

# SVQ in Business and Administration at SCQF Level 5 (4436-20)



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February 2018  
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**Qualification handbook for centres**  
GL9F 45

# SVQ in Business and Administration at SCQF Level 5 (4436-20)

## Qualification handbook for centres

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
February 2018 v1.1	Amended Quality Assurance Requirements	Appendix 2

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# 1 Introduction

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

<b>Qualification title and level</b>	<b>City &amp; Guilds qualification number</b>	<b>Qualification accreditation number</b>	<b>Registration and certification</b>
SVQ in Business and Administration Level 5	4436-20	GL9F 45	See Walled Garden/online catalogue for last dates

The City & Guilds SVQ in Business and Administration at SCQF Level 5 meets the needs of learners who wish to work or are already employed in, an administrative role. They provide the young or adult learner with a cohesive suite of qualifications that will enable them to develop a solid understanding of how to work and communicate in any business environment. These qualifications give them the opportunity to develop a broad skill set that will facilitate progression in the workplace and/or onto further learning and training.

With the inclusion of optional IT units, eg using database and word processing software, the learner can tailor their SVQ to suit their individual role and the needs of their employer.

These competence based qualifications replace the City & Guilds 4436-02 SVQ2 in Business and Administration at SCQF Level 5. These qualifications are based on national occupation standards developed by the Council for Administration (CfA) and were designed in collaboration with City & Guilds and other awarding organisations. They include imported units from the Tech Partnership, Financial Skills Partnership (FSP) and Skills for Justice.

The SVQ at SCQF Level 5 is a component of the Modern Apprenticeship in Business and Administration framework.

## **Contacting Skills CFA**

Tel: 020 7091 9620

Website: [www.skillsca.org](http://www.skillsca.org)

## **The Institute of Customer Service (ICS)**

Tel: 020 7260 2620

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



## 1.1 Qualification structure

To achieve the SVQ in Business and Administration at SCQF Level 5 the learner **must achieve 8 units**:

- **Three units** from **Group A: Mandatory Units**
- At least **three units** from **Group B: Optional Units**
- **Two further units** must be selected from either **Group B: Optional Units** or **Group C: Optional Units**

The following rules apply to how units may be selected:

- A maximum of **two units** only may be selected from the IT and finance units imported from Tech Partnership and FSP.
- Either Unit 458 (Produce documents in a business environment) or Unit 286 (Design and produce documents in a business environment) may be selected but not both
- Only **one unit** may be selected from units 459 (Prepare text from notes), Unit 460 (Prepare text from notes using touch typing (40wpm)) or Unit 287 (Prepare text from notes using touch typing (60wpm));
- Either unit 461 (Prepare text from shorthand (60wpm)) or Unit 288 (Prepare text from shorthand (80wpm)) may be selected, but not both;
- Either unit 462 (Prepare text from recorded audio instruction (40wpm)) or Unit 289 (Prepare text from recorded audio instruction (60wpm)) may be selected, but not both;
- Either Unit 469 (Support the organisation and co-ordination of events) or Unit 319 (Organise and co-ordinate events) may be selected, but not both;
- Either Unit 223 (Support the organisation of business travel or accommodation) or Unit 294 (Organise business travel or accommodation) may be selected, but not both;
- Either Unit 470 (Support the organisation of meetings) or Unit 293 (Plan and organise meetings) may be selected, but not both;
- Only **one unit** may be selected from the following: Unit 114 (Bespoke Software 1), Unit 126 (Specialist Software 1), Unit 236 (Bespoke Software 2) and Unit 252 (Specialist Software 2).
- Either Unit 237 (Data Management Software 2) or Unit 115 (Data Management Software) 1 may be selected but not both;
- Either Unit 238 (Database Software 2) or Unit 116 (Database Software 1) may be selected but not both;
- Either Unit 239 (Improving Productivity using IT 2) or Unit 117 (Improving Productivity using IT 1) may be selected but not both;
- Either Unit 240 (IT Security for Users 2) or Unit 118 (IT Security for Users 1) may be selected but not both;
- Either unit 241 (Presentation Software 2) or unit 119 (Presentation Software) 1 may be selected but not both;
- Either unit 242 (Setting up an IT System 2) or Unit 120 (Setting up an IT System 1) may be selected but not both;
- Either unit 243 (Spreadsheet Software 2) or Unit 121 (Spreadsheet Software 1) may be selected but not both;
- Either unit 244 (Using collaborative technologies 2) or Unit 122 (Using collaborative technologies) 1 may be selected but not both;
- Either Unit 245 (Website Software 2) or Unit 123 (Website Software 1) may be selected but not both;
- Either Unit 246 (Word Processing Software 2) or Unit 124 (Word Processing Software 1) may be selected but not both.
- Either Unit 261 (Using email 2) or Unit 113 (Using email 1) may be selected but not both

The table below illustrates the unit titles and the credit value of each unit the qualification will be awarded to candidates successfully completing the required combination of units.

### Key to table

**A** – Mandatory, **B** – Optional, **C** – Optional

City & Guilds unit	Unit title	SCQF level	SCQF credit	Barred combination	Unit selected?	Imported from
<b>Group A</b>						
205	Prepare to communicate in a business environment	5	3			
451	Agree how to manage and improve own performance in a business environment	5	4			
452	Undertake work in a business environment	5	2			
<b>Group B</b>						
203	Plan how to solve business problems	5	4			
209	Handle mail	5	3			
223	Support the organisation of business travel or accommodation	5	3	294		
227	Administer HR records	5	3			
228	Administer the recruitment and selection process	5	4			
236	Bespoke software 2	5	3	114, 126, 252		Tech partnership
237	Data management software 2	5	3	115		Tech partnership
238	Database software 2	5	4	116		Tech partnership
239	Improving productivity using IT 2	5	4	117		Tech partnership
240	IT security for users 2	5	2	118		Tech partnership
241	Presentation software 2	5	4	119		Tech partnership
242	Setting up an IT System 2	5	4	120		Tech partnership
243	Spreadsheet software 2	5	4	121		Tech partnership
244	Using collaborative technologies 2	5	4	122		Tech partnership
245	Website software 2	5	4	123		Tech partnership
246	Word processing software 2	5	4	124		Tech partnership

City & Guilds unit	Unit title	SCQF level	SCQF credit	Barred combination	Unit selected?	Imported from
252	Specialist software 2	5	3	114, 126, 236		Tech partnership
255	Calculate critical dates for sentences	5	6			Skills for Justice
256	Make administrative arrangements for the movement of individuals outside the custodial establishment	5	6			Skills for Justice
257	Administer documentation for the appeals process	5	6			Skills for Justice
258	Administer personal money for individuals in custody	5	6			Skills for Justice
259	Prepare documentation to help authorities decide on the conditions on which to release individuals from custody	5	6			Skills for Justice
260	Make administrative arrangements for the release of individuals from custody	5	6			Skills for Justice
261	Using email 2	5	3	113		Tech partnership
275	Account for income and expenditure	8	3			FSP
276	Meet and welcome visitors	5	3			
277	Administer parking dispensations	5	4			
279	Process court documentation	6	6			Skills for Justice
280	Contribute to maintaining security and protecting individuals' rights in the custodial environment	6	6			Skills for Justice
282	Control payroll	7	8			FSP
283	Draft financial statements	8	3			FSP
453	Work with other people in a business environment	5	3			
454	Use voicemail message systems	5	1			
455	Use a diary system	5	3			
456	Take minutes	5	4			
457	Provide reception services	5	3			
458	Produce documents in a business environment	5	4	286		
459	Prepare text from notes	6	4	460, 287		

City & Guilds unit	Unit title	SCQF level	SCQF credit	Barred combination	Unit selected?	Imported from
460	Prepare text from notes using touch typing (40 wpm)	5	3	459, 287		
461	Prepare text from shorthand (60 wpm)	5	8	288		
462	Prepare text from recorded audio instruction (40 wpm)	5	4	289		
463	Collate and organise data	5	3			
464	Research information	5	4			
465	Store and retrieve information using a filing system	5	3			
466	Provide archive services	5	2			
467	Use office equipment	5	3			
468	Maintain and issue stock items	5	3			
469	Support the organisation and co-ordination of events	5	5	319		
470	Support the organisation of meetings	5	4	293		
471	Respond to change in a business environment	5	3			
472	Support the management and development of an information system	7	7			
	<b>Group C</b>					
113	Using email 1	4	2	261		Tech partnership
114	Bespoke software 1	4	2	236, 126, 252		Tech partnership
115	Data management software 1	4	2	237		Tech partnership
116	Database software 1	4	3	238		Tech partnership
117	Improving productivity using IT 1	4	3	239		Tech partnership
118	IT security for users 1	4	1	240		Tech partnership
119	Presentation software 1	4	3	241		Tech partnership
120	Setting up an IT System 1	4	3	242		Tech partnership
121	Spreadsheet software 1	4	3	243		Tech partnership
122	Using collaborative technologies 1	4	3	244		Tech partnership
123	Website software 1	4	3	245		Tech partnership

City & Guilds unit	Unit title	SCQF level	SCQF credit	Barred combination	Unit selected?	Imported from
124	Word Processing software 1	4	3	246		Tech partnership
126	Specialist software 1	4	2	236, 114, 252		Tech partnership
281	Calculate pay	n/a	n/a			FSP
284	Develop a presentation	6	3			
285	Deliver a presentation	6	3			
286	Design and produce documents in a business environment	6	4	458		
287	Prepare text from notes using touch typing (60 wpm)	6	4	459, 460		
288	Prepare text from shorthand (80 wpm)	6	8	461		
289	Prepare text from recorded audio instruction (60wpm)	6	4	462		
290	Support the design and development of information systems	6	7			
291	Monitor information systems	6	7			
292	Analyse and report data	6	6			
293	Plan and organise meetings	6	5	470		
294	Organise business travel or accommodation	6	5	223		
295	Contribute to running a project	6	5			
296	Deliver, monitor and evaluate customer service to internal and/or external customers	6	3			
297	Administer parking and traffic challenges, representations and civil parking appeals	6	9			
298	Administer statutory parking and traffic appeals	7	9			
299	Administer parking and traffic debt recovery	7	6			
300	Verify the release process	6	6			Skills for Justice
319	Organise and co-ordinate events	6	8	469		
329	Provide administrative support in schools	6	8			
333	Administer agricultural records	6	6			
351	Verify critical dates for sentences	7	6			Skills for Justice

<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>SCQF level</b>	<b>SCQF credit</b>	<b>Barred combination</b>	<b>Unit selected?</b>	<b>Imported from</b>
354	Make agricultural returns, applications and claims	6	8			
355	Administer legal files	6	7			
356	Build case files	6	4			
357	Manage case files	7	5			
431	Use occupational and safety guidelines when using a workstation	4	2			
450	Make and receive telephone calls	5	3			

## 1.2 Opportunities for progression

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

- SVQ in Business and Administration at SCQF Level 6 (4436-30)
- SVQ in Customer Service at SCQF level 6 (4427-30)
- Level 3 Legal Secretaries (7465-08)
- Level 3 Certificate in Medical Administration / Diploma for Medical Secretaries (5519/03; 5519-04)
- Apprenticeship or Modern Apprenticeship in Business and Administration.

## 1.3 Qualification support materials

City & Guilds also provides the following publications and resources specifically for these qualifications:

<b>Description</b>	<b>How to access</b>
Promotional materials	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
SmartScreen	<a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a>

## 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 currently approved to offer the 4436 Level 2 SVQ in Business and Administration will be given automatic approval for the new SVQ in Business and Administration at SCQF Level 5. Existing sanctions will also apply to the new qualifications.

### **Centres not already offering City & Guilds qualifications in this subject area**

To offer these qualifications, centres already approved to deliver City & Guilds qualifications will need to gain **qualification approval**. Please refer to Appendix 2 for further information.

### **Centres not yet approved by City & Guilds**

To offer these qualifications, new centres will need to gain both **centre and qualification approval**. Please refer to Appendix 2 for further information.

## 2.1 Resource requirements

### **Human resources**

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

- be occupationally competent to make Business and Administration assessment judgements about the level and scope of individual candidate performance at work or in RWEs; and, occupationally competent to make assessment judgements about the quality of assessment and the assessment process
- be occupationally knowledgeable in the area(s) of for which they are delivering training. This knowledge must be at least to the same level as the training being delivered
- have credible experience of providing training.

For imported units please refer to the relevant Assessment Strategy from the standard setting body/sector skills council: **[www.thetechpartnership.com](http://www.thetechpartnership.com)**

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

Centre staff should hold, or be working towards, the relevant Assessor/Verifier (A/V) units for their role in delivering, assessing and verifying these qualifications

or

A trainer, supervisor or manager, employed by an organisation must either:

1. hold or be working towards, the relevant Assessor/Verifier (A/V) units for their role in delivering, assessing and verifying these qualifications
- or
2. seek guidance and approval from City & Guilds to demonstrate that the
    - organisation has appropriate processes in place to facilitate assessment, moderation or verification functions
    - trainer, supervisor or manager is able to map their assessment, moderation or verification skills and knowledge 100% to the NOS upon which the qualifications above are based.

For imported units please refer to the Assessment strategy from the relevant sector skills council/standards setting body.

## 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 qualification(s) successfully.

To be awarded an SVQ in Business and Administration, candidates must demonstrate that they are able to perform the job or an appropriate task competently. Competence may be demonstrated in the private sector, not-for-profit sector or public sector. Candidates may be employed as full-time, part-time, paid or voluntary members of staff.

## Realistic Working Environment (RWE)

This SVQ should be assessed using genuine workplace evidence. In exceptional circumstances, simulation may be used for **small parts** of the units at any level, and undertaken in a Realistic Working Environment (RWE).

### **Any RWE should be agreed in advance with the Awarding Organisation.**

It is essential that organisations wishing to operate a Realistic Working Environment (RWE) even for the small parts that may be agreed with the Awarding Organisation operate in an environment which reflects a real work setting. This will ensure that any competence achieved in this way will be sustained in real employment.

To undertake the assessment in a RWE the following guidelines must be met:

- assessments must be carried out under realistic business pressures, using real customers and within a defined service offer
- all services that are carried out should be completed in a way, and to a timescale, that is acceptable in business organisations
- candidates must be expected to achieve a volume of work comparable to normal business practices
- the range of services, products, tools, materials and equipment that the candidates use must be up to date and available. They must enable candidates to meet the requirements of the National Occupational Standards
- account must be taken of any legislation or regulations in relation to the type of work that is being carried out
- candidates must be given workplace responsibilities to enable them to meet the requirements of the Business and Administration National Occupational Standards at the relevant level
- candidates must show that their productivity reflects those found in the work situation being represented
- customer perceptions of the RWE is similar to that found in the work situation being represented
- the RWE is managed as a real work situation.

All Units must be achieved in a **real working situation (either paid or voluntary)**

For imported units please refer to the Assessment strategy from the relevant sector skills council/standards setting body.

### **Age restrictions**

These qualifications are approved for candidates aged 14 years or over.

## 3 Course design and delivery

### 3.1 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(s). 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(s) they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualifications 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.

### 3.2 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.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualifications. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability

Where applicable, this could involve enabling the candidate to access relevant qualifications covering these skills.

For further information to assist with the planning and development of the programme, please refer to the following:

- Evidence requirements and/or notes for guidance in each unit
- Useful material is available on SmartScreen [www.smartscreen.co.uk](http://www.smartscreen.co.uk)
- Useful material is also available from the Skills CFA [www.skillsca.org](http://www.skillsca.org)

## 4 Assessment

### 4.1 Summary of assessment methods

For these qualifications, candidates will be required to complete the following assessments:

- a portfolio of evidence
- for imported ITQ units the City & Guilds 7574/7540 assignments are an acceptable alternative method of assessment.

City & Guilds provides the following assessments:

- Assignments and assignment guidance for imported ITQ units can be downloaded from the 7574 or 7540 qualification pages on **www.cityandguilds.com**
- Sample assignments can also be downloaded from the 7574/7540 sections on SmartScreen.

### Time constraints

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

- Assessment must be completed within the candidate's period of registration.
- Indicated time allowances must be followed if using the 7574/7540 assignments to assess the imported ITQ units.

### 4.2 Evidence requirements

Evidence requirements have been included for each Business and Administration unit. Units may be assessed through a number of different sources and forms, which must meet the requirements of assessment criteria, which may include:

**Naturalistic observation of workplace activities:** Assessors must provide information about the context of the assessment.

**Products:** Such as reports, letters, e-mails, memos, printouts, etc, are also valuable items of performance evidence. Assessors are encouraged to assess work products in situ and record the location of evidence within their assessment records. Assessment centres using 'paperless portfolios' should first discuss their approach to assessment with their awarding organisation.

**Expert witness:** Can be used to address any gaps in the technical and occupational competence of assessors, and also for confidential or sensitive activities that are not appropriate for assessor observation. Expert witnesses are identified and trained by the centre.

**Witness testimony:** Can provide valuable evidence of candidate competence. In line with established principles, witness testimony must be:

- a clear, authentic statement indicating how the learner carries out their job
- dated, signed and include the job title of the witness.

**Candidate reports (feedback):** Oral or written reports from the candidate which involve descriptions of activities and processes and some self-assessment, eg a work diary.

**Reflective accounts:** A reflective account is usually a write up of how a candidate has carried out part of their job, recording events that actually happened. Where possible, the account should state why the candidate took the actions they did.

**Recognition of prior learning (RPL) / achievement (RPA):** May be evidenced from a range of activities, using valid assessment methods that meet the requirements of the assessment criteria of a unit. Evidence in support of RPL / RPA must be authentic, current, valid, relevant and sufficient.

**Professional discussion:** Professional discussion is a single, or series of, structured, planned and in-depth discussion(s) which can be recorded electronically or manually in paper, computer, audio or video files. Professional discussions can be used to support observation reports, examination of work products and knowledge questionnaires. The CfA supports the use of professional discussion in holistic assessment.

**Verbal / written questions:** Also includes questionnaires; work based tasks; reflective accounts; case studies; professional discussion; and, feedback reports. As assessment by observation and examination of work products usually results in inferred knowledge, questions should only be asked to fill gaps where knowledge is not explicit. This style of assessment still requires the assessor to confirm how knowledge and understanding has been addressed but avoids over assessment of the candidate.

**Projects:** An extended piece of practical and / or written work involving planning and research, generally presented as a report.

**Assignments:** May be practical or written tasks given to learners which test skills, knowledge or understanding, or combinations of all three.

**Case studies:** An effective case study report should:

- clearly identify the core problem(s)
- analyse the issues underlying the problem
- discuss and justify alternative solutions using theory / experience
- present feasible recommendations
- be presented in an appropriate format.

**Audio / video recordings:** May be used to support observation reports, examination of work products and knowledge questionnaires.

**Simulation / role play:** A task-based function where there are clear goals which need to be achieved and the outcomes are evaluated in a 'real-work environment'. (See also section 2.2 of this handbook).

This list is illustrative of the options available to provide evidence in support of achieving the assessment criteria of a unit. The most appropriate forms of evidence should be selected for each unit or part of a unit.

### **Characteristics of assessment guidance**

The candidate may produce evidence from a range of examples (as outlined above) which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the candidate's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of a Business and Administration SVQ unit.

The assessor will need to be assured that the learner can:

- consistently perform the job or tasks to the required level of competence
- meet all the learning outcomes of a unit
- pass all the assessment criteria of a unit.

All examples of evidence submitted for assessment of a unit must be:

- current
- sufficient
- relevant
- appropriate
- authentic
- fair.

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the candidate, the assessor and, perhaps, their employer.

## Holistic assessment

The approach to assessing evidence should aim to be holistic; that is, evidence in support of one unit or part of a unit may be used in part for aspects of another unit. Many of the SVQ units from the Business and Administration suite are interrelated and evidence from one unit may equally be applied to part of the evidence requirements of another unit.

Using a holistic approach to assessment will:

- enrich the assessment process for the candidate and the assessor by bringing together elements of different units
- make more sense to the candidate and avoid duplication of assessment
- provide a rigorous approach to the assessment process
- allow for evidence for particular units to be drawn from a range of activities, thus making it easier to cover aspects that may not occur in a one-off assessment
- efficiently use assessment opportunities and reduce over-assessment
- be cost effective.

Holistic assessment will minimise repetition, time and the burden of assessment on all parties involved in the assessment process. This should not prevent individual units being signed-off as they are completed.

## Using other related qualifications as evidence

Other qualifications can be used as supporting evidence in a candidate's portfolio. The qualification must be current and be benchmarked to one or more of the Business and Administration SVQ units. However, it will only be supporting evidence, as assessors must still make judgments about how the learner demonstrates competence at work.

## 4.3 Recording forms

Candidates and centres may decide to use a paper-based or electronic method of recording evidence. **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.

## 4.4 Recognition of prior learning/achievement (RPL/A)

Recognition of Prior Learning/Achievement (RPL/A) recognises the contribution a person's previous experience could contribute to a qualification.

RPL/RPA for Business and Administration units may be evidenced from a range of activities, using valid assessment methods that meet the requirements of the assessment criteria of a unit. Evidence in support of RPL / RPA must be authentic, current, valid, relevant and sufficient.

Please refer to the relevant Assessment Strategy for guidance on RPL/RPA for imported units.

## 5 Units

### **Availability of units**

The units for this qualification follow.

### **Structure of units**

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- title
- level
- what the unit is about
- specific skills
- performance indicators
- knowledge and understanding

**SCQF Level:** 4

**SCQF Credit value:** 2

### **What is the unit about?**

This unit is about understanding and using a range of basic e-mail software tools to send, receive and store messages for straightforward or routine activities. Any aspect that is unfamiliar will require support and advice from others. This standard is imported from the **Tech Partnership IT Users suite**.

### **Specific skills**

- Communicating
- Presenting information
- Using technology



## Performance indicators

### **1. Use e-mail software tools and techniques to compose and send messages**

- 1.1 Use software tools to compose and format e-mail messages.
- 1.2 Attach files to e-mail messages.
- 1.3 Send e-mail messages.
- 1.4 Use an address book to store and retrieve contact information.

### **2. Manage incoming email effectively**

- 2.1 Follow guidelines and procedures for using e-mail.
- 2.2 Read and respond to e-mail messages appropriately.
- 2.3 Organise and store e-mail messages.
- 2.4 Respond appropriately to common email problems.

### **Knowledge and understanding**

- 1.1 Identify how to stay safe and respect others when using e-mail.
- 1.2 Identify when and how to respond to e-mail messages.
- 1.3 Identify what messages to delete and when to do so.

**SCQF Level:** 4

**SCQF Credit value:** 2

### **What is the unit about?**

This unit is about using basic bespoke software tools and techniques appropriately for straightforward or routine information. Any aspect that is unfamiliar will require support and advice from others.

This standard is imported from the **Tech Partnership IT Users suite**.

### **Specific skills**

- Checking
- Communicating
- Presenting information
- Using technology

**Performance indicators****1. Input, organise and combine information using bespoke software**

- 1.1 Input relevant information accurately into existing templates and/or files so that it is ready for processing.
- 1.2 Organise and combine information of different forms or from different sources.
- 1.3 Follow local and/or legal guidelines for the storage and use of data where available.
- 1.4 Respond appropriately to data entry error messages.

**2. Use tools and techniques to edit, process, format and present information**

- 2.1 Use appropriate tools and techniques to edit, process or format information.
- 2.2 Check information meets needs, using IT tools and making corrections as necessary.
- 2.3 Use appropriate presentation methods and accepted layouts.

**Knowledge and understanding**

No Knowledge and understanding in NOS

**SCQF Level:** 4

**SCQF Credit value:** 2

### **What is the unit about?**

This unit is about using basic data management software tools and techniques to:

- enter straightforward or routine information using pre-set data-entry screens
- retrieve information by running predefined methods
- produce reports using predefined menus or short cuts.

This standard is imported from the **Tech Partnership IT Users suite**.

### **Specific skills**

- Analysing
- Presenting information
- Checking
- Using technology
- Organising
- Planning

**Performance indicators****1. Enter, edit and maintain data records in a data management system**

- 1.1 Enter data accurately into records to meet requirements.
- 1.2 Locate and amend individual data records.
- 1.3 Check data records meet needs, using IT tools and making corrections as necessary.
- 1.4 Respond appropriately to data entry error messages.
- 1.5 Follow local and/or legal guidelines for the storage and use of data where available.

**2. Retrieve and display data records to meet requirements**

- 2.1 Search for and retrieve information using predefined methods to meet given requirements
- 2.2 Select and view specified reports to output information to meet given requirements.

### Knowledge and understanding

- 1.1 Identify the security procedures used to protect data.
- 1.2 Identify which report to run to output the required information.



**SCQF Level:** 4

**SCQF Credit value:** 3

### **What is the unit about?**

This unit is about using basic database software tools and techniques to:

- enter straightforward or routine information into a database
- set up a single table in a flat file database
- retrieve information by running routine queries
- produce reports using predefined menus or short cuts.

The structure and functionality of the database will be predefined. Any aspects that are unfamiliar will require support and advice from others.

This standard is imported from the **Tech Partnership IT Users suite**.

### **Specific skills**

- Analysing
- Presenting information
- Checking
- Using technology
- Organising
- Planning

**Performance indicators****1. Enter, edit and organise structured information in a database**

- 1.1 Create a database table for a purpose using specified fields.
- 1.2 Enter structured data into records to meet requirements.
- 1.3 Locate and amend data records.
- 1.4 Respond appropriately to data entry error messages.
- 1.5 Check data meets needs, using IT tools and making corrections as necessary.

**2. Use database software tools to extract information and produce reports**

- 2.1 Run simple database queries.
- 2.2 Generate and print predefined database reports.

### Knowledge and understanding

- 1.1 Identify the main components of a database.
- 1.2 Identify queries which meet information requirements.
- 1.3 Identify reports which meet information requirements.

**SCQF Level:** 4

**SCQF Credit value:** 3

### **What is the unit about?**

This unit is about the learner planning and reviewing their use of predefined or commonly used IT tools for activities that are straightforward or routine. As a result of reviewing their work, an individual will be able to identify and use automated methods or alternative ways of working to improve productivity. Any aspect that is unfamiliar will require support and advice from other people.

This standard is imported from the **Tech Partnership IT Users suite**.

### **Specific skills**

- Checking
- Negotiating
- Using technology
- Evaluating
- Organising
- Managing resources
- Planning
- Monitoring
- Problem solving

**Performance indicators****1. Plan the use of appropriate IT systems and software to meet requirements**

- 1.1 Plan how to carry out the task using IT to achieve the required purpose and outcome.
- 1.2 Select IT systems and software applications as appropriate for the purpose.

**2. Use IT systems and software efficiently to complete planned tasks**

- 2.1 Use automated routines that aid efficient processing or presentation.
- 2.2 Complete planned tasks using IT.

**3. Review the selection and use of IT tools to make sure that tasks are successful**

- 3.1 Review outcomes in terms of meeting the requirements of the task and fitness for purpose.

**Knowledge and understanding**

- 1.1 Identify the purpose for using IT.
- 1.2 Identify the methods, skills and resources required to complete the task successfully.
- 1.3 Identify reasons for choosing particular IT systems and software applications for the task.
- 1.4 Identify any legal or local guidelines or constraints that may affect the task or activity.
- 1.5 Identify automated routines to improve productivity.
- 1.6 Decide whether the IT tools selected were appropriate for the task and purpose.
- 1.7 Identify the strengths and weaknesses of the completed task.
- 1.8 Identify ways to make further improvements to work.

**SCQF Level:** 4

**SCQF Credit value:** 1

### **What is the unit about?**

This unit is about identifying day-to-day security risks, the laws and guidelines that affect the use of IT and using simple methods to protect software and personal data (eg risks from people getting access to it who are not authorised, from viruses or from hardware not working properly).

This standard is imported from the **Tech Partnership IT Users suite**.

### **Specific skills**

- Checking
- Negotiating
- Using technology
- Evaluating
- Organising
- Managing resources
- Planning
- Monitoring
- Problem solving

## Performance indicators

- 1. Use appropriate methods to minimise security risks to IT systems and data**
  - 1.1 Take appropriate security precautions to protect IT systems and data.
  - 1.2 Take appropriate precautions to keep information secure.
  - 1.3 Follow relevant guidelines and procedures for the secure use of IT.
  - 1.4 Ensure personal data is backed up to appropriate media.



### Knowledge and understanding

- 1.1 Identify security issues that may threaten system performance.
- 1.2 Identify threats to information security associated with the widespread use of technology.
- 1.3 Describe why it is important to backup data securely.

**SCQF Level:** 4

**SCQF Credit value:** 3

### **What is the unit about?**

This unit is about using a range of basic presentation software tools and techniques to produce straightforward or routine presentations. Any aspect that is unfamiliar will require support and advice from others.

This standard is imported from the **Tech Partnership IT Users suite**.

