Level 1 Award/Certificate in Business and Administration (4418)

Qualification handbook for centres

Ofqual Ref 500/7738/7
500/7665/6

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Version and date	Change detail	Section
1.1 May 2014	Removed last registration and certification date and indicated where this information can be found	Introduction

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1 Introduction to the qualification

This document contains the information that centres need to offer the following qualifications:

Qualification title and level	**Level 1 Award/Certificate in Business and Administration**
City & Guilds qualification number	4418
Ofqual accreditation numbers	500/7738/7 (Award) 500/7665/6 (Certificate)
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

The Level 1 Award/Certificate in Business and Administration qualifications have been designed to meet the needs of young and adult learners who are either seeking employment or are already working in first level administrative support roles within any office environment.

These bite-sized qualifications allow learners progress at their own pace and to their own ability. They can choose from a range of units in business and administration at entry 3, levels 1 and 2 (developed by the Council for Administration) as well as from personal and social development level 1 units, giving them the opportunity to gain recognition for work and life skills and to progress further in learning and training.

Whilst the qualifications are standalone they also meet the requirements for foundation learning and provide learners with a flexible but focussed route into a level 2 administration qualification or apprenticeship programme.

The Personal and Social Development (PSD) units can be used towards the PSD learning requirements within Foundation Learning in England, which requires learners to complete at least four credits of PSD learning.

1.1 Qualification structure

To achieve the **Level 1 Award in Business and Administration** the learner must achieve a **minimum of 7 credits** from the list of optional units provided, using the following rules of combination:

- A minimum of **4** credits **must** be from Level 1 Business and Administration units 101-105
- Remaining credits can be from any of
  Entry 3 Business and Administration units 001-003
  Level 1 Business and Administration units 101-105
  Level 1 Personal and Social Development units 106-109.

To achieve the **Level 1 Certificate in Business and Administration** the learner must achieve a **minimum of 13 credits** from the list of optional units provided, using the following rules of combination:

- A minimum of **7** credits **must** be from Level 1 Business and Administration units 101-105
- Remaining credits can be from any of
  Entry 3 Business and Administration units 001-003
  Level 1 Business and Administration units 101-105
  Level 1 Personal and Social Development units 106-109
  Level 2 Business and Administration units 201-208.

Accreditation unit reference	City & Guilds unit number	Unit title	Guided Learning Hours	Credit value
H/600/1090	001*	Working in business and administration	20	2
R/600/1098	002	Using office equipment	30	3
L/600/1097	003	Professional behaviour in an office environment	20	2
F/502/4009	101*	Working in business and administration	30	3
K/502/4005	102	Creating business documents	30	3
M/502/4006	103	Welcome visitors	20	2
T/502/4007	104	Making and receiving calls	20	2
A/502/4008	105	Handling mail	20	2
K/502/0469	106	Developing self	20	2
K/502/0472	107	Individual rights and responsibilities	10	1
K/502/0465	108	Working as part of a group	20	2
J/502/0463	109	Working towards goals	20	2
F/600/5017	201	Producing documents in a business environment	40	6
D/600/4988	202	Receiving visitors in a business environment	27	4
A/600/5002	203	Using a telephone system	20	3
J/600/5004	204	Operating and maintaining office equipment	27	4
A/600/4982	205	Maintaining customer relations in a business environment	27	4
J/600/4984	206	Managing diary systems	27	4
H/600/4989	207	Collecting and storing information	20	3
Y/600/4990	208	Retrieving information	13	2

*There is a barred combination between units 001 and 101. For example, if a candidate takes Entry 3 Working in Business and Administration (001) and Level 1 Working in Business and Administration (101), then they will only accumulate the higher number of credits ie 3 credits towards any one qualification.

If a candidate achieves a Level 1 Award, they will be able to progress to a Level 1 Certificate by achieving the required additional credits.

1.2 Opportunities for progression

On completion of these qualifications candidates may progress into employment or to the following City & Guilds qualifications:

- Level 2 Certificate/Diploma in Business and Administration (4413)
- Level 2 NVQ in Business and Administration (4413)
- Level 2 Apprenticeship in Business and Administration (9009)

2 Centre requirements

This section outlines the approval processes for Centres to offer these qualifications and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualification Level 1 N/SVQ in Business and Administration (4404) may apply for approval for the new Level 1 Award/Certificate in Business and Administration using the **fast track approval form**, available from the City & Guilds website.

Centres may apply to offer the new qualifications using the fast track form

- providing there have been no changes to the way the qualifications are delivered, and
- if they meet all of the approval criteria specified in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the **standard** Qualification Approval Process. It is the centre's responsibility to check that fast track approval is still current at the time of application.

2.1 Resource requirements

Human resources

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be technically competent in the area[s] for which they are delivering training. This knowledge must be above the level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

Assessors and internal verifiers

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for the qualifications.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

2.2 Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

Age restrictions

There are no age limits attached to candidates undertaking these qualifications unless this is a legal requirement of the process or the environment.

3 Units

Availability of units

The units for these qualifications follow.

The learning outcomes and assessment criteria are also viewable on the National Database of Accredited Qualifications (NDAQ) www.accreditedqualifications.org.uk

Structure of units

The units in these qualifications are written in a standard format and comprise the following:

- City & Guilds reference number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 001 Working in business and administration

Level: **Entry 3**

Credit value: **2**

NDAQ number: H/600/1090

Unit aim

The aim of this unit is for the learners to develop the knowledge and skills to identify and complete routine task undertaken by administrators.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know what activities are routinely undertaken by administrators
2. Be able to follow instructions to carry out administrative tasks

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Assessment and grading

This unit is assessed by a candidate portfolio, graded pass only. Evidence for the portfolio can be collected in either the real workplace or a realistic working environment (see section 4.2).

Unit 001 Working in business and administration

Assessment criteria and evidence requirements

Outcome 1 Know what activities are routinely undertaken by administrators

The learner can:

1. Identify routine administrative tasks

Criteria explained

For **1.1** the candidate will need to identify a minimum of **five** routine administrative tasks. These may include answering the telephone, post received or sent, taking messages, photocopying, sending a fax, using a computer system to update information, creating a letter, sending an email or filing.

Outcome 2 Be able to follow instructions to carry out administrative tasks

The learner can:

1. Check understanding of instructions and ask for clarification where necessary
2. Follow instructions to complete a limited range of administrative tasks accurately

Criteria explained

For **2.1** the candidate will need to show that for **three** different routine administrative tasks, they know what to do, when to do it by and for whom and what equipment should be used and the procedures that need to be followed. If any part of the task is unclear, the candidate should ask questions for clarification.

For **2.2** the candidate will need to carry out a minimum of **three** different routine administrative tasks as instructed. Each task must be completed within the timescale agreed, meet the requirements and follow organisational procedure throughout.

Collecting evidence

Evidence must show that the candidate has sufficiently met the assessment criteria.

Outcome	Possible forms of evidence
1.1	Written Answer Question/Answer Workbook
2.1, 2.2	Observation of performance supported by: Work products eg messages taken, letter compiled on behalf of another, fax or email sent, photocopied work, post sent or received and directed on to another. Witness testimony confirming candidate actions. Photographs Questioning can be used to fill any gaps in the assessment evidence.

Unit 002 Using office equipment in a business environment

Level: **Entry 3**

Credit value: **3**

NDAQ number: R/600/1098

Unit aim

The aim of this unit is for the learners to develop the knowledge and skills to use office equipment in a business environment

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know what equipment and resources are needed to carry out a range of routine office tasks
2. Be able to use key equipment under supervision

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Assessment and grading

This unit is assessed by a candidate portfolio, graded pass only. Evidence for the portfolio can be collected in either the real workplace or a realistic working environment (see section 4.2).

Unit 002 Using office equipment in a business environment

Assessment criteria and evidence requirements

Outcome 1 Know what equipment and resources are needed to carry out a range of routine office tasks

The learner can:

1. Select the correct equipment and/or resources from a given range.

Criteria explained

For **1.1** the candidate should be able to select the equipment and/or resources for **three** specified tasks from a range. which may include photocopier, laminator, shredder, computer, printer, fax, telephone, letter folding machine, franking machine or cone binding machine, paper, and envelopes or laminating pouches.

Outcome 2 Be able to use key equipment under supervision

The learner can:

1. Use key equipment under supervision and following given instructions relating to
   - functional requirements
   - health and safety
   - environmental sustainability.

Criteria explained

For **2.1**

- **Functional requirements**

  The candidate, whilst supervised, must carry out a minimum of **three** tasks using the key pieces of equipment. Key pieces of equipment and their basic functions could include:

  Telephone – DND, speed dial, mute, hands free, search function, headset

  Photocopier – double sided, single to double sided, staple, hole punch, resizing

  Fax – quick dial, copy, print sender receipt

- **Health and safety**

  Whilst carrying out the task, the candidate should follow safe methods of working such as:

  Telephone – avoiding cradling the telephone under the chin whilst doing other tasks, eg a headset should be worn if other tasks are being carried out at the same time.

  Computer – making use of a document holder (if available), sitting in the correct, upright position, avoiding having a drink beside the equipment and taking regular breaks.

  Shredder – objects such as jewellery, long hair or neck ties should not be causing any obstruction to the equipment.

- **Environmental sustainability**

  The candidate should avoid wasting resources whilst carrying out their tasks eg proof reading prior to printing, spell and grammar check, printing in black and white or draft, if colour is not necessary, carrying out a test print prior to printing or photocopying vast quantities and recycling wherever possible.

Collecting evidence

Evidence must show that the candidate has sufficiently met the assessment criteria.

Outcome	Possible forms of evidence
1.1	At least one observation of the candidate selecting the correct equipment and resources and using at least three pieces of office equipment under supervision. Witness testimonies from a work placement or employer. Questioning (why they have carried out a task in such a way to check their understanding of health and safety and environmental sustainability. Work products eg work produced as a result of using office equipment or a diary of jobs carried out by the candidate that shows use of office equipment. A statement by the candidate to explain how they use safe working methods and how they support the environment in how they work.

Unit 003 Professional behaviour in an office environment

Level: **Entry 3**

Credit value: **2**

NDAQ number: L/600/1097

Unit aim

The aim of this unit is for the learners to develop the appropriate behaviour when working in a business environment.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know how to behave in an office environment
2. Know about the rules that organisations have relating to confidentiality and security

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Assessment and grading

This unit is assessed by a candidate portfolio, graded pass only. Evidence for the portfolio can be collected in either the real workplace or a realistic working environment (see section 4.2).

Unit 003 Professional behaviour in an office environment

Assessment criteria and evidence requirements

Outcome 1 Know how to behave in an office environment

The learner can:

1. Communicate appropriately with colleagues
2. Use appropriate language for the workplace

Criteria explained

For **1.1** the candidate shows that they can communicate with **three** different colleagues using methods appropriate to the situation eg face to face, telephone, e-mail, notice board, taking messages, at meetings.

For **1.2** Appropriate language includes body language, tone of voice, written language in a tone and style appropriate to the situation.

Outcome 2 Know about the rules that organisations have relating to confidentiality and security

The learner can:

1. Give examples of rules that relate to confidentiality and security

Criteria explained

For **2.1** the candidate can give **five** examples of good practice from their own organisation eg passwords, locking filing cabinets, locking keyboards, keeping sensitive information out of sight, security passes.

Collecting evidence

Evidence must show that the candidate has sufficiently met the assessment criteria.

Outcome	Possible forms of Evidence
1.1, 1.2	Observation Witness testimony Workbooks Meeting Minutes
2.1	Workbook Assignment Question and Answer Discussions

Unit 101 Working in business and administration

Level: **Level 1**

Credit value: **3**

NDAQ number: F/502/4009

Unit aim

This unit gives the learners an overview of what working in business administration can be like. In particular understanding roles of those they are working with, how to carry out routine tasks and the appropriate way to present themselves.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the role of an administrator within an office
2. Be able to carry out routine administrative tasks
3. Be able to present themselves positively
4. Be able to organise their work effectively
5. Know the importance of confidentiality

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Level 1 NVQ in Business and Administration.

Assessment and grading

This unit is assessed by a candidate portfolio, graded pass only. Evidence for the portfolio can be collected in either the real workplace or a realistic working environment (see section 4.2).

Unit 101 Working in business and administration

Assessment criteria and evidence requirements

Outcome 1 Understand the role of an administrator within an office

The learner can:

1. Describe different activities carried out by administrators
2. State how the work of an administrator helps a team achieve its goals.

Criteria explained

For **1.1** the candidate will need to describe a minimum of **five** different administrative activities. Activities may include: answering the telephone, photocopying, handling the post, using office equipment, creating letters and other documents, updating spreadsheets and databases, making appointments, reception duties etc.

For **1.2** the candidate needs to show they understand that an administrator helps the team mainly by providing support. They may wish to make a statement about teamwork or use examples of how their own work has helped their team achieve its goals.

