.2	Evaluate alternative options for obtaining physical resources
		1.3	Evaluate the impact on the organisation of introducing physical resources
		1.4	Identify the optimum option that meets operational requirements for physical resources
2	Be able to obtain physical resources	2.1	Develop a business case for physical resources that is supported by evidence, cost estimates, contingency arrangements and an analysis of likely benefits
		2.2	Obtain authorisation and financial commitment for the required expenditure
		2.3	Negotiate best value from contracts in accordance with organisational standards and procedures
		2.4	Adhere to organisational policies and procedures, legal and ethical requirements when obtaining physical resources
		2.5	Check that the physical resources received match those ordered
3	Be able to manage the use of physical resources	3.1	Take action to ensure physical resources are used in accordance with manufacturer's instructions
		3.2	Evaluate the efficiency of physical resources against agreed criteria
		3.3	Recommend improvements to the

			use of physical resources and associated working practices
		3.4	Analyse the benefits of effective equipment in the conservation of energy and the environment

<b>Unit Title:</b>	Prepare for and support quality audits		
<b>Unit No:</b>	K/506/1992		
<b>Level:</b>	4		
<b>GLH:</b>	17		
<b>Credit:</b>	3		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to understand the principles that underpin quality management. Upon completion of this unit, learners will be able to prepare for quality audits and be able to support quality audits.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the principles underpinning the management of quality	1.1	Analyse the principles of quality management
		1.2	Analyse the purpose and requirements of a range of quality standards
		1.3	Analyse the advantages and limitations of a range of quality techniques
		1.4	Assess how the management of quality contributes to the achievement of organisational objectives
2	Be able to prepare for quality audits	2.1	Establish the quality requirements applicable to the work being audited
		2.2	Confirm that documentation is complete
		2.3	Confirm that any previously agreed actions have been implemented
		2.4	Make available information requested in advance by auditors
3	Be able to support quality audits	3.1	Provide access to information on request within scope of the audit
		3.2	Agree actions and timescales with auditors that will remedy non-conformance that will remedy non-conformance or non-compliance
		3.3	Identify instances where business processes, quality standards and/or procedures could be improved
		3.4	Develop a quality improvement plan

			that addresses the issues raised
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<b>Unit Title:</b>	Manage a budget		
<b>Unit No:</b>	A/506/1995		
<b>Level:</b>	4		
<b>GLH:</b>	26		
<b>Credit:</b>	4		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to understand how financial requirements can be identified. Learners will be able to understand how to set budgets, manage and evaluate a budgets.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand how to identify financial requirements	1.1	Explain how to calculate the estimated costs of activities, resources and overheads needed to achieve objectives
		1.2	Analyse the components of a business case to meet organisational requirements
		1.3	Analyse the factors to be taken into account to secure the support of stakeholders
		1.4	Describe the business planning and budget setting cycle
2	Understand how to set budgets	2.1	Explain the purposes of budget-setting
		2.2	Analyse the information needed to enable realistic budgets to be set
		2.3	Explain how to address contingencies
		2.4	Explain organisational policies and procedures on budget-setting
3	Be able to manage a budget	3.1	Use the budget to control performance and expenditure
		3.2	Identify the cause of variations from budget
		3.3	Explain the actions to be taken to address variations from budget
		3.4	Propose realistic revisions to budget, supporting recommendations with evidence
		3.5	Provide budget-related reports and information within agreed timescales
		3.6	Explain the actions to be taken in the

			event of suspected instances of fraud or malpractice
4	Be able to evaluate the use of a budget	4.1	Identify successes and areas for improvement in budget management
		4.2	Make recommendations to improve future budget setting and management

<b>Unit Title:</b>	Manage a project		
<b>Unit No:</b>	R/506/1999		
<b>Level:</b>	4		
<b>GLH:</b>	38		
<b>Credit:</b>	7		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to understand the management of a project. Upon completion of this unit, learners will be able to plan, manage and evaluate a project.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the management of a project	1.1	Explain how to carry out a cost-benefit analysis for a project
		1.2	Evaluate the use of risk analysis techniques
		1.3	Evaluate project planning and management tools and techniques
		1.4	Evaluate the impact of changes to project scope, schedule, finance, risk, quality and resources
		1.5	Analyse the requirements of project governance arrangements
2	Be able to plan a project	2.1	Analyse how a project fits with an organisation's overall vision, objectives, plans and programmes of work
		2.2	Agree the objectives and scope of proposed projects with stakeholders
		2.3	Assess the interdependencies and potential risks within a budget
		2.4	Develop a project plan with specific, measurable, achievable, realistic and time-bound (SMART) objectives, key performance indicators (KPIs) and evaluations mechanisms appropriate to the plan
		2.5	Develop proportionate and targeted plans to manage identified risks and contingencies
		2.6	Apply product lifecycle approaches to the progress of a project
3	Be able to manage a project	3.1	Allocate resources in accordance with the project plan

		3.2	Brief project team members on their roles and responsibilities
		3.3	Implement plans within agreed budgets and timescales
		3.4	Communicate the requirements of the plans to those who will be affected
		3.5	Revise plans in the light of changing circumstances in accordance with project objectives and identified risks
		3.6	Keep stakeholders up-to-date with developments and problems
		3.7	Complete close-out actions in accordance with project plans
		3.8	Adhere to organisational policies and procedures, legal and ethical requirements when managing a project
4	Be able to evaluate the effectiveness of a project	4.1	Conduct periodic reviews of the progress and effectiveness of a project using information from a range of sources
		4.2	Evaluate the effectiveness of capturing and managing project-related knowledge
		4.3	Report on the effectiveness of plans

<b>Unit Title:</b>	Manage business risk		
<b>Unit No:</b>	L/506/2004		
<b>Level:</b>	4		
<b>GLH:</b>	27		
<b>Credit:</b>	6		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required when understanding, addressing and mitigating business risk.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the management of business risk	1.1	Explain what is meant by business risk
		1.2	Analyse business risk identification theories and models
		1.3	Explain measures and techniques to mitigate business risk
		1.4	Explain their own level of authority in managing risk
2	Be able to address business risk	2.1	Monitor work in line with organisational risk procedures
		2.2	Identify potential risks using agreed risk criteria
		2.3	Assess identified risks, their potential consequences and the probability of them happening
		2.4	Communicate to stakeholders the likelihood of the risk occurring and its potential consequences
		2.5	Explain organisational business risk management policies
3	Be able to mitigate business risk	3.1	Develop risk management plans and processes that are proportionate to the risk and the available resources
		3.2	Implement risk management plans in accordance with organisational requirements
		3.3	Monitor on-going risk-related developments and amend plans in the light of changing circumstances
		3.4	Keep stakeholders informed of any developments and their possible consequences
		3.5	Evaluate the effectiveness of actions taken, identifying possible future

			improvements
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<b>Unit Title:</b>	Recruitment, selection and induction practice		
<b>Unit No:</b>	R/506/2909		
<b>Level:</b>	4		
<b>GLH:</b>	33		
<b>Credit:</b>	6		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required when understanding the theories underpinning recruitment. Upon completion of this unit, learners will be able to recruit, select and induct people into an organisation.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the principles and theories underpinning recruitment, selection and induction practice	1.1	Explain workforce planning techniques
		1.2	Describe the information needed to identify recruitment requirements
		1.3	Assess the impact of an organisation's structure and culture on its recruitment and selection policies and practices
		1.4	Analyse the factors involved in establishing recruitment and selection criteria
		1.5	Evaluate the suitability of different recruitment and selection methods for different roles
		1.6	Analyse patterns of employment that affect the recruitment of staff
		1.7	Explain the factors to be taken into account when developing job specifications, personal specifications and job advertisements
		1.8	Explain the induction process
		1.9	Explain the relationship between human resource processes and the induction processes
2	Be able to recruit people into an organisation	2.1	Determine current staffing needs
		2.2	Identify current skills needs from identified staffing needs
		2.3	Identify future workforce needs
		2.4	Develop a resourcing plan that addresses identified needs within budgetary limitations