### **Specific skills**

- Communicating
- Planning
- Evaluating
- Presenting information
- Managing time
- Using technology
- Organising

**Performance indicators****1. Input and combine text and other information within presentation slides**

- 1.1 Select and use different slide layouts as appropriate for different types of information.
- 1.2 Enter information into presentation slides so that it is ready for editing and formatting.
- 1.3 Combine information of different forms or from different sources for presentations.
- 1.4 Store and retrieve presentation files effectively, in line with local guidelines and conventions where available.

**2. Use presentation software tools to structure, edit and format slides**

- 2.1 Select and use an appropriate template to structure slides.
- 2.2 Select and use appropriate techniques to edit slides.
- 2.3 Select and use appropriate techniques to format slides.

**3. Prepare slides for presentation to meet needs**

- 3.1 Prepare slides for presentation.
- 3.2 Check presentation meets needs, using IT tools and making corrections as necessary.

### **Knowledge and understanding**

- 1.1 Identify what types of information are required for the presentation.
- 1.2 Identify any constraints which may affect the presentation.
- 1.3 Identify what slide structure to use.
- 1.4 Identify how to present slides to meet needs and communicate effectively.

**SCQF Level:** 4

**SCQF Credit value:** 3

### **What is the unit about?**

This unit is about connecting up the basic components of an IT system, removable storage media and a communication service safely, using default setup routines, and running simple tests to check it is working successfully.

This standard is imported from the **Tech Partnership IT Users suite**.

### **Specific skills**

- Checking
- Negotiating
- Using technology
- Evaluating
- Organising
- Managing resources
- Planning
- Monitoring
- Problem solving

### Performance indicators

- 1. Connect up a personal computer, printer and peripheral devices safely**
  - 1.1 Connect up the components of an IT system safely, including a printer and other peripheral devices.
  - 1.2 Connect removable storage media to a PC safely.
  
- 2. Connect to an IT communication service**
  - 2.1 Connect communication hardware safely to a PC.
  - 2.2 Connect to a communication service from a PC.
  
- 3. Set up software for use**
  - 3.1 Configure the user interface to meet needs.
  - 3.2 Set up and configure virus protection software.
  - 3.3 Set up files and software to meet needs.
  
- 4. Check that the IT system and communication service are working successfully**
  - 4.1 Run tests to check that the system and communication service are working successfully.
  - 4.2 Respond to error messages and report faults as appropriate.

**Knowledge and understanding**

- 1.1 Identify what IT system components, storage and peripheral devices are needed and how to connect them.
- 1.2 Identify any health and safety issues associated with setting up an IT system.
- 1.3 Identify the details needed to connect to an Internet Service Provider (ISP).
- 1.4 Identify what security precautions need to be addressed when connecting to the internet.
- 1.5 Identify simple tests that can be used to check the system.
- 1.6 Identify simple communication tests that can be used to check the internet connection.
- 1.7 Identify how to report faults and seek expert help.

**SCQF Level:** 4

**SCQF Credit value:** 3

### **What is the unit about?**

This unit is about using a range of basic spreadsheet software tools and techniques to produce, present and check spreadsheets that are straightforward or routine. Any aspect that is unfamiliar will require support and advice from others.

This standard is imported from the **Tech Partnership IT Users suite**.

### **Specific skills**

- Checking
- Communicating
- Presenting information
- Using technology



## Performance indicators

### **1. Use a spreadsheet to enter, edit and organise numerical and other data**

- 1.1 Enter and edit numerical and other data accurately.
- 1.2 Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available.

### **2. Use appropriate formulas and tools to summarise and display spreadsheet information**

- 2.1 Use functions and formulas to meet calculation requirements.
- 2.2 Use spreadsheet tools and techniques to summarise and display information.

### **3. Select and use appropriate tools and techniques to present spreadsheet information effectively**

- 3.1 Select and use appropriate tools and techniques to format spreadsheet cells, rows and columns.
- 3.2 Select and use appropriate tools and techniques to generate, develop and format charts and graphs.
- 3.3 Select and use appropriate page layout to present and print spreadsheet information.
- 3.4 Check information meets needs, using spreadsheet tools and making corrections as necessary.

### **Knowledge and understanding**

- 1.1 Identify what numerical and other information is needed and how the spreadsheet should be structured to meet needs.
- 1.2 Identify how to summarise and display the required information.
- 1.3 Identify which chart or graph type to use to display information.

**SCQF Level:** 4

**SCQF Credit value:** 3

### **What is the unit about?**

This unit is about safely using IT tool and devices to work collaboratively by:

- preparing and accessing IT tools and devices
- playing a responsible and active role in real-time communication
- contributing relevant information.

Any aspect that is unfamiliar will require support and advice from others.

This standard is imported from the **Tech Partnership IT Users suite**.

### **Specific skills**

- Using technology
- Communicating
- Presenting information
- Using technology

### Performance indicators

#### 1. Stay safe and secure when using collaborative technology

- 1.1 Follow guidelines for working with collaborative technology.
- 1.2 Carry out straightforward checks on others' online identities and different types of information.

#### 2. Set up and access IT tools and devices for collaborative working

- 2.1 Set up IT tools and devices that will enable you to contribute to collaborative work.

#### 3. Prepare collaborative technologies for use

- 3.1 Use given details to access collaborative technologies needed for a collaborative task.
- 3.2 Adjust basic settings on collaborative technologies.
- 3.3 Change the environment of collaborative technologies.
- 3.4 Set up and use a data reader to feed information.

#### 4. Contribute to tasks using collaborative technologies

- 4.1 Contribute responsibly and actively to collaborative working.
- 4.2 Contribute to producing and archiving the agreed outcome of collaborative working.
- 4.3 Respond to simple problems with collaborative technologies.

**Knowledge and understanding**

- 1.1 Identify risks in using collaborative technology and why it is important to avoid them.
- 1.2 Identify when and how to report online safety and security issues.
- 1.3 Identify what methods are used to promote trust.
- 1.4 Identify the purpose for using collaborative technologies and expected outcomes.
- 1.5 Identify which collaborative technology tools and devices to use for different communication media.
- 1.6 Identify what terms and conditions apply to using collaborative technologies.
- 1.7 Identify what and why permissions are set to allow others to access information.
- 1.8 Identify when there is a problem with collaborative technologies and where to get help.

**SCQF Level:** 4

**SCQF Credit value:** 3

### **What is the unit about?**

This unit is about using basic website software tools and techniques appropriately to produce straightforward or routine single web pages from pre-set templates. Any aspect that is unfamiliar will require support and advice from others.

This standard is imported from the **Tech Partnership IT Users suite**.

### **Specific skills**

- Communicating
- Planning
- Evaluating
- Presenting information
- Managing time
- Using technology
- Organising

## Performance indicators

### 1. Plan and create web pages

- 1.1 Select and use a website design template to create a single web page.
- 1.2 Enter or insert content for web pages so that it is ready for editing and formatting.
- 1.3 Organise and combine information needed for web pages.
- 1.4 Store and retrieve web files effectively, in line with local guidelines and conventions where available.

### 2. Use website software tools to structure and format web pages

- 2.1 Select and use website features to help the user navigate simple websites.
- 2.2 Use appropriate editing and formatting techniques.
- 2.3 Check web pages meet needs, using IT tools and making corrections as necessary.

### 3. Publish web pages to the Internet or an intranet

- 3.1 Upload content to a website.
- 3.2 Respond appropriately to common problems when testing a web page.

### Knowledge and understanding

- 1.1 Identify what content and layout will be needed in the web page.
- 1.2 Identify the purpose of the webpage and intended audience.
- 1.3 Identify copyright and other constraints on using others' information.
- 1.4 Identify what file types to use for saving content.
- 1.5 Identify what editing and formatting to use to aid both clarity and navigation.



**SCQF Level:** 4

**SCQF Credit value:** 3

### **What is the unit about?**

This unit is about using a range of basic word processing software tools and techniques to produce appropriate, straightforward or routine documents. Any aspect that is unfamiliar will require support and advice from others.

This standard is imported from the **Tech Partnership IT Users suite**.

### **Specific skills**

- Checking
- Communicating
- Presenting information
- Using technology

**Performance indicators**

- 1. Enter, edit and combine text and other information accurately within word processing documents**
  - 1.1 Use keyboard or other input method to enter or insert text and other information.
  - 1.2 Combine information of different types or from different sources into a document.
  - 1.3 Enter information into existing tables, forms and templates.
  - 1.4 Use editing tools to amend document content.
  - 1.5 Store and retrieve document files effectively, in line with local guidelines and conventions where available.
  
- 2. Structure information within word processing documents**
  - 2.1 Create and modify tables to organise tabular or numeric information.
  - 2.2 Select and apply heading styles to text.
  
- 3. Use word processing software tools to format and present documents**
  - 3.1 Select and use appropriate techniques to format characters and paragraphs.
  - 3.2 Select and use appropriate page layout to present and print documents.
  - 3.3 Check documents meet needs, using IT tools and making corrections as necessary.

### Knowledge and understanding

- 1.1 Identify what types of information are needed in documents.
- 1.2 Identify what templates are available and when to use them.
- 1.3 Identify what formatting to use to enhance presentation of the document.

**SCQF Level:** 4

**SCQF Credit value:** 2

### **What is the unit about?**

This unit is about using basic specialist software tools and techniques appropriately for straightforward or routine information. Any aspect that is unfamiliar will require support and advice from others.

This standard is imported from the **Tech Partnership IT Users suite**.

### **Specific skills**

- Checking
- Communicating
- Presenting information
- Using technology

**Performance indicators****1. Input, organise and combine information using specialist software**

- 1.1 Input relevant information accurately into existing templates and/or files so that it is ready for processing.
- 1.2 Organise and combine information of different forms or from different sources.
- 1.3 Follow local and/or legal guidelines for the storage and use of data where available.
- 1.4 Respond appropriately to data entry error messages.

**2. Use tools and techniques to edit, process, format and present information**

- 2.1 Use appropriate tools and techniques to edit, process or format information.
- 2.2 Check information meets needs, using IT tools and making corrections as necessary.
- 2.3 Use appropriate presentation methods and accepted layouts.

**Knowledge and understanding**

No Knowledge and understanding in NOS

**SCQF Level:** 5

**SCQF Credit value:** 4

### **What is the unit about?**

This unit is about identifying business problems and planning how to solve them. It includes recognising when a problem exists, planning and agreeing an approach to solving it and checking progress towards the solution, adjusting plans where necessary. It is for administrators who plan how to solve business problems.

### **Specific skills**

- Communicating
- Decision-making
- Organising
- Planning
- Problem-solving
- Working with others

**Performance indicators**

- 1.1 Recognise when a business problem exists.
- 1.2 Confirm the business problem is understood.
- 1.3 Discuss the business problem with others.
- 1.4 Agree an approach to solving the business problem.
- 1.5 Plan the agreed approach to solving the business problem.
- 1.6 Decide how to recognise when the business problem has been solved.
- 1.7 Agree the plan with the appropriate authority.
- 1.8 Put the plan into action.
- 1.9 Use support and feedback from others when appropriate.
- 1.10 Check progress towards solving the business problem, adjusting the plan as necessary.
- 1.11 Review the approach to solving the business problem, identifying other approaches which may have been more productive.



**Knowledge and understanding**

- 1.1 How to recognise when a business problem exists.
- 1.2 How to identify the potential causes of a business problem.
- 1.3 Problem-solving techniques.
- 1.4 Planning techniques.
- 1.5 Reasons for using support and feedback from others.
- 1.6 The value of checking progress and adjusting plans as necessary.
- 1.7 How to recognise when the business problem has been solved.
- 1.8 How to review the approach to solving the business problem.

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg plan
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

## Unit 205

## Prepare to communicate in a business environment

**SCQF Level:** 5

**SCQF Credit value:** 3

### **What is the unit about?**

This unit is about preparing to communicate in writing and verbally in a business environment. It includes identifying the purpose of the communication and its audience, communicating in ways that suit the audience and seeking feedback on whether the communication has achieved its purpose. It is for administrators who communicate in a business environment.

### **Specific skills**

- Communicating
- Organising
- Planning
- Reflecting

**Performance indicators****1. Plan communication**

- 1.1 Identify the purpose of the communication and the audience.
- 1.2 Decide which method of communication to use.

**2. Communicate in writing**

- 2.1 Find and select information that supports the purpose of the communication.
- 2.2 Organise, structure and present information to suit the audience's needs and what you want to say.
- 2.3 Confirm and read written material that contains information that is needed.
- 2.4 Extract the main points needed from written material.
- 2.5 Use accurate grammar, punctuation and spelling.
- 2.6 Proofread or check work and make any necessary amendments.
- 2.7 Produce the communication to meet deadlines recognising the difference between what is important and what is urgent.
- 2.8 Keep a file copy of all communication.

**3. Communicate verbally**

- 3.1 Present information and ideas clearly to others.
- 3.2 Make contributions to discussions that help to move the discussion forward.
- 3.3 Listen actively to information that other people are communicating and respond appropriately.
- 3.4 Ask relevant questions to clarify anything not understood.
- 3.5 Summarise the communication with the person/people being communicated with to make sure the meaning has been understood.

**4. After communication**

- 4.1 Seek feedback on whether the communication achieved its purpose.
- 4.2 Reflect on the outcomes of communication and identify ways to develop communication skills further.

**Knowledge and understanding****1. Plan communication**

- 1.1 The reasons for identifying the purpose of communication and the audience.
- 1.2 Methods of communication and situations in which to use them.

**2. Communicate in writing**

- 2.1 Relevant sources of information.
- 2.2 How to use language appropriate to the audience, the chosen communication method and the purpose of the communication.
- 2.3 How to organise, structure and present information for the audience.
- 2.4 How to check the accuracy of information.
- 2.5 How to use grammar, punctuation and spelling accurately.
- 2.6 The principles of Plain English.
- 2.7 The reasons for proofreading or checking work.
- 2.8 How to recognise when work is urgent or important.
- 2.9 The organisational procedures for filing communications.

**3. Communicate verbally**

- 3.1 How to present information and ideas clearly.
- 3.2 Ways of contributing to discussions that will help to move them forward.
- 3.3 Methods of active listening.
- 3.4 The reasons for summarising communication.

**4. After communication**

- 4.1 How to seek feedback on whether the communication achieved its purpose.
- 4.2 The value of reflecting on the outcomes of communication and of identifying ways to further develop communication skills.

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg plan
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

**SCQF Level:** 5

**SCQF Credit value:** 3

### **What is the unit about?**

This unit is about organising the distribution and collection of incoming and outgoing mail or packages and providing specialised mail services. It includes disposing of unwanted 'junk' mail and following procedures to deal with problems. It is for administrators who handle mail.

### **Specific skills**

- Checking
- Decision-making
- Prioritising
- Problem-solving

### **Links to other NOS**

- Communications
- Customer Service

**Performance indicators****1. Incoming Mail**

- 1.1 Receive and check incoming mail or packages.
- 1.2 Sort incoming mail or packages.
- 1.3 Dispose of unwanted 'junk' mail.
- 1.4 Follow correct procedures for suspicious or damaged items.
- 1.5 Distribute incoming mail or packages.
- 1.6 Follow the correct procedures when there are problems with incoming mail.

**2. Outgoing Mail**

- 2.1 Collect and sort outgoing mail or packages.
- 2.2 Identify best options for dispatching mail.
- 2.3 Arrange for courier service to collect outgoing mail or packages where requested.
- 2.4 Prepare items for urgent or special delivery.
- 2.5 Calculate correct postage charges for outgoing mail or packages.
- 2.6 Record postage costs in line with agreed procedures.
- 2.7 Dispatch outgoing mail or packages on time.
- 2.8 Follow the correct procedures when there are problems with outgoing mail.

**Knowledge and understanding**

- 1.1 The purpose of distributing and dispatching mail to the correct recipient within agreed timescales.
- 1.2 The organisational structure and names, roles and locations of individuals and teams.
- 1.3 The organisational procedures for dealing with different types of mail.
- 1.4 The range of mail services available and how to choose the most appropriate service.
- 1.5 Organisational security procedures for handling mail or packages.
- 1.6 Approved courier services and how to make use of these.
- 1.7 Methods of calculating postage charges for mail or packages, eg franking, stamping, using on-line postage system.
- 1.8 The types of problems that may occur with incoming and outgoing mail and how to deal with them.

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg plan
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

## Unit 223

# Support the organisation of business travel or accommodation

**SCQF Level:** 5

**SCQF Credit value:** 3

### What is the unit about?

This unit is about supporting the organisation of business travel or accommodation arrangements. It includes checking the itinerary and schedule with the traveller, making arrangements that are the best value for money and keeping accurate records. It is for administrators who support the organisation of business travel or accommodation.

### Specific skills

- Communicating
- Checking
- Decision-making
- Evaluating
- Managing time
- Negotiating
- Planning
- Problem-solving
- Researching
- Organising

### Links to other NOS

- Events and Meetings
- Communications



**Performance indicators**

- 1.1 Confirm business travel or accommodation and budget requirements from the organiser.
- 1.2 Check draft itinerary and schedule with the traveller.
- 1.3 Research and book business travel arrangements or accommodation as agreed, obtaining best value for money.
- 1.4 Obtain and collate documents and information for business travel or accommodation.
- 1.5 Maintain records of business travel or accommodation and store any confidential information securely, including financial records.
- 1.6 Follow arrangements for payment facilities for business travel or accommodation.
- 1.7 Follow the correct procedures when there are problems with business travel or accommodation arrangements.
- 1.8 Provide the traveller with an itinerary, documents and information in good time.
- 1.9 Confirm with the organiser or traveller(s) that itinerary, documents and information meet requirements.

**Knowledge and understanding**

- 1.1 The purpose of confirming the brief and budget for travel or accommodation.
- 1.2 How to support the organisation of business travel or accommodation to meet expectations.
- 1.3 The main types of business travel or accommodation arrangements that may need to be made and the procedures to follow.
- 1.4 The sources of information and facilities that are used to make business travel or accommodation arrangements.
- 1.5 How to obtain best value for money when making business travel or accommodation arrangements.
- 1.6 How to keep records of business travel or accommodation arrangements.
- 1.7 The documents and information to provide to the person who is travelling and how to obtain these.
- 1.8 The types of problems that may occur with travel or accommodation arrangements and the correct procedures to follow in order to deal with these problems.

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg travel and budget requirements, itinerary and schedule, research notes, booking details, documents for travel
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

**SCQF Level:** 5

**SCQF Credit value:** 3

### **What is the unit about?**

This unit is about the work a human resources administrator undertakes when dealing with employee records.

### **Specific skills**

- Accuracy
- Evaluating
- Quality checking
- Analysing
- Managing time
- Recording
- Attention to detail
- Organising
- Researching
- Communicating
- Problem solving

**Performance indicators****1. Create personnel files for new starters**

- 1.1 Open a new personnel file.
- 1.2 Record required information about the employee.
- 1.3 File documents relevant to the employee.
- 1.4 Process monitoring data, as appropriate.
- 1.5 Check that information and documents are complete, requesting missing information and documents, when necessary.

**2. Maintain Human Resource information**

- 2.1 Keep required personnel information up-to-date.
- 2.2 Maintain records of:
  - performance management and development
  - holiday, sickness and other leave
  - disciplinary and grievance
  - exit process.
- 2.3 Process and file relevant correspondence and documentation Report Human Resource information.

**3. Report Human Resource information**

- 3.1 Provide as requested:
  - information from individual personnel files
  - management information reports.

**4. Comply with organisational and legal requirements**

- 4.1 Comply with organisational and legal requirements for confidentiality, freedom of information, data protection and security of information.
- 4.2 Remove out-of-date information in line with organisational policy and procedures.
- 4.3 Archive relevant information in line with current legislation and organisational policy and procedures.

## Knowledge and understanding

### 1. Create personnel files for new starters

- 1.1 The systems, procedures and software used by the organisation for Human Resource records and how to use it to open a new personnel file.
- 1.2 The information that should be entered in a new personnel file and how to do this, including: name, address, next of kin, date employment commenced, proof of eligibility to work in the UK, offer letter, references, contract of employment, job description/person specification, equal opportunities monitoring data.

### 2. Maintain human resource information

- 2.1 How to enter and update HR information, including information on: terms and conditions of employment, employment benefits, pay, pension, sick leave, maternity/paternity leave, holiday, other leave of absence, induction and results of review following any probationary period, performance management, training and development, promotion or other changes to terms and conditions of employment, disciplinary or grievance issues, staff exit.
- 2.2 The information that should be held for members of staff and the action to take if this is incomplete.

### 3. Report human resource information

- 3.1 The types of reports that may be requested.
- 3.2 How to produce reports from individual or multiple human resource files.

### 4. Comply with organisational and legal requirements

- 4.1 The current legislation that applies when dealing with Human Resource records.
- 4.2 What the limits of your responsibility are, and to whom matters outside your responsibility should be referred.
- 4.3 The data protection principles that apply to personnel records (eg requirement to file sickness certificates separately from the personnel file).
- 4.4 Organisational policy and procedure for removal of out-of-date information.
- 4.5 Organisational policy and procedure for archiving information.
- 4.6 Organisational procedures for confidentiality and security of human resource records.
- 4.7 The purpose of confidentiality and security of human resource information and the potential consequences of a breach of confidentiality or security.

## Assessment Guidance

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation (due to confidentiality) need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

## Unit 228

# Administer the recruitment and selection process

**SCQF Level:** 5

**SCQF Credit value:** 4

### What is the unit about?

This unit is about a human resources administrator assisting with the recruitment and selection process.

### Specific skills

- Accuracy
- Evaluating
- Problem solving
- Prioritising
- Analysing
- Managing time
- Quality checking
- Attention to detail
- Organising
- Recording
- Communicating
- Presenting yourself
- Researching

**Performance indicators****1. Advertise job vacancies**

- 1.1 Confirm personnel requirements with the responsible people.
- 1.2 Confirm the information that will appear in job advertisements.
- 1.3 Confirm how the vacancy will be advertised.
- 1.4 Advertise the vacancy as agreed.
- 1.5 Liaise with any relevant agencies to confirm details of job vacancies making sure that they understand the requirements of the organisation.

**2. Respond to potential applicants**

- 2.1 Send out application packs or other information to potential applicants on request.
- 2.2 Respond appropriately to queries from potential applicants.
- 2.3 Maintain records of responses received.

**3. Administer the selection process**

- 3.1 Collate applications and make these available to those involved in selection.
- 3.2 Invite short-listed candidates to take part in the selection process.
- 3.3 Process feedback for unsuccessful applicants.
- 3.4 Keep records of responses from short-listed candidates.
- 3.5 Provide appropriate support for the selection process.
- 3.6 Help to make sure candidates have a positive impression of the organisation.
- 3.7 Keep records of the outcomes of the selection process.

**4. Administer the appointment process**

- 4.1 Carry out appropriate pre-employment checks.
- 4.2 Format and send out offer letters and employment contracts.
- 4.3 Maintain records of the recruitment and selection process in line with current legislation and organisational requirements.



**Knowledge and understanding****1. Advertise job vacancies**

- 1.1 Organisational policies, procedures and constraints that affect your area of responsibility.
- 1.2 Procedures to identify and process personnel requirements in the organisation: who is involved and what do they do?
- 1.3 Ways in which personnel requirements are expressed (eg job descriptions and person specifications) and how to interpret these.
- 1.4 The current legislation that applies when you are dealing with recruitment and selection.
- 1.5 What the limits of your responsibility are, and to whom matters outside your responsibility should be referred.
- 1.6 The types of information to include in a job advertisement and legal/organisational requirements that affect this.
- 1.7 How to place advertisements in different locations (eg press, website).
- 1.8 How to liaise with recruitment agencies.

**2. Respond to potential applicants**

- 2.1 The types of information that should be in an application pack.
- 2.2 The types of queries that applicants may have and how to respond to them.
- 2.3 How to keep records of responses received and their purpose.

**3. Administer the selection process**

- 3.1 The procedures used to shortlist applicants: who is involved and what do they do?
- 3.2 Procedures and methods for contacting short-listed candidates to invite them to participate in the selection process (eg by phone, letter, e-mail).
- 3.3 How to process feedback for unsuccessful applicants.
- 3.4 Different types of selection processes that may be used (eg interview, assessment centre) and how they work.
- 3.5 The selection processes used in your organisation and your role in those.
- 3.6 The administrative support needed for different types of selection processes.
- 3.7 Procedures for obtaining the resources needed for selection processes (eg booking rooms and refreshments).
- 3.8 The different types of documents used for selection processes (eg interview schedules, question pro formas, recording documentation, tests used in assessment centres).
- 3.9 The purpose of giving candidates a favourable impression of the organisation.
- 3.10 The range of records that must be kept following the selection process and the purpose of following organisational procedures for this.

**4. Administer the appointment process**

- 4.1 The range of pre-employment checks (eg CRB checks, reference checks) that might be required and how to carry these out.
- 4.2 How to format offer letters and employment contracts.
- 4.3 The purpose of confidentiality and security of record keeping.

## Assessment guidance

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg job advertisements, application packs
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation (in view of possible confidentiality) need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

**SCQF Level:** 5

**SCQF Credit value:** 3

### **What is the unit about?**

This unit is about selecting and using a wide range of intermediate bespoke or specialist software tools and techniques, for information that is, at times, non-routine or unfamiliar. Any aspect that is unfamiliar may require support and advice from others.

This standard is imported from the **Tech Partnership IT Users suite**.

### **Specific skills**

- Checking
- Communicating
- Presenting information
- Using technology

**Performance indicators****1. Input and combine information using bespoke applications**

- 1.1 Input relevant information accurately so that it is ready for processing.
- 1.2 Select and use appropriate techniques to link and combine information of different forms or from different sources within the software.
- 1.3 Respond appropriately to data entry error messages.

**2. Use appropriate structures to organise and retrieve information efficiently**

- 2.1 Select and use appropriate structures and/or layouts to organise information.
- 2.2 Apply local and/or legal guidelines and conventions for the storage and use of data where available.

**3. Use the functions of the software effectively to process and present information**

- 3.1 Select and use appropriate tools and techniques to edit, process and format information.
- 3.2 Check information meets needs, using IT tools and making corrections as necessary.
- 3.3 Select and use appropriate methods to present information.

### Knowledge and understanding

- 1.1 Describe what functions to apply to structure and layout information effectively.

**SCQF Level:** 5

**SCQF Credit value:** 3

### **What is the unit about?**

This unit is about selecting and using intermediate data management software tools and techniques to:

- enter information into data management systems, that is at times non-routine or unfamiliar
- retrieve information using multiple selection criteria
- produce customised reports from the system.

The data management system tools, functions and techniques will be described as 'intermediate' because the:

- software tools and functions involved will at times be non-routine or unfamiliar
- choice and use of input, manipulation and output techniques will need to take account of a number of factors or elements.

Any aspect that is unfamiliar may require support and advice from others.

This standard is imported from the **Tech Partnership IT Users suite**.

### **Specific skills**

- Analysing
- Presenting information
- Checking
- Using technology
- Organising
- Planning

**Performance indicators****1. Enter, edit and maintain data records in a data management system**

- 1.1 Enter data accurately into groups of records to meet requirements.
- 1.2 Locate and amend data associated with groups of records.
- 1.3 Check data records meet needs, using IT tools and making corrections as necessary.
- 1.4 Respond appropriately to data entry and other error messages.
- 1.5 Apply local and/or legal guidelines for the storage and use of data where available.

**2. Retrieve and display data records to meet requirements**

- 2.1 Select and use queries to search for and retrieve information to meet given requirements.
- 2.2 Create and view reports to output information from the system to meet given requirements.

**Knowledge and understanding**

- 1.1 Describe the risks to data security and procedures used for data protection.
- 1.2 Identify what queries and reports need to be run to output the required information.



**SCQF Level:** 5

**SCQF Credit value:** 4

### **What is the unit about?**

This unit is about selecting and using intermediate database software tools and techniques to:

- enter information into databases, that is at times non-routine or unfamiliar;
- retrieve information by creating queries using multiple selection criteria; and
- produce reports by setting up menus or short cuts.

Also about creating and modifying single table, non-relational databases. Any aspects that are unfamiliar may require support and advice from others.

This standard is imported from the **Tech Partnership IT Users suite**.

### **Specific skills**

- Analysing
- Presenting information
- Checking
- Using technology
- Organising
- Planning

**Performance indicators****1. Create and modify non-relational database tables**

- 1.1 Create and modify database tables using a range of field types.
- 1.2 Respond appropriately to problems with database tables.
- 1.3 Use database tools and techniques to ensure data integrity is maintained.

**2. Enter, edit and organise structured information in a database**

- 2.1 Create forms to enter, edit and organise data in a database.
- 2.2 Select and use appropriate tools and techniques to format data entry forms.
- 2.3 Check data entry meets needs, using IT tools and making corrections as necessary.
- 2.4 Respond appropriately to data entry errors.

**3. Use database software tools to run queries and produce reports**

- 3.1 Create and run database queries using multiple criteria to display or amend selected data.
- 3.2 Plan and produce database reports from a single table non-relational database.
- 3.3 Select and use appropriate tools and techniques to format database reports.
- 3.4 Check reports meet needs, using IT tools and making corrections as necessary.