Outcome 2 Be able to carry out routine administrative tasks

The learner can:

1. Follow instructions to complete routine administrative tasks
2. Use key equipment according to organisational procedures.

Criteria explained

For **2.1** the candidate will need to carry out a minimum of **three** routine administrative tasks as instructed. If any part of the task is unclear to the candidate they should ask questions for clarification. Each task needs to be completed to correct timescale, using safe working methods and following their organisations procedures.

For **2.2** the candidate needs to use a minimum of **three** different types of equipment following their organisations procedures. They need to successfully use the equipment to carry out a task as instructed. Key equipment may include: telephone, photocopier, printer, computer, shredder, fax machine etc.

Outcome 3 Be able to present themselves positively

The learner can:

1. Dress appropriately
2. Adopt a positive manner in dealings with colleagues and/or customers.

Criteria explained

For **3.1** the candidate must comply with their organisation's dress code. The candidate must be wearing clothes appropriate for their working environment.

For **3.2** the candidate needs to show a positive attitude, displaying qualities such as being enthusiastic, polite, respectful and helpful.

Outcome 4 Be able to organise their work effectively

The learner can:

1. Use simple tools to organise their time
2. Prioritise tasks in discussion with supervisor or manager

Criteria explained

For 4.1 the candidate must use **two** different tools appropriate to their workplace eg diary (electronic or manual) "to do" list, priority list.

For 4.2 the candidate must use **one** of the tools from 4.1 to organise their time in discussion with their supervisor.

Outcome 5 Know the importance of confidentiality of information

The learner can:

1. State the reason why it is important to keep some information confidential
2. Give examples of information that should be kept confidential.

Criteria explained

For 5.1 the candidate needs to state **one** reason, appropriate to their organisation and why it is important to keep some information confidential.

For 5.2 the candidate needs to give **three** examples from their workplace of information that should be kept confidential eg personal information, details of salaries, medical records, accounts records, sales information, outstanding debts**.**

Collecting evidence

Evidence must show that the candidate has sufficiently met the assessment criteria.

Outcome	Possible forms of evidence
1.1, 1.2,	Written Answer Assignment Question/Answer Workbook
2.1, 2.2, 3.1, 3.2 **4.1, 4.2**	Observation of performance supported by: Witness testimony Appraisals Progress review Work produced carrying out tasks *eg meeting minutes, visitors' signing in book, post records,* Work produced using equipment *eg photocopying, printed paper, fax delivery report* Questioning can be used to fill in any gaps in the assessment evidence

Unit 102 Creating business documents

Level: **Level 1**

Credit value: **3**

NDAQ number: K/502/4005

Unit aim

The aim of this unit is for the learners to develop the skills to identify and produce a variety of business documents.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know that there are different types of business document
2. Know why it is important to use the right communication style, in business documents
3. Be able to produce routine business documents

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Level 1 NVQ in Business and Administration.

Assessment and grading

This unit is assessed by a candidate portfolio, graded pass only. Evidence for the portfolio can be collected in either the real workplace or a realistic working environment (see section 4.2).

Unit 102 Creating business documents

Assessment criteria and evidence requirements

Outcome 1 Know that there are different types of business document

The learner can:

1. Identify different types of business document and when they might be used
2. State why templates are used for some business documents.

Criteria explained

For **1.1** the candidate must identify a minimum of **six** different types of business document. These might include: a letter, memo, fax header, application form, agenda, minutes, contract, order form, invoice, claim form etc. The candidate must identify at least one valid use for each type of document.

For **1.2** the candidate must show they understand that most organisations have some of their documents in template format to provide consistency and professionalism. They may wish to use examples referring to their organisation's business documents.

Outcome 2 Know why it is important to use the right communication style, in business documents

The learner can:

1. Give examples of when to use a formal or informal communication style
2. State why some businesses adopt a 'house style' for certain documents.

Criteria explained

For **2.1** the candidate needs to identify situations when it is most appropriate to use formal and informal communication styles within the documents. For example, an email to a colleague is likely to be in an informal style. A letter to a customer or information sent to senior management would in a formal style.

For **2.2** the candidate needs to show they understand what a house style is and state why an organisation may adopt one. For example: uniformity, professionalism, quality, presentation and image. The candidate may refer to the layout of documents for instance: the logo, position of the date, font style etc.

Outcome 3 Be able to produce routine business documents

The learner can:

1. Produce routine business documents using the appropriate communication style
2. Check documents for accuracy.

Criteria explained

For **3.1** the candidate must produce a minimum of **three** different types of straightforward business documents, these may include: a letter, invoice, agenda, memo or document produced from a template etc. When producing each document, the candidate should demonstrate consistency in layout such as spacing between each paragraph, amount of spaces after commas and full stops etc.

For **3.2** the candidate needs to check each document that they have produced for accuracy by carrying out a range of techniques. These may include: spell and grammar check, proof reading the document prior to and after printing, checking the document with the person whom it is for or by using a dictionary. The candidate should not be relying on spell check alone.

Collecting evidence

Evidence must show that the candidate has sufficiently met the assessment criteria.

Outcome	Possible forms of evidence
1.1, 1.2, 2.1, 2.2	Written answer Discussion Assignment Question/Answer Workbook
3.1, 3.2	Observation supported by: Witness testimony Appraisals Progress review Work products: *Any business document created and/or checked* Questioning can be used to fill in any gaps in the assessment evidence

Unit 103 Welcome visitors

Level: **Level 1**

Credit value: **2**

NDAQ number: M/502/4006

Unit aim

This unit aims to develop the learner's knowledge, skills and understanding of administrative tasks associated with welcoming visitors.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to welcome visitors in a positive way
2. Know why it is important to an organisation that visitors are made welcome.

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Level 1 NVQ in Business and Administration.

Assessment and grading

This unit is assessed by a candidate portfolio, graded pass only. Evidence for the portfolio can be collected in either the real workplace or a realistic working environment (see section 4.2).

Unit 103 Welcome visitors

Assessment criteria and evidence requirements

Outcome 1 Understand the role of an administrator within an office

The learner can:

1. Welcome visitors and establish the purpose for their visit
2. Follow organisational procedures for receiving visitors
3. Answer routine questions
4. Make visitors feel welcome during any period of waiting
5. Use appropriate tone and language, including body language, when dealing with visitors.

Criteria explained

For **1.1** the candidate needs to greet a minimum of **five** visitors establishing the purpose of each visit. The candidate needs to use the organisation's greeting if appropriate.

For **1.2** the candidate needs to follow their organisational procedures when receiving each visitor. These may include displaying a name badge, security procedures, issuing a pass, completing the necessary paperwork, ensuring that visitors are accompanied around the building, notifying a colleague of a visitor's arrival.

For **1.3** the candidate needs to show that they can answer routine questions. These might include: opening times, information about what the organisation does, the organisation's email address, what time a colleague may be back in the building. If the candidate cannot answer a question, they need to refer to the correct place or person to find the information.

For **1.4** the candidate needs to show they are making an active effort to make visitors feel welcome. Examples of this may include, directing the visitor where to sit, keeping them informed of how long their wait is likely to take, offering them something to read or to drink.

For **1.5** the candidate needs to use appropriate language such as "Can I help you, please?" rather than saying "What do you want?" or "Can I take your name, please?" rather than "who are you?" The candidate's tone and body language (eg smile, good eye contact) needs to relay to visitors that they are welcome.

Outcome 2 Know why it is important to an organisation that visitors are made welcome

The learner can:

1. State how treating visitors politely and in a positive way benefits the organisation

Criteria explained

For **2.1** the candidate needs show they understand that treating visitors politely and in a positive way will create a positive impression of themselves and the organisation as a whole. The candidate needs to show that they understand how this can benefit an organisation. For example repeat business, maintaining good a reputation, customer satisfaction etc.

Collecting evidence

Evidence must show that the candidate has sufficiently met the assessment criteria.

Outcome	Possible forms of evidence
1.1, 1.2, 1.3, 1.4, 1.5	Observation of performance supported by: Witness testimony Appraisals Progress review Work products *eg visitors' signing in book* Questioning can be used to fill in any gaps in the assessment evidence
2.1	Written answer Discussion Assignment Question/Answer Workbook

Unit 104 Making and receiving calls

Level: **Level 1**

Credit value: **2**

NDAQ number: T/502/4007

Unit aim

This unit aims to develop the learner's knowledge, skills and understanding of administrative tasks associated with making and receiving telephone calls.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to make calls
2. Be able to receive calls
3. Know why it is important to an organisation that calls are handled appropriately

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Level 1 NVQ in Business and Administration.

Assessment and grading

This unit is assessed by a candidate portfolio, graded pass only. Evidence for the portfolio can be collected in either the real workplace or a realistic working environment (see section 4.2).

Unit 104 Making and receiving calls

Assessment criteria and evidence requirements

Outcome 1 Be able to make calls

The learner can:

1. Identify the purpose of the call
2. Confirm the name and number of the person to be contacted before making the call
3. Make a call communicating basic information clearly and accurately.

Criteria explained

The candidate needs to demonstrate a minimum of **ten** calls over a period of time. These can be Internal and/or external calls

For **1.1** the candidate should clarify with the assessor, the reason for the call.

For **1.2** the candidate needs to show that they can find the name and number from the correct source. Sources may include the person requesting the call to be made, directory, database, answer phone message etc.

For **1.3** the candidate needs to communicate who they are, where they are calling and successfully carry out the purpose of the call. The candidate needs to speak at a suitable speed and with clarity.

Outcome 2 Be able to receive calls

The learner can:

1. Answer the call promptly and politely, observing any organisational procedures
2. Identify the caller, where they are calling from and the reason for their call
3. Follow any organisational procedures relating to confidentiality and security
4. Take short messages.

Criteria explained

The candidate needs to demonstrate a minimum of **ten** calls over a period of time. These can be internal and/or external calls.

For **2.1** the candidate needs to answer each call following their organisations procedures, which may include: using their organisations preferred opening greetings, answering within a certain number of rings, offering an apology if appropriate (eg for length of time taken to answer call).
In every case the candidate needs to answer the promptly, using a clear and polite tone.

For **2.2** the candidate needs to ask appropriate questions to collect accurate information from each caller, taking notes where necessary.

For **2.3** the candidate needs to follow their organisation's procedures, which might include: not giving out personal numbers, not giving out personal information, asking security questions. In all cases the candidate must adhere to the Data Protection Act.

For **2.4** the candidate needs to write clear messages which are passed to the correct person with accurate information.

Outcome 3 Know why it is important to an organisation that calls are handled appropriately

The learner can:

1. State how appropriate tone and language create a positive impression
2. State how creating a positive impression during a call benefits the organisation.

Criteria explained

For **3.1** the candidate needs show an understanding of the appropriate tone and language used within a professional environment. This may include using a polite tone and professional language (eg no slang). The candidate needs show they understand that using the appropriate tone and language will create a positive impression of themselves and the organisation as a whole.

For **3.2** the candidate needs to show an understanding of how the impression they create during calls can benefit an organisation. For example repeat business, maintaining good a reputation, customer satisfaction etc.

Collecting evidence

Evidence must show that the candidate has sufficiently met the assessment criteria.

Outcome	Possible forms of evidence
1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4	Observation of performance supported by: Call log (example template provided) Witness testimony Appraisals Progress review Work products: *eg Message pad/emails* Questioning can be used to fill in any gaps in the assessment evidence
3.1, 3.2	Written answer Discussion Assignment Question/Answer Workbook

Further resources

The principles of the Data Protection Act (Source ico.gov.uk)

Unit 105 Handling mail

Level: **Level 1**

Credit value: **2**

NDAQ number: A/502/4008

Unit aim

This unit aims to assist the learner to develop skills in handling mail and aspects associated with it.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know why it is important for a business to handle mail efficiently and securely
2. Be able to deal with incoming mail
3. Be able to deal with outgoing mail

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Level 1 NVQ in Business and Administration.

Assessment and grading

This unit is assessed by a candidate portfolio, graded pass only. Evidence for the portfolio can be collected in either the real workplace or a realistic working environment (see section 4.2).

Unit 105 Handling mail

Assessment criteria and evidence requirements

Outcome 1 Know why it is important for a business to handle mail efficiently and securely

The learner can:

1. State how efficient distribution of mail benefits a business
2. State why inaccuracies or delays can have negative impact
3. Identify procedures to protect confidential information.

Criteria explained

For **1.1** the candidate needs to show they understand that mail is usually received on a daily basis and an efficient system must be in place to maintain the effective flow of communication.

For **1.2** the candidate needs to state some mail contains important items and give the possible consequences of delays or inaccuracies. For example, invoices (leading to stopped supplies), cheques (needing to be banked) and complaints that need to be processed quickly in order to retain customer loyalty.