		2.5	Evaluate the cost-effectiveness of different methods of recruitment for an identified role
		2.6	Explain how recruitment policies and practices meet legal and ethical requirements
		2.7	Select the most appropriate method of recruitment for identified roles
3	Be able to select appropriate people for the role	3.1	Plan assessment processes that are valid and reliable
		3.2	Provide those involved in the selection process with sufficient information to enable them to make informed decisions
		3.3	Justify assessment decisions with evidence
		3.4	Inform applicants of the outcome of the process in line with organisational procedures
		3.5	Evaluate the effectiveness of the selection process
		3.6	Adhere to organisational policies and procedures, legal and ethical requirements when carrying out selection assessments
4	Be able to induct people into an organisation	4.1	Develop induction materials that meet operational and new starters' needs
		4.2	Explain to new starters organisational policies, procedures and structures
		4.3	Explain to new starters their role and responsibilities
		4.4	Explain to new starters their entitlements and where to go for help
		4.5	Assess new starters' training needs
		4.6	Confirm that training is available that meets operational and new starters' needs
		4.7	Provide support that meets new starters' needs throughout the induction period



<b>Unit Title:</b>	Organise and deliver customer service		
<b>Unit No:</b>	L/506/2150		
<b>Level:</b>	3		
<b>GLH:</b>	27		
<b>Credit:</b>	5		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to understand how to organise and deliver customer service.			
<b>Learning Outcome</b>		<b>Assessment Criterion</b>	
<b>The learner will:</b>		<b>The learner can:</b>	
1	Understand how to organise customer service delivery	1.1	Explain how different methods of promoting products and/or services impact on customer service delivery
		1.2	Explain who should be involved in the organisation of customer service delivery
		1.3	Explain the importance of differentiating between customers' wants, needs and expectations
		1.4	Explain different ways of segmenting customer groups
		1.5	Explain how customer segmentation is used in organising customer service delivery
		1.6	Explain how to analyse the 'customer journey'
2	Be able to plan the delivery of customer service	2.1	Identify customers' needs and expectations
		2.2	Map the 'customer journey'
		2.3	Confirm that systems and structures are in place to enable the delivery of agreed standards of customer service
		2.4	Prepare the resources needed to deliver products and/or services to different types of customers
		2.5	Plan how to deal with unexpected additional workloads
		2.6	Allocate priorities to address points of service failure
3	Be able to deliver customer service	3.1	Take steps to ensure that the needs of customers are balanced with organisational objectives

		3.2	Agree realistic and achievable actions with customers
		3.3	Identify areas for improvement in their own customer service delivery
		3.4	Adapt their own customer service delivery to meet customers' changing expectations

<b>Unit Title:</b>	Resolve customers' complaints		
<b>Unit No:</b>	R/506/2151		
<b>Level:</b>	3		
<b>GLH:</b>	22		
<b>Credit:</b>	4		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to understand the monitoring and resolution of customers' complaints.			
<b>Learning Outcome</b>		<b>Assessment Criterion</b>	
<b>The learner will:</b>		<b>The learner can:</b>	
1	Understand the monitoring and resolution of customers' complaints	1.1	Assess the suitability of a range of monitoring techniques for customers' complaints
		1.2	Explain how to identify those complaints that should prompt a review of the service offered and service delivery
		1.3	Explain negotiating techniques used to resolve customers' complaints
		1.4	Explain conflict management techniques used in dealing with upset customers
		1.5	Explain organisational procedures for dealing with customer complaints
		1.6	Explain when to escalate customers' complaints
		1.7	Explain the cost and regulatory implications of admitting liability on the basis of a customer complaint
		1.8	Explain the advantages and limitations of offering compensation and or replacement products and/or services
2	Be able to deal with customers' complaints	2.1	Confirm the nature, cause and implications of customers' complaints
		2.2	Take personal responsibility for dealing with complaints
		2.3	Communicate in a way that recognises customers' problems and understands their points of view
		2.4	Explain the advantages and limitations of different complaint response options to customers

	2.5	Explain the advantages and limitations of different complaint response options to the organisation
	2.6	Keep customers informed of progress
	2.7	Agree solutions with customers that address the complaint and which are within the limits of their own authority
	2.8	Record the outcome of the handling of complaints for future reference
	2.9	Adhere to organisational policies and procedures, legal and ethical requirements when dealing with customers' complaints

<b>Unit Title:</b>	Using email		
<b>Unit No:</b>	T/502/4301		
<b>Level:</b>	3		
<b>GLH:</b>	20		
<b>Credit:</b>	3		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to compose and send email messages.			
<b>Learning Outcome</b>		<b>Assessment Criterion</b>	
<b>The learner will:</b>		<b>The learner can:</b>	
1	Use email software tools and techniques to compose and send messages	1.1	Select and use software tools to compose and format email messages, including attachments
		1.2	Explain methods to improve message transmission
		1.3	Send email messages to individuals and groups
		1.4	Explain why and how to stay safe and respect others when using email
		1.5	Use an address book to manage contact information
2	Manage use of email software effectively	2.1	Develop and communicate guidelines and procedures for using email effectively
		2.2	Read and respond appropriately to email messages and attachments
		2.3	Use email software tools and techniques to automate responses
		2.4	Explain why, how and when to archive messages
		2.5	Organise, store and archive email messages effectively
		2.6	Customise email software to make it easier to use
		2.7	Explain how to minimise email problems
		2.8	Respond appropriately to email problems

<b>Unit Title:</b>	Word processing software		
<b>Unit No:</b>	Y/502/4629		
<b>Level:</b>	3		
<b>GLH:</b>	45		
<b>Credit:</b>	6		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required when using word processing documents. Upon completion of this unit, learners will be able to create and modify appropriate layouts, structures and styles to effectively meet requirements.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Enter and combine text and other information accurately within word processing documents	1.1	Summarise what types of information are needed for the document and how they should be linked on integrated
		1.2	Use appropriate techniques to enter text and other types of information accurately and efficiently
		1.3	Create, use and modify appropriate templates for different types of documents
		1.4	Explain how to combine and merge information from other software or multiple documents
		1.5	Combine and merge information within a document from a range of sources
		1.6	Store and retrieve document and associated files effectively, in line with local guidelines and conventions where available
		1.7	Select and use tools and techniques to work with multiple documents or users
		1.8	Customise interface to meet needs
2	Create and modify appropriate layouts, structures and styles for word processing documents	2.1	Analyse and explain the requirements for structure and style
		2.2	Create, use and modify columns, tables and forms to organise information
		2.3	Define and modify styles for document elements