### Knowledge and understanding

- 1.1 Identify the components of a database design.
- 1.2 Describe the field characteristics for the data required.
- 1.3 Describe ways to maintain data integrity.

**SCQF Level:** 5

**SCQF Credit value:** 4

**What is the unit about?**

This unit is about planning and reviewing the use of predefined or commonly used IT tools for activities that are, at times, non-routine or unfamiliar. As a result of reviewing their work, the learner will be able to devise solutions to use IT tools to improve productivity. Any aspect that is unfamiliar will require support and advice from other people.

This standard is imported from the **Tech Partnership IT Users suite**.

**Specific skills**

- Checking
- Negotiating
- Using technology
- Evaluating
- Organising
- Managing resources
- Planning
- Monitoring
- Problem solving

**Performance indicators**

- 1. Plan, select and use appropriate IT systems and software for different purposes**
  - 1.1 Plan how to carry out tasks using IT to achieve the required purpose and outcome.
  - 1.2 Select and use IT systems and software applications to complete planned tasks and produce effective outcomes.
  
- 2. Review and adapt the ongoing use of IT tools and systems to make sure that activities are successful**
  - 2.1 Review ongoing use of IT tools and techniques and change the approach as needed.
  - 2.2 Review outcomes to make sure they match requirements and are fit for purpose.
  
- 3. Develop and test solutions to improve the ongoing use of IT tools and systems**
  - 3.1 Develop solutions to improve own productivity in using IT.
  - 3.2 Test solutions to ensure that they work as intended.

**Knowledge and understanding**

- 1.1 Describe the purpose for using IT.
- 1.2 Describe the methods, skills and resources required to complete the task successfully.
- 1.3 Describe any factors that may affect the task.
- 1.4 Describe how the purpose and outcomes have been met by the chosen IT systems and software applications.
- 1.5 Describe any legal or local guidelines or constraints that may apply to the task or activity.
- 1.6 Describe whether the IT tools selected were appropriate for the task and purpose.
- 1.7 Assess the strengths and weaknesses of final work.
- 1.8 Describe ways to make further improvements to work.
- 1.9 Review the benefits and drawbacks of IT tools and systems used, in terms of productivity and efficiency.
- 1.10 Describe ways to improve productivity and efficiency.

**SCQF Level:** 5

**SCQF Credit value:** 2

### **What is the unit about?**

This unit is about avoiding common security risks and controlling access to software and data. The unit also involves using a wider range of methods to protect software and data (eg from exchanging information by e-mail or when downloading software from the Internet).

This standard is imported from the **Tech Partnership IT Users suite**.

### **Specific skills**

- Checking
- Negotiating
- Using technology
- Evaluating
- Organising
- Managing resources
- Planning
- Monitoring
- Problem solving

### Performance indicators

- 1. Select and use appropriate methods to minimise security risk to IT systems and data**
  - 1.1 Apply a range of security precautions to protect IT systems and data.
  - 1.2 Keep information secure and manage personal access to information sources securely.
  - 1.3 Apply guidelines and procedures for the secure use of IT.
  - 1.4 Select and use effective backup procedures for systems and data.



**Knowledge and understanding**

- 1.1 Describe the security issues that may threaten system performance.
- 1.2 Describe the threats to system and information security and integrity.
- 1.3 Describe ways to protect hardware, software and data and minimise security risk.
- 1.4 Describe why it is important to backup data and how to do so securely.

**SCQF Level:** 5

**SCQF Credit value:** 4

### **What is the unit about?**

This unit is about effectively selecting and using a wide range of intermediate presentation software, tools and techniques to produce presentations that are at times non-routine or unfamiliar. Any aspect that is unfamiliar may require support and advice from others.

This standard is imported from the **Tech Partnership IT Users suite**.

### **Specific skills**

- Communicating
- Planning
- Evaluating
- Presenting information
- Managing time
- Using technology
- Organising

**Performance indicators****1. Input and combine text and other information within presentation slides**

- 1.1 Enter text and other information using layouts appropriate to type of information.
- 1.2 Insert charts and tables into presentation slides.
- 1.3 Insert images, video or sound to enhance the presentation.
- 1.4 Organise and combine information of different forms or from different sources for presentations
- 1.5 Store and retrieve presentation files effectively, in line with local guidelines and conventions where available.

**2. Use presentation software tools to structure, edit and format slide sequences**

- 2.1 Select, change and use appropriate templates for slides.
- 2.2 Select and use appropriate techniques to edit slides and presentations to meet needs.
- 2.3 Select and use appropriate techniques to format slides and presentations.
- 2.4 Select and use animation and transition effects appropriately to enhance slide sequences.

**3. Prepare slideshow for presentation**

- 3.1 Prepare slideshow for presentation.
- 3.2 Check presentation meets needs, using IT tools and making corrections as necessary.
- 3.3 Identify and respond to any quality problems with presentations to ensure that presentations meet needs.

**Knowledge and understanding**

- 1.1 Identify what types of information are required for the presentation.
- 1.2 Identify any constraints which may affect the presentation.
- 1.3 Identify what slide structure and themes to use.
- 1.4 Identify what presentation effects to use to enhance the presentation.
- 1.5 Describe how to present slides to meet needs and communicate effectively.

**SCQF Level:** 5

**SCQF Credit value:** 4

### **What is the unit about?**

This unit is about selecting and connecting up an IT system with a range of hardware, removable storage media and a communication service safely and running more advanced tests to check it is working successfully.

This standard is imported from the **Tech Partnership IT Users suite**.

### **Specific skills**

- Checking
- Negotiating
- Using technology
- Evaluating
- Organising
- Managing resources
- Planning
- Monitoring
- Problem solving

### Performance indicators

- 1. Select and connect up a personal computer safely with associated hardware and storage media to meet needs**
  - 1.1 Select and connect up the components of an IT system safely, including any peripheral devices and storage media.
  
- 2. Select and connect an IT system to a communication service to meet needs**
  - 2.1 Select and connect communication hardware safely to an IT system.
  - 2.2 Select and connect to a communication service from an IT system.
  
- 3. Install and configure software for use**
  - 3.1 Configure the user interface to meet needs.
  - 3.2 Set up and configure virus protection software.
  - 3.3 Install and set up application software to meet needs.
  - 3.4 Backup and restore system and data files.
  
- 4. Check that the IT system and communication service are working successfully**
  - 4.1 Select and run suitable tests to make sure that the system and communication service are working successfully.
  - 4.2 Respond to faults and error messages and use help and troubleshooting facilities to determine and take appropriate action.

**Knowledge and understanding**

- 1.1 Describe what IT system components, storage and peripheral devices are needed.
- 1.2 Describe any health and safety issues associated with setting up an IT system.
- 1.3 Describe the characteristics of IT systems that affect performance.
- 1.4 Describe the factors that affect data transfer.
- 1.5 Identify the login and password details needed to connect to an Internet Service Provider (ISP).
- 1.6 Describe what security precautions need to be addressed.
- 1.7 Identify what tests can be used to check the IT system and communications.
- 1.8 Identify the help and troubleshooting facilities available to solve problems.

**SCQF Level:** 5

**SCQF Credit value:** 4

### **What is the unit about?**

This unit is about selecting and using a wide range of intermediate spreadsheet software tools and techniques to produce, present and check spreadsheets that are at times non-routine or unfamiliar. Any aspect that is unfamiliar may require support and advice from others

This standard is imported from the **Tech Partnership IT Users suite**.

### **Specific skills**

- Checking
- Communicating
- Presenting information
- Using technology



### Performance indicators

**1. Use a spreadsheet to enter, edit and organise numerical and other data**

- 1.1 Enter and edit numerical and other data accurately.
- 1.2 Combine and link data across worksheets.
- 1.3 Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available.

**2. Select and use appropriate formulas and data analysis tools to meet requirements**

- 2.1 Select and use a range of appropriate functions and formulas to meet calculation requirements.
- 2.2 Use a range of tools and techniques to analyse and manipulate data to meet requirements.

**3. Select and use tools and techniques to present and format spreadsheet information**

- 3.1 Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets.
- 3.2 Select and format an appropriate chart or graph type to display selected information.
- 3.3 Select and use appropriate page layout to present and print spreadsheet information.
- 3.4 Check information meets needs, using spreadsheet tools and making corrections as necessary.
- 3.5 Respond appropriately to any problems with spreadsheets.

**Knowledge and understanding**

- 1.1 Identify what numerical and other information is needed in the spreadsheet and how it should be structured.
- 1.2 Identify which tools and techniques to use to analyse and manipulate data to meet requirements.
- 1.3 Plan how to present and format spreadsheet information effectively to meet needs.
- 1.4 Describe how to find errors in spreadsheet formulas.

**SCQF Level:** 5

**SCQF Credit value:** 4

### **What is the unit about?**

This unit is about facilitating the use of appropriate combinations of IT tool and devices for groups to work collaboratively by:

- planning and selecting the IT tools and devices to be used for work purposes and tasks;
- preparing and setting up access to collaborative technologies;
- presenting information and facilitating others contributions; and
- moderating the use of collaborative technologies.

Any aspect that is unfamiliar may require support and advice from others

This standard is imported from the **Tech Partnership IT Users suite**.

### **Specific skills**

- Checking
- Communicating
- Presenting information
- Using technology

**Performance indicators****1. Stay safe and secure when working with collaborative technology**

- 1.1 Take appropriate steps to avoid risks when working with collaborative technology, in line with relevant guidelines.
- 1.2 Use appropriate methods to promote trust when working collaboratively.
- 1.3 Carry out appropriate checks on others' online identities and different types of information.
- 1.4 Identify and respond to inappropriate content and behaviour.

**2. Plan and set up IT tools and devices for collaborative working**

- 2.1 Select an appropriate combination of IT tools and devices to carry out collaborative tasks.
- 2.2 Connect and configure the combination of IT tools and devices needed for a collaborative task.

**3. Prepare collaborative technologies for use**

- 3.1 Set up and use access rights to enable others to access information.
- 3.2 Set up and use permissions to filter information.
- 3.3 Adjust settings so that others can access IT tools and devices for collaborative working.
- 3.4 Select and use different elements to control environments for collaborative technologies.
- 3.5 Select and join networks and data feeds to manage data to suit collaborative tasks.

**4. Contribute to tasks using collaborative technologies**

- 4.1 Enable others to contribute responsibly to collaborative tasks.
- 4.2 Present relevant and valuable information.
- 4.3 Moderate the use of collaborative technologies.
- 4.4 Archive the outcome of collaborative working.
- 4.5 Respond to problems with collaborative technologies.

**Knowledge and understanding**

- 1.1 Explain what risks there may be in using collaborative technology and how to keep them to a minimum.
- 1.2 Describe the purposes for using collaborative technologies.
- 1.3 Describe what outcomes are needed from collaborative working and whether or not archiving is required.
- 1.4 Describe the roles, IT tools and facilities needed for collaborative tasks and communication media.
- 1.5 Describe the features, benefits and limitations of different collaborative technology tools and devices.
- 1.6 Describe the compatibility issues in different combinations of collaborative tools and devices.
- 1.7 Describe what access rights and issues others may have in using collaborative technologies.
- 1.8 Assess what permissions are needed for different users and content.
- 1.9 Describe rules of engagement for using collaborative technologies.
- 1.10 Assess when there is a problem with collaborative technologies and when to get expert help.

**SCQF Level:** 5

**SCQF Credit value:** 4

### **What is the unit about?**

This unit is about selecting and using a wide range of intermediate website software tools and techniques to produce multiple-page websites. Any aspect that is unfamiliar may require support and advice from others

This standard is imported from the **Tech Partnership IT Users suite**.

### **Specific skills**

- Communicating
- Planning
- Evaluating
- Presenting information
- Managing time
- Using technology
- Organising

**Performance indicators****1. Create structures and styles for websites**

- 1.1 Plan and create web page templates to layout.
- 1.2 Select and use website features and structures to help the user navigate round web pages within the site.
- 1.3 Create, select and use styles to keep the appearance of web pages consistent and make them easy to understand.
- 1.4 Store and retrieve files effectively, in line with local guidelines and conventions where available.

**2. Use website software tools to prepare content for websites**

- 2.1 Prepare content for web pages so that it is ready for editing and formatting.
- 2.2 Organise and combine information needed for web pages including across different software.
- 2.3 Select and use appropriate editing and formatting techniques to aid both clarity and navigation.
- 2.4 Select and use appropriate development techniques to link information across pages.
- 2.5 Change the file formats appropriately for content.
- 2.6 Check web pages meet needs, using IT tools and making corrections as necessary.

**3. Publish websites**

- 3.1 Select and use appropriate testing methods to check that all elements of websites are working as planned.
- 3.2 Select and use an appropriate programme to upload and publish the website.
- 3.3 Respond appropriately to problems with multiple page websites.

### Knowledge and understanding

- 1.1 Describe what website content and layout will be needed for each page.
- 1.2 Describe how copyright and other constraints may affect the website.
- 1.3 Describe what access issues may need to be taken into account.
- 1.4 Describe what file types to use for saving content.
- 1.5 Identify any quality problems with websites and how to respond to them.



**SCQF Level:** 5

**SCQF Credit value:** 4

### **What is the unit about?**

This unit is about selecting and using a range of intermediate word processing software tools and techniques to produce documents that are at times non-routine or unfamiliar. Any aspect that is unfamiliar may require support and advice from others

This standard is imported from the **Tech partnership IT Users suite**.

### **Specific skills**

- Checking
- Communicating
- Presenting information
- Using technology

**Performance indicators**

- 1. Enter and combine text and other information accurately within word processing documents**
  - 1.1 Use appropriate techniques to enter text and other information accurately and efficiently.
  - 1.2 Select and use appropriate templates for different purposes.
  - 1.3 Select and use a range of editing tools to amend document content.
  - 1.4 Combine or merge information within a document from a range of sources.
  - 1.5 Store and retrieve document and template files effectively, in line with local guidelines and conventions where available.
  
- 2. Create and modify appropriate layouts, structures and styles for word processing documents**
  - 2.1 Create, use and modify columns, tables and forms to organise information.
  - 2.2 Select and apply styles to text.
  
- 3. Use word processing software tools and techniques to format and present documents effectively to meet requirements**
  - 3.1 Select and use appropriate techniques to format characters and paragraphs.
  - 3.2 Select and use appropriate page and section layouts to present and print multi-page and multi-section documents.
  - 3.3 Check documents meet needs, using IT tools and making corrections as necessary.
  - 3.4 Respond appropriately to any quality problems with documents to ensure that outcomes meet needs and are fit for purpose.

**Knowledge and understanding**

- 1.1 Identify what types of information are needed in documents.
- 1.2 Identify when and how to combine and merge information from other software or other documents.
- 1.3 Identify the document requirements for structure and style.
- 1.4 Identify what templates and styles are available and when to use them.
- 1.5 Identify how the document should be formatted to aid meaning.
- 1.6 Describe any quality problems with documents.

**SCQF Level:** 5

**SCQF Credit value:** 3

### **What is the unit about?**

This unit is about selecting and using a wide range of intermediate specialist software tools and techniques, for information that is, at times, non-routine or unfamiliar. Any aspect that is unfamiliar may require support and advice from others.

This standard is imported from the **Tech Partnership IT Users suite**.

### **Specific skills**

- Checking
- Communicating
- Presenting information
- Using technology

**Performance indicators****1. Input and combine information using specialist applications**

- 1.1 Input relevant information accurately so that it is ready for processing.
- 1.2 Select and use appropriate techniques to link and combine information of different forms or from different sources within the software.
- 1.3 Respond appropriately to data entry error messages.

**2. Use appropriate structures to organise and retrieve information efficiently**

- 2.1 Select and use appropriate structures and/or layouts to organise information.
- 2.2 Apply local and/or legal guidelines and conventions for the storage and use of data where available.

**3. Use the functions of the software effectively to process and present information**

- 3.1 Select and use appropriate tools and techniques to edit, process analyse and format information.
- 3.2 Check information meets needs, using IT tools and making corrections as necessary.
- 3.3 Select and use appropriate methods to present information.

### Knowledge and understanding

1.1 Describe what functions to apply to structure and layout information effectively.

**SCQF Level:** 5

**SCQF Credit value:** 6

**What is the unit about?**

This unit is about calculating and recalculating critical dates for sentences so that individuals are released from custody on time. You have to check and interpret the relevant documentation, and calculate and recalculate critical dates every time you receive new information which may have an impact on critical dates. Accuracy, timeliness and confidentiality are critical in this area of work, as is the ability to explain clearly how you have made the calculations. The critical dates you are calculating will relate to sentences awarded by a court in the country in which you are working.

There are two elements:

- Check and interpret documentation relevant to the imprisonment or detention of individual
- Calculate critical dates

This unit applies to administrators working in the custodial care sector who have to calculate critical dates for sentences.

**Links to other NOS**

This unit links to all the other administration units in the custodial care framework. It links closely with Unit: Verify critical dates for sentences, which applies to experienced administrators who have responsibility for verifying the calculations made by others. It also links closely with Unit: Receive and discharge individuals and property into and out of the custodial establishment.

### Performance indicators

#### 1. Check and interpret documentation relevant to the imprisonment or detention of individuals

- 1.1 Verify that the **documentation** allows lawful imprisonment or detention of the individual in the establishment
- 1.2 Interpret correctly all information on the **documentation**
- 1.3 Check with the **relevant authority** if you are in doubt about how to interpret information
- 1.4 Enter all information accurately into **systems**, in line with organisational procedures

#### 2. Calculate critical dates

- 2.1 Asses accurately **information which may have an impact on critical dates**
- 2.2 Calculate accurately critical dates for sentences of all individuals in the establishment
- 2.3 Check with the **relevant authority** where you are in doubt about critical dates
- 2.4 Ensure that full information relevant to critical dates is recorded and documented accurately on **systems**, in line with organisational procedures
- 2.5 Communicate critical dates to those authorised to have this information, in the approved format and within the agreed time limits
- 2.6 Explain your calculations clearly where you are requested to do so by those authorised to have this information.



**Knowledge and understanding**

- 1.1 Current, relevant legislation, policies, procedures, codes of practice and practice advice for calculating critical dates for sentences
- 1.2 Current, relevant legislation and organisational requirements in relation to race, diversity and human rights
- 1.3 Current, relevant legislation and organisational requirements in relation to health and safety
- 1.4 The legal requirements which impact on the calculation of critical dates
- 1.5 Your organisation's policies and procedures for calculating critical dates
- 1.6 The documentation required in order to imprison or detain an individual lawfully
- 1.7 The different types of documentation which are relevant to the imprisonment of individuals and the calculation of critical dates for sentences, and how to interpret the information they contain
- 1.8 The relevant authorities to contact when in doubt about how to interpret information or calculate sentences
- 1.9 The organisation's systems and how to use them
- 1.10 The range of different types of information which may have an impact on critical dates, where to obtain this information, and how to assess its impact accurately
- 1.11 The range of critical dates which apply to different types of sentences, and how to calculate these accurately
- 1.12 The importance of ensuring critical dates are entered accurately on systems
- 1.13 The people who are authorised to have information about critical dates
- 1.14 The formats and time limits within which information about critical dates must be supplied
- 1.15 How to explain clearly how critical dates have been calculated
- 1.16 The types of documentation which must be completed and how to complete it correctly.

**Additional Information****Scope/range related to performance criteria**

Check and interpret documentation relevant to the imprisonment or detention of individuals

**1. Documentation**

- 1.1. warrants of imprisonment
- 1.2. detention orders
- 1.3. recall orders
- 1.4. accompanying documentation

**2. Relevant authority**

- 2.1. the originator or endorser of the documentation
- 2.2. supervisor or line manager
- 2.3. specialist in sentence calculation

**3. Systems**

- 3.1. manual
- 3.2. computerised

## **Calculate critical dates**

### **4. Information which may have an impact on critical dates**

- 4.1. sentences
- 4.2. types of offence
- 4.3. types of warrants
- 4.4. relationships between warrants and sentences
- 4.5. sentence start dates
- 4.6. interim liberations
- 4.7. periods unlawfully at large
- 4.8. added days imposed
- 4.9. police custody record
- 4.10. appeals documentation
- 4.11. payment of fines

## Unit 256

# Make administrative arrangements for the movement of individuals outside the custodial establishment

**SCQF Level:** 5

**SCQF Credit value:** 6

### What is the unit about?

This unit is about making administrative arrangements to move individuals held in custody to other establishments and other environments. You need to keep accurate and up-to-date records of when individuals need to be moved and make the necessary arrangements with other establishments, other environments and the escorting authorities. Accuracy, timeliness and confidentiality are critical in this area of work, as is the ability to negotiate arrangements with a range of internal and external authorities. This standard is imported from Skills for Justice Custodial Administration suite.

There are two elements

- Identify and record requirements for moving individuals outside the custodial establishment
- Make administrative arrangements with escorting authorities, other establishments and other environments.

### Specific skills

- Accuracy
- Timeliness
- Confidentiality
- Negotiation

### Links to other NOS

This unit links to all the other administration units in the custodial care framework. It also links closely with Unit: Maintain security whilst escorting individuals to courts and other environments.

## Unit 256

# Make administrative arrangements for the movement of individuals outside the custodial establishment

### Performance indicators

1. **Identify and record requirements for moving individuals outside the custodial establishment**
  - 1.1 Maintain **systems** to record when individuals in custody need to be moved and where to, in line with organisational requirements
  - 1.2 Obtain and record sufficient, accurate and up-to-date information to allow the movement of individuals to be arranged
  - 1.3 Update records promptly, if there are changes to the requirements for moving individuals
2. **Make administrative arrangements with escorting authorities, other establishments and other environments.**
  - 2.1 Make arrangements with other custodial establishments or other environments to receive individuals, where required
  - 2.2 Communicate in ways that can be understood by individuals, responding to their different needs, abilities and preferences
  - 2.3 Confirm full details of **movements** with the relevant **escorting authorities** at the agreed time
  - 2.4 Inform internal authorities about the **movements** in time for them to get the individuals and their property ready
  - 2.5 Prepare the required paperwork to support the **movements**
  - 2.6 Inform only those authorised to have the information about the **movements**
  - 2.7 Check that individuals have returned to the establishment where arrangements have been made for this to happen, and take appropriate action if they have not.

## Unit 256

# Make administrative arrangements for the movement of individuals outside the custodial establishment

### Knowledge and understanding

- 1.1 Current, relevant legislation, policies, procedures, codes of practice and practice advice for making administrative arrangements for the movement of individuals outside the custodial establishment
- 1.2 Current, relevant legislation and organisational requirements in relation to race, diversity and human rights
- 1.3 Current, relevant legislation and organisational requirements in relation to health and safety
- 1.4 Manual and computerised systems for recording dates when individuals must be moved, and how to use these systems
- 1.5 Organisational requirements for making arrangements for the movement of individuals to other custodial establishments and other environments
- 1.6 The escorting authorities, other custodial establishments and other environments with which you need to make arrangements
- 1.7 The details of movements that the escorting authorities require and the times when they require these details
- 1.8 The internal authorities you must inform about the movements, and when you must inform them to allow them to prepare individuals and their property
- 1.9 The importance of confidentiality, and how to ensure information is only available to those authorised to have it
- 1.10 What action to take if individuals do not return as expected
- 1.11 The types of documentation which must be completed and how to complete it correctly.

### Additional Information

#### Scope/range related to performance criteria

#### Identify and record requirements for moving individuals outside the custodial establishment

##### 1. Systems

- 1.1. manual
- 1.2. computerised

#### Make administrative arrangements with escorting authorities, other establishments and other environments

##### 2. Movements

- 2.1. to other custodial establishments
- 2.2. to other environments

##### 3. Escorting authorities

- 3.1. internal to the establishment
- 3.2. external agencies

## Unit 257

# Administer documentation for the appeals process

**SCQF Level:** 5

**SCQF Credit value:** 6

### What is the unit about?

This unit is about providing limited administrative assistance in the appeals process. You have to ensure that the correct appeals documentation is available, and that details of the appellant are recorded.

Accuracy and confidentiality are critical in this area of work, as is the ability to clearly assert the limits of your role in assisting with appeals.

There are two elements

- Provide appeals documentation
- Record details of appellants

This unit applies to administrators working in the custodial care sector.

### Specific skills

- Accuracy
- Confidentiality
- Communication

### Links to other NOS

This unit links to all the other administration units in the custodial care framework.

**Performance indicators****1. Provide appeals documentation**

- 1.1 Ensure the correct appeals documentation is available
- 1.2 Ensure the appellant is aware that the establishment is not able to provide any advice about their appeals
- 1.3 Ensure the appellant is told to contact **relevant sources** if they require further information or advice

**2. Record details of appellants**

- 2.1 Record and document details of the appellant accurately on **systems**, in line with organisational requirements
- 2.2 Inform only authorised people about the appellant
- 2.3 Refer to a higher authority if you are in doubt about your role in assisting individuals with appeals

### Knowledge and understanding

- 1.1 Current, relevant legislation, policies, procedures, codes of practice and practice advice for administering documentation for the appeals process
- 1.2 Current, relevant legislation and organisational requirements in relation to race, diversity and human rights
- 1.3 Current, relevant legislation and organisational requirements in relation to health and safety
- 1.4 The documentation individuals need if they are intending to appeal against their conviction and/or sentences
- 1.5 The importance of not providing individuals with advice about their appeal
- 1.6 The higher authority to whom you should refer if you are in doubt about your role in assisting individuals with appeals
- 1.7 The types of documentation which must be completed and how to complete it correctly.

### Additional Information

#### Scope/range related to performance criteria

#### Provide appeals documentation

##### 1. Relevant sources

- 1.1. legal representatives
- 1.2. advice agencies
- 1.3. court of appeal

##### Record details of appellants

2. Systems
  - 2.1. manual
  - 2.2. computerised



## Unit 258

# Administer personal money for individuals in custody

**SCQF Level:** 5

**SCQF Credit value:** 6

### What is the unit about?

This unit is about accounting for individuals' personal money and wages. You have to accurately record deposits, spending and deductions of individuals' personal money and prepare money to be sent out of the establishment on individuals' request. You also have to input accurately details about individuals' wages, in line with organisational requirements. Accuracy, timeliness and confidentiality are critical in this area of work.

### There are two elements

- Account for individuals' personal money
- Record individuals' wages

This unit applies to administrators working in the custodial care sector who administer personal money for individuals in custody.

### Specific skills

- Accuracy
- Timeliness
- Confidentiality

### Links to other NOS

This unit links to all the other administration units in the custodial care framework.

### Performance indicators

#### 1. Account for individuals' personal money

- 1.1 Maintain systems to account for individuals' personal money, in line with organisational requirements
- 1.2 Ensure that **deposits** of individuals' personal money are accurately recorded
- 1.3 Accurately enter and update, where required to do so, the limits of money individuals are allowed to spend within the establishment
- 1.4 Record accurately money spent by individuals within the establishment
- 1.5 Make **deductions** from individuals' personal money account as instructed by the organisation
- 1.6 Record and prepare money that individuals request to be sent out of the establishment
- 1.7 Get approval from the appropriate authority for money to be sent out
- 1.8 Provide information about individuals' personal money accounts to those authorised to have this information, in the format and timeframe required by the organisation
- 1.9 Communicate in ways that can be understood by individuals, responding to their different needs, abilities and preferences
- 1.10 Reconcile individuals' personal money accounts in line with organisational requirements.

#### 2. Record individuals' wages

- 2.1 Maintain **systems** to record individuals' wages, in line with organisational requirements
- 2.2 Ensure that the rates at which individuals are paid are accurately entered and updated
- 2.3 Ensure that the work individuals have done is accurately entered on the **systems**
- 2.4 Provide information about individuals' wages to those authorised to have this information, in the format and timeframe required by the organisation.

**Knowledge and understanding**

- 1.1 Current, relevant legislation, policies, procedures, codes of practice and practice advice for administering personal money for individuals in custody
- 1.2 Current, relevant legislation and organisational requirements in relation to race, diversity and human rights
- 1.3 Current, relevant legislation and organisational requirements in relation to health and safety
- 1.4 Manual and computerised systems for accounting for individuals' money, and how to use these systems
- 1.5 Organisational requirements for accounting for individuals' personal money
- 1.6 The importance of ensuring that deposits of individuals' personal money, spending and deductions are recorded accurately, and how to do so
- 1.7 How to prepare money to be sent out of the establishment
- 1.8 The importance of confidentiality, and how to ensure information is only available to those authorised to have it
- 1.9 Manual and computerised systems for recording individuals' wages, and how to use these systems
- 1.10 Organisational requirements for recording individuals' wages
- 1.11 The importance of ensuring that rates of pay and the work individuals have done are recorded accurately, and how to do so
- 1.12 The types of documentation which must be completed and how to complete it correctly.