For **1.3** the candidate needs to show they are aware of their organisations' procedures that are in place to help conform to the Data Protection Act. These may include do not open letters that are marked as 'private and confidential' or 'to be opened by addressee only', do not discuss the content of mail etc.

Outcome 2 Be able to deal with incoming mail

The learner can:

1. Sort incoming mail appropriately
2. State how to deal with suspicious or damaged items
3. Distribute incoming mail accurately and to a given deadline.

Criteria explained

For **2.1** the candidate needs to sort mail (internal and/or external) appropriately according to organisational procedures. Sorting appropriately may include: sorting letters marked urgent first, ensuring the mail goes into the correct pigeon holes or piles, date stamping post etc.

For **2.2** the candidate needs to show they can identify when a letter or parcel is damaged or suspicious. The candidate needs to show they know their organisations procedure of how to deal with this, for example: report this immediately to an appropriate person.

For **2.3** the candidate needs to meet their organisation's set timescale for distributing mail. The candidate needs to distribute the mail through the correct channels ensuring the mail is delivered to the right person(s)/department(s).

Outcome 3 Be able to deal with outgoing mail

The learner can:

1. Collect and sort outgoing mail accurately and on time
2. Dispatch outgoing mail on time.

Criteria explained

For **3.1** the candidate needs to collect the mail from the correct person(s)/department(s) at the time(s) agreed by the organisation. The candidate needs to sort the mail into the correct categories as required by their organisation. Categories may include class, special delivery, internal/external, fragile etc.

For **3.2** the candidate needs to meet their organisation's set timescales and procedures for dispatching outgoing mail.

Collecting evidence

Evidence must show that the candidate has sufficiently met the assessment criteria.

Outcome	Possible forms of evidence
1.1, 1.2, 1.3, 2.2	Written answer Discussion Assignment Question/Answer Workbook
2.1, 2.2, 2.3, 3.1, 3.2	Observation supported by: Witness testimony Appraisals Progress review Work products *eg postal logs, recorded delivery books*

Further resources

The principles of the Data Protection Act (Source ico.gov.uk)

Information on how to deal with suspicious mail can be obtained from the local Crime Prevention Officer

Royal Mail – for up to date prices for letters, packages and parcels. (www.royalmail.com)

Unit 106 Developing self

Level: **Level 1**

Credit value: **2**

NDAQ number: K/502/0469

Unit aim

To introduce the learner to ways in which they can reflect on their own personal development and how their personal skills, abilities and behaviours can be improved.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Take an active role in their self development
2. Be able to plan for their self development
3. Review their self development and plan for the future

Clarification of outcome(s)

A*reas for self development* might include personal skills and behaviours (eg enthusiasm, motivation, adaptability, timekeeping and communication skills). This unit is about developing personal skills rather than vocational competence.

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and other relevant national standards

This unit relates to the PLTS areas of Reflective Learners and Self Managers.

Assessment and grading

This unit is assessed by a candidate portfolio, graded pass only. Evidence for this unit can be collected in the learning environment, the real workplace or a realistic working environment (see section 4.2). This can be based on any purposeful activity likely to engage the candidate's interest; it will usually be a good idea to relate this to contexts arising from other aspects of their work or learning.

Unit 106 Developing self

Assessment criteria and evidence requirements

Outcome 1 Take an active role in their self development

The learner can:

1. describe personal strengths or abilities
2. select an area for self development
3. explain why this area is important for self development.

Criteria explained

For **1.1** the candidate needs to describe at least **two** personal strengths or abilities (eg enthusiasm, motivation, adaptability, timekeeping and communication skills). The candidate may describe personal strengths or abilities which they possess or don't possess. However, this criterion will have more relevance for the candidate if it is related to their own current personal strengths and abilities or ones they want to develop or which are required for employment or education/training.

For **1.2** the candidate should select an area for their own self development (eg communication skills, appropriate behaviour for the workplace/place of study).

For **1.3** the candidate should explain why the area chosen in 1.2 is important for their self development.

Outcome 2 Be able to plan for their self development

1. prepare a plan for their identified area of self development
2. list activities, targets and timelines for their self development
3. plan how to review progress towards achieving their targets
4. work through the agreed plan.

Criteria explained

For **2.1** the candidate needs to **prepare a plan** for their identified area of self development. This is likely to be a written action plan.

For **2.2** the candidate should list suitable activities. For example, to develop listening skills activities could include listening for meaning, practising not interrupting/appropriate responses in role plays, observing appropriate behaviour on videos, practising the skill with friends and family. Activities to improve punctuality could include using an alarm clock, checking bus/train timetables and planning ahead. They should list targets and timelines eg this could be listening to find out someone's view without interrupting or arriving on time for five days. Targets should be specific, measurable, achievable, realistic and time-bound.

An appropriate person should agree the plan. This could be the candidate's assessor, tutor, supervisor or other appropriate person.

For **2.3** the candidate should plan how to review progress toward achieving their targets. This could include discussions with their assessor, tutor or supervisor.

Evidence for 2.1, 2.2 and 2.3 is likely to be a suitably detailed action plan.

For **2.4** the candidate needs to work through the agreed plan.

Outcome 3 Review their self development and plan for the future

The learner can:

1. review their self development plan
2. suggest improvements and amendments to the plan
3. explain how they will continue with their self development in the future.

Criteria explained

For **3.1** the candidate needs to review their plan and the progress they have made so far. The candidate should be able to state what went well and what did not go so well.

For **3.2** the candidate needs to suggest improvements and amendments to the plan. These should be agreed by the assessor.

For **3.3** the candidate should explain how they will continue with their self development in the future.

Collecting evidence

Evidence must show that the candidate has sufficiently met the assessment criteria.

Outcome	Possible forms of evidence
1.1, 1.2, 1.3, 3.1, 3.2, 3.3	Written answer Discussion Assignment Question/Answer Workbook
2.1, 2.2, 2.3	Suitably detailed action plan
2.4	Observation Witness testimony Appraisal Progress review

Further resources

Useful sources of information could include Information and Guidance (IAG) and vocational profiling tools on Sector Skills Councils' websites.

This website might be useful:
www.dfes.gov.uk/readwriteplus

Unit 106 Developing self

Notes for guidance

Delivery should recognise learners' particular circumstances and their broader learning programme. This unit lends itself to particularly well to being integrated with other aspects of the learner's wider programme.

Tutors may use a wide range of learning resources including ICT and paper-based questionnaires and quizzes to identify a range of strengths (skills, qualities and interests) their learners possess. Tutors could use group discussions to elicit the skills and qualities needed for employment or study generally or for a particular job in order to focus the learner prior to their individual choice of short-term goals. Videos and external speakers can illustrate self development in work and leisure activities.

Tutors should ensure the unit is delivered in a positive way and learners are encouraged to realise the wealth of strengths they already possess prior to deciding what they could do to improve. The emphasis is on motivating the learner and helping them to reflect on their own personal development and how their personal skills, abilities and behaviours can be improved. Learners should recognise their achievements even if progress is slow.

Unit 107 Individual rights and responsibilities

Level: **Level 1**

Credit value: **1**

NDAQ number: K/502/0472

Unit aim

To raise the learner's awareness of their rights and responsibilities as an individual.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Understand their individual rights
2. Understand their individual responsibilities

Clarification of outcome(s)

Rights and *responsibilities* might include rights and responsibilities in relation to: work; housing; health and welfare; data protection and freedom of information; consumer rights; diversity and discrimination; marriage, cohabitation and civil partnerships.

Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and other relevant national standards

This unit relates to the PLTS framework areas of Self Managers and Independent Enquirers. In the pre-16 context it also relates to the five Every Child Matters aims.

Assessment and grading

This unit is assessed by a candidate portfolio, graded pass only. Evidence for this unit can be collected in the learning environment, the real workplace or a realistic working environment (see section 4.2). This can be based on any purposeful activity likely to engage the candidate's interest; it will usually be a good idea to relate this to contexts arising from other aspects of their work or learning.

Unit 107 Individual rights and responsibilities

Assessment criteria and evidence requirements

Outcome 1 Understand their individual rights

The learner can:

1. give examples of their rights as an individual
2. give examples of barriers which may prevent the exercise of their rights
3. identify sources of support and information about rights and responsibilities and describe how these could help.

Criteria explained

For **1.1** the candidate needs to give examples of more than one of their rights as an individual (eg as an employee they must have a written statement of particulars, as a citizen they have the right to hold their own religious beliefs). These examples could be given in group discussion as long as the candidate's own contribution is recorded.

For **1.2** the candidate needs to give examples of more than one barrier which may prevent the exercise of their rights. These might include lack of awareness of entitlements or the cost or inconvenience of pursuing rights that are being denied. These examples could be given in group discussion as long as the candidate's own contribution is recorded.

For **1.3** the candidate needs to identify sources of support and information about rights and responsibilities, as well as describing how these could help. Examples might include: line managers, Citizens' Advice Bureau, trade union, Directgov website, Health and Safety Executive, voluntary organisations. The candidate must clearly describe how the source of help would assist them in exercising their rights. This could be in the form of advocacy, information, signposting to resources etc.

Outcome 2 Understand their individual responsibilities

The learner can:

1. identify their responsibilities to themselves
2. state their responsibilities to others
3. demonstrate how they take responsibility for themselves.

Criteria explained

For **2.1** the candidate must identify their responsibilities to them self eg for their own health.

For **2.2** the candidate must state their responsibilities to others. These could include parental responsibilities, responsibilities to work colleagues, spousal responsibilities.

For **2.3** the candidate must demonstrate how they take responsibility for them self. In order to fulfil this criterion, the candidate must be clear about exactly which of the responsibilities identified in 2.1 they are referring to and how they currently meet them.

Collecting evidence

Evidence must show that the candidate has sufficiently met the assessment criteria.

Outcome	Possible forms of evidence
1.1, 1.2, 1.3, 2.1, 2.2	Written answer Discussion Assignment Question/Answer Workbook
2.4	Observation Witness testimony Appraisal Progress review

Further resources

The internet is a good source of information on rights and responsibilities especially www.direct.gov.uk

Other websites that might be worth a look:
www.shelter.org.uk
www.opsi.gov.uk
www.hse.gov.uk
www.tuc.org.uk (and individual trade unions)
www.equalityhumanrights.com
www.citizensadvice.org.uk

Unit 107 Individual rights and responsibilities

Notes for guidance

Delivery should take into account learners' broader learning programme. The focus should be on those rights and responsibilities of most interest to the learners themselves. These will depend on learners' circumstances, age, interests, housing situation amongst other things.

It may be possible to bring in guest speakers such as a trade union official or Health and Safety officer based at the provider who could give a workplace-specific example of rights and responsibilities. It may be beneficial to organise a trip to a local charity that provides advice (eg Crisis or Shelter) or to the local Citizens' Advice Bureau.

This unit is about rights and responsibilities in general. The unit deliverer is not expected to be a case worker, and care should be taken if learners bring specific queries from their own lives to ensure that any information given has a caveat attached. Any learners with particular issues should be signposted to appropriate expert advice.

Unit 108 Working as part of a group

Level: **Level 1**

Credit value: **2**

NDAQ number: R/502/0465

Unit aim

To help the learner develop skills to become an active contributor when working with others on group activities and to be able to review their own progress and skills development.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand how to contribute to working as part of a group in appropriate ways
2. Demonstrate how to work as an effective group member
3. Review the group's progress and their contribution to it

Outcome clarification

Contribute to working as part of a group includes suggesting ground rules and contributing to the planning of group and individual activities.

A group involves three or more people.

Work as an effective group member includes: carrying out individual and group activities; following/interpreting instructions; dealing with feedback appropriately eg at appropriate times and in an appropriate manner (not taking it personally); supporting others and asking for support when required.

Review the group's progress includes: the progress the group has made; how they contributed; what went well and what went less well; suggestions for how they could improve their skills.

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and other relevant national standards

This unit relates to the PLTS areas of Team Workers and Effective Participators.

Assessment and grading

This unit is assessed by a candidate portfolio, graded pass only. Evidence for this unit can be collected in the learning environment, the real workplace or a realistic working environment (see section 4.2). This can be based on any purposeful activity likely to engage the candidate's interest; it will usually be a good idea to relate this to contexts arising from other aspects of their work or learning.

Unit 108 Working as part of a group

Assessment criteria and evidence requirements

Outcome 1 Understand how to contribute to working as part of a group in appropriate ways

The learner can:

1. suggest appropriate ground rules for working with others
2. contribute to the planning of group and individual activities.

Criteria explained

For **1.1** the candidate needs to suggest appropriate ground rules for working with others (eg valuing contributions, confidentiality). Ideas could be generated through a group discussion as long as the candidate's own contribution is clearly recorded.

For **1.2** the candidate should contribute to the planning of group and individual activities.

Outcome 2 Demonstrate how to work as an effective group member

The learner can:

1. work with others in a positive way to carry out individual and group activities
2. make suggestions appropriately
3. deal with instructions appropriately
4. deal with feedback appropriately
5. support others and ask for support when required.