		2.4	Select and use tools and techniques to organise and structure long documents
3	Use word processing software tools and techniques to format and present documents effectively to meet requirements	3.1	Explain how the information should be formatted to aid meaning
		3.2	Select and use appropriate techniques to format characters and paragraphs
		3.3	Select and use appropriate page and section layouts to present and print multi-page and multi-section documents
		3.4	Check documents meet needs, using IT tools and making corrections as necessary
		3.5	Evaluate the quality of the documents produced to ensure they are fit for purpose
		3.6	Respond appropriately to any quality problems with documents to ensure that outcomes meet needs and are fit for purpose

<b>Unit Title:</b>	Website software		
<b>Unit No:</b>	Y/502/4632		
<b>Level:</b>	3		
<b>GLH:</b>	40		
<b>Credit:</b>	5		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to create multiple page websites. Upon completion of this unit, learners will be able to create structures and styles to use them to produce websites, as well as publishing and testing webpages.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Create structures and styles and use them to produce websites	1.1	Determine what website content and layout will be needed for each page and for the site
		1.2	Plan and create web page templates to layout content
		1.3	Select and use website features and structures to enhance website navigation and functionality
		1.4	Create, select and use styles to enhance website consistency and readability
		1.5	Provide guidance on laws, guidelines and constraints that affect the content and use of websites
		1.6	Explain what access issues may need to be taken into account
		1.7	Explain when and why to use different file types for saving content
		1.8	Store and retrieve files effectively, in line with local guidelines and conventions where available
2	Select and use website software tools and features to develop multiple page websites with multimedia and interactive features	2.1	Prepare content for web pages so that it is ready for editing and formatting
		2.2	Organise and combine information needed for web pages in line with any copyright constraints, including across different software
		2.3	Select and use appropriate editing and formatting techniques to aid meaning



		2.4	Select and use appropriate programming and development techniques to add features and enhance websites
		2.5	Select and use file formats that make information easier to download
		2.6	Check web pages meet needs, using IT tools and making corrections as necessary
3	Publish and test multiple page websites with multimedia and interactive features	3.1	Select and use appropriate testing methods to check that all elements and features of complex websites are working as planned
		3.2	Identify any quality problems with websites and explain how to respond to them
		3.3	Select and use appropriate programme to upload and publish the website and make sure that it will download efficiently
		3.4	Respond appropriately to quality problems with websites to ensure outcomes are fit for purpose

<b>Unit Title:</b>	Spreadsheet software		
<b>Unit No:</b>	J/502/4626		
<b>Level:</b>	3		
<b>GLH:</b>	46		
<b>Credit:</b>	6		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required effectively to use a spreadsheet. Upon completion of this unit, learners will be able to organise numerical and other data, use appropriate formulas and techniques to present and publish spreadsheet information.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Use a spreadsheet to enter, edit and organise numerical and other data	1.1	Identify what numerical and other information is needed in the spreadsheet and how it should be structured
		1.2	Enter and edit numerical and other data accurately
		1.3	Combine and link data from different sources
		1.4	Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available
2	Select and use appropriate formulas and data analysis tools and techniques to meet requirements	2.1	Explain what methods can be used to summarise, analyse and interpret spreadsheet data and when to use them
		2.2	Select and use a wide range of appropriate functions and formulas to meet calculation requirements
		2.3	Select and use a range of tools and techniques to analyse and interpret data to meet requirements
		2.4	Select and use forecasting tools and techniques
3	Use tools and techniques to present, and format and publish spreadsheet information	3.1	Explain how to present and format spreadsheet information effectively to meet needs
		3.2	Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets effectively

		3.3	Select and use appropriate tools and techniques to generate, develop and format charts and graphs
		3.4	Select and use appropriate page layout to present, print and publish spreadsheet information
		3.5	Explain how to find and sort out any errors in formulas
		3.6	Check spreadsheet information meets needs, using IT tools and making corrections as necessary
		3.7	Use auditing tools to identify and respond appropriately to any problems with spreadsheets

<b>Unit Title:</b>	Presentation software		
<b>Unit No:</b>	T/502/4623		
<b>Level:</b>	3		
<b>GLH:</b>	45		
<b>Credit:</b>	6		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to effectively use presentation software. Upon completion of this, learners will be able to use presentation software tools to structure, edit and format presentations as well as preparing interactive slideshows.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Input and combine text and other information within presentation slides	1.1	Explain what types of information are required for the presentation
		1.2	Enter text and other information using layouts appropriate to type of information
		1.3	Insert charts and tables and link to source data
		1.4	Insert images, video or sound to enhance the presentation
		1.5	Identify any constraints which may affect the presentation
		1.6	Organise and combine information for presentations in line with any constraints
		1.7	Store and retrieve files effectively, in line with local guidelines and conventions where available
2	Use presentation software tools to structure, edit and format presentations	2.1	Explain when and how to use and change slide structure and themes to enhance presentations
		2.2	Create, amend and use appropriate templates and themes for slides
		2.3	Explain how interactive and presentation effects can be used to aid meaning or impact
		2.4	Select and use appropriate techniques to edit and format presentations to meet needs
		2.5	Create and use interactive elements to enhance presentations
		2.6	Select and use animation and

			transition techniques appropriately to enhance presentations
3	Prepare interactive slideshow for presentation	3.1	Explain how to present slides to communicate effectively for different contexts
		3.2	Prepare interactive slideshow and associated products for presentation
		3.3	Check presentation meets needs, using IT tools and making corrections as necessary
		3.4	Evaluate presentations, identify any quality problems and discuss how to respond to them
		3.5	Respond appropriately to quality problems to ensure that presentations meet needs and are fit for purpose

<b>Unit Title:</b>	Bespoke software		
<b>Unit No:</b>	J/502/4397		
<b>Level:</b>	3		
<b>GLH:</b>	30		
<b>Credit:</b>	4		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to effectively use bespoke software.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Input and combine information using bespoke software	1.1	Input relevant information accurately so that it is ready for processing
		1.2	Select and use appropriate techniques to link and combine information within the application and across different software applications
2	Create and modify appropriate structures to organise and retrieve information efficiently	2.1	Evaluate the use of software functions to structure, layout and style information
		2.2	Create, change and use appropriate structures and/or layouts to organise information effectively
		2.3	Manage data files effectively, in line with local and/or legal guidelines and conventions for the storage and use of data where available
3	Exploit the functions of the software effectively to process and present information	3.1	Select and use appropriate tools and techniques to edit, analyse and format information
		3.2	Check information meets needs, using IT tools and making corrections as necessary
		3.3	Identify and respond appropriately to quality problems to ensure that outcomes are fit for purpose and meet needs
		3.4	Select and use presentation methods to aid clarity and meaning