**Additional Information****Scope/range related to performance criteria****Account for individuals' personal money****1. Systems**

- 1.1. manual
- 1.2. computerised

**2. Deposits**

- 2.1. on arrival at the establishment
- 2.2. sent to individuals from outside the establishment

**3. Deductions**

- 3.1. for facilities
- 3.2. for fines

**Record individuals' wages****4. Systems**

- 4.1. manual
- 4.2. computerised

## Unit 259

# Prepare documentation to help authorities decide the conditions on which to release individuals from custody

**SCQF Level:** 5

**SCQF Credit value:** 6

### What is the unit about?

This unit is about preparing all the documentation required to allow the authorities to decide whether individuals should be released from custody and the conditions on which they should be released. Accuracy, timeliness and confidentiality are critical in this area of work, as is the ability to liaise effectively with internal and external authorities.

There are two elements

- Request and receive reports on individuals in custody
- Prepare documentation for authorities to decide the conditions of release

This unit applies to administrators working in the custodial care sector who are required to put together information and documentation to help authorities decide whether or not individuals should be released from custody on parole or on some other form of licence.

### Links to other NOS

This unit links to all the other administration units in the custodial care framework.

It links closely with Unit: Make administrative arrangements for the release of individuals from custody and Unit: Verify the release process.

## Unit 259 Prepare documentation to help authorities decide the conditions on which to release individuals from custody

### Performance indicators

#### 1. Request and receive reports on individuals in custody

- 1.1 Identify correctly individuals eligible for **release** in time for the necessary **documentation** to be prepared
- 1.2 Identify correctly the reports required and the **internal and external authorities** which must complete them
- 1.3 Prepare the correct forms and send these to the **internal and external authorities** at the correct time
- 1.4 Maintain **systems** to track the return of reports from **internal and external authorities**, in line with organisational requirements
- 1.5 Record the return of completed reports on the **systems**
- 1.6 Contact the **internal and external authorities** in appropriate ways to request the immediate return of completed reports, if these are not returned on time
- 1.7 Refer to a higher authority if completed reports are not returned to you despite your requests
- 1.8 Communicate in ways that can be understood by individuals, responding to their different needs, abilities and preferences.

#### 2. Prepare documentation for authorities to decide the conditions of release

- 2.1 Copy, collate and number all **documentation**, in line with organisational requirements
- 2.2 Refer to a higher authority if you need to obtain **documentation** which is not available
- 2.3 Provide reasons if not all the required **documentation** is available
- 2.4 Send the collated **documentation** to the **releasing authorities** in the required format at the required time
- 2.5 Communicate in ways that can be understood by individuals, responding to their different needs, abilities and preferences

## Unit 259

# Prepare documentation to help authorities decide the conditions on which to release individuals from custody

### Knowledge and understanding

- 1.1 Current, relevant legislation, policies, procedures, codes of practice and practice advice for preparing documentation to help authorities decide the conditions on which to release individuals from custody
- 1.2 Current, relevant legislation and organisational requirements in relation to race, diversity and human rights
- 1.3 Current, relevant legislation and organisational requirements in relation to health and safety
- 1.4 The legal and organisational requirements which impact on the release of individuals from custody on parole or on some other form of licence
- 1.5 The range of different internal and external authorities involved in the release of individuals, and how to identify the correct authorities in each case
- 1.6 Manual and computerised systems for tracking the return of reports, and how to use them
- 1.7 Appropriate ways of contacting internal and external authorities to request the immediate return of reports
- 1.8 The range of documentation required by releasing authorities for each type of release
- 1.9 The higher authority to which to refer, if you do not receive completed reports or if all required documentation is not available
- 1.10 The importance of confidentiality, and how to ensure information is only available to those authorised to have it
- 1.11 The types of documentation which must be completed and how to complete it correctly.

### Additional Information

#### Scope/range related to performance criteria

#### Request and receive reports on individuals in custody

##### 1. Release

- 1.1. on parole
- 1.2. on some other form of licence

##### 2. Documentation

- 2.1. information from the individual's file
- 2.2. reports about the individual from internal and external authorities

##### 3. Internal and external authorities

- 3.1. people employed by the custodial authority
- 3.2. people working in the establishment but employed by other authorities
- 3.3. people outside the establishment

##### 4. Systems

- 4.1. manual
- 4.2. computerised

## **Prepare documentation for authorities to decide the conditions of release**

### **5. Documentation**

- 5.1. information from the individual's file
- 5.2. reports about the individual from internal and external authorities

### **6. Releasing authorities**

- 6.1. parole board
- 6.2. prison governor/controller

## Unit 260

# Make administrative arrangements for the release of individuals from custody

**SCQF Level:** 5

**SCQF Credit value:** 6

### What is the unit about?

This unit is about making administrative arrangements for all the official documentation, cash, travel warrants and personal property to be available so that individuals can be released from custody. Accuracy, timeliness and confidentiality are critical in this area of work, as is the ability to liaise effectively with internal and external authorities.

### There are two elements

- Process information about the release of individuals from custody
- Prepare documentation and entitlements for individuals on release

This unit applies to administrators working in the custodial care sector who are required to make administrative arrangements for the release of individuals.

### Links to other NOS

This unit links to all the other administration units in the custodial care framework.

It links closely to Unit: Prepare documentation to help authorities decide the conditions on which to release individuals from custody, Unit: Verify the release process and Unit: Receive and discharge individuals and property into and out of the custodial establishment.



### Performance indicators

#### 1. Process information about the release of individuals from custody

- 1.1 Maintain **systems** which give you adequate notice about individuals' eligibility for release
- 1.2 Identify correctly individuals eligible for release in time for the necessary **documentation** and **entitlements** to be prepared
- 1.3 Provide information about release dates and terms
  - to the **internal and external authorities** who require this information
  - only to those authorised to have this information
  - in the required format
  - at the required time
- 1.4 Communicate in ways that can be understood by individuals, responding to their different needs, abilities and preferences.

#### 2. Prepare documentation and entitlements for individuals on release

- 2.1 Identify correctly the **entitlements** of individuals on release
- 2.2 Prepare those **entitlements** for which you are directly responsible accurately and in time for release
- 2.3 Prepare the required **documentation** in line with legal and organisational requirements
- 2.4 Notify others in time for them to prepare **entitlements** ready for release

**Knowledge and understanding**

- 1.1 Current, relevant legislation, policies, procedures, codes of practice and practice advice for making administrative arrangements for the release of individuals from custody
- 1.2 Current, relevant legislation and organisational requirements in relation to race, diversity and human rights
- 1.3 Current, relevant legislation and organisational requirements in relation to health and safety
- 1.4 The legal and organisational requirements which impact on the release of individuals from custody
- 1.5 Manual and computerised systems for providing notice about individuals' eligibility for release, and how to use them
- 1.6 The range of different internal and external authorities involved in the release of individuals, and how to identify the correct authorities in each case
- 1.7 The importance of confidentiality, and how to ensure information is only available to those authorised to have it
- 1.8 The range of documentation required on release, and how to prepare it
- 1.9 The range of entitlements of individuals on release, and how to prepare these
- 1.10 Others in the organisation who are involved in preparing entitlements on release
- 1.11 The types of documentation which must be completed and how to complete it correctly.

### Additional Information

#### Scope/range related to performance criteria

#### Process information about the release of individuals from custody

##### 1. Systems

- 1.1. manual
- 1.2. computerised

##### 2. Documentation

- 2.1. licences
- 2.2. information to be provided to individuals on release
- 2.3. information to be provided to internal and external authorities on release

##### 3. Entitlements

- 3.1. personal cash and wages
- 3.2. grants
- 3.3. travel warrants
- 3.4. personal property
- 3.5. official documentation

##### 4. Internal and external authorities

- 4.1. people employed by the custodial authority
- 4.2. people working in the establishment but employed by other authorities
- 4.3. people outside the establishment

#### Prepare documentation and entitlements for individuals on release

##### 5. Entitlements

- 5.1. personal cash and wages
- 5.2. grants
- 5.3. travel warrants
- 5.4. personal property
- 5.5. official documentation

##### 6. Documentation

- 6.1. licences
- 6.2. information to be provided to individuals on release
- 6.3. information to be provided to internal and external authorities on release

**SCQF Level:** 5

**SCQF Credit value:** 3

### **What is the unit about?**

Understanding and using a range of basic e-mail software tools to send, receive and store messages for straightforward or routine activities. Any aspect that is unfamiliar will require support and advice from others.

This standard is imported from the **Tech Partnership IT Users suite**.

### **Specific skills**

- Communicating
- Presenting information
- Using technology

### Performance indicators

#### 1. **Using e-mail software tools and techniques to compose and send messages**

- 1.1 Select and use software tools to compose and format e-mail messages, including attachments
- 1.2 Send e-mail messages to individuals and groups
- 1.3 Use an address book to organise contact information

#### 2. **Manage incoming email effectively**

- 2.1 Follow guidelines and procedures for using e-mail
- 2.2 Read and respond to e-mail messages appropriately
- 2.3 Organise, store and archive e-mail messages effectively
- 2.4 Respond appropriately to e-mail problems

### Knowledge and understanding

- 1.1 Determine the message size and how it can be reduced
- 1.2 Describe how to stay safe and respect others when using e-mail
- 1.3 Describe how to archive e-mail messages, including attachments

**SCQF Level: 8****SCQF Credit value: 3****What is the unit about?**

This unit is about an organisation's accounting processes. It involves:

- checking and verifying bank transactions
- preparing ledger balances and control accounts
- drafting a trial balance

It also involves identifying and correcting or referring any errors or discrepancies as well as maintaining security and confidentiality of information at all times.

The figures you produce here may form the basis for the organisation's accounts and financial statements.

This standard is imported from the **FSSC Accountancy and Finance suite**.

**Specific skills**

- Checking
- Managing time
- Communicating
- Using technology
- Monitoring
- Problem Solving

**Links to other NOS**

- Computerised Accounting Software
- Spreadsheet Software
- Bespoke or Specialist Software
- Project Management Software
- Word processing software
- IT security for users
- Manage a budget
- Manage a project
- Manage Finance In your area of responsibility
- Manage Redundancies In Your Area Of Responsibility
- Keep Financial Records For Your Business
- Manage Cash Flow In Your Business
- Get Customers To Pay On Time
- Monitor Borrowing For Your Business
- Carry Out The Banking For Your Business
- Prepare Wages
- VAT Registration And Returns
- Communicate Information And Knowledge

- IT Communication Fundamentals
- IT Software Fundamentals
- Ensure Compliance With Legal, Regulatory, Ethical And Social Requirements
- Manage The Environmental Impact Of Your Work
- Make Sure Your Own Actions Within The Workplace
- Aim To Protect The Environment
- Make Sure Your Own Actions Reduce Risks To Health And Safety
- Develop Procedures To Safely Control Work Operations
- Conduct A Health And Safety Assessment Of A Workplace
- IT User Fundamentals
- Build Relationships to Build Your Business.
- Resolve Customer Service Problems
- Monitor And Solve Customer Service Problems
- Support Customer Service Improvements
- Prepare For And Participate In Quality Audits
- Carry Out Quality Audits
- Keep Up To Date With Current Legislation Affecting Your Business



**Performance indicators**

- 1.1 Record details from the relevant primary records in the cashbook and ledgers.
- 1.2 Correctly calculate totals and balances of receipts and payments.
- 1.3 Compare individual items on the bank statement and in the cashbook for accuracy and identify discrepancies.
- 1.4 Prepare a bank reconciliation statement that illustrates any discrepancies.
- 1.5 Make and record authorised adjustments.
- 1.6 Balance relevant accounts in the main ledger.
- 1.7 Reconcile control accounts with the totals of the balance in the subsidiary ledger accounts.
- 1.8 Reconcile the petty cash book with cash in hand and subsidiary records.
- 1.9 Identify discrepancies arising from the reconciliation of control accounts and either resolve them or refer to the appropriate person.
- 1.10 Draft a trial balance and open a suspense account to record any imbalance where necessary.
- 1.11 Identify reasons for imbalance, rectify them and make accurate corrections in the journal.
- 1.12 Securely store documentation in line with the organisation's confidentiality requirements.

## Knowledge and understanding

### 1. The business environment

- 1.1 Types of business transactions and the documents involved.
- 1.2 The general principles of VAT.
- 1.3 Relevant bank services and the operation of the bank clearing system.
- 1.4 The function and form of banking documentation.

### 2. Accounting techniques, principles and theory

- 2.1 Capital and revenue expenditure.
- 2.2 How to identify different types of errors.
- 2.3 How to make adjustments to correct errors and write off bad debts.
- 2.4 Methods of posting from books of prime entry to ledger accounts.
- 2.5 Double entry bookkeeping and balancing accounts.
- 2.6 The inter-relationship of accounts and the double entry system.
- 2.7 The use of journals.
- 2.8 How to identify discrepancies through control account reconciliation.
- 2.9 The function and form of a trial balance.
- 2.10 How to rectify imbalances and adjust errors not requiring a suspense account.
- 2.11 The purpose and function of a suspense account.
- 2.12 How to rectify imbalances by creating and then subsequently clearing a suspense account.

### 3. The organisation

- 3.1 The organisation's accounting, administrative and filing systems and procedures.
- 3.2 The nature of the organisation's business transactions.

## Assessment guidance

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg accounts.
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation (in view of possible confidentiality) need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

**SCQF Level:** 5

**SCQF Credit value:** 3

### **What is the unit about?**

This unit is about meeting and welcoming visitors. It includes ensuring visitors' needs are met, presenting a positive image of the organisation and ensuring that organisational procedures for health, safety and security are followed. It is for administrators who meet and welcome visitors as part of their role.

### **Specific skills**

- Communicating
- Decision-making
- Interpersonal skills
- Listening
- Personal presentation
- Problem solving

### **Links to other NOS**

- Communications
- Customer Service

**Performance indicators**

- 1.1 Meet and greet visitors promptly, treating them politely and making them feel welcome.
- 1.2 Identify visitors and the reason for their visit.
- 1.3 Use the organisation's systems to receive and record visitors, as appropriate.
- 1.4 Make sure visitors' needs are met.
- 1.5 Explain to visitors reasons for any delay in dealing with them, and keep them informed of developments.
- 1.6 Present a positive image of yourself and your organisation.
- 1.7 Follow organisational, health, safety and security procedures.
- 1.8 Inform relevant people about visitors' arrival promptly.
- 1.9 Deal with any problems that may occur, or refer these to an appropriate colleague.

**Knowledge and understanding**

- 1.1 The organisational procedures for receiving and dealing with visitors, including security.
- 1.2 The typical range of visitors to the premises and their needs.
- 1.3 How to respond to any individual needs the visitor may have (for example, accessibility).
- 1.4 Own responsibilities for health, safety and security.
- 1.5 Organisation structures and communication channels within the organisation.
- 1.6 How to deal with challenging behaviour from visitors calmly and in line with organisational procedures.
- 1.7 The types of problems that may occur with visitors, including conflict and aggression, and how to deal with these.

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

**SCQF Level:** 5

**SCQF Credit value:** 4

**What is the unit about?**

This unit is about the provision of administrative services for the issue of parking dispensations, including permits, season tickets, suspensions, dispensations/waivers and blue badges.

**Specific skills**

- Accuracy
- Evaluating
- Presenting yourself
- Researching
- Analysing
- Managing time
- Problem solving
- Using technology
- Communicating
- Monitoring
- Quality checking
- Decision making
- Organising
- Recording

**Performance indicators****1. Receive and process applications**

- 1.1 Advise customers on criteria for eligibility.
- 1.2 Review applications and supporting evidence against published criteria.
- 1.3 Seek additional evidence from the customer if required.
- 1.4 Carry out relevant checks in accordance with organisational procedures.
- 1.5 Where necessary, seek opinions from appropriate medical professionals.
- 1.6 Handle supporting documentation securely and in line with current legislation or relevant terms and conditions.
- 1.7 Make a decision to approve or decline the application.

**2. Issue documentation**

- 2.1 Communicate the decision to the customer, return documentation where necessary and issue appropriate paperwork.
- 2.2 Maintain appropriate records including renewals.
- 2.3 Process payments and handle refunds in line with organisational procedures.
- 2.4 Communicate the decision or information to other relevant departments.

## Knowledge and understanding

- 1.1 The services that you are responsible for and the limits and scope of your responsibilities and authority in providing these services.
- 1.2 Your organisation's policies, procedures and constraints that affect services in your area of responsibility and how to apply them.
- 1.3 The current legislation, Traffic Regulation Orders and other regulations that apply.
- 1.4 The requirements of the Data Protection Act 1998 and its implications for your role.
- 1.5 The criteria, policy and procedures in relation to permits, season tickets, suspensions, dispensations / waivers and blue badges.
- 1.6 The range of checks that are relevant to applications and how and when to carry them out.
- 1.7 Your organisation's anti-fraud policies and procedures and how to operate them.
- 1.8 The specialist software used by your organisation for the issue of permits, season tickets, suspensions, dispensations / waivers and blue badges and how to use it.
- 1.9 The evidence required to support an application for a permit, season tickets, suspension, dispensation / waiver or blue badge.
- 1.10 Understanding of payment and refund processing within your organisation.
- 1.11 How to communicate effectively with customers and other relevant departments.
- 1.12 The importance of the audit trail of controlled stationary.
- 1.13 How to update and maintain records as necessary.

### Assessment Guidance

#### Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg meeting brief, venue and catering requirements, papers for the meeting, evaluation of the meeting, record of external services
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.



**SCQF Level:** 6

**SCQF Credit value:** 6

### **What is the unit about?**

This unit is about processing court documentation to ensure that individuals held in custody appear in court when required. You need to keep accurate and up-to-date records of when individuals must appear in court. Accuracy, timeliness and confidentiality are critical in this area of work.

### **There is one element**

Process court documentation

This unit applies to experienced administrators working in the custodial care sector who have to process court documentation for the appearance of individuals at courts.

### **Links to other NOS**

This unit links to all the other administration units in the custodial care framework. It also links closely with Unit: Receive and discharge individuals and property into and out of the custodial establishment and Unit: Maintain security whilst escorting individuals to courts and other environments.

**Performance indicators****Process court documentation**

- 1.1 Maintain systems to record court documentation and the dates when individuals must appear in courts, in line with organisational requirements
- 1.2 Ensure court documentation is served on individuals in custody and record this, according to legal and organisational requirements
- 1.3 Confirm with the courts which individuals are required to be produced on which day
- 1.4 Identify whether the individuals could be released from court, or whether they must return to the establishment
- 1.5 Update records promptly, if there are changes to the requirements of courts

**Knowledge and understanding**

- 1.1 Current, relevant legislation, policies, procedures, codes of practice and practice advice for processing court documentation
- 1.2 Current, relevant legislation and organisational requirements in relation to race, diversity and human rights
- 1.3 Current, relevant legislation and organisational requirements in relation to health and safety
- 1.4 Manual and computerised systems for recording dates when individuals must appear in courts, and how to use these systems
- 1.5 Organisational requirements for making arrangements for the movement of individuals to courts, other custodial establishments and other environments
- 1.6 The types of court documentation that may be served on individuals in custody, and the legal and organisational requirements relating to these
- 1.7 The circumstances under which individuals must return to the establishment and how to identify if this is the case
- 1.8 The type of documentation which must be completed and how to complete it correctly

**Additional Information****Scope/range related to performance criteria****1. systems**

- 1.1. manual
- 1.2. computerised

**2. courts**

- 2.1. criminal
- 2.2. civil
- 2.3. martial

## Unit 280

# Contribute to maintaining security and protecting individuals rights in the custodial environment

**SCQF Level:** 6

**SCQF Credit value:** 6

### What is the unit about?

This unit is about taking precautions to prevent breaches of security in the custodial environment, protecting the rights of individuals and promoting anti-discriminatory practice. “Individuals” refers to anyone in the custodial environment and includes fellow workers, individuals in custody and visitors.

This unit underpins all the work carried out by administrative and support staff in custodial environments. Competence is unlikely to be proved through a one-off assessment; evidence of competent performance in this unit will need to be gathered over an extended period.

### There are two elements

- Contribute to maintaining security of the custodial environment
- Contribute to protecting the rights of individuals and promoting anti-discriminatory practice

### Target Group

This unit applies to all those working in a custodial environment who do not have unsupervised direct contact with individuals in custody.

### Specific skills

- Accuracy
- Timeliness
- Confidentiality

### Links to NOS

- Custodial care - maintain restrictions on individuals' liberty whilst promoting and protecting their rights, which is for those who have unsupervised direct contact with individuals in custody.

**Performance indicators****1. Contribute to maintaining security of the custodial environment**

- 1.1 Organise and carry out your duties in a way that follows both legal requirements and the policies and procedures of your organisation
- 1.2 Take appropriate steps to maintain the security of the organisation's property for which you are responsible
- 1.3 Remain constantly alert to the possibility of breaches in restrictions on individuals' liberty
- 1.4 Provide relevant people with the information they need to maintain control and restrictions on individual' liberty
- 1.5 Resist and report any pressure or inducement – that is not consistent with legal and organisational requirements – to reduce restrictions on individuals' liberty.

**2. Contribute to protecting the rights of individuals and promoting anti-discriminatory practices**

- 2.1 Record and use information about individuals in custody in ways that are consistent with the protection of their rights and comply with your organisation's policies and procedures.
- 2.2 Provide information about individuals in custody only to those entitled to have it.
- 2.3 Identify when individuals' rights are being infringed and follow your organisation's policy in reporting infringements.
- 2.4 Resist and report any pressure to infringe individuals' rights.
- 2.5 Promote anti-discriminatory practice in ways that comply with legislative requirements and your organisation's policy.
- 2.6 Take appropriate action to minimise unfair discrimination in the custodial establishment.
- 2.7 Communicate in ways that can be understood by individuals, responding to their different needs, abilities and preferences.

### Knowledge and understanding

- 1.1 Current, relevant legislation, policies, procedures, codes of practice and practice advice for contributing to maintaining security and protecting individuals' rights in the custodial environment
- 1.2 Current, relevant legislation and organisational requirements in relation to race, diversity and human rights
- 1.3 Current, relevant legislation and organisational requirements in relation to health and safety
- 1.4 The principles and standards of security awareness appropriate to your role and how to apply them
- 1.5 The importance of security awareness and how it is relevant to your job
- 1.6 Appropriate steps to take to maintain the security of the organisation's property
- 1.7 The types of potential breaches to restrictions on individuals' liberty
- 1.8 The types of information that will help other people to maintain control and restrictions on individuals' liberty
- 1.9 Individuals' rights conferred by law and by your organisation
- 1.10 Relevant legal requirements
- 1.11 What information can be held on individuals and how this can be handled in accordance with current data protection legislation
- 1.12 Who is entitled to have what information
- 1.13 Relevant organisational policies and procedures
- 1.14 Good anti-discriminatory practice and how to promote it
- 1.15 The importance of taking action to minimise unfair discrimination, and how to do so appropriately
- 1.16 Your organisation's systems and requirements for handling, recording and communicating information
- 1.17 The types of documentation which must be completed and how to complete it correctly

## Unit 280

# Contribute to maintaining security and protecting individuals rights in the custodial environment

## Additional Information

### Contribute to maintaining security of the custodial environment

#### 1. breaches

- 1.1. in physical security
- 1.2. in the management and control of individuals whose liberty is restricted

#### 2. relevant people

- 2.1. people in your organisation
- 2.2. people in other organisations

### Contribute to protecting the rights of individuals and promoting anti-discriminatory practice

#### 3. appropriate action

- 3.1. challenge the source of discrimination
- 3.2. seek the support of others to challenge discrimination

## Assessment guidance

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg data analysis, reports.
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation (in view of confidentiality) need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

## Unit 281

## Calculate pay

**SCQF Level:** N/A

**SCQF Credit value:** N/A

### What is the unit about?

This unit is about calculating employees' gross and net pay. It involves:

- calculating gross pay
- processing entitlements and deductions
- calculating and verifying net pay
- resolving employees' queries about their pay

In this function, you are working with instructions and/or figures provided by someone else you are not responsible for verifying the legality of instructions or complying with employees' rights.

### Links to NOS

- CAS Computerised Accounting Software
- SS Spreadsheet Software
- BS Bespoke or Specialist Software
- PM Project Management Software
- WP word processing software
- ITS IT security for users
- E1 Manage a budget
- F1 Manage a project
- E2 Manage Finance in your area of responsibility
- D16 Manage Redundancies in Your Area Of Responsibility
- MN3 Keep Financial Records For Your Business
- MN4 Manage Cash Flow in Your Business
- MN5 Get Customers To Pay On Time
- MN8 Monitor Borrowing For Your Business
- MN9 Carry Out The Banking For Your Business
- MN10 Prepare Wages
- MN11 VAT Registration And Returns
- E11 Communicate Information And Knowledge
- ICF IT Communication Fundamentals
- ISF IT Software Fundamentals
- B8 Ensure Compliance With Legal, Regulatory, Ethical And Social Requirements
- E9 Manage The Environmental Impact Of Your Work
- HSS7 Make Sure Your Own Actions Within The Workplace Aim To Protect The Environment
- HSS1 Make Sure Your Own Actions Reduce Risks To Health And Safety
- HSS2 Develop Procedures To Safely Control Work Operations
- HSS6 Conduct A Health And Safety Assessment Of A Workplace
- IUF IT User Fundamentals
- EE5 Build Relationships to Build Your Business



- F5 Resolve Customer Service Problems
- F6 Monitor And Solve Customer Service Problems
- F7 Support Customer Service Improvements
- F14 Prepare For And Participate In Quality Audits
- F15 Carry Out Quality Audits
- LG2 Keep Up To Date With Current Legislation Affecting Your Business Link

**Performance indicators**

- 1.1 Check all data and documentation relating to temporary variations for accuracy, reasonableness and proper authorisation.
- 1.2 Identify employees where action is required to ensure payment and correctly enter relevant details into the system.
- 1.3 Check rates for overtime payments against agreed scales for each type of employee affected
- 1.4 Process pensions and expenses payments.
- 1.5 Process temporary payments and deductions accurately and identify the appropriate tax and national insurance treatment for them as well as any effect they may have on pension contributions.
- 1.6 Process termination payments in accordance with legislative requirements.
- 1.7 Check the employment status of all employees and verify their entitlement to receive pay for the pay period.
- 1.8 Enter any applicable pre-tax deductions and all relevant statutory and non-statutory voluntary or contractual deductions into the system.
- 1.9 Produce and distribute accurate and legible payslips in accordance with statutory and organisational requirements.
- 1.10 Check net pay totals to ensure that the full range of applicable allowances and deductions has been made.
- 1.11 File source documents in a logical and orderly manner in accordance with statutory and organisational requirements.
- 1.12 Effectively resolve queries relating to pay calculations in a polite, secure and timely manner.
- 1.13 Refer enquiries to the appropriate person when you do not have the authority or expertise to resolve them.
- 1.14 Maintain the security and confidentiality of data, particularly employees' personal details or other sensitive information, at all times.

**Knowledge and understanding****1. Types of payroll**

- 1.1 Negative payrolls (those where employees will be paid automatically unless action is taken to prevent payment).
- 1.2 Positive payrolls (those where employees will not be paid unless individual payments are specifically instructed in the system).

**2. The statutory framework**

- 2.1 Legislation relating to payroll processing and data protection.
- 2.2 Types of temporary variations.
- 2.3 Sources of authorisation.
- 2.4 Types of statutory additions to pay.
- 2.5 Types of pre-tax deductions.
- 2.6 Types of statutory and non-statutory deductions.

**3. The organisation**

- 3.1 How to check that the payment due is valid and authentic.
- 3.2 The organisation's procedures and timeline for initiating, making and monitoring payments.
- 3.3 The organisation's signatories and authorisations procedures.
- 3.4 The organisation's procedures for maintaining the security and confidentiality of information.
- 3.5 Organisational, external agency and employee requirements for information.
- 3.6 Sources of information for resolving discrepancies.

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

**SCQF Level:** 7

**SCQF Credit value:** 8

### **What is the unit about?**

This unit is about controlling the accuracy and compliance of the payroll.