Criteria explained

For **2.1** the candidate needs to work with others in a positive way to carry out both individual and group activities. The candidate should agree their activities and carry them out to complete the group task (eg tasks in a fundraising group could include: researching a topic and sharing information with the group in order to plan an activity, producing an item for sale, producing posters, selling the item) evidence could include annotated photographs, a video or paper-based diary of the work completed or a witness statement.

For **2.2** the candidate needs to make suggestions to other members of the group appropriately (eg at appropriate times and in an appropriate manner).

For **2.3** the candidate needs to deal with instructions from group members or a supervisor or tutor appropriately (eg listen carefully, ask for clarification if required, follow instructions).

For **2.4** the candidate needs to deal with feedback appropriately. This can cover both giving and/or receiving feedback within the group. It could be positive or negative and the candidate should give feedback in an appropriate manner (eg focussing on the behaviour not the person) and/or accept feedback in an appropriate manner (eg asking for clarification or examples) and use it to inform their skills in working with others.

For **2.5** the candidate needs to support others and ask for support when required.

Outcome 3 Review the group's progress and their contribution to it

The learner can:

1 review the progress the group has made in working together
2 describe how they contributed to the work of the group
3 describe what went well and what went less well
4 suggest how they could improve their skills in working with others.

Criteria explained

For **3.1** the candidate needs to review the progress the group has made in working together. The review should go beyond the activities they completed and focus on the candidate's interaction with other members of the group. This criterion focuses on the candidate's interaction with other members of the group not how successful the activity was. For example, during a group fundraising activity the learner contributed ideas and listened to others. The amount of money raised is not relevant.

For **3.2** the candidate needs to describe their own role and activities undertaken and how this contributed to the work of the group.

For **3.3** the candidate needs to describe what went well and what went less well in working together.

For **3.4** the candidate needs to suggest how they could improve their generic skills in working with others not how they could have done that task better. The focus is on improving group working and not how successful the activity was.

Collecting evidence

Evidence must show that the candidate has sufficiently met the assessment criteria.

Outcome	Possible forms of evidence
1.1. 3.1, 3.2, 3.3, 3.4	Written answer Discussion Assignment Question/Answer Workbook
1.2, 2.1, 2.2, 2.3, 2.4, 2.5	Observation supported by: Witness testimony Appraisal Progress review

Unit 108 Working as part of a group

Notes for guidance

Delivery should recognise learners' particular circumstances and their broader learning programme. The group activity needs to be collaborative and purposeful and this unit particularly lends itself to being integrated with other aspects of the learner's programme.

Different learners within the same group might be working at different levels for the unit (eg some at Entry 3). Also, some learners might be working at Level 1 in the vocational area in which the unit is integrated but their group-working skills may be at a lower level (eg Entry 3).

It might also be the case that some learners in a group are not being assessed on 'working as part of a group' as this was not identified as an area of development for them but that they are taking part in the activity because it is relevant to their broader learning programme.

Tutors may use a wide range of learning resources including videos and external speakers to illustrate the work of groups involved in work and leisure activities. Tutors should agree or choose a suitable group activity and support the group to ensure all learners have the opportunity to benefit from group interaction and to meet the assessment criteria.

If the learners haven't fed back to one another during the activity then a feedback session after the activity will meet the requirement.

If the broader programme involves distance, blended or e-learning then a virtual group may be appropriate.

Unit 109 Working towards goals

Level: **Level 1**

Credit value: **2**

NDAQ number: J/502/0463

Unit aim

To help the learner to understand how to identify and work towards goals appropriately.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to identify and explain their goals
2. Prepare an action plan to meet their goal
3. Be able to review progress towards achieving their goal

Clarification of outcome(s)

A suitable *goal* should show what the learner wants to achieve in their learning, work or personal life. It should be achievable and short-term (eg 3 -6 weeks of part-time study). Long-term goals should be broken down, with help, to give an appropriate goal for this unit. The goal is agreed with an appropriate person (eg assessor, tutor or supervisor).

An *action plan* includes: the goal, the activities needed to work towards the goal (action points), timescales and deadlines (dates for completing the activities), sources of support.

The candidate will follow the plan, review their progress and identify what still needs to be done and amend their action plan to reflect their progress.

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and other relevant national standards

This unit relates to the PLTS areas of Self Managers and Reflective Learners.

Assessment and grading

This unit is assessed by a candidate portfolio, graded pass only. Evidence for this unit can be collected in the learning environment, the real workplace or a realistic working environment (see section 4.2). This can be based on any purposeful activity likely to engage the candidate's interest; it will usually be a good idea to relate this to contexts arising from other aspects of their work or learning.

Unit 109 Working towards goals

Assessment criteria and evidence requirements

Outcome 1 Be able to identify and explain their goals

The learner can:

1. describe own strengths and what they need to improve
2. identify at least one goal which is important for their development
3. explain why achieving this goal is important
4. agree the goal with an appropriate person.

Criteria explained

For **1.1** the candidate needs to describe at least **two** personal strengths. Strengths are a candidate's skills (generic skills eg communication, time-keeping, team-working and vocational skills eg using machinery, dealing with customers) and positive qualities (attitudes and behaviours eg patience, conscientiousness, respect for self and others, enthusiasm.) Candidates also state what they need to improve (eg to obtain employment or progress in education/training).

For **1.2** the candidate needs to identify at least **one** goal which is important for their development (from 1.1) (eg using a particular tool to industry standard, creating a positive image, improving their listening skills.

For **1.3** the candidate needs to explain why achieving the goal identified in 1.2 is important (eg to obtain employment or progress in education/training).

For **1.4** the candidate needs to agree the goal with an appropriate person (eg assessor, tutor, or supervisor).

Outcome 2 Prepare an action plan to meet their goal

The learner can:

1. identify the activities needed to work towards the goal
2. identify timescales and deadlines for the achievement of the goal
3. identify the resources needed to support them in achieving their goal.

Criteria explained

For **2.1** the candidate needs to identify the activities needed to work towards the goal (eg to develop listening skills, activities could include: listening for meaning, practising not interrupting/appropriate responses in role plays, observing appropriate behaviour on videos, practising with friends and family.

For **2.2** the candidate needs to identify timescales and deadlines for the achievement of the goal. They should state when they will complete each activity by and when they hope to have achieved their goal.

For **2.3** the candidate needs to identify the resources needed to support them in achieving the goal. Resources can include people (eg assessor, tutor, supervisor, colleagues, friends or family) and other resources (eg textbooks, videos, internet, etc).

Outcome 3 be able to review progress towards achieving their goal

The learner can:

1. follow the activities outlined in the action plan
2. regularly review the activities and outcomes with an appropriate person
3. identify what has been achieved and what still needs to be done
4. amend the action plan to reflect their progress.

Criteria explained

For **3.1** the candidate needs to follow the activities outlined in their plan. Evidence could be a learning log with entries confirmed by a tutor or supervisor. Other forms of evidence could include annotated photographs or witness statements.

For **3.2** the candidate needs to regularly review the activities and outcomes with an appropriate person (eg assessor, tutor, supervisor).

For **3.3** the candidate should identify in the review what has been achieved and what still needs to be done.

Evidence for both 3.2 and 3.3 could be gathered during tutorials but a written or taped record of the discussion must be available for verification.

For **3.4** the candidate needs to amend the action plan to reflect their progress. These amendments should be agreed by the assessor.

Collecting evidence

Evidence must show that the candidate has sufficiently met the assessment criteria.

Outcome	Possible forms of evidence
1.1, 1.2, 1.3	Written answer Discussion Assignment Question/Answer Workbook
2.1, 2.2, 2.3	Suitably detailed action plan
3.1, 3.2, 3.3, 3.4	Observation Witness testimony Appraisal Progress review Learning log

Unit 109 Working towards goals

Notes for further guidance

Delivery should recognise learners' particular circumstances and their broader learning programme. Once the learner has agreed a goal, the activities can be completed in the workplace, at the centre or at other suitable locations.

Tutors should ensure the unit is delivered in a positive way and learners are encouraged to realise the wealth of strengths they already possess prior to deciding what they could do to improve. The emphasis is on motivating the learner and helping them to achieve a goal and learners should recognise their achievements even if the actual goal is not met yet.

Learners may identify each others' strengths or work with a tutor or other appropriate adult(s) to do so, as long as the learner is able to take on board what others come up with and accept their judgements as accurate. Many learners at this level struggle to see what they are good at without prompting from others.

Tutors could use group discussions to elicit the skills and qualities needed for employment/study generally, or a particular trade, to focus the learner prior to their individual choice of short-term goals.

Unit 201 Producing documents in a business environment

Level: **Level 2**

Credit value: **6**

NDAQ number: F/600/5017

Unit aim

This unit covers the knowledge and understanding learners need to produce high quality, attractive documents to agreed specifications. It also covers the practical application of this knowledge and understanding.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know about the production of business documents
2. Know how to produce business documents
3. Be able to produce business documents

Guided learning hours

It is recommended that **40** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Level 2 NVQ in Business and Administration.

Assessment and grading

This unit is assessed by a candidate portfolio, graded pass only. Evidence for the portfolio can be collected in either the real workplace or a realistic working environment (see section 4.2).

Unit 201 Producing documents in a business environment

Assessment criteria and evidence requirements

Outcome 1 Know about the production of business documents

The learner can:

1. outline why it is important to produce high quality and attractive documents
2. describe the different types of documents that they may be asked to produce and the document styles they should use
3. describe the different formats in which the text may be presented
4. describe the different types of technology (including software) available for inputting, formatting and editing text and the main features of this technology
5. identify the types of resources they may need to produce high quality and attractive documents.

Criteria explained

For **1.1** the candidate needs to outline the importance of producing high quality and attractive documents. For example, to demonstrate professionalism, convey the company image, meet quality standards and provide information effectively to the recipient.

For **1.2** the candidate must describe a minimum of **six** different types of documents they may be asked to produce and the document styles they should use. These could include a letter, fax header, memo, report, agenda, minutes of a meeting, newsletter, flyer, action plan, poster or a document produced from a template.

For **1.3** the candidate needs to describe a range of formats used for presenting text. For example, text can be presented in a presentation, in a word processed document or template, in an email, a database table or spreadsheet.

For **1.4** the candidate needs to describe a minimum of **three** different types of technology including software and describe their main features. Candidates could include Microsoft Word, Outlook, Power Point, Excel or Access.

For **1.5** the candidate needs to identify different types of resources they may need to create high quality and attractive documents. This may include which computer software packages and office equipment is used, using headed paper, downloading company logos or completing templates for letters/fax headers and memos.

Outcome 2 Know how to produce business documents

The learner can:

1. outline why it is important to confirm the purpose, content, style, quality standards and deadlines for the document
2. describe how to organise the content needed for the document
3. describe how to integrate and lay out text and non-text
4. describe how to check for accuracy and correctness – including spelling and grammar
5. outline why accuracy and correctness are important
6. outline why it is important to store the document safely and securely
7. outline the importance of confidentiality and data protection
8. outline why it is important to meet quality standards and deadlines.

Criteria explained

For **2.1** the candidate needs to outline why it is always necessary to check the full requirements of the document with the person they are producing it for – confirming the purpose, content, style, quality standards and deadlines.

For **2.2** the candidate needs to describe how to organise the content needed for the document. This may include describing what resources or information is needed and from whom, how will the document be presented and when it will be completed by.

For **2.3** the candidate needs to describe how to integrate and lay out text and non-text. This should include where and how to download the non textual item and include the choices for positioning the text and non-text within a document eg centring the company logo on a letter or using a picture as the main focus on a leaflet accompanied by columns of text.

For **2.4** the candidate needs to describe the visual, manual and technological checks that are necessary when producing documents – proof reading, using a dictionary, checking the document with the person it is for and operating the software spell and grammar checks. This must include spelling and grammar checks.

For **2.5** the candidate needs to outline why it is essential to thoroughly check that documents are correct and free from errors eg to maintain professional image of organisation.

For **2.6** the candidate needs to outline why it is important to store documents safely and securely for both paper and electronic documentation. For example, to ensure confidential or sensitive information is not accessible by all, to return information to a central secure location so others can access it either manually, by key or by a password.

For **2.7** the candidate needs to outline why it is essential to safeguard confidentiality and follow data protection procedures when producing and storing documents. They must pay attention to the organisational reasons for the safety of document and the legal reasons briefly detailing all **eight** principles of the Data Protection Act 1998.

For **2.8** the candidate needs to outline why it is important to produce documents in the required format, with accurate contents, in line with quality standards and style and within the deadlines agreed.

Outcome 3 Be able to produce business documents

The learner can:

1. confirm the purpose, content, style, quality standards and deadlines for the documents
2. prepare the resources needed
3. organise the content needed
4. make efficient use of the technology available
5. produce documents in the agreed style
6. integrate non-text objects in the agreed layout
7. check for accuracy, editing and correcting as necessary
8. seek clarification when necessary
9. store the document safely and securely in an approved location
10. present the document in the required format within agreed deadlines and quality standards.