<b>Unit Title:</b>	Database software		
<b>Unit No:</b>	T/502/4556		
<b>Level:</b>	3		
<b>GLH:</b>	45		
<b>Credit:</b>	6		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required effectively create and use database tables to run data queries and produce reports.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Plan, create and modify relational database tables to meet requirements	1.1	Explain how a relational database design enables data to be organised and queried
		1.2	Plan and create multiple tables for data entry with appropriate fields and properties
		1.3	Set up and modify relationships between database tables
		1.4	Explain why and how to maintain data integrity
		1.5	Respond appropriately to problems with database tables
		1.6	Use database tools and techniques to ensure data integrity is maintained
2	Enter, edit and organise structured information in a database	2.1	Design and create forms to access, enter, edit and organise data in a database
		2.2	Select and use appropriate tools and techniques to format data entry forms
		2.3	Check data entry meets needs, using IT tools and making corrections as necessary
		2.4	Respond appropriately to data entry errors
3	Use database software tools to create, edit and run data queries and produce reports	3.1	Explain how to select, generate and output information from queries according to requirements
		3.2	Create and run database queries to display, amend or calculate selected data
		3.3	Plan and produce database reports from a multiple-table relational

		database
	3.4	Select and use appropriate tools and techniques to format database reports
	3.5	Check reports meet needs, using IT tools and making corrections as necessary



<b>Unit Title:</b>	Principles of leadership and management		
<b>Unit No:</b>	F/506/2596		
<b>Level:</b>	3		
<b>GLH:</b>	50		
<b>Credit:</b>	8		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to understand the principles of effective decision making, leadership styles, and performance measurement.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the principles of effective decision making	1.1	Explain the importance of defining the objectives, scope and success criteria of the decisions to be taken
		1.2	Assess the importance of analysing the potential impact of decision making
		1.3	Explain the importance of obtaining sufficient valid information to enable effective decision making
		1.4	Explain the importance of aligning decisions with business objectives, values and policies
		1.5	Explain how to validate information used in the decision making process
		1.6	Explain how to address issues that hamper the achievement of targets and quality standards
2	Understand leadership styles and models	2.1	Explain the difference in the influence of managers and leaders on their teams
		2.2	Evaluate the suitability and impact of different leadership styles in different contexts
		2.3	Analyse theories and models of motivation and their application in the workplace
3	Understand the role, functions and processes of management	3.1	Analyse a manager's responsibilities for planning, coordinating and controlling work
		3.2	Explain how managers ensure that team objectives are met
		3.3	Explain how a manager's role

			contributes to the achievement of an organisation's vision, mission and objectives
		3.4	Analyse theories and models of management
		3.5	Explain how the application of management theories guide a manager's actions
		3.6	Explain the operational constraints imposed by budgets
4	Understand performance measurement	4.1	Explain the relationship between business objectives and performance measures
		4.2	Explain the features of a performance measurement system
		4.3	Explain how to set key performance indicators (KPIs)
		4.4	Explain the tools, processes and timetable for monitoring and reporting on business performance
		4.5	Explain the use of management accounts and management information systems in performance management
		4.6	Explain the distinction between outcomes and outputs

<b>Unit Title:</b>	Principles of market research		
<b>Unit No:</b>	K/502/9933		
<b>Level:</b>	3		
<b>GLH:</b>	40		
<b>Credit:</b>	5		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required when understanding the basis on which market research is commissioned, how to design market research projects the and principles of marketing data collection and marketing data interpretation and evaluation.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the basis on which market research is commissioned	1.1	Describe how to identify the need for market research and the sources of evidence to support this
		1.2	Describe the basis for scoping the research and identifying linkages, interdependencies and the possible impact of one element on others
		1.3	Explain how to set research parameters, aims and evaluation criteria
		1.4	Explain the importance of involving stakeholders in the definition of research to be carried out
		1.5	Explain how to evaluate different options for conducting the research
2	Understand how to design market research projects	2.1	Explain how to set research objectives, timescales, budget and resource requirements and success criteria
		2.2	Explain how to specify the characteristics and size of the sample to be researched in accordance with the research aims and objectives
		2.3	Describe the factors to be taken into account when selecting research instruments that are fit for purpose
		2.4	Explain how to ensure the suitability of methods chosen to conduct research
		2.5	Explain the strengths and limitations

			of quantitative and qualitative research
		2.6	Explain how risks inherent in market research may be addressed
		2.7	Explain how to ensure that research data collected is valid and reliable
		2.8	Describe the uses of the research outputs
		2.9	Explain how to obtain approval to the proposed research
3	Understand the principles of marketing data collection	3.1	Explain the difference between primary and secondary research and how this affects data collection methods and interpretation
		3.2	Describe the importance of using research instruments correctly
		3.3	Explain the role of data collection in a market research project
		3.4	Explain how to address problems arising in data collection (e.g. insufficiency of representative sample, unreliable or invalid data)
		3.5	Explain the importance of accurate data collection and recording
		3.6	Explain marketing data storage, security and access requirements
4	Understand the principles of marketing data interpretation and evaluation	4.1	Explain the volume of data needed to ensure statistical confidence
		4.2	Explain how to evaluate the quality, reliability and validity of market research data
		4.3	Describe the use(s) of market research
		4.4	Explain the application, strengths and weaknesses of different data analysis methods
		4.5	Explain the use of statistical tools to identify trends, causes and correlations in marketing data
		4.6	Explain the strengths and weaknesses of different data evaluation methods
		4.7	Explain the basis on which to reach conclusions as to the usefulness of

			the research
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<b>Unit Title:</b>	Principles of marketing and evaluation		
<b>Unit No:</b>	T/502/9935		
<b>Level:</b>	3		
<b>GLH:</b>	50		
<b>Credit:</b>	7		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required when understanding the principles of market segmentation, how to assess market opportunities for new products and/or services, the principles of marketing strategy development and how to evaluate the effectiveness of a marketing strategy.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the principles of market segmentation	1.1	Explain the importance of defining market segments to the development and achievement of the marketing strategy
		1.2	Explain the difference between market segments and customer classification
		1.3	Explain how the characteristics, motivations and behaviours of potential target customers are identified
		1.4	Explain how to cluster customers with similar characteristics
		1.5	Describe how to confirm that proposed segments are real, distinctive, viable and their buying power measurable
		1.6	Explain how to evaluate the profitability and stability of market segments
		1.7	Describe how a range of products may appeal to different market segments
		1.8	Explain the motivators and inhibitors that influence customer behaviour
		1.9	Explain the use of Customer Relationship Management
2	Understand how to assess market opportunities for new products and/or	2.1	Describe the economic and buyer behaviour factors to be taken into account when assessing new market

	services		opportunities
		2.2	Describe the cultural factors that are likely to affect customers' perception of products and/or services and sales performance
		2.3	Explain how to identify opportunities and threats in new markets and for new products in existing markets
		2.4	Explain how competitor and potential competitor activity may affect projected sales performance
3	Understand the principles of marketing strategy development	3.1	Describe the topics to be addressed in a marketing strategy
		3.2	Explain the use of market analyses to inform the development of a marketing strategy
		3.3	Explain how to evaluate risks to the achievement of objectives
		3.4	Describe how to forecast sales by product and/or service
		3.5	Explain how to present a marketing strategy including aims, objectives, actions, accountabilities, resources, budgets and forecasts
		3.6	Explain the importance of engaging stakeholders in the development of a marketing strategy
		3.7	Explain the significance of customer loyalty to the achievement of marketing objectives and strategy
		3.8	Explain how to set performance indicators and evaluation arrangements that are capable of measuring returns on investment
4	Understand how to evaluate the effectiveness of a marketing strategy	4.1	Explain the importance of conducting the evaluation in accordance with the specification
		4.2	Describe the factors to be taken into account in the evaluation of the effectiveness of a marketing strategy
		4.3	Explain the strengths and weaknesses of different evaluation methods
		4.4	Describe how to identify trends and

		themes from evaluation data
	4.5	Explain how to ensure that reliability and validity of data evaluation data
	4.6	Explain how to achieve an acceptable level of statistical confidence
	4.7	Explain how to address critical issues revealed by evaluation
	4.8	Explain the importance of justifying recommendations and conclusions with evidence
	4.9	Explain the use of impact analysis in the evaluation process
	4.10	Explain the importance of marketing to the achievement of business objectives and strategies
	4.11	Describe the links between corporate social responsibility and marketing strategies