It involves:

- applying controls to the payroll function
- producing management information
- providing information and making payments to authorised agencies

**Performance indicators**

- 1.1 Correctly identify the treatment of all allowances and enhancements with respect to tax, national insurance and pensions deductions
- 1.2 Update rates for permanent and temporary payments and deductions against agreed scales for each type of employee affected
- 1.3 Reconcile the national insurance liability for directors against the national insurance actually paid
- 1.4 Monitor compliance with attachments of earnings legislation
- 1.5 Correctly code and reconcile total charges to organisational budgets against aggregate payroll totals
- 1.6 Promptly reconcile the number of no pays and actual pays with the number of employees on the payroll
- 1.7 Calculate and reconcile aggregate payroll totals, including aggregate statutory payments and non-statutory deductions, against authorised control totals
- 1.8 Calculate and reconcile aggregate amounts payable to, or recoverable from, statutory and non-statutory bodies against control totals
- 1.9 Reconcile payroll records with the organisation's financial reports
- 1.10 Make payments to statutory and non-statutory bodies by the required deadline, accompanied by the applicable documentation and in accordance with organisational regulations and procedures
- 1.11 Check that individuals raising queries are authorised to receive the information they are requesting
- 1.12 Seek clarification or additional information from employees or managers where the nature of their queries is not clear
- 1.13 Present accurate information extracted from the payroll system in an appropriate format
- 1.14 Deal effectively with enquiries from statutory agencies and non-statutory bodies
- 1.15 Obtain employee authorisation where required prior to the release of information
- 1.16 Supply information within the specified timescale and in compliance with relevant legislation
- 1.17 File copies of responses in a logical and orderly manner in accordance with statutory and organisational requirements

## Knowledge and understanding

### 1. The statutory framework

- 1.1 Legislation relating to payroll processing and data protection
- 1.2 The regulations of the relevant tax authority in respect of income tax and national insurance liability on pay, expenses and benefits
- 1.3 National insurance regulations concerning directors
- 1.4 Income tax and national insurance regulations relating to termination, lump sum and “out of sync” payments
- 1.5 Legislation controlling attachments of earnings and the rules applying to how they interact with each other
- 1.6 Types of exceptional payment
- 1.7 Types of attachments to earnings
- 1.8 Types of termination payments

### 2. The organisation

- 2.1 The organisation’s policies for recording and storing data
- 2.2 Organisational, external agency and employee requirements for information
- 2.3 The organisation’s procedures for maintaining the security and confidentiality of information
- 2.4 Sources of information for resolving discrepancies

## Assessment guidance

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate’s portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

**SCQF Level:** 8

**SCQF Credit value:** 3

### **What is the unit about?**

This unit is about drafting the financial statements of incorporated organisations following the preparation of an initial trial balance.

You need to be aware that:

- the financial statements will need to comply with relevant accounting standards and applicable legislation
- the accounting systems of an organisation are affected by its organisational structure, its administrative systems and procedures and the nature of its business transactions
- reporting and presentation requirements may vary if you are working in certain types of organisation, particularly in the public sector

You will need to maintain security and confidentiality of information and business transactions at all times, and may be responsible for handling queries.

### **Links to other NOS**

- CAS Computerised Accounting Software
- Spreadsheet Software
- Bespoke or Specialist Software
- Project Management Software
- Word processing software
- IT security for users
- Manage a budget
- Manage a project
- Manage Finance In your area of responsibility
- Manage Redundancies In Your Area Of Responsibility
- Keep Financial Records For Your Business
- Manage Cash Flow In Your Business
- Get Customers To Pay On Time
- Monitor Borrowing For Your Business
- Carry Out The Banking For Your Business
- Prepare Wages
- Registration And Returns
- Communicate Information And Knowledge
- IT Communication Fundamentals
- IT Software Fundamentals
- Ensure Compliance With Legal, Regulatory, Ethical And Social Requirements
- Manage The Environmental Impact Of Your Work
- Make Sure Your Own Actions Within The Workplace Aim To Protect The Environment
- Make Sure Your Own Actions Reduce Risks To Health And Safety
- Develop Procedures To Safely Control Work Operations

- Conduct A Health And Safety Assessment Of A Workplace
- IT User Fundamentals
- Build Relationships to Build Your Business
- Resolve Customer Service Problems
- Monitor And Solve Customer Service Problems
- Support Customer Service Improvements
- Prepare For And Participate In Quality Audits
- Carry Out Quality Audits
- Keep Up To Date With Current Legislation Affecting Your Business



**Performance indicators**

- 1.1 Identify the users of financial accounting information and financial statements
- 1.2 Identify the general purpose, elements and relationships between the elements of financial statements
- 1.3 Use appropriate information to draft financial statements in the appropriate form and in compliance with relevant accounting standards and domestic legislation and with the organisation's policies, regulations and procedures
- 1.4 Correctly identify and implement subsequent adjustments
- 1.5 Identify discrepancies, unusual features or queries and either resolve them or refer to the appropriate person
- 1.6 Prepare consolidated accounts
- 1.7 Prepare and interpret a cash flow statement
- 1.8 Interpret financial statements using ratio analysis
- 1.9 Draw valid conclusions from the information contained within financial statements
- 1.10 Present issues, interpretations and conclusions clearly to the appropriate people
- 1.11 Work under pressure to meet year end deadlines
- 1.12 Identify the need for an external audit and refer as appropriate

**Knowledge and understanding****1. The business environment**

- 1.1 The elements and purposes of financial statements of the organisation
- 1.2 The statutory form of financial statements and disclosure requirements
- 1.3 Relevant accounting standards
- 1.4 The obligations of directors or other responsible parties in respect of financial statements
- 1.5 The forms and composition of equity, reserves and loan capital
- 1.6 The presentation of business taxation in financial statements
- 1.7 The audit needs and threshold relating to accounts
- 1.8 The differences between the published accounts and financial statements of different types of organisations

**2. Accounting techniques, principles and theory**

- 2.1 Generally Accepted Accounting Principles/International Financial Reporting Standards (GAAP/IFRS)
- 2.2 and concepts
- 2.3 The types of financial statements and how to prepare them in the proper form
- 2.4 The elements of financial statements
- 2.5 The types of relationship between the elements of financial statements
- 2.6 2.5 How to calculate and interpret accounting ratios and analyse the information contained in financial statements
- 2.7 The concept of group accounts and the general principles of consolidation

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

**SCQF Level:** 6

**SCQF Credit value:** 3

**What is the unit about?**

This unit is about researching, planning and preparing a presentation for specific audiences. It includes agreeing the purpose, content, style and length of the presentation and researching and developing the presentation to suit the audience. It is for administrators who develop presentations as part of their role.

**Specific skills**

- Communicating
- Evaluating
- Organising
- Planning
- Researching

**Performance indicators**

- 1.1 Agree the purpose, content, style and time of the presentation and who the audience will be
- 1.2 Research and plan the presentation
- 1.3 Choose the equipment required to deliver the presentation
- 1.4 Prepare the presentation to achieve its purpose and suit the needs of the audience
- 1.5 Obtain feedback on the presentation and make necessary adjustments
- 1.6 Estimate how long the presentation will last
- 1.7 Produce presentation handouts, when required
- 1.8 Reflect on feedback obtained of the presentation and identify learning points

**Knowledge and understanding**

- 1.1 The advantages and disadvantages of using presentations to provide information
- 1.2 Different ways of making presentations and their features
- 1.3 How to prepare presentations so they are engaging, interesting, concise and informative
- 1.4 How to tailor the presentation to the audience
- 1.5 The different types of equipment that can be used to deliver the presentation
- 1.6 How handouts can complement presentations

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg brief, presentation, handouts
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

**SCQF Level: 6****SCQF Credit value: 3****What is the unit about?**

This unit is about preparing for, delivering and evaluating a formal presentation. It includes making contingency arrangements for potential problems, using voice tone, pace, volume and body language to re-enforce the presentation's message and maintain audience interest and reflecting on the outcomes to identify learning points and improvements for the future. It is for administrators who make formal presentations.

**Specific skills**

- Communicating
- Evaluating
- Managing time
- Organising
- Planning

**Links to other NOS**

- Communications
- IT

**Performance indicators**

- 1.1 Choose equipment and plan how to use the equipment's features to best effect
- 1.2 Develop contingency plans in case of equipment failure or other problems
- 1.3 Practise and time the delivery of the presentation
- 1.4 Obtain feedback on the presentation and make necessary adjustments
- 1.5 Make sure the equipment and resources are in working order
- 1.6 Make sure the audience receive presentation materials
- 1.7 Introduce self to the audience and state the aims of the presentation
- 1.8 Address the audience by speaking clearly and confidently, using language which is appropriate to the topic and the audience
- 1.9 Use equipment, where appropriate, to enhance the presentation and deal with any problems that may occur
- 1.10 Vary your voice tone, pace and volume to emphasise key points and maintain the audience's interest
- 1.11 Use your body language in a way that reinforces your message
- 1.12 Gauge audience reaction during the presentation and adapt accordingly
- 1.13 Summarise the key points
- 1.14 Provide the audience with the opportunity to ask questions
- 1.15 Listen carefully to questions and respond in a way that meets the audience's needs
- 1.16 Collect feedback on the presentation
- 1.17 Reflect on own performance and identify learning points
- 1.18 Evaluate the presentation and identify changes that will improve future presentations

**Knowledge and understanding**

- 1.1 Different ways of delivering presentations and their features
- 1.2 How to tailor the presentation to the audience
- 1.3 The purpose and benefits of rehearsing presentations and how to do so
- 1.4 How handouts can complement presentations
- 1.5 The types of equipment used for presentations and their features
- 1.6 The purpose and value of checking equipment in advance
- 1.7 How to use equipment to make presentations
- 1.8 The purpose and benefits of contingency planning
- 1.9 The types of problems that may occur with presentation equipment and how to deal with these
- 1.10 How to gauge audience reaction to the presentation
- 1.11 Methods of collecting feedback from the audience on the presentation.
- 1.12 How to evaluate the presentation.

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg contingency plan, presentation, evaluation
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.



## Unit 286

# Design and produce documents in a business environment

**SCQF Level:** 6

**SCQF Credit value:** 4

### What is the unit about?

This unit is about designing and producing high-quality, attractive documents to agreed specifications. It includes clarifying the requirements for the document, checking work for accuracy and editing and correcting text as necessary. It is for administrators who design and produce documents.

### Specific skills

- Checking
- Designing
- Listening
- Managing time
- Negotiating
- Organising
- Questioning
- Researching
- Using technology

### Links to other NOS

- Document Production
- IT
- Health, Safety and Security of People, Premises and Property

**Performance indicators**

- 1.1 Agree the purpose, content, style, quality standards and deadlines for the document.
- 1.2 Identify and prepare the resources needed.
- 1.3 Research and organise the content needed.
- 1.4 Make appropriate and efficient use of available technology.
- 1.5 Design and produce the document in the agreed style.
- 1.6 Integrate non-text objects in the agreed layout.
- 1.7 Check for accuracy, editing and correcting as necessary.
- 1.8 Store the document safely and securely in approved locations.
- 1.9 Clarify document requirements, when necessary.
- 1.10 Present the text in the required format within agreed deadlines.

**Knowledge and understanding**

- 1.1 The purpose and benefits of producing high-quality and attractive documents.
- 1.2 The different types of documents that you may be asked to design and produce and the document styles that should be used.
- 1.3 The different formats in which the text may be presented.
- 1.4 The benefits of agreeing the purpose, content, style, quality standards and deadline for the production of the document.
- 1.5 The different types of technology available for inputting, formatting and editing text and their main features.
- 1.6 The types of resources needed to produce high-quality and attractive documents.
- 1.7 How to research and organise the content needed for the document.
- 1.8 How to integrate and layout text and non-text objects.
- 1.9 How to check for accuracy and correctness, including spelling and grammar, and the purpose for doing this.
- 1.10 How to store the document safely and securely.
- 1.11 The purpose of confidentiality and data protection.

**Assessment guidance****Evidence may be supplied by:**

- observation
- witness testimony
- professional discussion
- questioning
- product eg documents
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

## Unit 287

## Prepare text from notes: using touch typing (60 wpm)

**SCQF Level:** 6

**SCQF Credit value:** 4

### **What is the unit about?**

This unit is about presenting accurate and correct text in an agreed format, from notes; using touch typing at a speed of 60 words per minute (wpm). It includes checking the content for accuracy, editing and correcting text as necessary and storing both the text and the original notes safely and securely. It is for administrators who prepare text from notes.

### **Specific skills**

- Checking
- Keyboarding skills
- Listening
- Managing time
- Questioning
- Using technology

### **Links to other NOS**

- Document Production
- IT
- Health, Safety and Security of People, Premises and Property

**Performance indicators**

- 1.1 Agree the purpose, format and deadlines for the transcription
- 1.2 Input text using touch typing to 60 words per minute
- 1.3 Format the text, making efficient use of available technology
- 1.4 Check content for accuracy, editing and correcting text when necessary
- 1.5 Clarify text requirements when necessary
- 1.6 Store text and original notes safely and securely in approved locations
- 1.7 Present text in the required format within agreed deadlines

**Knowledge and understanding**

- 1.1 The different types of documents that may be produced from notes and the formats they should follow
- 1.2 The difference between producing text from own notes and producing text from others' notes
- 1.3 The benefits of agreeing the purpose, format and deadline for the text
- 1.4 The purpose of accuracy when preparing text
- 1.5 How to check for accuracy and correctness – including spelling, grammar and punctuation– and the purpose of doing this
- 1.6 How to store text safely and securely.
- 1.7 The purpose of confidentiality and data protection

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg notes, documents
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

**SCQF Level:** 6

**SCQF Credit value:** 8

**What is the unit about?**

This unit is about taking shorthand notes and produce accurate and correct text in an agreed format from these notes, at a minimum speed of 80 words per minute (wpm). It includes checking the content for accuracy, editing and correcting text as necessary and storing both the text and the original shorthand notes safely and securely. It is for administrators who prepare text from shorthand.

**Specific skills**

- Checking
- Listening
- Managing time
- Noting
- Questioning
- Using technology

**Links to other NOS**

- Document Production
- IT
- Health, Safety and Security of People, Premises and Property

**Performance indicators**

- 1.1 Agree the purpose, format and deadlines for the text
- 1.2 Take dictation using shorthand at a minimum speed of 80 words per minute
- 1.3 Clarify text requirements when necessary
- 1.4 Input and format the text from shorthand notes
- 1.5 Make efficient use of available technology
- 1.6 Check content for accuracy, editing and correcting the text
- 1.7 Store the text and the original shorthand notes safely and securely in approved locations
- 1.8 Present the text in the required format within agreed deadlines



**Knowledge and understanding**

- 1.1 The different types of documents that may be produced from shorthand and the formats they should follow
- 1.2 The benefits of agreeing the purpose, format and deadline for the text
- 1.3 How to check for accuracy and correctness – including spelling, grammar and punctuation – and the purpose of doing this
- 1.4 The purpose of storing text safely and securely and how to do so
- 1.5 How to store the original shorthand notes safely.
- 1.6 The purpose of confidentiality and data protection
- 1.7 The different formats in which the text may be presented.

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg notes, documents
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

## Unit 289

## Prepare text from recorded audio instruction (60 wpm)

**SCQF Level:** 6

**SCQF Credit value:** 4

### What is the unit about?

This unit is about transcribing accurate and correct text in an agreed format from an audio recording, at a minimum speed of 60 words per minute (wpm). It includes checking the content for accuracy, editing and correcting text as necessary and storing both the text and the original recording safely and securely. It is for administrators who prepare text from recorded audio instruction.

### Specific skills

- Checking
- Listening
- Managing time
- Questioning
- Using technology

### Links to other NOS

- Document Production
- IT
- Health, Safety and Security of People, Premises and Property

**Performance indicators**

- 1.1 Agree the purpose, format quality standards and deadlines for the transcription
- 1.2 Input the text from the audio recording at a minimum speed of 60 words per minute
- 1.3 Format the text, making efficient use of available technology
- 1.4 Check content for accuracy, editing and correcting the text
- 1.5 Clarify text requirements when necessary
- 1.6 Store the text and the original recording safely and securely in approved locations
- 1.7 Present the text in the required format within agreed deadlines and quality standards.

**Knowledge and understanding**

- 1.1 The different types of documents that may be produced from audio recordings and the formats they should follow
- 1.2 The benefits of agreeing the purpose, format and deadline for the text
- 1.3 How to check for accuracy and correctness – including spelling, grammar and punctuation–  
How to store text safely and securely
- 1.5 The purpose of confidentiality and data protection
- 1.6 The different format in which the text may be presented.
- 1.7 The different types of technology available for playing back recordings and their main features

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg audio recording, documents
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

**SCQF Level: 6****SCQF Credit value: 7****What is the unit about?**

This unit is about contributing to the design and support the development of information systems to meet users' needs. It includes identifying the information to be managed within the system and supporting the testing of the system against the specification. It is for administrators who are responsible for supporting the design and development of information systems.

**Specific skills**

- Analysing
- Evaluating
- Managing resources
- Negotiating
- Organising
- Planning
- Researching
- Using technology
- Problem solving

**Links to other NOS**

- Manage Information
- IT
- Health, Safety and Security of People, Premises and Property

**Performance indicators**

- 1.1 Identify the information that will be managed within the system
- 1.2 Identify the resources required and available to deliver and implement the system
- 1.3 Contribute to the design of a system specification that meets identified needs and budgetary controls
- 1.4 Support the development of an information system that meets the specification
- 1.5 Support testing of the information system against the agreed specification
- 1.6 Resolve faults, within the limits of own authority

**Knowledge and understanding**

- 1.1 The purpose and benefits of managing information to meet specifications
- 1.2 The types of information that need to be managed in a business
- 1.3 The types of information systems available and their main features
- 1.4 How to develop specifications for information management, including resources and budgets
- 1.5 How to create and develop an information system based on identified user needs
- 1.6 The purpose and benefits of testing information systems
- 1.7 How to test an information system
- 1.8 How to resolve faults, within the limits of own authority

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg specification
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

**SCQF Level:** 6

**SCQF Credit value:** 7

**What is the unit about?**

This unit is about monitoring and maintaining information systems to meet agreed specifications within legislation and organisational requirements. It includes resolving problems when they occur and reviewing and further developing the information system. It is for administrators who monitor information systems as part of their role.

**Specific skills**

- Analysing
- Developing others
- Evaluating
- Monitoring
- Organising
- Planning resources
- Negotiating
- Using technology
- Problem-solving
- Researching

**Links to other NOS**

- Manage Information
- IT
- Health, Safety and Security of People, Premises and Property



**Performance indicators**

- 1.1 Identify the information to be monitored and the resources available to do so
- 1.2 Provide training and ongoing support to users
- 1.3 Maintain and update the information system
- 1.4 Monitor the use of the information system
- 1.5 Resolve problems when they occur
- 1.6 Review and further develop information systems to meet agreed specifications
- 1.7 Make sure all relevant legal and organisational requirements are followed

**Knowledge and understanding**

- 1.1 The different ways of monitoring use of an information system
- 1.2 The benefits of training users on the information system
- 1.3 The purpose of maintaining and updating the information system and methods you can use
- 1.4 The types of problems that occur with information systems and how to deal with them
- 1.5 The benefits of continuously improving information systems
- 1.6 Legislation and organisational requirements covering data protection and freedom of information

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg specifications, training notes
- reflective account
- organisational documentation, policies and procedures\*

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**SCQF Level:** 6

**SCQF Credit value:** 6

**What is the unit about?**

This unit is about analysing and reporting on data. It includes selecting and organising relevant, valid and reliable data for analysis and using appropriate analysis techniques to produce accurate, unbiased results and conclusions. It is for administrators who analyse and report on data as part of their role.

**Specific skills**

- Analysing
- Communicating
- Decision-making
- Organising
- Planning
- Presenting information
- Researching
- Using technology
- Problem-solving

**Links to other NOS**

- Document Production
- IT
- Health, Safety and Security of People, Premises and Property
- Manage Information

### Performance indicators

- 1.1 Agree the aims and objectives of the research and the deadline for the analysis.
- 1.2 Select relevant, valid and reliable data for analysis
- 1.3 Organise data for analysis
- 1.4 Apply analysis and evaluation techniques appropriate to the purpose of the research
- 1.5 Produce accurate, unbiased results and conclusions
- 1.6 Check the accuracy of the analysis using appropriate techniques and make adjustments where necessary
- 1.7 Get feedback on what you have found, if necessary
- 1.8 Present data on time and in the agreed format

**Knowledge and understanding**

- 1.1 The differences between primary and secondary research methods
- 1.2 The differences between quantitative and qualitative research methods
- 1.3 Relevant data sources and search methods
- 1.4 How to evaluate the relevance and reliability of the sources of data
- 1.5 What constitutes relevant, valid and reliable data
- 1.6 How to organise data for analysis
- 1.7 Analysis and evaluation techniques which produce accurate and unbiased results
- 1.8 The different formats that may be required when reporting data

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg aims and objectives, feedback, analysis
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

**SCQF Level:** 6

**SCQF Credit value:** 5

**What is the unit about?**

This unit is about planning and organising meetings. It includes ensuring the necessary activities are carried out before, during and after the meeting. Meetings may be face-to-face or conducted remotely using appropriate technology. It is for administrators who plan and organise meetings, ensuring the necessary activities are carried out before, during and after the meeting.

**Specific skills**

- Communicating
- Checking
- Evaluating
- Interpersonal skills
- Managing resources
- Managing time
- Negotiating
- Problem-solving
- Organising
- Planning

**Links to NOS**

- Events and meetings
- Communications

**Performance indicators****1. Before the meeting**

- 1.1 Plan and agree the meeting brief
- 1.2 Agree a budget for the meeting, where appropriate
- 1.3 Organise and confirm venue, equipment and catering requirements
- 1.4 Agree and prepare agenda and meeting papers
- 1.5 Invite attendees, confirm attendance and identify any special requirements
- 1.6 Make sure attendees' needs are met
- 1.7 Collate and dispatch papers for the meeting within agreed timescales
- 1.8 Make sure the chair receives an appropriate briefing
- 1.9 Arrange the equipment and layout of the room
- 1.10 Arrange catering, if appropriate
- 1.11 Make sure someone has been nominated to take minutes, if required

**2. At the meeting**

- 2.1 Make sure attendees are welcomed and receive suitable refreshments
- 2.2 Make sure attendees have the papers and other resources they need
- 2.3 Provide information, advice and support when required

**3. After the meeting**

- 3.1 Evaluate and maintain a record of external services, where these have been used
- 3.2 Collect and evaluate participant feedback from the meeting and share the results with relevant people
- 3.3 Agree learning points and use these to improve the organisation of future meetings

**Knowledge and understanding**

- 1.1 How to plan meetings that meet agreed aims and objectives
- 1.2 The different types of meetings and their main features
- 1.3 The purpose and benefits of planning and agreeing a brief for the meeting
- 1.4 The role of the person organising the meeting
- 1.5 How to identify suitable venues for different types of meetings
- 1.6 The types of resources, including technology needed for different types of meetings
- 1.7 Health, safety and security requirements when organising meetings
- 1.8 The main points that should be covered by an agenda and meeting papers
- 1.9 The types of information attendees will need
- 1.10 Any special requirements that attendees may have and how to meet them
- 1.11 The benefits of briefing the chair in advance of the meeting
- 1.12 The purpose of welcoming and providing suitable refreshments to attendees
- 1.13 The types of information, advice and support that may be asked to be provided during meetings
- 1.14 The types of problems that may occur during meetings and how to solve these
- 1.15 How to record and follow up actions
- 1.16 How to evaluate external services
- 1.17 Different ways to collect and evaluate participant feedback from the meeting
- 1.18 How to agree learning points to improve the organisation of future meetings

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg meeting brief, budget, agenda, meeting papers, record of external services, evaluation
- of participant feedback
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.



**SCQF Level:** 6

**SCQF Credit value:** 5

**What is the unit about?**

This unit is about organising business travel or accommodation. It includes researching, organising and agreeing arrangements for travel and accommodation, making sure they meet the brief and agreed budget. It is for administrators who have responsibility for organising business travel or accommodation.

**Specific skills**

- Communicating
- Checking
- Decision-making
- Evaluating
- Managing time
- Negotiating
- Planning
- Problem-solving
- Researching
- Organising

**Links to other NOS**

- Events and Meetings
- Communications

**Performance indicators**

- 1.1 Confirm travel or accommodation and budget requirements
- 1.2 Check draft itinerary and schedule with the traveller
- 1.3 Research and book travel arrangements or accommodation as agreed, obtaining best value for money
- 1.4 Obtain foreign currency, relevant insurance and visas, if required
- 1.5 Obtain and collate documents and information for travel or accommodation
- 1.6 Maintain records of travel or accommodation and store any confidential information securely, including financial records
- 1.7 Arrange payment facilities for travel or accommodation
- 1.8 Follow the correct procedures when there are problems with travel or accommodation arrangements
- 1.9 Provide the traveller with an itinerary, documents and information in good time
- 1.10 Confirm with the traveller that itinerary, documents and information meet requirements
- 1.11 Evaluate and maintain a record of external services used

**Knowledge and understanding**

- 1.1 Confirm travel or accommodation and budget requirements
- 1.2 Check draft itinerary and schedule with the traveller
- 1.3 Research and book travel arrangements or accommodation as agreed, obtaining best value for money
- 1.4 Obtain foreign currency, relevant insurance and visas, if required
- 1.5 Obtain and collate documents and information for travel or accommodation
- 1.6 Maintain records of travel or accommodation and store any confidential information securely, including financial records
- 1.7 Arrange payment facilities for travel or accommodation
- 1.8 Follow the correct procedures when there are problems with travel or accommodation arrangements
- 1.9 Provide the traveller with an itinerary, documents and information in good time
- 1.10 Confirm with the traveller that itinerary, documents and information meet requirements
- 1.11 Evaluate and maintain a record of external services used

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg travel, accommodation, budget requirements; draft itinerary and schedule, booking
- documents and information for travel, itinerary, record of external services
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

## Unit 295

## Contribute to running a project

**SCQF Level:** 6

**SCQF Credit value:** 5

### What is the unit about?

This unit is about contributing to project planning and supporting the implementation and monitoring of projects to achieve planned outcomes. It includes communicating with all those involved in the projects, keeping records of project activities and providing progress reports. It is for administrators who help to run projects.

### Specific skills

- Application of number
- Analysing
- Communicating
- Evaluating
- Managing time
- Monitoring
- Organising
- Managing resources
- Prioritising
- Problem solving
- Planning

### Links to other NOS

- Business Support Systems
- Manage information

**Performance indicators****1. Contribute to project planning**

- 1.1 Identify all stakeholders involved in the project.
- 1.2 Confirm the purpose of the project with all relevant stakeholders.
- 1.3 Confirm the project scope, timescale, aims and objectives.
- 1.4 Contribute to the preparation of a project specification.
- 1.5 Confirm the resources needed for the project.

**2. Run the project**

- 2.1 Implement and monitor the project to meet the agreed budget and timescales.
- 2.2 Communicate with all those involved in or affected by the project.
- 2.3 Seek advice in response to unexpected events.
- 2.4 Keep records of all project activity in the agreed format.
- 2.5 Provide interim reports on project progress.
- 2.6 Achieve required outcomes on time and to budget.

**Knowledge and understanding**

- 1.1 The difference between managing operations and managing projects.
- 1.2 The advantages and disadvantages of using projects and when projects are appropriate.
- 1.3 The benefits of defining a project's purpose, scope, timescale, costs, aims and objectives.
- 1.4 How to estimate types and quantity of resources needed for project activities.
- 1.5 The project-planning methodologies appropriate to the types of projects run and tools that can be used to assist project planning and control.
- 1.6 Different methods available to monitor projects.
- 1.7 Different ways of communicating with those involved in or affected by a project to make sure it runs smoothly.
- 1.8 The benefits of being flexible and adapting project plans when necessary.
- 1.9 How to record project activities.
- 1.10 The purpose of interim reporting.

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg purpose of the project, project scope, timescale, aims and objectives, project
- specification, agreed budget and timescales
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

## Unit 296

# Deliver, monitor and evaluate customer service to internal and/or external customers

**SCQF Level:** 6

**SCQF Credit value:** 3

### What is the unit about?

This unit is about delivering, monitoring, evaluating and improving services to meet internal and /or external customer needs. It includes identifying customer needs and expectations, providing services to agreed timescales and quality standards and taking action to improve services based on feedback. It is for administrators who work solely with internal customers or solely with external customers, or both internal and external customers.

### Specific skills

- Evaluating
- Monitoring
- Problem-solving
- Questioning
- Listening
- Negotiating

### Links to other NOS

- Customer Service
- Communications

### Performance indicators

#### **1 Identify customer needs and expectations**

- 1.1 Build positive working relationships with customers
- 1.2 Manage expectations of customers to make sure they are realistic
- 1.3 Identify and confirm customer needs
- 1.4 Agree timescales and quality standards with customers

#### **2 Deliver customer services**

- 2.1 Provide services to agreed timescales and quality standards and follow procedures if these are not achieved
- 2.2 Check customer needs and expectations are met
- 2.3 Follow the correct procedures to handle complaints in a professional manner and to a given timescale

#### **3 Monitor and evaluate customer services**

- 3.1 Obtain and record customer feedback
- 3.2 Analyse and evaluate customer feedback
- 3.3 Take action to improve service to customers



**Knowledge and understanding**

- 1.1 The types of products and services offered by your organisation relevant to internal and/or external customers
- 1.2 What is meant by customer service
- 1.3 The purpose and benefits of delivering customer service that meets or exceeds expectations
- 1.4 How to build positive working relationships with internal and/or external customers
- 1.5 How to manage customer expectations
- 1.6 The types of quality standards appropriate to own responsibilities
- 1.7 How to set and meet timescales and quality standards with internal and/or external customers
- 1.8 The types of problems that internal and/or external customers may experience and how to process and resolve or refer them
- 1.9 The correct procedures to follow when handling complaints
- 1.10 The techniques for collecting and analysing internal and/or external customer feedback
- 1.11 The purpose and benefits of continuous improvement

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg feedback, feedback analysis
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

## Unit 297

# Administer parking and traffic challenges, representations and civil parking appeals

**SCQF Level:** 6

**SCQF Credit value:** 9

### What is the unit about?

This unit is about the provision of administrative services for parking challenges, representations and civil parking notice (CPN) appeals. Civil parking notice means any parking or traffic notice issued in relation to any contravention or infringement of contract under current legislation. There is no statutory appeals process for parking on private land, therefore the civil penalty notice appeal process has been included in this standard.