Criteria explained

For **3.1** the candidate must confirm the purpose, content, style, quality standards and deadlines for a minimum of **four** documents with the person it is for.

For **3.2** the candidate needs to show they have prepared resources for a minimum of **four** documents. This can include accessing computer software packages, stationery used, preparing the printer and headed paper, using office equipment like the photocopier and fax machine, downloading logos or any supplementary information that was used within the completed document.

For **3.3** the candidate needs to show how the contents of the **four** documents have been organised. This may include draft copies of the document to show changes made to the layout or contents, a diary or 'things to do' list detailing tasks planned, paper based or computerised notes, information provided by others, logos, attachments or headers used or copied.

For **3.4** the candidate must make efficient use of the technology available eg from selecting the correct computer software packages, using the pre-selected template, using different functions eg mail merge, macros, formula or shortcuts.

For **3.5** the candidate must produce a minimum of **four** different types of documents in the agreed style. These could include a letter, fax, memo, report, agenda, minutes of a meeting, newsletter, flyer, action plan, poster or a document produced from a template.

For **3.6** the candidate needs to integrate a minimum of **two** non-text objects into **two** different documents. For example, they could use a company logo, a picture or photograph, a graph or table.

For **3.7** the candidate needs to check that each of the **four** documents produced are accurate. This may include spelling, grammar check, proof-reading the document before and after printing, using a dictionary and checking the document with the person who requested it. Where possible, they should also show editing and correcting. If no corrections are necessary, then 'what if' questions may be asked to confirm ability.

For **3.8** the candidate needs to seek clarification from others. This could be on issues such as querying the contents, document style, layout or font, amount of copies needed, final deadline or who to send it on to. If no clarification is necessary, then 'what if' questions may be asked to confirm understanding.

For **3.9** the candidate must store all **four** documents produced safely and securely in an approved location. These can be manually stored or saved directly to a computer file.

For **3.10** the candidate must present all **four** produced documents to the persons requesting the documents within the deadline agreed, in the required format and in line with the quality standards requested.

Collecting evidence

Evidence must show that the candidate has sufficiently met the assessment criteria.

Outcome	Possible forms of evidence
1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8	Written Answer Assignment Discussion Question/Answer on examples of candidate work produced Workbook
3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10	Observation of performance supported by: Work products *eg draft copies of the document to show changes made to the layout or contents, notes, diary pages and 'things to do' lists, logos/graphs/tables or pictures imported, a letter, fax, memo, report, agenda, minutes of a meeting, newsletter, flyer, action plan, poster or documents produced from a template.* Witness testimony confirming candidate actions. Progress Review Appraisals Written statement from the candidate describing performance that has taken place and confirmed by a reliable person in the workplace or a tutor. Questioning can be used to fill any gaps in the assessment evidence.

Further resources:

A diary table could be kept by the candidate to demonstrate how they have produced documents from start to finish. This will be backed up by product evidence which remains in the workplace and is sighted by the assessor. The diary table should be confirmed by a reliable person/supervisor in the workplace or a tutor.

A video-taped observation could also be used showing the candidate planning, compiling and completing document production.

Unit 202 Receiving visitors in a business environment

Level: **Level 2**

Credit value: **4**

NDAQ number: D/600/4988

Unit aim

This unit covers the knowledge and understanding learners need to receive visitors in a business environment and ensure their needs are met. It also covers the practical application of this knowledge and understanding.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand the role of visitor reception in a business environment
2. Know how to receive visitors in a business environment
3. Be able to receive visitors in a business environment

Guided learning hours

It is recommended that **27** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Level 2 NVQ in Business and Administration.

Assessment and grading

This unit is assessed by a candidate portfolio, graded pass only. Evidence for the portfolio can be collected in either the real workplace or a realistic working environment (see section 4.2).

Unit 202 Receiving visitors in a business environment

Assessment criteria and evidence requirements

Outcome 1 Understand the role of visitor reception in a business environment

The learner can:

1. explain why it is important for organisations to have friendly and efficient visitor reception
2. describe the role and responsibilities of the person receiving visitors in a typical organisation
3. explain why it is important to present a positive image of themselves and the organisation when receiving visitors
4. describe how to present a positive image of themselves and their organisation
5. describe the typical structures and communication channels in an organisation.

Criteria explained

For **1.1** the candidate needs to explain why first impressions of the origin are so important when dealing with internal or external visitors.

For **1.2** the candidate needs to describe the role and responsibilities of the person receiving visitors which, depending on the organisation might include:

- looking after visitors and their needs
- ensuring the visitors' book is up to date
- issuing security passes
- advising staff when their visitor has arrived
- checking passes are returned when the visitors leaves
- answering the telephone
- screening and transferring calls
- taking telephone messages
- dealing with basic enquiries (phone and e-mail)
- signing for recorded post or parcels
- general administrative tasks
- keeping reception area tidy.

The candidate needs to know that the person receiving visitors should have an excellent knowledge of their organisation's staff and structure.

For **1.3** the candidate needs to explain **three** reasons why it is important to present a positive image eg current and future business, professional manner, first impressions.

For **1.4** the candidate must describe **three** ways of giving a positive image of themselves and their organisation eg by smiling when visitors enter the organisation using positive body language, listening to the visitor, finding the right person in the organisation quickly so that the visitor does not have to wait, and following organisation dress code.

For **1.5** the candidate should be able to briefly describe the following organisation structures: flat structures, tall structures, matrix structures. The candidate should also be able to briefly describe channels of communication including vertical, formal and informal.

Outcome 2 Know how to receive visitors in a business environment

The learner can:

1. describe the types of visitors that an organisation may receive
2. describe the requirements that visitors may have
3. outline how to meet the requirements of visitors
4. outline why security procedures are important in organisations
5. describe the security responsibilities of someone receiving visitors
6. identify the problems that may occur with visitors – including conflict and aggression
7. describe how to deal with problems that may occur with visitors – including conflict and aggression.

Criteria explained

For **2.1** the candidate should describe **one** internal visitor and **three** external visitors that an organisation may receive.

For **2.2** the candidate should describe **four** requirements that visitors may have (these could be requirements for the visitors in 2.1)

For **2.3** the candidate should outline how to make sure that visitors' needs are met and that they must listen to what the visitor says so that they can find out what these needs are.

For **2.4** the candidate needs to outline why security procedures are important in organisations eg who is in the building in an emergency and restricted access.

For **2.5** the candidate should describe that different organisations have different procedures, large organisations might be more formal than smaller organisations. Most organisations will have a visitors' book, some will have identity passes with Health & Safety information, some will require visitors to be accompanied at all times.

For **2.6** the candidate should identify **four** problems that may occur with visitors which could potentially lead to conflict and aggression eg not being able to find the person quickly, language barriers, unexpected /delayed visitors.

For **2.7** the candidate should describe how to deal with the problems identified in 2.6.

Outcome 3 Be able to receive visitors in a business environment

The learner can:

1. help visitors feel welcome
2. present a positive image of self and organisation
3. identify visitors and the reason for their visit
4. follow organisational and security procedures
5. if appropriate, inform colleagues of the visitors' arrival
6. make sure visitors' needs are met
7. follow agreed procedures to solve visitors' problems.

Criteria explained

For **3.1** the candidate must show how they have made **five** visitors feel welcome.

For **3.2** the candidate must have a positive and friendly image and be appropriately dressed for the organisation. The candidate must show that the reception area is kept clean and tidy.

For **3.3** the candidate must greet at least **five** visitors, identify them and find out the reason for their visit. These can be the same visitors as 3.1.

For **3.4** the candidate must follow the organisational and security procedures for their own organisation.

For **3.5** the candidate must inform colleagues of their visitors' arrival if it is part of their organisation's procedures.

For **3.6** the candidate must make sure that the needs of the **five** visitors in 3.1 are met

For **3.7** the candidate must follow their organisation's procedures to solve problems for **two** visitors. If no problems occur, then 'what if' questions may be asked to confirm understanding.

Collecting evidence

Evidence must show that the candidate has sufficiently met the assessment criteria.

Outcome	Possible forms of evidence
1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7	Discussion Witness Testimony Written Answer Assignment Question/Answer Workbook Work products and questioning may provide support evidence
3.1, 3.2, 3.2, 3.4, 3.5, 3.6, 3.7	Observation of performance supported by: Discussion Witness testimony Work products: sighting of visitor book/visitor passes Questioning can be used to fill in any gaps in the assessment evidence Reflective account / personal statement.

Unit 203 Using a telephone system

Level: **Level 2**

Credit value: **3**

NDAQ number: A/600/5002

Unit aim

This unit covers the knowledge and understanding learners need to use a telephone system, including transferring calls and managing messages. It also covers the practical application of this knowledge and understanding.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will be able to:

1. know how to make telephone calls
2. know how to receive and transfer telephone calls
3. know how to use message systems
4. be able to make telephone calls
5. be able to receive and transfer telephone calls
6. be able to use message systems.

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Level 2 NVQ in Business and Administration.

Assessment and grading

This unit is assessed by a candidate portfolio, graded pass only. Evidence for the portfolio can be collected in either the real workplace or a realistic working environment (see section 4.2).

Unit 203 Using a telephone system

Assessment criteria and evidence requirements

Outcome 1 Know how to make telephone calls

The learner can:

1. describe the different features of telephone systems
2. outline why it is important to identify the purpose of a call before they make it
3. describe the different methods they can use to obtain the names and numbers of people they have to make contact with
4. describe how to use telephone systems to make contact with people inside and outside their organisation
5. describe how to follow the organisation's procedures when making telephone calls
6. outline why it is important to project a positive image of oneself and the organisation when making calls
7. outline why it is important to summarise the outcomes of a telephone conversation before ending the call.

Criteria explained

For **1.1** the candidate should describe call transfer and call hold, plus **four** other features of the telephone system from the following list: automated attendant, conferencing, music on hold, voicemail, caller identification, phone directory, speed dial, DND – Do Not Disturb.

For **1.2** the candidate should briefly outline why it is important to identify the purpose of the call before making it.

For **1.3** the candidate should describe **five** methods that can be used eg directory, internet, intranet, directory enquiries, customer database, file or business card.

For **1.4** the candidate should describe the difference between making internal and external calls.

For **1.5** the candidate should describe how to follow their own organisation's procedures when making telephone calls.

For **1.6** the candidate should describe the effect of projecting a positive image on present and future customers.

For **1.7** the candidate should outline the reasons for summarising a call before ending it eg to clarify key points and confirm data.

Outcome 2 Know how to receive and transfer telephone calls

The learner can:

1. describe the procedures to follow when answering calls
2. outline why it is important to project a positive image of yourself and the organisation when receiving calls
3. outline why it is important to identify the caller and their needs
4. outline why it is important to give accurate and up-to-date information to callers
5. outline why confidentiality and security are important when dealing with callers
6. identify the types of information that could breach confidentiality and security
7. describe how to handle confidential information
8. describe how to identify the appropriate person to whom they should transfer a call
9. describe the information they should give when transferring calls and leaving messages.

Criteria explained

For **2.1** the candidate should describe procedures for answering both internal and external calls eg opening greeting, answering within a certain time frame.

For **2.2** the candidate should briefly outline reasons for projecting positive image eg efficiency, customer service, future business, company image.

For **2.3** the candidate should outline reasons why it is important to identify the caller and their needs eg transfer them to the right person.

For **2.4** the candidate should outline reasons why it is important to give accurate and up-to-date information to callers eg clarity, customer service, so not to misinform the caller.

For **2.5** the candidate should outline why confidentiality and security are important when dealing with callers eg to comply with the Data Protection Act and company protection.

For **2.6** the candidate should identify **five** types of information that could breach confidentiality and security eg name, date of birth, address, telephone number, whereabouts, financial status, health issues.

For **2.7** the candidate should describe how confidential information should be handled according to organisation procedures.

For **2.8** the candidate should explain how to question a caller to identify the purpose of the call so it can be transferred appropriately.

For **2.9** the candidate should describe any information that they would give to the caller when transferring a call and any information taken when leaving messages eg company name, caller name, caller number, reason for call.

Outcome 3 Know how to use message systems

The learner can:

1. describe the different types of message systems and their main features
2. outline why it is important to keep message systems up-to-date
3. identify when it is appropriate to delete or discard messages
4. outline why it is important to leave clear and accurate messages for colleagues.

Criteria explained

For **3.1** message systems can include answer machine, voicemail, written messages, telephone message form, email.

For **3.2** the candidate can outline why it is important to keep message systems up to date eg to ensure call backs are made and messages are followed through.

For **3.3** reasons can include: when the message has been passed on, inaudible answer machine messages.

For **3.4** reasons can include: customer service, team spirit, prevent delays in returning calls.