<b>Unit Title:</b>	Principles of digital marketing and research		
<b>Unit No:</b>	F/502/9937		
<b>Level:</b>	3		
<b>GLH:</b>	50		
<b>Credit:</b>	7		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required when understanding the role and requirements of digital marketing, the principles of search engine optimisation (SEO), the principles of marketing research using the internet, the principles of digital marketing device and message design and how to use digital technology for marketing purposes.			
<b>Learning Outcome</b>		<b>Assessment Criterion</b>	
<b>The learner will:</b>		<b>The learner can:</b>	
1	Understand the role and requirements of digital marketing	1.1	Explain the role of digital marketing within the overall marketing strategy
		1.2	Explain the strengths and weaknesses of digital marketing for different marketing applications
		1.3	Explain the importance of digital marketing
		1.4	Describe the sources of data lists for use in targeting customers and potential customers
		1.5	Explain the legal requirements and implications of digital marketing
		1.6	Describe the design requirements of data capture and reporting systems for digital marketing
		1.7	Explain the importance of evaluating the impact of digital marketing activities
2	Understand the principles of Search Engine Optimisation (SEO)	2.1	Explain the importance of search engine optimisation
		2.2	Describe how to calculate the cost-efficiency of SEO
		2.3	Explain the use of Meta Tags, website codes and keywords
		2.4	Explain the use of offsite SEO in optimising marketing effectiveness
		2.5	Explain the design principles of response systems
		2.6	Explain the advantages and disadvantages of links to other

			websites
3	Understand the principles of marketing research using the internet	3.1	Explain the scope for customising search-related internet facilities to enable the identification and retrieval of targeted information
		3.2	Explain the advantages and disadvantages of different data mining techniques
		3.3	Explain how to use multiple-table relational databases
		3.4	Explain how to ensure the validity and reliability of information retrieved from the internet
4	Understand the principles of digital marketing device and message design	4.1	Explain the potential uses of Customer Relationship Management (CRM) system
		4.2	Explain the design requirements of a CRM system
		4.3	Describe the characteristics of an effective digital marketing device
		4.4	Describe the characteristics of an effective digital response system
		4.5	Explain the requirements, advantages and disadvantages of different tracking systems
5	Understand how to use digital technology for marketing purposes	5.1	Explain the implications for the use of digital technology of campaigns that are aimed at retention, acquisition and conversion
		5.2	Explain methods of managing digital databases including permission marketing and the application of suppressions/opt-outs
		5.3	Explain the advantages and disadvantages of different digital technologies and combination of technologies for a range of marketing applications

<b>Unit Title:</b>	Principles of marketing stakeholder relationships		
<b>Unit No:</b>	F/502/9937		
<b>Level:</b>	3		
<b>GLH:</b>	16		
<b>Credit:</b>	3		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required understanding marketing stakeholder relationships, how to build and manage marketing stakeholder relationships and how to monitor and control marketing stakeholder relationships.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand marketing stakeholder relationships	1.1	Explain the basis on which the need for marketing stakeholder relationships are identified and prioritised
		1.2	Explain the use of stakeholder mapping in developing ways of building relationships
		1.3	Describe the nature of interest of different stakeholder groups and how this affects the nature of relationships and communications
		1.4	Explain the significance of stakeholders to the achievement of the overall marketing strategy
		1.5	Describe the features of the market in which stakeholders operate
		1.6	Describe how to establish stakeholders' attitudes to an organisation
		1.7	Describe actual and potential synergies and conflicts between clients and other stakeholders
2	Understand how to build and manage marketing stakeholder relationships	2.1	Explain how to identify common goals and potential synergy between stakeholders and an organisation
		2.2	Explain the importance of engaging stakeholders in marketing activities
		2.3	Explain the basis upon which stakeholder communications plans are developed
		2.4	Explain the requirements of a

			competitor management strategy
		2.5	Explain the importance of agreeing common objectives with clients
		2.6	Describe the scope of generalist and specialist personnel that can be deployed in support of building long term relationships with clients
3	Understand how to monitor and control marketing stakeholder relationships	3.1	Explain the use of key performance indicators and success criteria in monitoring the effectiveness of stakeholder relationships
		3.2	Describe methods of monitoring the ongoing effectiveness of stakeholder relationships
		3.3	Explain the importance of effective stakeholder communications and feedback system
		3.4	Explain how changes in the market environment in which stakeholders operate may have an impact on relationships
		3.5	Explain how to develop strategies and plans that address changing stakeholder attitudes and needs
		3.6	Explain how to develop reporting systems that meet agreed success criteria
		3.7	Explain the importance of reviewing the effectiveness of collaborative arrangements with stakeholders

<b>Unit Title:</b>	Understand the customer service environment		
<b>Unit No:</b>	Y/506/2152		
<b>Level:</b>	3		
<b>GLH:</b>	40		
<b>Credit:</b>	5		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required when understanding concepts and practices underpinning customer service.			
<b>Learning Outcome</b> <b>The learner will:</b>		<b>Assessment Criterion</b> <b>The learner can:</b>	
1	Understand the concepts and practices underpinning customer service delivery	1.1	Explain the value of customer service as a competitive tool
		1.2	Explain the process of mapping the customer journey and its importance in delivering effective customer service
		1.3	Describe techniques used to identify service failures
		1.4	Explain the concept and importance of the service profit chain
		1.5	Describe methods of measuring organisational effectiveness in the delivery of customer service
2	Understand the relationship between customer service and a brand	2.1	Explain the importance of a brand to customers and to an organisation
		2.2	Explain how branding can influence customers' perceptions of an organisation and its products and/or services
		2.3	Explain the potential impact of good and poor customer service on a brand
3	Understand the structure of customer service	3.1	Explain the features of different customer service models and customer service standards
		3.2	Explain the relationship between customer service and operational areas of an organisation
		3.3	Explain the relationship between customer service and continuous improvement processes
		3.4	Explain the costs and benefits of customer service to an organisation

		3.5	Explain the impact of organisational values on how customers create their expectations
		3.6	Explain how organisational values impact on meeting customer expectations
4	Understand the implications of legislation on customer service delivery	4.1	Explain the implications of consumer-related legislation on customer service delivery
		4.2	Explain the implications of confidentiality and data protection legislation for the collection, storage and use of customer information