### Skills

- Analysing
- Communicating
- Decision making
- Evaluating
- Interpersonal skills
- Managing time
- Negotiating
- Organising
- Presenting yourself
- Problem solving
- Recording
- Researching
- Using technology

**Performance indicators****1 Register receipt of challenges, representations and CPN appeals**

- 1.1 Respond promptly to a customer's initial enquiry with accurate advice
- 1.2 Record that you have received the written challenge, representation or CPN appeal
- 1.3 Make sure you have the information you need to understand the customer's case
- 1.4 Check the details of the documentation you have received for accuracy, consistency and validity
- 1.5 If the documentation fails to meet the requirements for considering the challenge, representation or CPN appeal promptly inform the customer of this and the courses of action they can take
- 1.6 If the customer's situation does not fall within recognised criteria for cancellation inform the customer of this and the courses of action they can take
- 1.7 At all stages, comply with organisational and legal requirements

**2 Respond to challenges, representations and CPN appeals**

- 2.1 Collate evidence for response to the challenge, representation or CPN appeal
- 2.2 If necessary, take prompt action to suspend the enforcement process while the case is being investigated
- 2.3 Make sure all internal records are accurate, reliable, valid and up to date
- 2.4 Review the documentation to make sure there is sufficient evidence, and decide whether you need additional evidence
- 2.5 Where necessary, obtain the additional items of evidence needed
- 2.6 Refer any matter which is beyond the limits of your responsibility to the appropriate person
  - a. review all evidence and make a decision
  - b. inform the customer, in writing and within agreed timescales, of your decision and the courses of action that they can take
  - c. where appropriate, reactivate the enforcement process
  - d. keep copies of all correspondence and update records
  - e. at all stages, comply with current organisational and legal requirements

**Knowledge and understanding**

- 1.1 The services that you are responsible for and the limits and scope of your responsibilities and authority in providing these services
- 1.2 Your organisation's policies, procedures and constraints that affect services in your area of responsibility and how to apply them
- 1.3 The current legislation, codes of practice and Traffic Regulation Orders that apply when you are dealing with challenges, representations and CPN appeals
- 1.4 The requirements of the Data Protection Act 1998 and its implications for your role
- 1.5 The specialist software used by your organisation for the recording and processing of challenges, representations and CPN appeals and how to use it
- 1.6 How to access and use the sources of information that you need to deal with challenges, representations and CPN appeals
- 1.7 How to interpret the documents that are used in parking control administration in relation to dealing with challenges, representations and CPN appeals
- 1.8 How to communicate effectively with customers so that you can be clear about the nature of their enquiry and can explain to customers the courses of action available to them
- 1.9 The information that is needed to consider a challenge, representation or CPN appeal, and why this is the case
- 1.10 Recognised criteria for cancellation
- 1.11 Why it is important to record receipt of a challenge, representation or CPN appeal
- 1.12 How to identify evidence that is reliable, valid and sufficient
- 1.13 What information and evidence has to be provided by the customer and how to check that it is valid
- 1.14 The range of internal evidence that is needed to support a reliable decision, and where to obtain it
- 1.15 How to clarify the details of the customer's challenge, representation or CPN appeal through oral or written questioning
- 1.16 The limits of your responsibility in investigating challenges, representations and CPN appeals and who to refer matters outside of your authority to
- 1.17 How to identify and obtain evidence that you have not been provided with
- 1.18 How to make decisions that are supported by the evidence and comply with current legal and organisational requirements
- 1.19 The courses of action that a customer can take once a decision has been made, and the consequences of taking those courses of action

## Assessment guidance

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

## Unit 298

# Administer statutory parking and traffic appeals

**SCQF Level:** 7

**SCQF Credit value:** 9

### What is the unit about?

This unit is about processing documentation and respond to statutory appeals against parking penalty charge notices (PCN) including those following a successfully filed statement of truth on grounds 1, 2, 3 or 4. This standard covers the statutory appeals process. Parking charge notice appeals for which there is no statutory process are covered in Unit 297. This standard is for employees involved in

### Specific skills

- Accuracy
- Analysis
- Communicating
- Decision-making
- Evaluating
- Interpersonal skills
- Letter writing
- Listening
- Managing time
- Negotiating
- Organising
- Presenting yourself
- Problem solving
- Questioning
- Quality checking
- Recording
- Researching
- Using technology

**Performance indicators****1 Prepare case evidence**

- 1.1 Record that you have received the statutory appeal notification or revocation order
- 1.2 Take action to suspend the enforcement process during the investigation
- 1.3 Check the details of the documentation you have received for accuracy and consistency and notify the appropriate person of any discrepancies
- 1.4 Make sure that you understand the grounds on which the customer is appealing or the statement of truth has been filed
- 1.5 Comply with current organisational and legal requirements
- 1.6 Carry out work within the given deadline for the case

**2 Investigate the case for statutory appeal and decide how to proceed**

- 2.1 Make sure all necessary evidence is present, accurate, valid and reliable
- 2.2 Identify and obtain any additional items of evidence that are needed
- 2.3 Where necessary consult other people to obtain further information
- 2.4 Refer any matter which is beyond the limits of your responsibility to the appropriate person
- 2.5 Review all evidence; make and record a decision on the basis of the evidence
- 2.6 Make sure that the adjudicator and appellant or respondent are informed and that the decision has been recorded properly, when it has been decided not to contest the statutory appeal or the statement of truth
- 2.7 Comply with current organisational and legal requirements

**3 Contest the statutory appeal**

- 3.1 Prepare a case summary in accordance with organisational guidelines and relevant codes of practice
- 3.2 Collate, label and present documentation in the format required by the appeals service
- 3.3 Make sure copies of documentation are provided to all relevant people
- 3.4 Make sure that you are prepared to respond to requests for further information including when a statutory appeal is referred by an adjudicator to an independent person to consider mitigation
- 3.5 Be fully conversant with the case and compliant with the Code of Conduct for personal attendance, if you attend the hearing

**4 Respond appropriately to the outcomes of the statutory appeal**

- 4.1 Update all records in accordance with organisational and legal requirements, on receiving notification of the outcome of the statutory appeal
- 4.2 Proceed with the case as appropriate to the outcomes of the statutory appeal
- 4.3 Review and consider the adjudicator's feedback; take appropriate actions

**Knowledge and understanding**

- 1.1 The services for which you are responsible
- 1.2 Your organisation's policies, procedures and constraints that affect services in your area of responsibility
- 1.3 The rules that apply when you are dealing with statutory appeals
- 1.4 How to interpret Traffic Regulation Orders
- 1.5 The current legislation that applies when you are dealing with statutory appeals
- 1.6 The requirements of the Data Protection Act and its implications for your role
- 1.7 The specialist software used by your organisation for the recording and processing of statutory appeals
- 1.8 How to identify evidence that is sufficient, reliable and valid
- 1.9 What information has to be provided and how to check that it is accurate
- 1.10 The grounds on which someone may or may not appeal
- 1.11 The grounds on which someone may or may not file a statement of truth
- 1.12 The importance of acting within the given deadline for the case and the consequences of failing to do so
- 1.13 The limits of your responsibility in investigating statutory appeals and to whom matters outside your authority should be referred
- 1.14 What evidence is needed and why
- 1.15 How to identify and obtain evidence that you have not been provided with
- 1.16 Who to consult if further information is needed
- 1.17 How to prepare a case summary
- 1.18 How to present a case summary and why it is important to present it in this way
- 1.19 How to prepare the documentation for a case that is not to be contested
- 1.20 Your organisation's requirements for the presentation and organisation of documents for a statutory appeal hearing
- 1.21 How to prepare yourself for a hearing, if you have to attend one yourself
- 1.22 The Code of Conduct which regulates how to behave if you attend statutory appeal hearings yourself
- 1.23 The kinds of further information that might be requested
- 1.24 What actions to take to close a case
- 1.25 How to arrange for refunds of fees to be paid
- 1.26 The records (paper and electronic) that need to be updated to record the outcome of the statutory appeal and how to do this
- 1.27 Who to inform of the outcomes of a statutory appeal and why
- 1.28 The courses of action that are available to the appellant
- 1.29 The courses of action that are available to the respondent
- 1.30 What actions to take to reactivate the recovery process



## Assessment guidance

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

**SCQF Level:** 7

**SCQF Credit value:** 6

**What is the unit about?**

This unit is about the providing of administrative services for the recovery of parking and traffic debt, up to and including the court process.

This standard is relevant for all staff who are involved in the recovery of parking and traffic debt

**Specific skills**

- Accuracy
- Analysis
- Communicating
- Decision-making
- Evaluating
- Interpersonal skills
- Letter writing
- Listening
- Managing time
- Negotiating
- Organising
- Presenting yourself
- Problem solving
- Questioning
- Quality checking
- Recording
- Researching
- Using technology

**Performance indicators**

- 1.1 Monitor the quality of the data to be registered at Traffic Enforcement Centre and/or the relevant court (dependent on the enforcement regime) and ensure this meets quality standards before submission
- 1.2 Ensure debt recovery documentation is served in accordance with organisational policy and relevant legislation
- 1.3 Investigate the case and prepare case evidence in accordance with organisational policy and relevant legislation
- 1.4 Review all evidence; make and record a decision on the basis of the evidence
- 1.5 Where the decision is not to pursue the case make sure that relevant people are informed and that the decision has been recorded properly
- 1.6 Where the decision is to pursue the case, proceed in accordance with organisational policy and relevant legislation
- 1.7 Respond appropriately to the outcomes of the case, review feedback and take appropriate action
- 1.8 Liaise with outside agencies, including those managing the debt recovery process
- 1.9 Monitor the performance of outside agencies, including those managing the debt recovery process
- 1.10 Produce relevant reports; update and maintain records in line with organisational policy and relevant legislation
- 1.11 Carry out work within the given deadlines for the case
- 1.12 Close the case in accordance with organisational policy and relevant legislation

### Knowledge and understanding

- 1.1 The services that you are responsible for and the limits and scope of your responsibilities and authority in providing these services
- 1.2 Your organisation's policies, procedures and constraints that affect services in your area of responsibility and how to apply them
- 1.3 The current legislation and regulations that apply
- 1.4 The requirements of the Data Protection Act and its implications for your role
- 1.5 The criteria, policy and procedures in relation to debt recovery (eg for non-collection, write off, case closure, tracing and recovery, maximising debt collection, reporting, performance management)
- 1.6 Understanding of the debt recovery process within your organisation
- 1.7 The role of Traffic Enforcement Centre and/or the relevant court (dependent on the enforcement regime) in the debt recovery process
- 1.8 The debt recovery documentation to be served and how to do this
- 1.9 The case evidence that may be used
- 1.10 How to investigate a case, the limits of your responsibility and to whom matters outside your authority should be referred
- 1.11 The range of possible outcomes of a case and the appropriate actions to take for each outcome
- 1.12 The role of debt recovery agents and other agencies
- 1.13 How to communicate effectively with debt recovery agents and other outside agencies
- 1.14 The importance of the audit trail and how to update and maintain records as necessary
- 1.15 The reports that are required and how and when to produce them
- 1.16 How to close a case in line with your organisational policy and relevant legislation

### Assessment guidance

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

**SCQF Level:** 6

**SCQF Credit value:** 6

**What is the unit about?**

This unit is about checking that individuals are eligible for release and that all administrative arrangements have been made correctly.

There are two elements

- Verify the eligibility of individuals for release
- Verify that the correct documentation and entitlements have been prepared

This unit applies to experienced administrators working in the custodial care sector who are required to verify that all the administrative arrangements for the release of individuals are correct.

**Specific skills**

- Accuracy
- Timeliness
- Confidentiality

**Links to other NOS**

This unit links to all the other administration units in the custodial care framework. It links closely to

- Make administrative arrangements for the release of individuals from custody
- Receive and discharge individuals and property into and out of the custodial establishment.

### Performance indicators

#### 1. Verify the eligibility of individuals for release

- 1.1 Maintain **systems** which give you accurate information about individuals' eligibility for release
- 1.2 Recalculate **release dates** for individuals accurately and at the required time prior to release
- 1.3 Refer promptly to the releasing authorities if there is any doubt about an individual's eligibility for release.

#### 2. Verify that the correct documentation and entitlements have been prepared

- 2.1 Communicate in ways that can be understood by individuals, responding to their different needs, abilities and preferences
- 2.2 Provide advice and guidance to those preparing **documentation** and **entitlements** for individuals on release
- 2.3 Check that the correct **documentation** and **entitlements** have been prepared for each individual to be released
- 2.4 Identify any errors in the preparation of **documentation** and **entitlements** and ensure these errors are corrected
- 2.5 Present **documentation** in the required format so that the release of individuals from custody can be authorised.

**Knowledge and understanding**

- 1.1 Current, relevant legislation, policies, procedures, codes of practice and practice advice for verifying the release process
- 1.2 Current, relevant legislation and organisational requirements in relation to race, diversity and human rights
- 1.3 Current, relevant legislation and organisational requirements in relation to health and safety
- 1.4 The legal and organisational requirements which impact on the release of individuals from custody
- 1.5 Manual and computerised systems for providing information about individuals' eligibility for release, and how to use them
- 1.6 The different types of documentation which are relevant to the calculation of critical dates of sentences, and how to interpret the information they contain
- 1.7 The critical dates which apply to different types of sentences and how to calculate these accurately
- 1.8 The range of releasing authorities and how to contact them
- 1.9 The range of documentation required on release, and how to prepare it
- 1.10 The range of entitlements of individuals on release, and how to prepare these
- 1.11 The types of advice and guidance people may need in preparing documentation and entitlements for release, and how to provide this advice and guidance
- 1.12 The importance of checking individuals' eligibility for release and that the correct documentation and entitlements have been prepared
- 1.13 The format in which documentation should be presented so that the release of individuals from custody can be authorised
- 1.14 The types of documentation which must be completed and how to complete it correctly.

## **Additional Information**

### **Scope/range related to performance criteria**

#### **Verify the eligibility of individuals for release**

##### **1. systems**

- 1.1. manual
- 1.2. computerised

##### **2. releasing authorities**

- 2.1. parole board
- 2.2. prison governor/controller

#### **Verify that the correct documentation and entitlements have been prepared**

##### **3. documentation**

- 3.2. licences
- 3.3. information to be provided to individuals on release
- 3.4. information to be provided to internal and external authorities on release

##### **4. entitlements**

- 4.1. personal cash and wages
- 4.2. grants
- 4.3. travel warrants
- 4.4. personal property
- 4.5. official documentation



**SCQF Level:** 6

**SCQF Credit value:** 8

### **What is the unit about?**

This unit is about organising and co-ordinating events. It includes agreeing a brief and budget for an event and deciding on the operational activities and technical requirements to deliver the event. It is for administrators who have responsibility for organising and co-ordinating events.

### **Specific skills**

- Checking
- Communicating
- Decision-making
- Evaluating
- Interpersonal skills
- Leading
- Managing time
- Negotiating
- Managing resources
- Planning
- Monitoring
- Problem-solving
- Organising

### **Links to other NOS**

- Events and Meetings
- Communications

**Performance indicators****1. Before the event**

- 1.1 Agree the event brief and budget
- 1.2 Agree a plan for the event which will meet agreed objectives and address identified risks and contingencies
- 1.3 Identify and agree the resources and support needed for the event
- 1.4 Identify and cost suitable venues
- 1.5 Make sure all relevant legal and contractual requirements are correctly addressed
- 1.6 Make sure the event complies with relevant health, safety and security requirements
- 1.7 Liaise with the venue to confirm event requirements
- 1.8 Make sure invitations are sent out to delegates
- 1.9 Manage resources and the production of event materials
- 1.10 Manage delegate responses
- 1.11 Prepare joining instructions and event materials to be sent to delegates
- 1.12 Make arrangements for rehearsals, if required, to make sure that the event runs smoothly
- 1.13 Make sure all those involved are briefed and trained to fulfil their roles
- 1.14 Delegate functions to the event team as appropriate

**2. At the event**

- 2.1 Prepare the venue and make sure all necessary resources are in place
- 2.2 Co-ordinate activities and resources during the event, in line with agreed plans
- 2.3 Help delegates to feel welcome
- 2.4 Respond to delegates' needs throughout the event
- 2.5 Resolve problems in a timely manner
- 2.6 Oversee the work of key staff during the event
- 2.7 Monitor compliance with relevant health, safety and security requirements
- 2.8 Liaise with venue management to make sure facility resources are in place

**3. After the event**

- 3.1 Clear and vacate the venue, in accordance with the terms of the contract
- 3.2 Prepare and circulate papers or conduct other follow-up activities, if necessary
- 3.3 Reconcile accounts to budget
- 3.4 Seek and collect feedback from those involved in the event
- 3.5 Analyse the feedback and share the analysis with relevant people
- 3.6 Agree key learning points and use these to improve the running of future events

**Knowledge and understanding**

- 1.1 The role of an event organiser
- 1.2 How to plan and manage events to meet the objectives of the brief
- 1.3 The different types of events and their main features
- 1.4 The purpose and value of agreeing a brief and budget for the event
- 1.5 The types of risks associated with events and how to minimise these
- 1.6 How to develop a contingency plan for an event
- 1.7 The types of information that delegates will need
- 1.8 How to identify suitable venues for different types of events
- 1.9 The types of resources needed for different types of events
- 1.10 The special requirements that delegates may have and how to meet these
- 1.11 Health, safety and security requirements when organising events
- 1.12 The relevant legal and organisational requirements for contracts
- 1.13 The types of activities and resources that may need to be co-ordinated during an event
- 1.14 The types of problems that may occur during events and how to solve them
- 1.15 What points to observe when clearing and vacating an event
- 1.16 The purpose and value of evaluating an event and the methods you can use
- 1.17 The types of papers that may need to be circulated after an event
- 1.18 Budgetary responsibilities and procedures

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg event brief and budget, plan, contingencies, resources, venue details, event materials,
- joining instructions, invitations, accounts, feedback, feedback analysis
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

**SCQF Level: 6****SCQF Credit value: 8****What is the unit about?**

This unit is about working with school contacts and wider community contacts to contribute to school goals and priorities

School contacts include pupils and students; parents; guardians; carers; colleagues; and governing bodies. Wider community contacts include community organisations; relevant authorities; children's services; welfare services; local businesses; the police; and regulatory bodies.

**Specific skills**

- Analysing
- Managing conflict
- Organising
- Researching
- Communicating
- Managing time
- Planning
- Team working
- Evaluating
- Negotiating
- Prioritising
- Using technology
- Literacy
- Numeracy
- Problem solving
- Writing

**Performance indicators****Work with school contacts and wider community contacts**

- 1.1 Build positive working relationships
- 1.2 Present a positive image of yourself and your school
- 1.3 Communicate effectively with contacts
- 1.4 Follow school policies and procedures for dealing with parents, guardians and carers
- 1.5 Follow school policies and procedures for dealing with pupils and students
- 1.6 Follow school policies and procedures for dealing with colleagues and the wider community
- 1.7 Provide effective administrative and organisational support to school contacts and the wider community
- 1.8 Operate school administration systems
- 1.9 Analyse and evaluate information
- 1.10 Produce reports in line with school procedures
- 1.11 Safeguard confidential information
- 1.12 Act within the limits of your authority
- 1.13 Refer issues beyond your authority to the appropriate person

**Knowledge and understanding**

- 1.1 The purpose and benefits of managing information to meet specifications
- 1.2 The purpose and benefits of monitoring the use of an information system
- 1.3 The different ways of monitoring use of an information system
- 1.4 The benefits of training users of the information system with available methods
- 1.5 The purpose of maintaining and updating the information system and methods you can use
- 1.6 The types of problems that occur with information systems and how to deal with them
- 1.7 The different ways of maintaining and updating an information system
- 1.8 The benefits of continuously improving information systems
- 1.9 Legislation and organisational requirements covering data protection and freedom of information

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg reports
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

**SCQF Level:** 6

**SCQF Credit value:** 6

### **What is the unit about?**

This unit is about recording and updating agricultural data.

### **Specific skills**

- Organising
- Problem solving
- Checking
- Analysing
- Communicating

### **Links to other NOS**

- CFAAA122: Make agricultural returns, applications and claims

**Performance indicators****1. Input and maintain records**

- 1.1 Gather accurate data from relevant sources and within required timescales
- 1.2 Record data in line with the legal requirements and those of external agencies
- 1.3 Check that records are complete, requesting missing information as appropriate
- 1.4 Keep records up to date
- 1.5 Reconcile data with that held by external agencies, where required
- 1.6 Submit data to external agencies in necessary timescales
- 1.7 Make sure other people understand how the data is recorded and how to access it
- 1.8 Store records securely and confidentially

**2. Produce Reports**

- 2.1 Analyse data to produce management reports as requested
- 2.2 Present reports in an appropriate format



### Knowledge and understanding

- 1.1 The administrative services that you are responsible for
- 1.2 The policies, procedures and constraints that affect administration in your area of work
- 1.3 The legislation and regulations that apply to your area of work
- 1.4 The external agencies that operate in your area of work and their requirements for record keeping (e.g. statutory livestock records, livestock movement records, veterinary and medicine records, livestock production/breeding records, statutory crop records, crop production records, horticultural records, cross-compliance records)
- 1.5 The manual and computerised records that you are required to keep and how to keep them
- 1.6 How to use appropriate software for the recording and processing of information
- 1.7 What data is needed for a range of types of records in agricultural contexts (e.g. arable, dairy, beef, sheep, pigs or poultry, horticulture), and why
- 1.8 The assurance schemes that exist for your area of work and the records required for these
- 1.9 How to keep up to date with changing requirements in your area of work
- 1.10 How to ensure the data gathered is accurate
- 1.11 How to reconcile data with that held by external agencies and the potential consequences of not doing so
- 1.12 The timescales within which the data must be collected and submitted
- 1.13 How to communicate with others to ensure that they can access records
- 1.14 How to store records securely and maintain confidentiality
- 1.15 The types of reports that might be requested and how to analyse the data to produce them
- 1.16 The range of formats that can be used for reports and when to use them.

### Assessment guidance

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

**SCQF Level:** 7

**SCQF Credit value:** 6

### What is the unit about?

This unit is about verifying critical dates for sentences so that individuals are released from custody on time. You have to check and interpret the relevant documentation and verify the calculations made by other staff. Accuracy, timeliness and confidentiality are critical in this area of work.

There are two elements

- Verify and interpret documentation relevant to the imprisonment or detention of individuals
- Verify sentence calculations

This unit applies to experienced administrators working in the custodial care sector who have the responsibility for verifying the calculations for sentences made by others.

### Specific skills

- Accuracy
- Timeliness
- Confidentiality

### Links to other NOS

This unit links to all the other administration units in the custodial care framework. It links closely with Unit CC060 Calculate critical dates for sentences, which applies to administrators who calculate critical dates for sentences, but do not verify the calculations made by others.

It also links closely with Unit CC021 Receive and discharge individuals and property into and out of the custodial establishment

### Performance indicators

1. **Verify and interpret documentation relevant to the imprisonment or detention of individuals**
  - 1.1 Verify that the **documentation** allows lawful imprisonment or detention of the individual in the establishment
  - 1.2 Check that all information on the **documentation** has been interpreted correctly
  - 1.3 Check with the **relevant authority** if you are in doubt about how to interpret information
  - 1.4 Check that all information has been accurately entered into **systems**, in line with organisational procedures.
  
2. **Verify sentence calculations**
  - 2.1 Provide advice and guidance to those interpreting **documentation** and calculating **critical dates**
  - 2.2 Check the interpretation of **documentation** and calculations of critical dates to ensure that are accurate every time
  - 2.3 Identify errors in interpretation of **documentation** or calculation of **critical dates** and ensure these errors are corrected
  - 2.4 Check with the **relevant authority** where you are in doubt about **critical dates**.

**Knowledge and understanding**

- 1.1 Current, relevant legislation, policies, procedures, codes of practice and practice advice for verifying critical dates for sentences
- 1.2 Current, relevant legislation and organisational requirements in relation to race, diversity and human rights
- 1.3 Current, relevant legislation and organisational requirements in relation to health and safety
- 1.4 The legal requirements which impact on the calculation of critical dates
- 1.5 Your organisation's policies and procedures for calculating critical dates
- 1.6 The documentation required in order to imprison or detain an individual lawfully
- 1.7 The different types of documentation which are relevant to the imprisonment or detention of individuals and the calculation of critical dates for sentences, and how to interpret the information they contain
- 1.8 The relevant authorities to contact when in doubt about how to interpret information or calculate sentences
- 1.9 The organisation's systems and how to use them
- 1.10 The range of different types of information which may have an impact on critical dates, where to obtain this information, and how to assess its impact accurately
- 1.11 The range of critical dates which apply to different types of sentences, and how to calculate these accurately
- 1.12 The importance of ensuring critical dates are entered accurately on systems
- 1.13 The people who are authorised to have information about critical dates
- 1.14 The formats and time limits within which information about critical dates must be supplied
- 1.15 How to explain clearly how critical dates have been calculated
- 1.16 The types of advice and guidance people may need in interpreting documentation and calculating critical dates, and how to provide this advice and guidance
- 1.17 The importance of checking the interpretation of documentation and calculation of sentences to ensure accuracy
- 1.18 The types of documentation which must be completed and how to complete it correctly

### Additional Information

#### Scope/range related to performance criteria

#### Verify and interpret documentation relevant to the imprisonment or detention of individuals

##### 1. documentation

- 1.1. warrants of imprisonment
- 1.2. detention orders
- 1.3. recall orders
- 1.4. accompanying documentation

##### 2. relevant authority

- 2.1. the originator or endorser of the documentation
- 2.2. supervisor or line manager
- 2.3. specialist in sentence calculation

##### 3. systems

- 3.1. manual
- 3.2. computerised

#### Verify sentence calculations

##### 4. documentation

- 4.1. warrants of imprisonment
- 4.2. detention orders
- 4.3. recall orders
- 4.4. accompanying documentation

##### 5. critical dates

- 5.1. the critical dates relating to sentences awarded by a court in your own country
- 5.2. the critical dates relating to sentences awarded by a court in another country in the UK

##### 6. relevant authority

- 6.1. the originator or endorser of the documentation
- 6.2. supervisor or line manager
- 6.3. specialist in sentence calculation

## Unit 354

# Make agricultural returns, applications and claims

**SCQF Level:** 6

**SCQF Credit value:** 8

### What is the unit about?

This unit is about preparing relevant agricultural returns, applications and claims.

### Specific skills

- Organising
- Problem solving
- Checking
- Analysing
- Communicating

### Links to other NOS

- CFAAA121: Administer agricultural records

**Performance indicators**

- 1.1 Collate information necessary to prepare the return, application or claim
- 1.2 Prepare returns, applications and claims using correct procedures and format as required by the external agency
- 1.3 Check information and actions as appropriate with relevant person
- 1.4 Make sure all returns, applications or claims are signed by the appropriate person
- 1.5 Comply with required timescales for submission
- 1.6 Keep copies of returns, applications and claims securely and confidentially
- 1.7 Answer any queries about the return, application or claim
- 1.8 Monitor the progress of the return, application or claim and deal with any problems that arise
- 1.9 Make sure payment has been received and recorded in the financial records

**Knowledge and understanding**

- 1.1 The administrative services that you are responsible for
- 1.2 The policies, procedures and constraints that affect administration in your area of work
- 1.3 The legislation and regulations that apply to your area of work
- 1.4 The external agencies that operate in your area of work and their requirements
- 1.5 How to keep up to date with changing requirements in your area of work
- 1.6 Where to find information on the availability of appropriate schemes, grants and subsidies
- 1.7 The system for claiming single payments and what information/data is needed to complete a claim
- 1.8 The assurance schemes that exist for your area of work and what information is required to make an application
- 1.9 The environmental or other grant schemes that exist for your area of work and what information is required to make an application
- 1.10 The timescales within which returns, applications and claims must be submitted
- 1.11 How to store copies of returns, applications and claims securely and maintain confidentiality
- 1.12 The types of problems that can arise and how to deal with them

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg data, records, management reports
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.



### What is the unit about?

This unit is about opening, maintaining and administering a file, reviewing and closing a file, preparing final bills and storing and arranging for files to be archived.