Outcome 4 Be able to make telephone calls

The learner can:

1. identify the purpose of the call
2. obtain the name and numbers of the person to be contacted
3. make contact with the person
4. communicate information to achieve the purpose of the call
5. project a positive image of themselves and their organisation
6. summarise the outcomes of the conversation before ending the call.

Criteria explained

For **4.1** the candidate should be confident about the purpose of the call and identify why they are making it

For **4.2** the candidate should obtain the name and number from an appropriate source.

For **4.3** the candidate should make at least **six** internal or external telephone calls and keep a telephone log. The assessor/witness should observe at least **three** telephone calls.

For **4.4** the candidate should communicate the purpose/information for the call obtained in 4.3.

For **4.5** the candidate should be positive when making the call eg put a smile in your voice.

For **4.6** the candidate should summarise the main points of the call to ensure understanding and agreement with the person contacted.

Outcome 5 Be able to receive and transfer telephone calls

The learner can:

1. answer the phone according to their organisation's procedures
2. project a positive image of themselves and their organisation
3. identify the caller, where they are calling from and what they need
4. provide accurate and up-to-date information whilst protecting confidentiality and security
5. transfer calls where requested
6. take and relay messages according to the caller's needs
7. summarise the outcomes of the conversation before ending the call.

Criteria explained

For **5.1** the candidate should use their own organisation's procedures to answer the phone on **six** occasions eg answer within **three** rings, use company greeting. The assessor/witness should observe at least **three**.

For **5.2** the candidate should put a smile in their voice and project a positive image when answering the calls in 5.1.

For **5.3** the candidate should ask appropriate questions during the calls in 5.1 to obtain the identity of the caller and find out what they need or information that they want to give.

For **5.4**, the candidate must use company procedures regarding security and confidentiality when providing information on at least **one** call. If no security and confidentiality procedures are used, then 'what if' questions can be used to confirm competence.

For **5.5** the candidate must transfer at least **three** calls.

For **5.6** the candidate must take and relay at least **three** messages in accordance with their organisation's procedures.

For **5.7** the candidate should summarise the main points of the calls to ensure understanding received in 5.1.

Outcome 6 Be able to use message systems

The learner can:

1. keep message systems up-to-date
2. check for callers' messages
3. respond to callers' messages within agreed timescales
4. delete/discard messages when they are no longer needed
5. leave clear and effective messages for other people.

Criteria explained

For **6.1** the candidate should keep the message system up-to-date according to organisation's procedures eg changing outgoing message, delete/update received messages responded to.

For **6.2** the candidates must check at least **five** callers' messages eg voicemail, e-mail, paper-based.

For **6.3** the candidate must respond to callers' messages in 6.2 within their own organisation's guidelines and agreed timescales eg this can be passing a message on or responding themselves.

For **6.4** the candidate must delete/discard at least **five** messages when they are no longer needed.

For **6.5** the candidate must leave at least **two** clear and detailed messages on other peoples systems eg on a colleague's answer phone (messages can include internal/external and manual/electronic systems).

Collecting evidence

Evidence must show that the candidate has sufficiently met the assessment criteria.

Outcome	Possible forms of evidence
1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 **2.1, 2.2, 2.3, 2.4, 2,4, 2.6, 2.7** **3.1, 3.2,3.3, 3.4**	Discussion Witness testimony Written answer Assignment Question/Answer Workbook Work products and questioning may provide support evidence
4.1, 4.2, 4.3, 4.4, 4.5, 4.6, **5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7** **6.1, 6.2, 6.3, 6.4, 6.5**	Observation of performance supported by: Discussion Witness testimony Work products Questioning can be used to fill in any gaps in the assessment evidence

Further resources:

See Appendix 1 for examples of telephone and message logs

Unit 204 Operating and maintaining office equipment

Level: **Level 2**

Credit value: **4**

NDAQ number: J/600/5004

Unit aim

This unit covers the knowledge and understanding learners need to operate and maintain a range of office equipment. It also covers the practical application of this knowledge and understanding.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Know how to select office equipment for administrative tasks
2. Understand how to operate office equipment
3. Know how to maintain office equipment
4. Be able to operate office equipment
5. Be able to maintain office equipment

Guided learning hours

It is recommended that **27** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Level 2 NVQ in Business and Administration.

Assessment and grading

This unit is assessed by a candidate portfolio, graded pass only. Evidence for the portfolio can be collected in either the real workplace or a realistic working environment (see section 4.2).

Unit 204 Operating and maintaining office equipment

Assessment criteria and evidence requirements

Outcome 1 Know how to select office equipment for administrative tasks

The learner can:

1. describe the different types of office equipment
2. describe the features and uses of different types of office equipment
3. describe how to choose equipment and resources that are appropriate for a range of administrative tasks.

Criteria explained

For **1.1** the candidate needs to describe **six** different types of office equipment.
Types of equipment described may include: telephone, answering system, photocopier, computer, fax machine, franking machine, shredder, filing system, printer, guillotine etc.

For **1.2** the candidate needs to describe the main features and uses for **each** type of office equipment selected for 1.1.

For **1.3** the candidate needs to know the difference between equipment and resources in order to choose the appropriate items for a range of administrative tasks. Candidates should describe this for **four** tasks. See further resources.

Outcome 2 Understand how to operate office equipment

The learner can:

1. explain why it is important to follow manufacturers' instructions when operating equipment
2. describe the health and safety guidelines for the equipment they use
3. explain why it is important to follow the health and safety guidelines
4. outline why it is important to keep waste to a minimum
5. describe the correct procedures for minimising, disposing of, reusing and recycling waste
6. explain why it is important to meet work standards and deadlines.

Criteria explained

For **2.1** the candidate needs to explain why it is important to follow manufacturers' instructions when operating equipment, including what could be the result of not doing so eg risk to self or other's, invalidating the manufacturer's guarantee, damage to equipment etc. Their explanation must include relevant examples of equipment from their workplace - **minimum of three**.

For **2.2** the candidate needs to describe the health & safety guidelines for the equipment they used in 2.1 eg PPE, COSSH, Display Screen Act, manual handling, hygiene.

For **2.3** the candidate needs to explain the importance of following the health & safety guidelines including employee responsibilities under the Health and Safety Act 1974.

For **2.4** the candidate needs to outline why it is important to keep waste to a minimum for commercial (saving money) and environmental reasons.

For **2.5** the candidate needs to describe how waste can be minimised, how it is disposed of and the procedures in place for either reusing and/or recycling various waste created in their workplace.

For **2.6** the candidate needs to explain the work standards and deadlines involved in operating office equipment and the importance of meeting these.

Outcome 3 Know how to maintain office equipment

The learner can:

1. outline why it is important to keep equipment clean and hygienic
2. describe the appropriate standards for the cleanliness and hygiene of office equipment
3. outline why it is important to follow manufacturers' instructions and organisational procedures when dealing with equipment faults
4. identify the types of equipment and resource faults they are likely to experience
5. describe how they should deal with equipment and resource faults
6. outline why it is important to leave the equipment, resources and work area ready for the next user
7. describe the appropriate standards when leaving the equipment, resources and work area ready for the next user.

Criteria explained

For **3.1** the candidate needs to outline the reasons why it is important to keep equipment clean and hygienic eg Health & Safety considerations, cost implications, wastage, minimise risk of infection, etc.

For **3.2** the candidate needs to describe how to keep **three** types of office equipment clean and hygienic.

For **3.3** the candidate needs to outline the importance of following manufacturers' instructions and their organisational procedures when dealing with equipment faults.

For **3.4** and **3.5** candidate needs to identify the types of equipment and resource faults they may experience from the equipment and resources from 3.2 and describe how they should deal with these faults.

For **3.6** and **3.7** the candidate needs to explain the reasons why equipment, resources and work areas need to be left ready for the next user and any appropriate organisational procedure that may apply when leaving equipment, resources and work areas ready for the next user.

Outcome 4 Be able to operate office equipment

The learner can:

1. locate and select the equipment and resources they need for a range of administration tasks
2. follow the manufacturer's operating instructions
3. waste as few resources as possible
4. follow agreed procedures for the disposal, reuse and recycling of waste
5. maintain the health and safety of themselves and others
6. make sure final work product meets agreed standards
7. produce work product within agreed timescales.

Criteria explained

For **4.1** the candidate must locate and select the equipment and resources for a range of **four** administrative tasks. (see Appendix 1 for example form)

For **4.2** the candidate must show how they follow the manufacturer's operating instructions whilst they are using the equipment to carry out the tasks in 4.1.

For **4.3** the candidate must show how they minimise waste as much as possible in all the tasks they do eg by proof reading, print preview, recycling, etc.

For **4.4** the candidate must show how they reuse, recycle and dispose of any waste correctly and appropriately, following agreed procedures.

For **4.5** the candidate must show how they ensure the health & safety of themselves and others is maintained whilst they are carrying out various tasks in the workplace eg correct posture, taking breaks, safe working procedures.

For **4.6** the candidate must ensure their final work meets the agreed standards eg by checking with the person who issued the task.

For **4.7** the candidate must produce work to agreed deadlines eg evidence of deadlines being met.

Outcome 5 Be able to maintain office equipment

The learner can:

1. keep the equipment clean and hygienic
2. deal with equipment and resource problems according to the manufacturer's and organisational procedures
3. make sure the equipment, resources and work area are ready for next user.

Criteria explained

For **5.1** keep equipment operated in 4.1 clean and hygienic. This could be evidenced by assessor observation or witness testimony.

For **5.2** the candidate needs to provide evidence detailing how they have dealt with at least **one** equipment and **one** resource problem according to the manufacturer's and organisation procedures. If no problems occur, then 'what if' questions can be asked to confirm competence.

For **5.3** the candidate needs to make sure that equipment, resources and work areas are left ready for the next user. This could be evidenced by assessor observation or witness testimony.

Collecting evidence

Evidence must show that the candidate has sufficiently met the assessment criteria.

Outcome	Possible forms of evidence
1.1, 1.2, 1.3, **2.1, 2.2, 2.3, 2.4, 2.5, 2.6** **3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7**	Discussion Candidate could produce a table. See Appendix 1 for example. Witness testimony Written answer Assignment Question/Answer Workbook Work products and questioning may provide support evidence
2.2, 2.5 **4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7** **5.1, 5.2, 5.3.**	Observation of performance supported by: Discussion Witness testimony Work products Appraisals / progress review Personal statement Questioning can be used to fill in any gaps in the assessment evidence

Further resources:

Health, Safety and Welfare Acts and Regulations, Riddor Regulations, COSHH regulations, Agenda 21 Sustainability Policy. Information on environmental legislation in the office - **Environmental Compliance** (www.*EndsCompliance.com/environment*)

Company policies and procedures regarding Health, Safety & Welfare in the workplace

Manufacturer's instructions for use of office equipment

Unit 205 Maintaining customer relations in a business environment

Level: **Level 2**

Credit value: **4**

NDAQ number: A/600/4982

Unit aim

This unit covers the knowledge and understanding learners need to use a telephone system, including transferring calls and managing messages. It also covers the practical application of this knowledge and understanding.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. know about customer service in a business environment
2. know how to develop customer relationships in a business environment
3. know how to deliver customer service in a business environment
4. know how to respond to customer problems
5. be able to deliver customer service in a business environment.

Guided learning hours

It is recommended that **27** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Level 2 NVQ in Business and Administration.

Assessment and grading

This unit is assessed by a candidate portfolio, graded pass only. Evidence for the portfolio can be collected in either the real workplace or a realistic working environment (see section 4.2).

Unit 205 Maintaining customer relations in a business environment

Assessment criteria and evidence requirements

Outcome 1 Know about customer service in a business environment

The learner can:

1. outline what is meant by 'customer' in a business environment
2. outline why customer service is important in a business environment.

Criteria explained

For **1.1** the candidate must explain that a customer is somebody that you help in any shape or form, or somebody who expects you to provide a service to them.

For **1.2** the candidate should be able to explain at least **two** valid reasons why customer service is important. For example customer retention, less complaints, increased business etc.

Outcome 2 Know how to develop customer relationships in a business environment

The learner can:

1. identify who their customers are
2. outline why it is important to build positive working relationships with customers
3. describe how to build positive working relationships with customers.

Criteria explained

For **2.1** the candidate needs to be able to accurately list who their customers are. These could be internal, external or both. For example delivery drivers, staff from other branches, general public, groups with special requirements.

For **2.2** the candidate needs to explain that by building positive relationships, they gain customer trust; they will retain their custom, and their customers will be loyal.

For **2.3** the candidate must describe at least **three** effective ways to build positive relationships. For example respect, communication, honesty, reliability, abiltiy to quickly solve problems,build trust, keeping promises, always being happy to help, ability to recognise their customer needs, worries and feelings.

Outcome 3 Know how to deliver customer service in a business environment.