<b>Unit Title:</b>	Understand the legal context of business		
<b>Unit No:</b>	D/506/1939		
<b>Level:</b>	3		
<b>GLH:</b>	44		
<b>Credit:</b>	6		
<b>Unit details:</b>			
This unit aims to develop knowledge and understanding regarding the legal context of business. Upon completion of this unit, learners will have developed an understanding of the legal framework within which businesses operate. Learners will also have an awareness of the key principles of business governance, the impact of contract law on business and the requirements of employment law.			
<b>Learning Outcome The learner will:</b>		<b>Assessment Criterion The learner can:</b>	
1	Understand the legal framework within which businesses operate	1.1	Explain the legal requirements of different types of businesses
		1.2	Describe the roles and powers of government departments and agencies in regulating business
		1.3	Explain the legal provisions relating to intellectual property
2	Understand the principles of business governance	2.1	Explain the corporate governance statutory framework of a business
		2.2	Explain the roles and responsibilities of an organisation's governing body
		2.3	Explain the financial reporting requirements of an organisation
3	Understand how contract law affects a business	3.1	Explain the elements of a valid business contract
		3.2	Analyse different types of contracts
		3.3	Explain the difference between negligence and liability
		3.4	Explain the liabilities and entitlements of sellers and purchasers of goods and services
4	Understand the requirements of employment law	4.1	Describe the sources, institutions and enforcement systems for individual employment rights
		4.2	Describe the features of worker and employment contracts for service
		4.3	Explain the implications of contracts of service and contracts for service
		4.4	Explain the implications of different

		types of employment status
	4.5	Explain the requirements for an organisation for health and safety
	4.6	Explain the requirements for an organisation for equality and diversity
	4.7	Explain the implications for an organisation of wrongful dismissal, unfair dismissal and redundancy
	4.8	Describe the impact of human rights legislation on the employment relationship



<b>Unit Title:</b>	Principles of social media within a business		
<b>Unit No:</b>	R/503/9324		
<b>Level:</b>	3		
<b>GLH:</b>	42		
<b>Credit:</b>	6		
<b>Unit details:</b>			
This unit aims to develop the knowledge and skills required to understand, select and measure the success of using social media.			
<b>Learning Outcome</b>		<b>Assessment Criterion</b>	
<b>The learner will:</b>		<b>The learner can:</b>	
1	Understand how Social Media fits into the objectives and marketing of a business	1.1	Describe a business and its type, vision, aims, objectives and goals
		1.2	Identify the brand and values of a business and how these are portrayed to the audience of a business
		1.3	Describe the marketing tools available to a business
		1.4	Explain the consequences of using Social Media on the budget of different sizes and types of business
		1.5	Explain the benefits and consequences of encouraging amplification
		1.6	Explain the benefits and consequences of encouraging engagement
		1.7	Explain the factors to consider when identifying a Social Media plan for a business
		1.8	Explain how Social Media could fit into the marketing plan of a business
2	Understand how to select Social Media tools and channels for a business	2.1	Describe the different tools and channels that can be used for Social Media
		2.2	Describe the features and benefits of the different tools and channels that can be used for Social Media
		2.3	Identify the potential type of audience for each different tool and channel that can be used for Social Media
		2.4	Explain the factors to consider when

			selecting different tools and channels for Social Media
		2.5	Evaluate different tools and channels for Social Media for business use
3	Understand how to measure the success of using social media tools and channels	3.1	Explain the importance of measuring the outcomes of using different Social Media tools and channels
		3.2	Explain why SMARTER targets should be set for different Social Media tools and channels
		3.3	Describe the methods a business can use to measure and identify success of different Social Media tools and channels
		3.4	Describe what success could look like when using different Social Media tools and channels for different types and sizes of business
4	Understand how social media policy and guidelines can impact a business	4.1	Describe the components of a business's social media policy and guidelines
		4.2	Explain the importance of having a social media policy and guidelines
		4.3	Explain the importance of having a social media policy and guidelines
		4.4	Explain the importance of having a reputation management policy
		4.5	Describe how to manage perception changes in a business's reputation
5	Be able to monitor how a business is using Social Media	5.1	Explain the importance of knowing how similar business or industries are using Social Media
		5.2	Explain how to monitor the ways similar businesses or industries are using Social Media
		5.3	Monitor how a business is using Social Media
		5.4	Identify improvements to a business's use of Social Media

## Appendix B: Assessment Strategy

### Guidance for Tutors, Assessors and IQA's

All Tutors, Assessors and IQA's should:

Possess a discipline specific qualification equivalent to the Focus Awards Level 3 Diploma in Business Administration and;

- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years.

### Requirements of Tutors:

Tutors should hold, or be working towards a teaching qualification. The following are acceptable:

- Preparing to Teach in the Lifelong Learning Sector (PTLLS);
- Certificate to Teach in the Lifelong Learning Sector (CTLLS);
- Diploma to Teach in the Lifelong Learning Sector (DTLLS);
- Level 3 Award in Education and Training;
- Level 4 Certificate in Education and Training;
- Level 5 Diploma in Education and Training.

Focus Awards will consider other teaching qualifications upon submission.

Tutors must also be able to show the following:

- Relevant technical / occupational competency in the disciplines/units they wish to teach.

### Requirements of Assessors:

Assessors should hold or be working towards the following:

- D32/D33;
- A1 qualification;
- Level 3 Award in Assessing Vocational Achievement;
- Level 3 Award in Assessing Competence in the Work Environment;
- Level 3 Certificate in Assessing Vocationally Related Achievement;

Assessors must also be able to show the following:

- Relevant technical / occupational competency in the disciplines/units they wish to teach.

Please note that trainee assessors will require their decisions to be countersigned by a suitably qualified assessor.

### **Requirements of Internal Quality Assurers (IQA):**

IQA's should hold or be working towards one of the following:

- D34;
- V1 qualification;
- Level 4 Award in the Internal Quality Assurance of Assessment.

### **Skills CFA Assessment Guidance**

Units may be achieved through the acquisition of evidence by the learner and submission to their assessor. A number of different sources and forms may be used, including:

- Naturalistic observation of workplace activities;
- Products such as reports, letters, emails, memos, printouts etc;
- Assessment centres are able to use 'paperless portfolios' (discussion with the AO is recommended);
- Expert witness;
- Witness testimony;
- Candidate reports (feedback) for example a work diary may be used;
- Reflective accounts;
- Recognition of prior learning (RPL);
- Professional discussion;
- Verbal/written questions;
- Projects;
- Assignments;
- Case studies;
- Audio/video recordings;
- Simulation/role play.

Further assessment guidance on which methods have been suggested for each unit can be found on the SkillsCFA website or by clicking on the link below.

<http://www.skillsca.org/images/pdfs/Assessment%20Strategy/Business%20and%20Administration/2010/Business%20and%20Administration%20-%20Assessment%20Guidance.pdf>

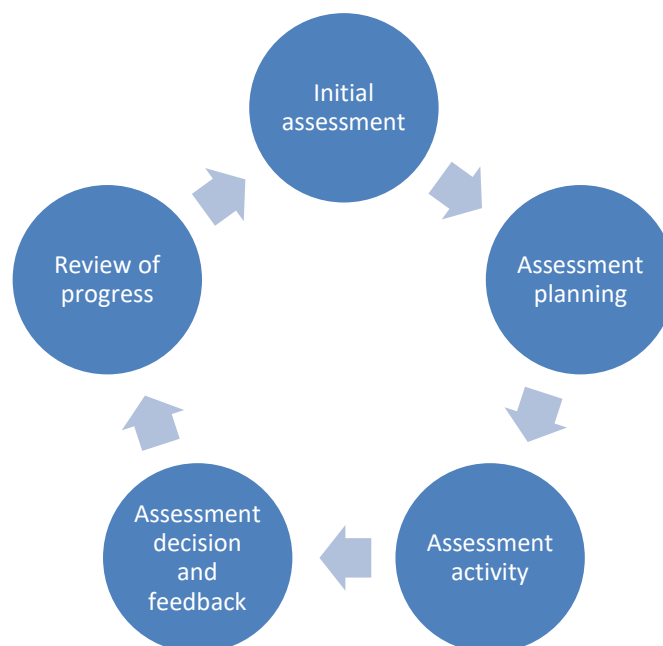
## Appendix C: Assessment Best Practice

### The assessment process

The assessment process is a systematic procedure which should be followed to give learners a positive experience. This can be achieved by following the assessment cycle. The cycle will continue until all aspects of the qualification have been achieved by your learner(s).