### Specific skills

- Organising
- Checking
- Problem solving
- Communicating

### Link to other NOS

- BAB112 – Build Case Files
- BAB113 – Manage Case Files

**Performance indicators****1. Open a file**

- 1.1 Carry out checks and searches as appropriate and report on outcomes to the fee earner
- 1.2 Receive money on account from clients as instructed and process in line with organisational requirements
- 1.3 Open a file and enter matter information
- 1.4 Generate client care letters
- 1.5 Maintain and administer a current file
- 1.6 Produce and amend correspondence and documents as instructed
- 1.7 Make sure all relevant timescales and dates are entered in appropriate diaries
- 1.8 Carry out research as instructed and report back to fee earner
- 1.9 Report progress to clients as instructed by fee earner
- 1.10 Make sure all costs and disbursements are recorded accurately
- 1.11 Make sure all file management activities conform to house-style and organisational requirements
- 1.12 Make sure all time spent on the matter is recorded accurately
- 1.13 Generate bills as requested, in accordance with instructions

**2. Receive instructions to close a file**

- 2.1 Review the file and identify any outstanding issues and unbilled disbursements
- 2.2 Report outstanding issues to the fee earner for resolution
- 2.3 Where necessary, deal with reimbursements
- 2.4 Check with the fee earner whether any documents, knowledge or data needs to be added to the organisation's precedent, knowledge or data bank
- 2.5 Ensure the file is complete for preparation of the final bill
- 2.6 If appropriate, prepare the final bill

**3. Close and archive a file**

- 3.1 Complete file closing documentation and check that the account shows a nil balance
- 3.2 Notify relevant people that the file is closing
- 3.3 Sort the file, removing unnecessary material, and check with the fee earner on the appropriate distribution of documents
- 3.4 Make sure that hard copies of electronic communications are in the file
- 3.5 Prepare a schedule of the file contents so that they can be readily retrieved
- 3.6 Correctly label files for storage and amend records to show that the file is closed
- 3.7 Arrange for the file to be archived

**Knowledge and understanding**

- 1.1 The administrative services that you are responsible for and the limits and scope of your responsibilities and authority in providing these services
- 1.2 Where and when to refer matters beyond your authority
- 1.3 The organisation's policies, procedures and constraints that affect administrative services in your area of responsibility
- 1.4 The duty of confidentiality that applies when dealing with client information
- 1.5 The specialist software used by the organisation for the recording and processing of legal cases
- 1.6 The importance of accuracy and attention to detail when dealing with information in a legal context
- 1.7 The type of legal work that the department is involved in (e.g. conveyancing, family law, commercial, litigation)
- 1.8 The particular legal terminology that is associated with different types of legal work
- 1.9 The organisation's house-style for the presentation of files and documentation
- 1.10 How to prioritise work and work to other people's priorities
- 1.11 The different checks and searches that are required and how to carry these out
- 1.12 The organisation's procedures for opening files
- 1.13 The contents and purpose of a client care letter and how to prepare one
- 1.14 The types of documents that are required and how to prepare them
- 1.15 How to carry out research required by the fee earner
- 1.16 How to report progress to clients
- 1.17 How to record costs and disbursements
- 1.18 How time spent on a matter is monitored and recorded
- 1.19 The range of activity and documentation that needs to be noted within a file
- 1.20 How and when to generate bills
- 1.21 The types of documents, knowledge or data that might need to be added to the organisation's precedent, knowledge or data bank
- 1.22 The organisation's procedures for closing and archiving files
- 1.23 How to sort a file and identify materials that do not need to be kept

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg schedule of file contents, client care letters, bills
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation (in view of possible confidential nature) need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements

**SCQF Level:** 6

**SCQF Credit value:** 4

### **What is the unit about?**

Receiving and opening a case file, reviewing and building a case file, submitting a case file and following up any actions.

### **Specific skills**

- Organising
- Decision-making
- Problem solving
- Checking
- Attention to detail

### **Links to other NOS**

- BAB111 – Administer Legal Files;
- BAB113 – Manage Case Files

### Performance indicators

- 1.1 Receive and open a case file
- 1.2 Review the case file and identify additional evidence and materials required
- 1.3 Obtain all additional items of evidence and materials
- 1.4 Produce documents and correspondence
- 1.5 Consult other people where necessary
- 1.6 Make sure information is kept secure and confidential
- 1.7 Review the materials to make sure all the relevant information is present in order to proceed
- 1.8 Submit the case file on time
- 1.9 Take responsibility for any follow up actions

**Knowledge and understanding**

- 1.1 The services that you are responsible for and the limits and scope of your responsibilities and authority in providing these services
- 1.2 Your organisation's policies, procedures and constraints that affect services in your area of responsibility and how to apply them
- 1.3 Legal and organisational requirements covering the security and confidentiality of information
- 1.4 Legislation, regulations and codes of practice that apply in the sector to the area of responsibility
- 1.5 Working culture and practices in the sector
- 1.6 The organisation's procedures for building cases
- 1.7 When and to whom to refer matters that are beyond your authority
- 1.8 The organisation's house style and requirements for presentation of case files and documentation
- 1.9 The purpose of accuracy and attention to detail when dealing with information in a legal context
- 1.10 How to access and use required sources of information
- 1.11 How to identify evidence and materials that have not been provided
- 1.12 The types of evidence and materials that may be required and how and where to obtain them
- 1.13 How to conduct interviews and take witness statements in the context of gathering evidence, where required
- 1.14 How to adapt communication to the needs of a witness or client
- 1.15 The types of documentation and correspondence that might be required and how to produce them
- 1.16 Who to consult if further information is needed
- 1.17 The timescales and deadlines that apply to the case and the consequences of failing to meet them
- 1.18 The types of follow-up action that may be required

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg documents
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

**SCQF Level:** 7

**SCQF Credit value:** 5

### **What is the unit about?**

Receiving and opening case files, reviewing and updating case files, preparing court bundles, processing appeal documentation and following up actions, preparing case files for closure and closing case files.

### **Specific skills**

- Organising
- Planning
- Problem solving
- Checking
- Attention to detail
- Analysis
- Communication

### **Links to other NOS**

- BAB112 – Build Case Files
- BAB111 – Administer Legal Files



**Performance indicators**

- 1.1 Receive and open a case file
- 1.2 Review the file and plan its management to meet required deadlines
- 1.3 Obtain or identify the location of all file documents and materials
- 1.4 Produce and amend documents as requested
- 1.5 Liaise with the relevant people to progress the case
- 1.6 Keep the case file up to date, checking documentation is complete
- 1.7 Make sure information is kept secure and confidential
- 1.8 Prepare court bundles as requested, checking documentation is complete
- 1.9 Consult other people where necessary
- 1.10 Submit documents on time
- 1.11 Action and record hearing outcomes as necessary
- 1.12 When necessary, process appeal documentation as requested
- 1.13 Liaise, as appropriate, with the relevant people to progress the appeal
- 1.14 Record the outcome of the appeal where relevant
- 1.15 Prepare the case file for closure
- 1.16 Notify relevant people that the case file is closing
- 1.17 Close the case file
- 1.18 Arrange for the case file to be archived

**Knowledge and understanding**

- 1.1 The administrative services that you are responsible for and the limits and scope of your responsibilities and authority in providing these services
- 1.2 Where and when to refer matters that are beyond your authority
- 1.3 The organisation's policies, procedures and constraints that affect administrative services in the area of responsibility and how to apply them
- 1.4 Legal and organisational requirements covering the security and confidentiality of information
- 1.5 Legislation, regulations and codes of practice that apply in the sector to their area of responsibility
- 1.6 Working culture and practices in the sector
- 1.7 Procedures for receiving and opening a case file
- 1.8 The structure, format and content of a case file
- 1.9 How to carry out research and identify sources of information
- 1.10 The organisation's house style and requirements for presentation of correspondence and documents
- 1.11 The importance of accuracy and attention to detail when dealing with information in a legal context
- 1.12 Methods of liaising and communicating with relevant people
- 1.13 How to keep the case file up to date
- 1.14 The documents that are required for court bundles
- 1.15 How to check that documentation is complete at each stage of the process
- 1.16 Who to consult if further information is needed
- 1.17 The timescales and deadlines that apply to the case and the consequences of failing to meet them
- 1.18 How to action and record hearing outcomes
- 1.19 The appeal documentation required and how to process it
- 1.20 How to record the outcome of an appeal
- 1.21 The organisation's procedures for closing and archiving case files

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg documents
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

## Unit 431

# Use occupational and safety guidelines when using a workstation

**SCQF Level:** 4

**SCQF Credit value:** 2

### What is the unit about?

This unit is about using a workstation safely. It includes following the concepts of ergonomic practice and positioning the relevant parts of the body in line with relevant occupational health and safety guidelines when typing at a workstation. It is for administrators who use workstations as part of their role.

### Specific skills

- Communicating
- Planning
- Problem-solving

### Links to other NOS

- Document Production
- IT
- Health, Safety and Security of People
- Premises and Property

## Unit 431

# Use occupational and safety guidelines when using a workstation

### Performance indicators

- 1.1 Follow the concepts of ergonomic practice related to typing.
- 1.2 Follow relevant occupational health and safety guidelines.
- 1.3 Position relevant parts of the body in relation to the size, slope and type of keyboard being used.
- 1.4 Position relevant parts of the body in relation to the size and shape of the workstation being used.
- 1.5 Maintain and care for the workstation being used for typing operations.

**Knowledge and understanding**

- 1.6 Concepts of ergonomic practice relating to typing in accordance with occupational health and safety guidelines.
- 1.7 Organisational occupational health and safety guidelines.
- 1.8 How to position fingers, wrists, forearms and back in relation to the size, slope and type of keyboard.
- 1.9 How to position fingers, wrists, forearms and back in relation to the size, shape and type of keyboard and workstation being used.
- 1.10 Workstation care and maintenance in relation to typing operations.

**SCQF Level:** 5

**SCQF Credit value:** 3

**What is the unit about?**

This unit is about making, receiving or transferring telephone calls in line with organisational requirements. It includes communicating information to achieve the purpose of a call, providing callers with accurate and up-to-date information and projecting a positive image of the organisation. It is for administrators who make and receive telephone calls.

**Specific skills**

- Communicating
- Personal presentation
- Questioning
- Summarising

**Links to other NOS**

- Communications
- Customer Service

**Performance indicators****1. Make calls**

- 1.1 Identify the purpose of the call.
- 1.2 Obtain the name and numbers of the person to be contacted.
- 1.3 Make contact with the person.
- 1.4 Communicate information to achieve the purpose of the call.
- 1.5 Summarise the outcomes of the conversation before ending the call.
- 1.6 Report telephone system faults to the appropriate colleague.

**2. Receive calls**

- 2.1 Answer the telephone according to organisational procedures.
- 2.2 Project a positive image of self and the organisation.
- 2.3 Identify the caller, where they are calling from and what they need.
- 2.4 Provide accurate and up-to-date information to callers while protecting confidentiality and security.
- 2.5 Take and pass on messages according to caller's needs.
- 2.6 Deal with problems in handling calls, referring to the appropriate person where necessary.

**3. Transfer calls**

- 3.1 Transfer calls promptly, when appropriate.
- 3.2 Explain clearly, when a call cannot be transferred, the reason why and agree appropriate action with the caller.
- 3.3 When callers are placed on hold, check regularly to see if they wish to continue to hold, in line with organisational procedures.

**Knowledge and understanding****1.**

- 1.1 The different features of telephone systems and how to use them.
- 1.2 Organisation structures and communication channels within an organisation.
- 1.3 How to follow organisational procedures when making and receiving calls.
- 1.4 The types of information that could affect confidentiality and security and how to handle these.
- 1.5 How to identify problems and who to refer them to.
- 1.6 How to report telephone system faults.

**2. Make calls**

- 2.1 The different methods that can be used to obtain the names and numbers of people that need to be contacted.
- 2.2 How to use telephone systems to make contact with people inside and outside the organisation.

**3. Receive calls**

- 3.1 How to identify the caller and their needs.

**4. Transfer calls**

- 4.1 The information to be given when transferring calls, taking or leaving messages.
- 4.2 How to identify the appropriate person to whom a call is transferred.

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product
- reflective account

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.



## Unit 451

# Agree how to manage and improve own performance in a business environment

**SCQF Level:** 5

**SCQF Credit value:** 4

### What is the unit about?

This unit is about accepting plans for own work and its delivery; improving own performance; and, behaving in a way that encourages effective working. It includes taking responsibility for own work and any mistakes made, seeking feedback from others and using it to improve own work and adapting positively to changes. It is for administrators who agree how to manage and improve their own performance.

### Specific skills

- Analysing
- Communicating
- Decision-making
- Organising
- Planning
- Presenting information
- Problem-solving

**Performance indicators****1. Plan and be accountable for own work**

- 1.1 Agree realistic targets and achievable timescales for own work.
- 1.2 Plan how to make best use of time and the other resources needed.
- 1.3 Confirm working methods with work colleagues.
- 1.4 Follow the correct procedures to deal with problems when they arise, using the support of other people when necessary.
- 1.5 Keep other people informed of progress.
- 1.6 Meet deadlines or renegotiate timescales and plans in good time.
- 1.7 Take responsibility for own work and accept responsibility for any mistakes made.
- 1.8 Follow agreed guidelines, procedures and, where appropriate, codes of practice.
- 1.9 Set high standards for own work and show commitment to achieving these standards.

**2. Improve own performance**

- 2.1 Encourage and accept feedback from other people.
- 2.2 Use feedback to agree ways to improve own work and put improvements into practice.
- 2.3 Agree where further learning and development could improve own performance.
- 2.4 Follow through a learning plan that meets own needs.
- 2.5 Review own progress and update own learning plan.

**3. Behave in a way that supports effective working**

- 3.1 Understand your own needs and rights.
- 3.2 Show a willingness to take on new challenges.
- 3.3 Adapt readily to change.
- 3.4 Treat other people with honesty, respect and consideration.

**Knowledge and understanding****1. Plan and be accountable for own work**

- 1.1 The purpose of planning own work and being accountable to others.
- 1.2 How to agree realistic targets for own work and why this is important.
- 1.3 How to plan own work to meet agreed deadlines.
- 1.4 The types of problems that may occur during work and how to seek help if needed.
- 1.5 The purpose of keeping other people informed about progress.
- 1.6 The purpose and benefits of giving other people sufficient notice if revisions to plans are needed.
- 1.7 The benefits of acknowledging and learning from mistakes.
- 1.8 Guidelines, procedures and codes of practice that are relevant to own area of work.
- 1.9 The benefits of setting high standards for own work and how to set these standards.

**2. Improve own performance**

- 2.1 How learning and development can help to improve own work, benefit the organisation and further own career.
- 2.2 The main career progression routes available.
- 2.3 Learning and development opportunities that are available.

**3. Behave in a way that supports effective working**

- 3.1 The purpose and benefits of being ready to take on new challenges and adapt to change.
- 3.2 The types of behaviour that show you are honest, respectful and considerate and the types of behaviour that show you are not.
- 3.3 How to help and support others and why this is important.

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg personal learning and development plan
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

**SCQF Level:** 5

**SCQF Credit value:** 2

**What is the unit about?**

This unit is about undertaking the requirements for delivering sustainability; respecting diversity; and protecting security and confidentiality in line with organisational and legal requirements. It is for administrators who undertake in a business environment.

**Specific skills**

- Communicating
- Interpersonal skills
- Planning
- Reading

**Performance indicators****1. Support sustainability**

- 1.1 Keep waste to a minimum.
- 1.2 Follow procedures for the recycling and disposal of hazardous materials.
- 1.3 Follow procedures for maintenance of equipment.
- 1.4 Make best use of available technology.

**2. Support diversity**

- 2.1 Interact with other people in a way that is sensitive to their individual needs and respects their background, abilities, values, customs and beliefs.
- 2.2 Learn from other people and use this to improve own way of working and interacting with others.
- 2.3 Follow organisational procedures and legal requirements in relation to discrimination legislation.

**3. Maintain security and confidentiality**

- 3.1 Maintain the security of property in a way that is consistent with organisational procedures and legal requirements.
- 3.2 Maintain the security and confidentiality of information in line with organisational procedures and legal requirements.
- 3.3 Report any concerns about security and confidentiality to an appropriate person.

## Knowledge and understanding

### 1. Support sustainability

- 1.1 The main causes of waste in a business administration environment and how to minimise this waste.
- 1.2 The organisational procedures for recycling and disposal of waste materials.
- 1.3 How regular maintenance of equipment can help to minimise waste.
- 1.4 How to use technology to work more efficiently.

### 2. Support diversity

- 2.1 What is meant by diversity and why it should be valued.
- 2.2 How to be sensitive to people's individual needs and respect their abilities, background, values, customs and beliefs.
- 2.3 The ways in which it is possible to learn from others.

### 3. Maintain security and confidentiality

- 3.1 The purpose and benefits of maintaining security and confidentiality.
- 3.2 The legal and organisational requirements in relation to security and confidentiality.
- 3.3 The procedures to follow if there are any concerns about security and confidentiality.

## Assessment guidance

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

## Unit 453

# Work with other people in a business environment

**SCQF Level:** 5

**SCQF Credit value:** 3

### What is the unit about?

This unit is about working collaboratively with others to achieve the organisational goals and objectives. It includes supporting team members, sharing work goals and planning work objectives together and presenting and promoting a positive image when working with people outside the organisation. It is for administrators who work with other people as part of their role.

### Specific skills

- Communicating
- Managing time
- Negotiating
- Planning
- Problem-solving
- Resolving disagreement
- Working with others

**Performance indicators**

- 1.1 Work in a way that supports the team's objectives.
- 1.2 Welcome opportunities to work with other people to achieve a positive outcome.
- 1.3 Share work goals and plan work objectives together.
- 1.4 Follow the policies, systems and procedures that are relevant to the role.
- 1.5 Put relevant organisational values into practice in all aspects of own work.
- 1.6 Work with outside organisations and individuals in a way that protects the image of the organisation.
- 1.7 Seek guidance from others when unsure about objectives, policies, systems, procedures and values.
- 1.8 Communicate with other people.
- 1.9 Work in a way that recognises the strengths of others within a team.
- 1.10 Provide support to members of a team.
- 1.11 Show respect for individuals.
- 1.12 Produce quality work on time.
- 1.13 Identify and refer problems and disagreements to relevant colleagues.
- 1.14 Share feedback with others on the achievement of objectives.



**Knowledge and understanding**

- 1.1 Own responsibilities at work.
- 1.2 How own role fits into the organisation's structure and contributes to its operation.
- 1.3 The policies, procedures, systems and values of the organisation that are relevant to own job role.
- 1.4 How to apply the organisation's values and policies.
- 1.5 Who to consult if unsure about policies, objectives, systems and values.
- 1.6 The situations in which working with others can achieve positive outcomes.
- 1.7 The purpose of sharing work goals and plans when working with others.
- 1.8 Different methods of communication and when to use them.
- 1.9 When it is essential to communicate with others within the team.
- 1.10 The purpose of acknowledging the strengths of others and of balancing own abilities with theirs.
- 1.11 The situations in which team members might need support.
- 1.12 The purpose of agreeing quality measures.
- 1.13 The types of problems and disagreements that occur when working with others and how to resolve them within the limits of own authority.
- 1.14 The purpose of giving and receiving constructive feedback.
- 1.15 How to make use of feedback to improve the work of others and the work of the team as a whole.

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

**SCQF Level:** 5

**SCQF Credit value:** 1

### **What is the unit about?**

This unit is about using electronic voicemail message systems to deliver and receive messages. It applies to electronic message systems which are centralised (ie where all messages are left in one central voicemail message box) or where each individual has their own voicemail message box. It is for administrators who use electronic message systems.

### **Specific skills**

- Communicating
- Checking
- Organising

### **Links to other NOS**

- Communications
- Customer Service

**Performance indicators**

- 1.1 Keep the message system up to date.
- 1.2 Check the system for messages.
- 1.3 Respond to messages within agreed timescales.
- 1.4 Delete messages when they have been dealt with.
- 1.5 Leave clear recorded messages on other people's systems.

**Knowledge and understanding**

- 1.1 The main types of electronic message systems and their key features.
- 1.2 The different features of message systems and how to use them.
- 1.3 How to check a message system for messages.
- 1.4 The information to be given when taking or leaving messages.
- 1.5 When to delete or discard messages.

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

**SCQF Level:** 5

**SCQF Credit value:** 3

### **What is the unit about?**

This unit is about using a diary system. It includes making, updating and co-ordinating appointments making sure entries are accurately and clearly made. It is for administrators who use diary systems.

### **Specific skills**

- Communicating
- Organising
- Planning
- Problem-solving

### **Links to other NOS**

- Events and Meetings
- Communications

**Performance indicators**

- 1.1 Obtain the information needed to make requested diary entries.
- 1.2 Make diary entries accurately and clearly.
- 1.3 Prioritise requested changes.
- 1.4 Identify the implications of any changes for existing entries.
- 1.5 Record agreed changes in the diary.
- 1.6 Communicate agreed changes to those affected.
- 1.7 Solve problems by negotiating alternative arrangements.
- 1.8 Keep the diary up to date and store it securely.

**Knowledge and understanding**

- 1.1 The purpose of using diary systems to plan and co-ordinate activities and resources.
- 1.2 The different types of diary systems.
- 1.3 The types of information you must obtain.
- 1.4 The purpose of keeping the system up to date.
- 1.5 How to prioritise requests.
- 1.6 The purpose of trying to balance the needs of all those involved.
- 1.7 The purpose of communicating changes to those affected.
- 1.8 The different types of problems that may occur when new requests are made and solutions to these problems.
- 1.9 The purpose of identifying security and confidentiality issues when operating a diary system.

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg diary entries
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

**SCQF Level:** 5

**SCQF Credit value:** 4

### **What is the unit about?**

This unit is about producing accurate records of discussions and decisions taken during meetings. It includes preparing for the meeting, taking notes as required by the organisation or, where appropriate, by law, checking and agreeing the minutes with relevant people and ensuring that follow-up actions are clearly identified. It is for administrators who take minutes of meetings.

### **Specific skills**

- Communicating
- Evaluating
- Interpersonal skills
- Organising
- Planning

### **Links to other NOS**

- Document Production
- IT
- Health, Safety and Security of People, Premises and Property



# Unit 456 Take minutes

## Performance indicators

- 1.1 Prepare for the meeting as required.
- 1.2 Note any changes to the agenda, matters arising and action points from the last meeting.
- 1.3 Take notes at the meeting of all those aspects required by the organisation and, where appropriate, by law.
- 1.4 Produce accurate minutes that record the meaning of discussions and the decisions taken.
- 1.5 Make sure the minutes are in the agreed style.
- 1.6 Make sure the process for signing off minutes and action points has been agreed.
- 1.7 Check the work and make necessary amendments.
- 1.8 Agree the minutes with relevant people and circulate within specified timescales.
- 1.9 Observe all requirements for confidentiality and sensitivity in line with organisational policy.
- 1.10 Make sure follow-up actions, and who is responsible for taking follow-up actions, have been clearly identified.
- 1.11 Store the minutes, following organisational procedures.

**Knowledge and understanding**

- 1.1 The role of meetings.
- 1.2 Legal and organisational requirements that may apply to taking minutes.
- 1.3 The purpose and benefits of minutes as an accurate record of discussions and decisions.
- 1.4 Documents that are commonly used in meetings: agendas, minutes, matters arising, action sheets etc.
- 1.5 The role of the meeting chair and other formal responsibilities within a meeting.
- 1.6 How to work in partnership with the chair when taking minutes.
- 1.7 How to listen effectively.
- 1.8 How to take notes during discussions.
- 1.9 Different types of minutes.
- 1.10 Different writing styles that are used in taking minutes.
- 1.11 How to sort, select and structure information to produce minutes.
- 1.12 Correct tone and use of professional language in minutes.

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg agenda, notes, minutes
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

**SCQF Level:** 5

**SCQF Credit value:** 3

**What is the unit about?**

This unit is about maintaining a reception service to enhance the vision and brand of the organisation. It includes providing individuals with information, following health, safety and security procedures and making suggestions for improvements. It is for administrators who provide reception services as part of their role.

**Specific skills**

- Communicating
- Decision-making
- Interpersonal skills
- Listening
- Negotiating
- Organising
- Planning
- Problem-solving
- Questioning
- Personal presentation

**Performance indicators****1. Incoming Mail**

- 1.1 Present a positive image of self and the organisation.
- 1.2 Provide individuals with requested information and other information which may be useful to them, within guidelines on confidentiality.
- 1.3 Implement the correct entry and security procedures.
- 1.4 Follow the relevant health and safety procedures.
- 1.5 Refer any issues that cannot be dealt with personally to the appropriate person.
- 1.6 Maintain the reception area to give a positive impression of the organisation.
- 1.7 Suggest ideas for improving the reception area.
- 1.8 Follow organisational procedures in the event of an accident or emergency.
- 1.9 Carry out additional duties during quiet periods, if they arise.

**Knowledge and understanding**

- 1.1 The purpose and value of the receptionist function as the first point of contact between the public/client and the organisation.
- 1.2 How to present a positive image of self and the organisation.
- 1.3 The organisation's structure and lines of communication.
- 1.4 How to implement confidentiality guidelines.
- 1.5 How to implement entry and security procedures.
- 1.6 How to implement health and safety procedures.
- 1.7 How to contribute ideas for improving the reception area in terms of accessibility, functionality and environment, security and safety and facilities for visitors.
- 1.8 The organisational emergency procedures and your role within them.
- 1.9 Why additional duties are carried out during quiet periods, if they arise.

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg organisational information, health and safety handouts
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

## Unit 458

## Produce documents in a business environment

**SCQF Level:** 5

**SCQF Credit value:** 4

### What is the unit about?

This unit is about producing high-quality, attractive documents to agreed specifications. It includes clarifying the requirements for the document, checking work for accuracy and editing and correcting text as necessary. It is for administrators who produce documents.

### Specific skills

- Checking
- Designing
- Listening
- Managing time
- Negotiating
- Organising
- Questioning
- Using technology

### Links to other NOS

- Document Production
- IT
- Health, Safety and Security of People, Premises and Property

**Performance indicators**

- 1.1 Confirm the purpose, content, style and deadlines for the document.
- 1.2 Prepare the required resources.
- 1.3 Organise the required content.
- 1.4 Use available technology appropriate to the document being produced.
- 1.5 Produce the document in the agreed style.
- 1.6 Integrate non-text objects in the agreed layout, where required.
- 1.7 Check for accuracy, editing and correcting text as necessary.
- 1.8 Clarify document requirements, when necessary.
- 1.9 Store the document safely and securely in approved locations.

**Knowledge and understanding**

- 1.1 The different types of documents that may be produced and document styles that could be used.
- 1.2 The different formats in which the text may be presented.
- 1.3 The purpose and benefits of agreeing the purpose, content, style, quality standards and deadline for production of the document.
- 1.4 The different types of technology available for inputting, formatting and editing text and their main features.
- 1.5 The types of resources needed to produce high-quality and attractive documents.
- 1.6 How to organise content needed for the document.
- 1.7 How to integrate and layout text and non-text objects.
- 1.8 How to check for accuracy and correctness – including spelling, grammar and punctuation – and the purpose of doing this.
- 1.9 How to store the document safely and securely
- 1.10 The purpose of confidentiality and data protection.

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg examples of documents
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.



**SCQF Level:** 6

**SCQF Credit value:** 4

**What is the unit about?**

This unit is about presenting accurate and correct text in an agreed format from notes. It includes checking the content for accuracy, editing and correcting text as necessary and storing both the text and the original notes safely and securely. It is for administrators who prepare text from notes.

**Specific skills**

- Checking
- Keyboarding skills
- Listening
- Managing time
- Questioning
- Using technology

**Links to other NOS**

- Document Production
- IT
- Health, Safety and Security of People, Premises and Property

**Performance indicators**

- 1.1 Agree the purpose, format and deadlines for the transcription.
- 1.2 Input the text using keyboarding skills.
- 1.3 Format the text, making efficient use of available technology.
- 1.4 Check content for accuracy, editing and correcting text.
- 1.5 Clarify text requirements when necessary.
- 1.6 Store the text and the original notes safely and securely in approved locations.
- 1.7 Present the text in the required format within agreed deadlines.

**Knowledge and understanding**

- 1.1 The different types of documents that may be produced from notes and the formats they should follow.
- 1.2 The difference between producing text from own notes and producing text from others' notes.
- 1.3 The benefits of agreeing the purpose, format and deadline for the text.
- 1.4 The purpose of accuracy when preparing text.
- 1.5 How to check for accuracy and correctness – including spelling, grammar and punctuation – and the purpose of doing this.
- 1.6 How to store text safely and securely
- 1.7 The purpose of confidentiality and data protection.

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg notes, documents
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

## Unit 460

## Prepare text from notes using touch typing (40wpm)

**SCQF Level:** 5

**SCQF Credit value:** 3

### What is the unit about?

This unit is about presenting accurate and correct text in an agreed format, from notes; touch typing at a speed of 40 words per minute (wpm). It includes checking the content for accuracy, editing and correcting text as necessary and storing both the text and the original notes safely and securely. It is for administrators who prepare text from notes and need to type at 40 words per minute.