The learner can:

1. describe how to identify and confirm customer needs
2. describe the types of quality standards that are appropriate to their responsibilities
3. describe how to agree timescales and quality standards with customers
4. describe how to meet timescales and quality standards for customers.

Criteria explained

For **3.1** the candidate must explain how to identify customer's needs whether it is written, verbal or face to face. Customers vary in terms of how much they need to know, their capability to communicate this to you, their behaviour and attitude and how important they are (or like to be treated). The candidate should be aware of the organisation's questioning techniques or procedure for establishing what the customer wants, they should be able to ask the right questions to establish and confirm the requirements. If the candidate confirms the customer needs, they are more likely to respond quickly and appropriately to the request.

For **3.2** the candidate needs to describe more than one type of quality standard relating directly to the organisation. Schools, for example have Ofsted targets to meet, other organisations may have a service level agreement or charter that states how quickly they will provide a service. The organisation may pledge to offer a discount if the customer is not seen to within a set timescale, answer the telephone within three rings, never leave a customer waiting at the counter, or carry out a task by an agreed deadline.

For **3.3** the candidate has to be aware of how to negotiate a timescale or follow a set timescale used within the organisation that meets both the customer requirements and organisational needs. Some quality standards and timescales may not be able to be negotiated because they have been written down by the organisation, in which case, it is up to the candidate to ensure that this is met. On the other hand, the candidate needs to agree a timescale to respond to a complaint, help a colleague, initiate a customer call back or respond to a letter.

For **3.4** the candidate needs to explain methods of meeting timescales and quality standards. Examples could include, planning their workload to prioritise tasks, allocating enough time and resources, diarising and creating 'to do lists' to ensure that the task meets quality standards for customers.

Outcome 4 Know how to respond to customer problems

The learner can:

1. describe the problems that customers may experience
2. describe how to deal with customer problems
3. describe the procedures they should follow to deal with customers' complaints
4. identify the response times they should meet when dealing with customer complaints, problems and general enquiries.

Criteria explained

For **4.1** the candidate must be able to explain **four** different problems that a customer could experience. For example rude staff, timescales not met, problems with products, lack of communication or incorrect information received, human error etc.

For **4.2** the candidate needs to describe the stages they should follow to effectively deal with a range of customer problems.

For **4.3** the candidate must explain their organisations procedures for handling and resolving customer problems.

For **4.4** the candidate must outline the appropriate organisation response time for handling problems, complaints or enquiries. If the organisation has no set guidelines then the candidate must be able to identify the importance of handling a complaint quickly.

Outcome 5 Be able to deliver customer service in a business environment

The learner can:

1. build positive working relationships with customers
2. identify and confirm customer needs and expectations
3. agree timescales, quality standards or procedures to follow
4. provide services to agreed timescales and quality standards
5. check customer needs and expectations are met
6. resolve or refer customer complaints in a professional manner and to a given timescale.

Criteria explained

For **5.1** the candidate must demonstrate a friendly and welcoming approach with a minimum of **three** customers (either internal or external). Examples could include using the customer name when appropriate, creating a rapport with their customers, retaining eye contact, positive body language or a helpful disposition. There should be signs of mutual respect, trust and honesty between the candidate and customer.

For **5.2** the candidate must identify and confirm the needs and expectations of a minimum of **three** customers (these could be the same customers as in 5.1). The candidate must apply listening skills, questioning techniques and the ability to read the customer's body language or tone in order to gain an understanding of what the customer needs or expects.

For **5.3** the candidate must agree timescales, quality standards or procedures with **two** customers (internal or external, these could be the same customers as in 5.1) If there are no procedures or quality standards and the candidate is unsure what to do, they should be seen to refer to a more senior member of staff or supervisor.

For **5.4** the candidate must provide services to agreed timescales and quality standards for a minimum of **two** customers (internal or external, these could be the same customers as in 5.1) Examples of quality standards might include, photocopying for colleagues, collated or stapled and within the agreed time, quality food served within a reasonable timescale, refunds processed quickly and accurately.

For **5.5** the candidate must check on least two occasions that customers needs have been met. Examples could include, courtesy call to customer, questionnaire, or by asking the customer if they are happy with their service (these could be the same customers as in 5.1).

For **5.6** the candidate should be assessed resolving or referring a minimum of two complaints within the organisations timescales in line with its customer charter (eg 5 working days). Alternatively, if there is no timescale or charter the candidate must be able to resolve or pass it onto somebody in a professional way. This could include, making eye contact, displaying signs of empathy, staying calm, listening carefully and getting all the facts, displaying open body language and explaining to the customer precisely what they are going to do about it. This could involve asking for advice from a senior team member or passing the complaint over with a full explanation.

Collecting evidence

Evidence must show that the candidate has sufficiently met the assessment criteria.

Outcome	Possible forms of evidence
1, 2, 3, 4	Well planned professional discussion with the candidate to show their understanding Question/answer Witness testimony A statement from the candidate with examples of real work incidents to support their evidence Questioning
5	Observation Witness testimony

Further resources:

If no complaints occur in the assessment period(s) the assessor should look for records of previous complaints that the candidate has dealt with and should ask questions to find out how the candidate dealt with this or these situation(s).

Consumer Legislation such as Sale of Goods Act, Supply of Goods and Services Act, Distance Selling Act

www.direct.gov.uk/consumer

Unit 206 Managing diary systems

Level: **Level 2**

Credit value: **4**

NDAQ number: J/600/4984

Unit aim

This unit covers the knowledge and understanding learners need to manage and update manual and electronic diary systems. It also covers the practical application of this knowledge and understanding.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand different diary systems
2. Know how to update diary systems
3. Know how to maintain security and confidentiality of diary systems
4. Be able to manage diary systems

Guided learning hours

It is recommended that **27** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Level 2 NVQ in Business and Administration.

Assessment and grading

This unit is assessed by a candidate portfolio, graded pass only. Evidence for the portfolio can be collected in either the real workplace or a realistic working environment (see section 4.2).

Unit 206 Managing diary systems

Assessment criteria and evidence requirements

Outcome 1 Understand different diary systems

The learner can:

1. outline why it is important to use diary systems
2. describe the uses of different types of diary systems
3. compare the advantages and disadvantages of different diary systems.

Criteria explained

For **1.1** the candidate needs to explain how diary systems are important to help plan and coordinate work related activities, people and resources.

For **1.2** the candidate needs to describe the way manual, electronic and shared diary systems work. This may include using a manual diary to record annual leave, an electronic diary to record time out of the office and a shared diary to coordinate people's attendance to a meeting.

For **1.3** the candidate must give a minimum of **two** advantages and disadvantages of using different types of diary systems, covering manual and electronic systems. For example, manual diaries can be displayed in the office, updated quickly and are accessible by all of the team but if misplaced, the information recorded is only in one place. Electronic diary systems can record information in one secure location accessible via a password but everyone must update it regularly for it to be effective.

Outcome 2 Know how to update diary systems

The learner can:

1. outline why it is important to obtain relevant information about requested diary entries and changes
2. identify the types of information they must obtain to make entries and changes
3. outline why it is important to prioritise requests
4. describe how to prioritise requests
5. identify solutions to different types of problems that may occur when requests are made
6. outline why it is important to try to balance the needs of all those involved when making entries and changes
7. outline why it is important to communicate changes to those affected by entries and changes
8. outline why it is important to keep the system up to date.

Criteria explained

For **2.1** the candidate needs to explain why obtaining current, relevant and up to date information is important. For example, to ensure there are no clashes, that people or resources are available and that it meets everyone's needs.

For **2.2** the candidate needs to list **five** different types of information needed to make entries and changes. For example - the date, time, location, length of the meeting, number of people, equipment needs and resources required.

For **2.3** the candidate needs to explain why requests need to be prioritised. This could be because equipment or a location needs to be booked, a deadline needs to be met for others or resources need organising.

For **2.4** the candidate needs to describe how they organise and prioritise requests. For example, is there a deadline to meet, does equipment, resources or a venue need to be booked or is it a priority for the manager, department or business?

For **2.5** the candidate needs to explain ways of solving problems when requests are made. This could be coming up with alternatives to avoid clashes in the venue, changing the time, date or individual schedules, offering others the opportunity to attend, budget or catering problems.

For **2.6** the candidate needs to describe the reason it is important to consider the needs of all those involved when making diary entries and changes. In answering this, the candidate could consider what it would be would be like if their needs were not considered when diary changes were made without consultation on for example, annual leave.

For **2.7** the candidate needs to explain why it is necessary to communicate any diary changes to those people affected. In answering this, the candidate should consider what it would be like if they were not updated about changes in their schedule and how it would affect their work, attendance and morale.

For **2.8** the candidate needs to explain why diary systems should be kept up to date. For example, to ensure the location of people is noted - who is in work and who is not, where meetings are being held, at what time and for how long, who is attending, what resources are arranged or required.

Outcome 3 Know how to maintain security and confidentiality of diary systems

The learner can:

1. outline why security and confidentiality issues are important when operating a diary system
2. identify the types of security and confidentiality issues that are relevant to diary systems
3. describe how to manage security and confidentiality issues.

Criteria explained

For **3.1** the candidate needs to give reasons why security and confidentiality are important when operating a diary system. These may include the type of the information being recorded, who can read or change diary entries and where and how the diary is located and accessed.

For **3.2** the candidate needs to describe the security and confidentiality issues for manual and electronic diary systems eg where they are stored, who has access, how often they are updated, what types of information is enclosed.

For **3.3** the candidate needs to state ways of managing security and confidentiality issues. These may include password protection for electronic diary systems, locking away manual diaries, making shared electronic diary systems read only.

Outcome 4 Be able to manage diary systems

The learner can:

1. obtain the information they need about requested diary entries
2. make diary entries accurately and clearly
3. prioritise requested changes
4. identify the implications of any changes for existing entries
5. solve problems by negotiating alternative arrangements
6. record agreed changes in the diary
7. communicate agreed changes to those affected
8. keep the diary up-to-date
9. maintain the security of diary systems.

Criteria explained

For **4.1** the candidate needs to obtain a minimum of **five** different pieces of information needed in order to make diary entries eg the date, time, location, number of people, length of meeting, any equipment needs, catering required and resources required.

For **4.2** the candidate needs to enter a minimum **three** diary entries accurately and clearly using both manual and electronic systems where possible.

For **4.3** the candidate needs to prioritise a minimum of **two** changes to diary entries such as the date, time or location, length of meeting, attendees, equipment or resources. (The candidate can use the same diary entries as 4.2.)

For **4.4** the candidate needs to explain the consequences of the **two** requested changes and how they have affected people, dates or times, resources or venues. (The candidate can use the same diary entries as 4.2.)

For **4.5** the candidate needs to resolve a minimum of **two** different diary entry problems demonstrating negotiation of alternative arrangements like a different time, date, location, alternative attendees or materials. (The candidate can use the same diary entries as 4.2.)

For **4.6** the candidate needs to record **two** changes in the diary system either manually or electronically. (The candidate can use the same diary entries as 4.2.)

For **4.7** the candidate needs to show how these **two** changes were communicated with those affected. This may include communication via an email, note, memo, verbally within a meeting, telephone call or face to face communication. (The candidate can use the same diary entries as 4.2.)

For **4.8** the candidate needs to ensure that the diary is kept up to date and where possible use both manual and electronic systems. This may include 'before and after' diary pages showing the completed updates.

For **4.9** the candidate needs to show how the security of the diary system has been maintained on both manual and electronic diary systems where possible. This should include who has access to the diary system, is it password protected for electronic diary systems or locked away for manual diary systems, do shared electronic diary systems have 'read only' applied, where and how is the information stored.

Collecting evidence

Evidence must show that the candidate has sufficiently met the assessment criteria.

Outcome	Possible forms of evidence
1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 4.4	Written answer Assignment Discussion Question/answer on examples of candidate work produced Workbook
4.1, 4.2, 4.3, 4.5, 4.6 4.7 4.8 4.9	Observation of performance supported by: Work products *eg minutes of meetings, manual or electronic diary pages, emails, notes, memos, 'things to do lists,' communications* confirming *diary entries and changes.* Witness testimony confirming candidate actions or confirmation of verbal/face to face communication. Written statement from the candidate describing performance that has taken place and confirmed by a reliable person in the workplace or a teacher. Progress Review Appraisals Photographs Questioning can be used to fill any gaps in the assessment evidence.

Further resources:

A table could be kept by the candidate to demonstrate how they have managed a diary system showing prioritising, problems that have occurred, communication actioned and changes updated from start to finish. This will be backed up by product evidence which remains in the workplace and is sighted by the assessor. The diary table should be confirmed by a reliable person in the workplace or a teacher.

A video-taped observation could also be used showing the candidate planning, compiling and managing diary systems.