Throughout the cycle, standardisation of assessment practice between assessors should take place; this will ensure consistency and fairness of decisions and that all assessors interpret the requirements in the same way. Internal Quality Assurance will also take place throughout the cycle as part of your Centre's internal quality assurance arrangements.

### The assessment cycle



#### Initial assessment

The assessor must ascertain if the learner has any previous knowledge and/or experience of the subject/topic/unit to be assessed. This information can be obtained through application forms, interviews or professional discussions. The results of the initial assessment will give you vital information regarding your

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learners which you may be able to use within the assessment process for example claiming exemptions, equivalences, credit transfer or Recognition of Prior Learning (RPL). It will also give you vital information if your learner requires further training or any additional support they may need. This process might not always be carried out by the assessor, but the information obtained must be passed onto the assessor in order for them to effectively move onto the next stage of the assessment cycle and plan the learner assessment. Initial assessment is known as assessment for learning, as it helps prepare learners for assessment and identifies their potential.

### **Assessment planning**

Assessment planning should be short and medium/long term, to allow for both formative and summative assessment to take place. Inclusion of your learner(s) in the planning process will help identify what they have learnt, how and when they will be assessed and will allow for communication to take place to clarify any points or concerns.

### **Assessment activity**

The assessor must use relevant methods, approaches and activities for example observation, questioning, assignments or gathering appropriate evidence of competence. Assessment can be formative (usually ongoing and to check progress) and summative (usually at the end, that fully achieves the assessment criteria and fully concludes the assessment cycle).

### **Assessment decision and feedback**

The assessor makes a judgement of success or otherwise, giving constructive feedback and agreeing further action that may be necessary. Records of what was assessed and the decisions made should always be maintained.

### **Review of progress**

The assessor reviews the progress and achievement with the learner, discussing any other issues that may be relevant to the learning and assessment process. Within this session, the assessor will naturally start the assessment cycle again, by identifying what is the next stage in the assessment of the qualification, how the learner will achieve this and then planning the assessment.

Records should be maintained throughout all aspects of the assessment cycle and internal quality assurance activities should take place on an ongoing basis.

### **Exemptions, equivalences, credit transfer and RPL**

With the introduction of the RQF it now enables learners to avoid duplication of learning and assessment through equivalences or exemptions as follows:

- For achievements within the RQF it is possible to transfer credit (equivalence)
- Individuals with certificated achievements outside the RQF can claim exemption from the requirement to achieve credits for designated units
- If a learner has previously achieved the same unit through another awarding organisation, this will be classed as a credit transfer.
- In all these cases as the learner has already had their achievement recognised, and will have received a certificate to confirm this, their achievement towards this specific qualification **MUST** be shown as an exemption, equivalence or credit transfer and **MUST NOT** be allocated any credit achievement.

**Recognition of Prior Learning (RPL)** is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning. Therefore the learner is either awarded the unit or can progress straight to assessment without the need for delivery. This will show as a unit achievement on the certificate. For any learner who has previously achieved units that have been approved as Exemptions, Equivalences, and Credit Transfer or will be achieved through RPL it is your responsibility to inform Focus Awards at registration, through the use of the registration excel spread sheet.

The claim must first of all be made to your Centre and it is your responsibility to make the initial consideration – if you are in any doubt you should request advice/clarification from Focus Awards. Upon authorising the request, you must ensure that appropriate evidence and documentation is reviewed, maintained and made available to Focus Awards staff as required.

### **Guided Learning Hours (GLH)**

The guided learning hours figure gives the minimum amount of time required to 'deliver' the programme, and includes all times when a member of staff is

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present to give specific guidance towards learning aims/outcomes, as well as other structured learning time such as directed assignments, supported individual study or practice and assessment. It does not include time spent on learner-initiated work; or time spent by tutors marking assignments where the learner is not present.

## **Assessment**

Assessment practices must reflect the Equality and Diversity Policy of Focus Awards and reasonable adjustments may be required for individual learners to enable them to undertake assessments fairly. Please see our guidance and the procedures for applying reasonable adjustments.

Assessment must meet fully all learning outcomes and assessment criteria as described in the qualification specification/assessment strategy; although the method of assessment may sometimes be adjusted to cater for learners requiring alternative assessment methods. The qualification assessment strategy provides detailed assessment and evidence requirements.

## **Consistency of assessment decisions**

The consistency of assessment decisions, across learners, sites and assessors, is of primary importance in assuring the quality of assessment within a Centre. Focus Awards ensures that the following mechanisms are in place to assist this:

- Assessors are qualified or working towards current assessor standards;
- Level 3 Award in Assessing Vocational Achievement or Level 3 Award in Assessing Competence in the Work Environment. Note: D32.33 and A1 is also acceptable;
- Assessors have relevant subject competency in the units they wish to assess;
- Assessors are observed assessing by qualified IQA's at least once per year;
- Standardisation exercises are carried out with the Centre;
- Focus Awards issue 'Assessment Guidance' documentation for each qualification;
- Centre training days run by Focus Awards include assessment best practice;

- External quality assurance is carried out at least twice per year in each Centre by trained and qualified EQA's.

### **Judging authenticity**

- Assessors must ensure that the evidence provided by learners is valid, current, sufficient, reliable and authentic;
- Trainers/assessors should ensure that learners sign a declaration that their work is authentic i.e. their 'own unaided work';
- You must implement a Record of Achievement document to record how the learning outcomes and assessment criteria has been sufficiently covered. By 'signing off' learners evidence using this document the assessors and IQA's are confirming that the assessment evidence submitted by the learner is authentic and their own unaided work and it is sufficient to meet the stated learning outcomes and assessment criteria;
- Where there is suspicion that the work may not be authentic, the assessor should carry out checks to ascertain its authenticity. For example, oral questioning to check the learner's knowledge matches the evidence provided;
- Evidence which is deemed to be inauthentic should not be accepted.

### **Guidance on re-submission of learner assessment**

- There is no limit to the number of times that work may be resubmitted by the learner for assessment;
- However, you may wish to operate your own systems and policies for additional support/advice which may be given to learners who have been unsuccessful on a number of occasions;
- Assessors/tutors may offer some assistance to learners in completing written work, such as explaining what the questions mean or offering additional guidance when they have previously answered questions incorrectly, however, assessors/tutors must not give learners, or lead them to, the correct answers;
- Assessors/tutors should not add to learners' answers in worksheets, etc... where they do not fully meet the required standard. Rather the learner should be asked to add to their answers themselves until they demonstrate competence.