### Specific skills

- Checking
- Keyboarding skills
- Listening
- Managing time
- Questioning
- Using technology

### Links to other NOS

- Document Production
- IT
- Health, Safety and Security of People, Premises and Property

**Performance indicators**

- 1.1 Agree the purpose, format and deadlines for the transcription.
- 1.2 Input the text using touch typing to 40 words per minute.
- 1.3 Format the text, making efficient use of technology available.
- 1.4 Check content for accuracy, editing and correcting text.
- 1.5 Clarify text requirements when necessary.
- 1.6 Store the text and the original notes safely and securely in approved locations.
- 1.7 Present the text in the required format within agreed deadlines.

**Knowledge and understanding**

- 1.1 The different types of documents that may be produced from notes and the formats they should follow.
- 1.2 The difference between producing text from own notes and producing text from others' notes.
- 1.3 The benefits of agreeing the purpose, format and deadline for the text.
- 1.4 The purpose of accuracy when preparing text.
- 1.5 How to check for accuracy and correctness – including spelling, grammar and punctuation– and the purpose of doing this.
- 1.6 How to store text safely and securely
- 1.7 The purpose of confidentiality and data protection.

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg notes, documents
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

**SCQF Level:** 5

**SCQF Credit value:** 8

**What is the unit about?**

This unit is about taking shorthand notes and producing accurate and correct text in an agreed format from these notes, at a minimum speed of 60 words per minute. It includes checking the content for accuracy, editing and correcting text as necessary and storing both the text and the original shorthand notes safely and securely. It is for administrators who prepare text from shorthand.

**Specific skills**

- Checking
- Listening
- Managing time
- Noting
- Questioning
- Using technology

**Links to other NOS**

- Document Production
- IT
- Health, Safety and Security of People, Premises and Property

**Performance indicators**

- 1.1 Agree the purpose, format and deadlines for the text.
- 1.2 Take dictation using shorthand at a minimum speed of 60 words per minute.
- 1.3 Clarify text requirements when necessary.
- 1.4 Input and format the text from shorthand notes.
- 1.5 Make efficient use of available technology.
- 1.6 Check content for accuracy, editing and correcting the text.
- 1.7 Store the text and the original shorthand notes safely and securely in approved locations.
- 1.8 Present the text in the required format within agreed deadlines.



**Knowledge and understanding**

- 1.1 The different types of documents that may be produced from shorthand and the formats they should follow.
- 1.2 The benefits of agreeing the purpose, format and deadline for the text.
- 1.3 How to check for accuracy and correctness – including spelling, grammar and punctuation – and the purpose of doing this.
- 1.4 The purpose of storing text safely and securely and how to do so.
- 1.5 How to store the original shorthand notes safely and securely.
- 1.6 The purpose of confidentiality and data protection.
- 1.7 The different formats in which the text may be presented.

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg notes, documents
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

## Unit 462

## Prepare text from recorded audio instruction (40 wpm)

**SCQF Level:** 5

**SCQF Credit value:** 4

### **What is the unit about?**

This unit is about transcribing accurate and correct text in an agreed format from an audio recording, at a minimum speed of 40 words per minute (wpm). It includes checking the content for accuracy, editing and correcting text as necessary and storing both the text and the original recording safely and securely. It is for administrators who prepare text from recorded audio instruction.

### **Specific skills**

- Checking
- Listening
- Managing time
- Questioning
- Using technology

### **Links to other NOS**

- Document Production
- IT
- Health, Safety and Security of People, Premises and Property

**Performance indicators**

- 1.1 Agree the purpose, format, quality standards and deadlines for the transcription.
- 1.2 Input the text from the audio recording to a minimum speed of 40 words per minute.
- 1.3 Format the text, making efficient use of available technology.
- 1.4 Check content for accuracy, editing and correcting the text.
- 1.5 Clarify text requirements when necessary.
- 1.6 Store the text and the original recording safely and securely in approved locations.
- 1.7 Present the text in the required format within agreed deadlines and quality standards.

**Knowledge and understanding**

- 1.1 The different types of documents that may be produced from audio recordings and the formats they should follow.
- 1.2 The benefits of agreeing the purpose, format and deadline for the text.
- 1.3 How to check for accuracy and correctness – including spelling, grammar and punctuation– and the purpose for doing this.
- 1.4 How to store text safely and securely.
- 1.5 The purpose of confidentiality and data protection.
- 1.6 The different forms in which the text may be presented.
- 1.7 The different types of technology available for playing back recordings and their main features.

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg notes, documents
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

**SCQF Level:** 5

**SCQF Credit value:** 3

**What is the unit about?**

This unit is about collating, organising and reporting data in agreed format and timescale. It includes checking the accuracy of data, making appropriate adjustments and getting feedback on the data where necessary. It is for administrators who collate and organise data as part of their role.

**Specific skills**

- Communicating
- Checking
- Decision-making
- Organising
- Planning
- Presenting information
- Using technology
- Problem-solving

**Performance indicators**

- 1.1 Collate and organise data in a way that will help analysis.
- 1.2 Check the accuracy of data and make adjustments, if required.
- 1.3 Present data that has been found from research in the agreed format and timescale.
- 1.4 Get feedback on the data that has been found from research, if necessary.

**Knowledge and understanding**

- 1.1 The different ways of organising data that has been found from research.
- 1.2 The different ways of presenting data for analysis.
- 1.3 The purpose of presenting data to the agreed format and within the agreed timescale.
- 1.4 The purpose of getting feedback on data that has been found from research.

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg data, reports, research data
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

**SCQF Level:** 5

**SCQF Credit value:** 4

**What is the unit about?**

This unit is about researching information. It includes identifying and recording appropriate sources of information, selecting relevant, valid and reliable data and recording and storing the data securely. It is for administrators who research information as part of their role.

**Specific skills**

- Analysing
- Communicating
- Decision-making
- Organising
- Planning
- Presenting information
- Researching
- Using technology
- Problem-solving

**Links to other NOS**

- Document Production
- IT
- Health, Safety and Security of People, Premises and Property
- Manage Information



**Performance indicators**

- 1.1 Agree aims, objectives and deadlines for the information search.
- 1.2 Identify sources of information required for research.
- 1.3 Search for and obtain information.
- 1.4 Check information is suitable for the purpose of the research.
- 1.5 Meet deadlines for completing research.
- 1.6 Identify and select relevant, valid and reliable data.
- 1.7 Record the data and store it securely.
- 1.8 Make a record of information sources used.
- 1.9 Get feedback on what has been researched, if necessary.

**Knowledge and understanding**

- 1.1 The types of information to be obtained for analysis.
- 1.2 How to identify and agree appropriate sources of information.
- 1.3 The different techniques to search for relevant information.
- 1.4 What constitutes relevant, valid and reliable data
- 1.5 How to make a record of sources of information used and its purpose.

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg data, research notes, lists of sources of information
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

## Unit 465

# Store and retrieve information using a filing system

**SCQF Level:** 5

**SCQF Credit value:** 3

### What is the unit about?

This unit is about storing and retrieving information using a filing system, in line with organisational requirements. Filing systems may be paper-based or electronic. It is for administrators who store and retrieve information from filing systems as part of their role.

### Specific skills

- Communicating
- Organising
- Planning
- Problem-solving
- Using technology

### Links to NOS

- IT
- Health, Safety and Security of People, Premises and Property
- Manage Information and Data

**Performance indicators****1. Store information**

- 1.1 Identify and collect required information.
- 1.2 Follow agreed procedures and legislation to maintain security and confidentiality.
- 1.3 Store required information in approved locations to the agreed deadlines.
- 1.4 Update information, as required.
- 1.5 Follow agreed procedures for deleting information.

**2. Retrieve information**

- 2.1 Confirm information for retrieval.
- 2.2 Comply with procedures and legislation for accessing a filing system.
- 2.3 Locate and retrieve the required information.
- 2.4 Follow the correct procedures when there are problems with filing systems.
- 2.5 Provide information in the agreed format and within agreed timescales.

**Knowledge and understanding**

- 1.1 The purpose of storing and retrieving required information and the organisational procedures that must be followed.
- 1.2 Types of filing systems and their main features.
- 1.3 Legal and organisational requirements covering the security and confidentiality of information.
- 1.4 Legislation and organisational requirements covering data protection.
- 1.5 The methods that can be used to collect required information.
- 1.6 The procedures to be followed to access filing systems.
- 1.7 The procedures for identifying and deleting information and why they must be followed.
- 1.8 How to make sure information is accurate.
- 1.9 The problems that occur with filing systems and who to report them to.
- 1.10 The purpose of providing information in the required format and within agreed timescales.

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

**SCQF Level: 5****SCQF Credit value: 2****What is the unit about?**

This unit is about archiving and retrieving information and in line with organisational requirements and relevant legal requirements. It includes identifying and agreeing on the information to be archived and the appropriate retention period, maintaining records of archived information and dealing with or referring any problems that arise. Archive systems may be paper-based, electronic or digital. It is for administrators that provide archive services as part of their role.

**Specific skills**

- Communicating
- Organising
- Planning
- Problem-solving
- Using technology

**Links to other NOS**

- IT
- Health, Safety and Security of People, Premises and Property;
- Manage Information and Data

**Performance indicators**

- 1.1 Identify and agree on the information to be archived.
- 1.2 Identify and agree on the retention period for information being archived.
- 1.3 Archive information to the agreed brief and within agreed timescales.
- 1.4 Follow requirements of external archive systems, if outsourced from the organisation.
- 1.5 Archive information to comply with organisational policies and procedures and legislation requirements.
- 1.6 Maintain and update a record of archived information.
- 1.7 Retrieve archived information on request.
- 1.8 Follow agreed procedures for deleting information from the archive system to comply with organisational policies and procedures and legislation requirements, if required.
- 1.9 Resolve or refer problems that occur with the archive systems.

**Knowledge and understanding**

- 1.1 The purpose of archiving required information.
- 1.2 Legal and organisational requirements covering security and confidentiality of information to be archived.
- 1.3 The procedures to be followed to access archive information systems.
- 1.4 The purpose of recording archived information.
- 1.5 When information should be archived and the procedures to follow.
- 1.6 Procedures for the retention of archived information.
- 1.7 Procedures for retrieving archived information.
- 1.8 Procedures for deleting archived information.
- 1.9 The problems that occur with archive systems and who to report them to.

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg archive records
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.



**SCQF Level:** 5

**SCQF Credit value:** 3

### **What is the unit about?**

This unit is about producing work to agreed requirements and deadlines using a range of office equipment (such as photocopiers, faxes, binders, laminators, printers or PCs) applying the necessary standards of health and safety and operating practice. It includes dealing with or reporting any problems and leaving the equipment ready for the next user. It is for administrators who produce work using office equipment.

### **Specific skills**

- Communicating
- Organising
- Planning
- Problem-solving
- Using technology

### **Links to other NOS**

- Business Resources

**Performance indicators**

- 1.1 Locate and select the equipment and resources needed for the task.
- 1.2 Follow manufacturer's organisational operating instructions and health and safety requirements for different equipment.
- 1.3 Waste as few resources as possible.
- 1.4 Keep the equipment clean and hygienic.
- 1.5 Deal with equipment and resource problems according to manufacturer's and organisational procedures.
- 1.6 Report problems that cannot be dealt with personally to the appropriate colleague.
- 1.7 Make sure the final work product meets the agreed requirements.
- 1.8 Produce the work product within agreed timescales.
- 1.9 Make sure the equipment, resources and work area are ready for the next user.

**Knowledge and understanding**

- 1.1 The different types of office equipment, their features and what they can be used for.
- 1.2 How to choose equipment and resources that are appropriate for the task.
- 1.3 The reasons for following manufacturers' and organisational instructions when operating equipment.
- 1.4 How to use different types of office equipment safely.
- 1.5 The reasons for keeping waste to a minimum and how to do so.
- 1.6 The reasons for keeping equipment clean and hygienic.
- 1.7 The types of equipment and resource faults you are likely to experience and the correct way of dealing with these.
- 1.8 The purpose of leaving equipment, resources and work area ready for the next user.

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg work products
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

**SCQF Level:** 5

**SCQF Credit value:** 3

### **What is the unit about?**

This unit is about maintaining stocks of and issuing stationery or other products. It includes ordering stock from internal or external suppliers, handling and storing stock safely and securely, keeping accurate records of stock and disposing of unwanted or damaged items safely in line with procedures. It is for administrators who maintain and issue products as part of their role.

### **Specific skills**

- Auditing
- Checking
- Communicating
- Recording
- Reporting

### **Links to other NOS**

- Business Resources

**Performance indicators****1. Maintain stock levels**

- 1.1 Maintain stock items to required levels.
- 1.2 Handle and store stock safely and securely, maintaining its condition.
- 1.3 Follow relevant organisational procedures.
- 1.4 Carry out stock-takes, as instructed, and report problems.
- 1.5 Order stocks from suppliers.
- 1.6 Chase-up orders with suppliers.
- 1.7 Check incoming deliveries against orders and report any problems.
- 1.8 Keep up-to-date, accurate and legible records of stocks delivered and held.

**2. Issue stock items**

- 2.1 Issue stock items as requested, following organisational procedures.
- 2.2 Keep up-to-date, accurate and legible records of stock items issued.
- 2.3 Dispose of unwanted or damaged stock items safely, following organisational procedures and legal requirements.
- 2.4 Identify and recommend ways in which the system for receiving and issuing stock could be improved.

**Knowledge and understanding**

- 1.1 The requirements for ordering, taking delivery, storing, stock-taking, issuing and disposing of stock items.
- 1.2 The types of problems that may occur with deliveries and stock items and how to deal with these correctly.
- 1.3 Methods of keeping up-to-date, accurate and legible records of stock items.
- 1.4 The current level of demand for stock items and factors which may affect future levels of demand.
- 1.5 How to handle and store stock items safely and securely.
- 1.6 The different suppliers to order from.
- 1.7 Any differences in the way stock items are ordered from internal and external suppliers.
- 1.8 Organisational procedures for issuing stock items.
- 1.9 The circumstances in which receipts may be required for stock items issued
- 1.10 How to recommend improvements to systems.
- 1.11 Correct procedures for safe disposal of unwanted or damaged stock items.

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg stock records, stock takes, supplier lists
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

**SCQF Level: 5****SCQF Credit value: 5****What is the unit about?**

This unit is about supporting the organisation and co-ordination of an event. It includes including identifying venues, producing event materials, supporting activities during the event and following up on activities after the event. It is for administrators who support the organisation of events.

**Specific skills**

- Checking
- Communicating
- Decision-making
- Interpersonal skills
- Managing resources
- Managing time
- Planning
- Monitoring
- Negotiating
- Organising
- Problem-solving

**Links to other NOS**

- Events and Meetings
- Communications

**Performance indicators****1. Before the event**

- 1.1 Support the implementation of the plan for the event to meet agreed objectives.
- 1.2 Contribute to identifying and agreeing resources and support needed for the event.
- 1.3 Identify and cost suitable venues.
- 1.4 Liaise with the venue to confirm event requirements.
- 1.5 Follow all legal and contractual requirements.
- 1.6 Follow the relevant health, safety and security requirements for the event.
- 1.7 Support production of event materials.
- 1.8 Prepare and send out invitations to delegates.
- 1.9 Co-ordinate delegate responses.
- 1.10 Provide delegates with joining instructions and event materials.

**2. At the event**

- 2.1 Prepare the venue as required.
- 2.2 Support activities and resources during the event, in line with agreed plans.
- 2.3 Help delegates to feel welcome.
- 2.4 Respond to delegates' needs throughout the event.
- 2.5 Follow the correct procedures when there are problems during the event.

**3. After the event**

- 3.1 Clear and vacate the venue, in accordance with terms of the contract.
- 3.2 Conduct follow-up activities, as required.



**Knowledge and understanding**

- 1.1 How to contribute to organising and co-ordinating event plans to meet the objectives of the brief.
- 1.2 Different types of events and their main features.
- 1.3 The types of information that delegates will need.
- 1.4 How to identify suitable venues for different types of events.
- 1.5 The types of resources needed to prepare for different types of events.
- 1.6 The special requirements that delegates may have and how to meet these.
- 1.7 Health, safety and security requirements when organising events.
- 1.8 The types of activities and resources that may need to be co-ordinated during an event.
- 1.9 The types of problems that may occur during events and how to deal with these.
- 1.10 Points to observe when clearing and vacating an event.
- 1.11 The types of follow-up activities that may be required to carry out.

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg event plan, venue lists, resources lists, event requirements, invitations, delegate lists, joining instructions
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

**SCQF Level: 5****SCQF Credit value: 4****What is the unit about?**

This unit is about supporting the planning and operational requirements of the agreed brief for a meeting. It includes the actions required before, during and after the meeting. Meetings may be face-to-face or conducted remotely using appropriate technology. It is for administrators who support the organisation of meetings.

**Specific skills**

- Communicating
- Checking
- Evaluating
- Interpersonal skills
- Managing resources
- Managing time
- Negotiating
- Problem-solving
- Organising
- Planning

**Links to other NOS**

- Events and Meetings
- Communications

**Performance indicators****1. Before the meeting**

- 1.1 Follow requirements of the meeting brief.
- 1.2 Follow agreed procedures to obtain an appropriate venue and catering requirements, if required, for the meeting.
- 1.3 Prepare required papers for the meeting.
- 1.4 Invite attendees and confirm attendance.
- 1.5 Make sure attendees' needs are met.
- 1.6 Collate and dispatch papers for the meeting within agreed timescales.
- 1.7 Check equipment and layout of room meets meeting brief.

**2. During the meeting**

- 2.1 Attend to any requirements during the meeting as directed by the meeting organiser.

**3. After the meeting**

- 3.1 Clear and vacate the meeting venue according to requirements.
- 3.2 Circulate the meeting record to agreed timescales.
- 3.3 Contribute to the evaluation of the meeting.
- 3.4 Maintain a record of external services, where used.

**Knowledge and understanding**

- 1.1 How to help plan meetings to meet agreed aims and objectives.
- 1.2 The different types of meetings and their main purposes.
- 1.3 The purpose and benefits of following the agreed brief for the meeting.
- 1.4 The role of the person helping to organise the meeting.
- 1.5 Organisational procedures for obtaining venues and/or equipment for different types of meetings.
- 1.6 The types of information that attendees will need.
- 1.7 Any special requirements that attendees may have and how to meet them.
- 1.8 How to help the meeting organiser during the meeting.
- 1.9 Organisational procedures for clearing and vacating a meeting room.

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg meeting brief, venue and catering requirements, papers for the meeting, evaluation of the meeting, record of external services
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

**SCQF Level:** 5

**SCQF Credit value:** 3

**What is the unit about?**

This standard is about adapting to and coping with change. It includes identifying support mechanisms for yourself and others and considering coping strategies when dealing with change as part of your role. It is for administrators who need to respond to changes but who may not be accountable for planning or managing that change.

**Specific skills**

- Analysing
- Communicating
- Listening
- Negotiating
- Problem-solving
- Questioning

**Links to other NOS**

- Work Responsibilities

**Performance indicators**

- 1.1 Assist the change process within own area of work.
- 1.2 Contribute to plans for change.
- 1.3 Adapt realistically to change.
- 1.4 Identify support mechanisms for self and colleagues during the change process.
- 1.5 Support others during change.
- 1.6 Ask questions of the change process when unsure.
- 1.7 Contribute to the evaluation of the change.

**Knowledge and understanding**

- 1.1 The reasons for change and the pace of change in organisations.
- 1.2 The psychological impact of change on people in the workplace.
- 1.3 Own role in facilitating change at work.
- 1.4 How to adapt to change in own work role.
- 1.5 How to evaluate the likely impact of change in the workplace.
- 1.6 The value of seeing change as an opportunity to the business, the organisation, the team and self.
- 1.7 The types of support mechanisms that people need during change processes at work.
- 1.8 How to put change at work into perspective.
- 1.9 Strategies to cope with change or to learn how to control the way change affects own area of work.
- 1.10 How to evaluate the effect of change on people, processes and outcomes.

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg plans for change, evaluation of change
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

## Unit 472

# Support the management and development of an information system

**SCQF Level:** 7

**SCQF Credit value:** 7

### What is the unit about?

This unit is about supporting the management and evaluation of an information system to meet organisational and users' needs.

### Specific skills

- Analysing
- Developing others
- Evaluating
- Managing resources
- Monitoring
- Organising
- Problem-solving
- Negotiating
- Using technology
- Planning
- Researching

### Links to other NOS

- Manage Information
- IT
- Health, Safety and Security of People, Premises and Property



**Performance indicators**

- 1.1 Contribute to the provision of training and ongoing support to users.
- 1.2 Monitor own use of an information system.
- 1.3 Follow legal and organisational requirements for handling information.
- 1.4 Make sure the information system is maintained and updated to meet users' needs, within the limits of own authority.
- 1.5 Collect feedback on performance of information systems.
- 1.6 Contribute to the evaluation of feedback and prioritise development needs.
- 1.7 Contribute information to enable further system development.
- 1.8 Identify and report problems when they occur.
- 1.9 Resolve problems within the limits of own authority.

**Knowledge and understanding**

- 1.1 The benefits of training users of the information system and of providing ongoing support.
- 1.2 The benefits of monitoring the use of information systems using available methods.
- 1.3 The purpose of maintaining and updating the information system and the methods you can use.
- 1.4 The types of problems that occur with information systems
- 1.5 How to identify and analyse problems and develop a strategy to solve them.
- 1.6 Legislation and organisational requirements covering data protection and freedom of information.
- 1.7 The different ways of evaluating information systems.

**Assessment guidance**

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion
- questioning
- product eg feedback, evaluation of feedback.
- reflective account
- organisational documentation, policies and procedures\*

\*Internal/organisational documentation need not be held in the candidate's portfolio but held in the workplace with reference made to where it can be found and its relevance to the criteria.

\*\*Note: While the candidate can provide a copy of the organisational policies (or refer to them), this on its own is not sufficient. The candidate will require to demonstrate their application and be able to discuss them, showing understanding of how they are applied. This also applies to legal requirements.

# Appendix 1 Core Skills Signposting for SVQs in Business Administration

This document presents the core skill signposting for the current Business & Administration (B&A) Scottish Vocational Qualifications (SVQs) at the following level:

- B&A SVQ at SCQF Level 5

The following tables signpost the five SQA Core Skills standards to the Business and Administration National Occupational Standards.

**Key:**

/	No coverage
/	Some or partially coverage
/	Full coverage

C=Communication; N= Numeracy; PS=Problem Solving; WWO= Working with Others;  
ICT=Information and Communication Technology

## Core Skills Signposting SVQ in Business and Administration Units Signposted to SCQF level 5

Unit	Unit Title	C	N	PS	WVO	ICT
113	Using email 1	4	3	3	/	4
114	Bespoke Software 1	3	3	/	/	4
115	Data management software 1	3	3	/	/	4
116	Database software 1	3	3	3	/	4
117	Improving productivity using IT 1	4	4	4	4	4
118	IT Security for users 1	3	3	3	/	4
119	Presentation software 1	3	3	3	/	4
120	Setting up an IT system 1	3	3	3	/	4
121	Spreadsheet software 1	3	3	3	/	4
122	Using collaborative technologies 1	3	3	3	4	4
123	Website software 1	3	3	3	/	4
124	Word processing software 1	3	3	3	/	4
126	Specialist software 1	3	3	/	/	4
203	Plan how to solve business problems	3	/	4	4	/
205	Prepare to communicate in a business environment	3	/	/	/	/
209	Handle mail	3	3	3	/	/
223	Support the organisation of business travel or accommodation	3	3	4	3	3
227	Administer HR records	/	/	/	4	/
228	Administer the recruitment and selection process	5	/	/	4	/
236a	Bespoke software 2	4	4	/	/	5
237	Data management software 2	4	4	/	/	5
238	Database software 2	4	4	4	/	5
239	Improving productivity using IT 2	5	5	5	5	5
240	IT Security for users 2	4	4	4	/	5
241	Presentation software 2	4	4	4	/	5
242	Setting up an IT System 2	4	4	4	/	4
243	Spreadsheet software 2	/	/	4	/	5
244	Using collaborative technologies 2	5	5	4	5	5

Unit	Unit Title	C	N	PS	WWO	ICT
245	Website software 2	4	4	4	/	5
246	Word processing software 2	4	4	4	/	5
252	Specialist Software 2	4	4	/	/	5
255	Calculate critical dates for sentences	4	4	3	3	4
256	Make administrative arrangements for the movement of individuals outside the custodial establishment	4	/	4	4	4
257	Administer documentation for the appeals process	3	/	3	4	3
258	Administer personal money for individuals in custody	4	4	3	4	4
259	Prepare documentation to help authorities decide the conditions on which to release individuals from custody	5	/	4	4	4
260	Make administrative arrangements for the release of individuals from custody	4	/	3	4	4
261	Using email 2	5	4	4	/	5
275	Account for income and expenditure	4	3-5 <sup>2</sup>	3	/	4
276	Meet and welcome visitors	3	/	3	3	/
277	Administer parking dispensations	5	5	5	5	4
279	Process court documentation	4	/	3	4	4
280	Contribute to maintaining security and protecting individuals' rights in the custodial environment	4	/	4	4	/
281	Calculate pay	4	4	3	3	4
282	Control payroll	5	3-5 <sup>1</sup>	4	4	4
283	Draft financial statements	5	3-5 <sup>3</sup>	4	/	4
284	Develop a presentation	4	/	4	4	4
285	Deliver a presentation	4	/	4	/	4
286	Design and produce documents in a business environment	4	/	/	4	4
287	Prepare text from notes using touch typing (60 wpm)	4	/	/	4	4
288	Prepare text from shorthand (80 wpm)	4	/	/	/	4
289	Prepare text from recorded audio instruction (60wpm)	4	/	/	/	4
290	Support the design and development of an information system	4	/	5	5	4
291	Monitor information systems	4	/	5	5	4
292	Analyse and report data	4	4	5	5	4
293	Plan and organise meetings	4	4	5	5	4

Unit	Unit Title	C	N	PS	WWO	ICT
294	Organise business travel or accommodation	4	4	4	5	4
295	Contribute to running a project	4	4	5	5	/
296	Deliver, monitor and evaluate customer service to internal and/or external customers	4	/	4	4	/
297	Administer parking and traffic challenges, representations and civil parking appeals	5	/	6	6	4
298	Administer statutory parking and traffic appeals	5	/	6	6	4
299	Administer parking and traffic debt recovery	5	5	6	6	4
300	Verifying the release process	5	4	5	5	4
319	Organise and co-ordinate events	4	4	5	5	4
329	Provide administrative support in schools	5	/	5	5	/
333	Administer agricultural records	5	4	4	4	4
351	Verifying critical dates for sentences	5	4	5	5	4
354	Make agricultural returns, applications and claims	4	/	4	4	4
355	Administer legal files	4	/	4	4	4
356	Build case files	4	/	4	4	4
357	Manage case files	4	/	4	4	4
431	Use occupational and safety guidelines when using a workstation	3	/	/	/	/
450	Make and receive telephone calls	3	/	3	3	/
451	Agree how to manage and improve own performance in a business environment	3	/	4	4	/
452	Undertake work in a business environment	3	/	/	4	3
453	Work with other people in a business environment	3	/	4	4	/
454	Use voicemail message systems	/	/	/	/	/
455	Use a diary system	3	/	/	3	/
456	Take minutes	3	/	/	3	3
457	Provide reception services	3	/	/	3	3
458	Produce documents in a business environment	3	/	/	/	3
459	Prepare text from notes	3	/	/	3	3
460	Prepare text from notes using touch typing (40 wpm)	4	/	/	4	4
461	Prepare text from shorthand (60 wpm)	3	/	/	/	3
462	Prepare text from recorded audio instruction (40 wpm)	4	/	/	/	4

Unit	Unit Title	C	N	PS	WWO	ICT
463	Collate and report data	3	3	4	/	3
464	Research information	3	/	4	4	3
465	Store and retrieve information using a filing system	3	/	/	/	3
466	Provide archive services	3	3	4	3	3
467	Use office equipment	3	/	3	/	/
468	Maintain and issue stock items	3	3	3	/	/
469	Support the organisation and co-ordination of events	3	3	4	4	3
470	Support the organisation of meetings	3	/	3	3	3
471	Respond to change in a business environment	3	/	4	3	/
472	Support the management and development of an information system	3	/	4	4	3

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<sup>1</sup> Numeracy is partial covered at SCQF level 3 and 4 and fully covered at level 5



## 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](http://www.cityandguilds.com).

**Centre Manual - Supporting Customer Excellence** 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, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

**Our Quality Assurance Requirements** encompasses all of the relevant requirements of key regulatory documents such as:

- SQA Accreditation's Regulatory Principles, version 2, 1 December 2014
- NVQ Code of Practice (2006)
- and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

**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 on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.



## Useful contacts

<b>UK learners</b> <b>General qualification information</b>	<b>T: +44 (0)844 543 0033</b> <b>E: learnersupport@cityandguilds.com</b>
<b>International learners</b> General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: <b>intcg@cityandguilds.com</b>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>centresupport@cityandguilds.com</b>
<b>Single subject qualifications</b> Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: <b>singlesubjects@cityandguilds.com</b>
<b>International awards</b> Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>intops@cityandguilds.com</b>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>walledgarden@cityandguilds.com</b>
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