Unit 207 Collecting and storing information

Level: **2**

Credit value: **3**

NDAQ number: H/600/4989

Unit aim

This unit covers the knowledge and understanding learners need to collect and store information using manual and electronic information systems. It also covers the practical application of this knowledge and understanding.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand information storage systems
2. Know how to collect and store information
3. Be able to collect and store information

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Level 2 NVQ in Business and Administration.

Assessment and grading

This unit is assessed by a candidate portfolio, graded pass only. Evidence for the portfolio can be collected in either the real workplace or a realistic working environment (see section 4.2).

Unit 207 Collecting and storing information

Assessment criteria and evidence requirements

Outcome 1 Understand information storage systems

The learner can:

1. explain why it is important to collect and store information as requested
2. describe different types of information systems and their main features regarding information storage
3. describe the legal and organisational requirements covering the collection and storage of information.

Criteria explained

For **1.1** the candidate should know that listening to or reading the information carefully will avoid the wrong information being collected and stored, and save time and resources.

For **1.2** the candidate should know about a range of different types of storage for both paper and electronic information. Paper systems that the candidate may be aware of are: vertical, horizontal, lateral filing systems or card indexes. Electronic systems could include information stored on CD rom, information on the company computer database, or systems that convert paper data into computer images that are then stored on the company information database. The candidate must explain a minimum of **two** systems for each.

For **1.3** the candidate must be able to outline the **eight** main principles of the Data Protection Act and explain the statutory retention periods for key information that their organisation holds.

Outcome 2 Know how to collect and store information

The learner can:

1. outline why it is important to confirm information to be collected and stored
2. describe the methods they can use to collect required information
3. describe the procedures they should follow to access different information systems
4. describe the procedures they should follow to store information in different types of systems
5. outline why it is important to make sure information is accurate
6. identify the problems that may occur with the collection and storage of information
7. describe how to deal with problems relating to the collection and storage of information.

Criteria explained

For **2.1** the candidate must outline why it is important to confirm what information is to be collected, where it is to be stored and who holds the information, giving an example of the consequences of not doing so.

For **2.2** the candidate should know how to find the information, from whom and where to find it from. If they cannot find the information, they need to know what procedure to follow in order to find it.

For **2.3** the candidate must explain their organisations procedures for accessing manual and/or electronic information systems. For example, they may only be allowed access to certain files and may only have permission to read files rather than open and edit.

For **2.4** the candidate must explain their organisations procedures for storing information in manual and/or electronic information systems. For example, stored to a deadline, recorded alphabetically, numerically, chronologically etc .

For **2.5** the candidate must be aware that inaccurate information is going to waste time for both the candidate and the person asking for the task to be done. They must state why the information to be collected and stored has to be accurate.

For **2.6** the candidate must explain a minimum of **three** problems. Problems could include, failure to locate the electronic or manual file, incomplete information filed, failure to gain access to the system, information destroyed or archived etc.

For **2.7** the candidate must be able to explain **three** ways to resolve problems. For example, look in the obvious places, ask somebody else or see if it is filed in the wrong place (eg filed by first name instead of surname). Alternatively, if files go missing regularly there may be a problem with the system, in which case, the candidate must be aware to report it.

Outcome 3 Be able to collect and store information

The learner can:

1. identify and collect required information
2. follow agreed procedures and legislation to maintain security and confidentiality
3. store information accurately in approved locations.

Criteria explained

For **3.1** the candidate must be able to demonstrate on a minimum of **four** occasions that they have been able to accurately identify and collect the information that they were required to.

For **3.2** the candidate must show in each of the **four** occasions in 3.1 that they have followed their organisational procedures for maintaining security and confidentially as well as the data protection act. For example locking and unlocking their computer to keep electronic information safe, relocking a filing cabinet and returning the key to its correct location (if this meets the company procedures), storing confidential information that they aren't currently working on in a drawer or keeping sensitive information out of sight if away from their desk for any period of time. Procedures can relate to verbal, face to face or written communication.

For **3.3** the candidate must show on each of the four occasions in 3.1 that they have followed organisational procedures to store information accurately either manually and/or electronically.

Collecting evidence

Evidence must show that the candidate has sufficiently met the assessment criteria.

Outcome	Possible forms of evidence
1 and 2	A statement from the candidate to explain their understanding of the Data Protection Act, their organisation's policy on the security and confidentiality of information and how they conform to the principles when carrying out their own work role Questioning A well planned discussion
3	Observation of the candidate confirming the task details then accurately collecting and storing information. A diary of tasks that they have accurately completed over a period of time Witness testimony A well planned discussion with the candidate providing examples of documents that they have collected and stored. Work products eg diary pages, to do lists, screen prints of electronic storage systems. Confidential product evidence should be seen and confirmed by the assessor, its location referenced and remains in the work place.

Further resources:

Up to date information on the Data Protection Act can be found from the Information Commissioner website www.ico.gov.uk

Unit 208 Retrieving information

Level: **2**

Credit value: **2**

NDAQ number: Y/600/4990

Unit aim

This unit covers the knowledge and understanding learners need to locate and retrieve information in manual and electronic information systems. It also covers the practical application of this knowledge and understanding.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand information retrieval systems
2. Know how to retrieve and provide information
3. Be able to retrieve and provide information

Guided learning hours

It is recommended that **13** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit is linked to the Level 2 NVQ in Business and Administration.

Assessment and grading

This unit is assessed by a candidate portfolio, graded pass only. Evidence for the portfolio can be collected in either the real workplace or a realistic working environment (see section 4.2).

Unit 208 Retrieving information

Assessment criteria and evidence requirements

Outcome 1 Understand information retrieval systems

The learner can:

1. explain why information may need to be retrieved
2. describe different types of information systems and their main features regarding information retrieval
3. describe the legal and organisational requirements covering security and confidentiality in relation to retrieving information.

Criteria explained

For **1.1** the candidate must explain giving at least **three** examples of why information may need to be retrieved eg when amendments have to be made, to add to the information, to review or refer to previous recorded data or to pass the information on to another person, to resolve a query etc.

For **1.2** the candidate must describe at least **three** different types of information systems and how information is retrieved from each eg computer databases, paper files, CD Rom, indexes, spreadsheets, lever arch files.

For **1.3** the candidate needs to describe their organisational confidentiality and security requirements for retrieving information and briefly describe the legislative guidelines to follow under the Data Protection Act 1988/Freedom of Information.

Outcome 2 Know how to retrieve and provide information

The learner can:

1. outline why it is important to confirm information to be retrieved
2. describe the procedures they should follow to access different information systems
3. describe the methods they can use to retrieve information in different information systems
4. describe the problems that may occur with information retrieval
5. describe how to deal with the problems that may occur with information retrieval
6. outline why it is important to provide information in the required format and within agreed timescales.

Criteria explained

For **2.1** the candidate needs to outline reasons why they would need to confirm what information is to be retrieved eg what is required, who it is required by and when it is required.

For **2.2** the candidate needs to describe the procedures they would need to follow in order to access the different information systems outlined in 1.2 eg is permission needed to access the information systems, does the information have to be returned by a deadline, do they have to log its removal?

For **2.3** the candidate needs to describe the methods they would use to retrieve information from the information systems given in 2.2.

For **2.4** the candidate needs to describe various problems which may occur when retrieving information eg mis-filed documents, information not located where it should be or incomplete information.

For **2.5** the candidate needs to describe how they would deal with the problems listed in 2.4 eg who they would report the problem to and what steps would be taken to remedy the problems.

For **2.6** the candidate needs to outline why it is important to provide information in the required format and within the agreed time scales eg so that it meets the needs of the person requesting it, demonstrates their ability to work efficiently, effectively and to follow instructions.

Outcome 3 Be able to retrieve and provide information

The learner can:

1. confirm information for retrieval
2. comply with procedures and legislation for accessing an information system
3. locate and retrieve the required information
4. identify problems with information retrieval
5. report problems with information retrieval
6. provide information in the agreed format and within agreed timescales.

Criteria explained

For **3.1** the candidate must confirm the information for retrieval on **four** different occasions with the person requesting it. This could be confirmed verbally, face to face or in writing.

For **3.2** the candidate must demonstrate how they comply with organisational procedures and legislation when accessing the chosen system for the information in 3.1. If there are no procedures in place, 'what if' questions can be asked to check understanding.

For **3.3** the candidate must demonstrate how they have located and retrieved the information required in 3.1.

For **3.4** the candidate needs to identify 2 problems encountered with the information retrieved in 3.3. If no problems were encountered, then 'what if' questions may be asked to confirm competence.

For **3.5** the candidate needs to report **two** problems to the correct individual in their organisation. If no problems were encountered, then 'what if' questions may be asked to confirm competence.

For **3.6** the candidate must demonstrate how they provide the required information within the time agreed and in the correct format on at least **two** different occasions.

Collecting evidence

Evidence must show that the candidate has sufficiently met the assessment criteria.

Outcome	Possible forms of evidence
1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.4, 3.5	Discussion Witness testimony Written answer Assignment Question/Answer Workbook
3.1, 3.2, 3.3, 3.4, 3.5, 3.6	Observation of performance supported by: Discussion Witness testimony Work products: emails, messages, notes, diary pages, memos, minutes of meetings, copies of information retrieved, photographs, information removal log book. Questioning can be used to fill in any gaps in the assessment evidence

Further resources:

The principles of the Data Protection Act (Source ico.gov.uk)

Guidelines on security and confidentiality of information

Company policy & procedures regarding security & confidentiality of information

4 Assessment

4.1 Summary of assessment methods

For these qualifications candidates will be required to produce a portfolio of evidence for the specific units they are working towards.

Time constraints

The following time constraints must be applied to the assessment of these qualifications:

- Candidates must be assessed within a period of their registration.

4.2 Evidence requirements

Details of types of evidence required are given in each unit. The assessor will use different methods to assess performance eg observation, evaluating work products, witness testimonies, asking questions, professional discussion. Efficient and holisitic assessment should be practised wherever possible eg through the use of video, audio-recorded discussions etc.

As part of the assessment for these qualifications, candidates must have access to a work setting/placement or realistic working environment to achieve the Business and Administration units. Simulation is **not** permitted.

Realistic working environments

Where the candidate is subjected to a work environment and is producing performance evidence subject to all of the following conditions:

- time pressures
- work problems
- accountabilities
- office environment
- tools to do the job.

eg learners in a model or virtual office in the college / training centre.

External verifiers will need to be advised of RWEs on an individual basis before any assessment can begin.

4.3 Recording forms

City & Guilds has developed a set of generic *N/SVQ Recording forms* including examples of completed forms, for new and existing centres which can be used for these qualifications.

The N/SVQ Recording forms are available on the City & Guilds website.

Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre.

Amendable (MS Word) versions of the forms are available on the City & Guilds website.

5 Course design and delivery

5.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification(s) they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

5 Course design and delivery

5.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualifications.

In particular, staff should consider the skills and knowledge related to the national occupational standards.

City & Guilds recommends that centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Key/Core Skills and other related qualifications.

Centres may wish to include topics as part of the course programme which will not be assessed through the qualifications.

Appendix 1 Examples of forms

Unit 204 Differences between resources and equipment – example template

Administrative Task	**Resources**	***Equipment***
Laminating		
Faxing		
Photocopying		
Filing		

Unit 203 Telephone Call Log Sheet – example template

	Purpose of call (Criteria 4.1)	Contact name	Contact number	Outcome of call (Criteria 4.3)
1				
2				
3				
4				
5				
6				

Unit 203 Telephone Message Log – example template

	Contact name	Contact number	Date	Time	Message for	Message details
1						
2						
3						
4						
5						
6						

Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Providing City & Guilds qualifications – a guide to centre and qualification approval contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- ***Walled Garden***
  Find out how to register and certificate candidates on line
- ***Qualifications and Credit Framework (QCF)***
  Contains general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- ***Events***
  Contains dates and information on the latest Centre events
- ***Online assessment***
  Contains information on how to register for GOLA assessments.

City & Guilds

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Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)20 7294 2800 E: learnersupport@cityandguilds.com	· General qualification information
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	· General qualification information
Centres	T: +44 (0)20 7294 2787 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	· Exam entries · Registrations/enrolment · Certificates · Invoices · Missing or late exam materials · Nominal roll reports · Results
Single subject qualifications	T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	· Exam entries · Results · Certification · Missing or late exam materials · Incorrect exam papers · Forms request (BB, results entry) · Exam date and time change
International awards	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	· Results · Entries · Enrolments · Invoices · Missing or late exam materials · Nominal roll reports
Walled Garden	T: +44 (0)20 7294 2840 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	· Re-issue of password or username · Technical problems · Entries · Results · GOLA · Navigation · User/menu option problems
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	· Employer solutions · Mapping · Accreditation · Development Skills · Consultancy
Publications	T: +44 (0)20 7294 2850 F: +44 (0)20 7294 3387	· Logbooks · Centre documents · Forms · Free literature

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: **feedbackandcomplaints@cityandguilds.com**

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