## Use of language and stimulus materials

It is your responsibility as a Centre to provide your learners with suitable resources and assessment materials to support them in their learning journey. Resources and assessment materials and the language used within these should be suitable and appropriate to their needs. They are only appropriate if they:

- Enable learners to demonstrate their level of attainment;
- Require knowledge, skills and understanding which are required for the qualification;
- Are clear and unambiguous (unless ambiguity forms part of the assessment) and
- Are not likely to cause unnecessary offence to learners.

The use of these materials will be reviewed during Centre EQA monitoring visits and in considering whether language and stimulus materials for learning and assessment are appropriate, an EQA will take into account the following:

- The age of learners who may reasonably be expected to take the qualification;
- The level of the qualification;
- The objective of the qualification;
- The knowledge, skills and understanding assessed for the qualification;
- It contains language or content which could lead a group of learners who share a common attribute or circumstance to experience – because of that attribute or circumstance – an unreasonable disadvantage in the level of attainment that they are able to demonstrate in the assessment.

Please note that for the creation of manuals or text books, you must show how each of the learning outcomes has been covered and for assessment materials you must adopt an evidence referencing system to show how each of the assessment criteria has been covered.

## Appendix D: Guidance on observed assessments

### Assessment briefing

When carrying out a planned observed assessment, it is essential that the assessor carries out a briefing prior to the assessment. The assessment briefing should cover the following information:

- Where the assessment will take place;
- How the assessment will be conducted;
- What the student is expected to present in terms of performance evidence;
- Any documentation which forms part of the assessment;
- When questioning and feedback will take place;
- What to do if there is a disagreement with the assessment decision (appeals procedure);
- The assessor should also use this time to let students ask questions or seek clarification on anything relating to the planned assessment. Others involved in the assessment process should be part of the assessment briefing.

The assessment briefing is usually carried out in a group situation and then the assessor will briefly confirm the process with each individual before the assessment commences.

### Observing the learner

Observation is the main method of assessing practical competence and involves the assessor watching the student carry out the planned tasks. When carrying out an observed assessment, the assessor should adhere to the following guidelines:

- Involve the student;
- Complete an adequate briefing;
- Use an assessment checklist;
- Ensure good observational position enabling you to see/hear appropriately;
- Avoid becoming involved in the assessment process except in instances of health and safety or when 'moving on';

- When 'moving on', stick to the phrase 'thank you, can you move onto the next exercise please'. Avoid using phrases such as 'that's great' or 'well done' – this could give an indication of performance;
- Ensure sufficient time is planned to give immediate feedback after the assessment;
- Use a method of recording the observation that is as unobtrusive as possible. Rustling papers can prove disruptive in a quiet environment where people are concentrating on what is being assessed;
- Be seen to be observing, never eat, talk to other people, text on a mobile phone or any other such action which will distract from your observation;
- Avoid using positive/negative body language – this could give an indication of performance.

### **Suggested stages of an observation for the Focus Awards Level 3 Diploma in Business Administration (RQF)**

#### **Step 1**

Initial Learner briefing

#### **Step 2**

Direct Observation

#### **Step 3**

Learner/Client Feedback

#### **Step 4**

Learner Evaluation with client (15 minutes minimum)

#### **Step 5**

Assessor Questions (open and non-leading)

#### **Step 6**

Assessor Decision (pass/refer)

#### **Step 7**

Assessor Feedback (constructive, concise and relevant to performance criteria, written and verbal)

### **Questioning to Assess Knowledge and Understanding**

**Focus Awards Level 3 Diploma in Business Administration (RQF)**

Silicon House, Farfield Park, Manvers, Rotherham S63 5DB

- It is easy to infer a level of understanding by what we see during observation and so it is essential that we question learners if we are ever in doubt about underpinning knowledge;
- However, a question should not be asked if the assessor does not see a particular PC.
- Questions can be divided into two categories:
  - Open questions start with the words, 'How?', 'What?', 'When?', 'Where?', 'Why?' and 'Who?' - These words act as prompts to give the students the opportunity to respond fully in their own words.
  - Closed questions enable the students to respond with a simple 'Yes' or 'No' response. For example, "Would you ask a participant to keep the back straight when lifting weights from the floor?"
- Assessors should always use open questions when assessing underpinning knowledge
- It is a Focus Awards requirement that all questions asked during assessment are recorded together with learner responses. These must be written out in full and signed and dated by both the learner and assessor.
- It is unacceptable to write next to a question "learner answered correctly". If there was an appeal against your assessment decision, then there should be a clearly auditable trail of evidence which shows the question that was asked and the learner response.

### **Non-Leading Questions**

Assessors should be careful not to use questions that could lead the learners by giving him or her a clue to the right answer. They should also be aware of any preferences or opinions they might hold that could affect the way they ask questions. It is just as easy to lead the learner by the tone or inflection of the voice or by some facial expression or body movement.

Examples of leading questions would be:

- "Your participant seemed to be out of breath on the CV section of your workout, do you think you could have brought the intensity down for her?"
- "Are the deltoids worked in a bench press as well as the pectorals and triceps?"

## Feedback

*'Structured information that one person offers to another, about the impact of their actions or behaviour'.*

- Feedback following assessment should relate specifically to what has been assessed and how the evidence presented meets, or does not fully meet the criteria being assessed.
- Feedback should not include your opinion nor should it be a criticism.
- Criticism is one person's judgement of another person, or their work. Criticism is likely to make someone feel devalued or angry; and does nothing to boost self-confidence. It does not help a person to solve the problem. It shows that you dismiss, reject or disapprove, and is unlikely to lead to the result you intended. You will get a result - but it may be a worse situation or a backlash.
- Effective feedback should be a two way process, involving the learner at all times.

## Appendix E: Example Assessment Plan

Assessor name:

Learner name:

Date:

Date and timings of planned assessment	Unit/s and/or learning outcome/s to be assessed	What is to be assessed? Describe the activity or process you will observe or the product to be produced.	Assessment Method (Please see key below)	Date assessment completed

I confirm that the assessment process, the activity and evidence to be generated has been fully explained to me:

Signed by Learner: .....

Date:.....

**OQ** - Oral Questioning, **O** – Observation, **WT** - Witness Testimony, **S** - Simulation, **PD** - Professional Discussion, **WQ** - Written Questions,  
**A** - Assignment/Project, **WP** - Work Project, **CS** - Case Study, **RA** – Reflective Account, **RPL** – Recognition of prior learning



### Professional Discussion

<b>Learner name:</b>	
<b>Assessor name:</b>	
<b>Date:</b>	
<b>Assessment criteria / topic of discussion:</b>	<b>Learner response:</b>

<b>Assessor signature:</b>		<b>Date:</b>	
<b>Learners signature:</b>		<b>Date:</b>	
<b>Internal quality assurer signature:</b>		<b>Date:</b>	

### Assessor Question Sheet

Qualification:

Unit:

Assessor question	Learner response	Assessment criteria covered

Assessor signature:		Date:	
Learners signature:		Date:	
Internal quality assurer signature:		Date:	

### Assessor Feedback Sheet

Qualification:

Unit(s):

Performance criteria / assessment criteria	Assessor feedback

Assessor signature:		Date:	
Learners signature:		Date:	
Internal quality assurer signature:		Date:	

**Learner Assessment Record**

Evidence	Date Achieved	Assessor signature	Learner Signature

