

Diplomas in Legal Administration (5528-12-13)

**Level 2, 3 and 4 Unit handbook for
centres**

February 2015 Version 5.0 (May 2017)

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Qualification at a glance

Subject area	Business and Administration
City & Guilds number	5528
Age group approved	16+
Entry requirements	None
Assessment	By Portfolio/Assignment/Evolve
Centre Approval	Available
Support materials	Qualification handbook Assessment packs Text Book Smartscreen
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Version and date	Change detail	Section
1.1 July 2015	Amended numbering of Assessment criteria within units 227 and 240	Units
1.2 September 2015	Wording added to the range for learning outcome 3 for unit 263	Units
2.0 March 2016	Updated the following units: 201 – 208, 210, 214, 216, 217, 222, 227, 228, 230, 239, 240 , 301, 302, 305, 306, 309, 314 - 316, 322, 345	Units
3.0 February 2017	Credits amended in Unit 309	Units
4.0 February 2017	Unit 209 added Unit 408 added Unit 208 deleted Unit 210 deleted Unit 407 deleted	Units
5.0 March 2017	Unit 807 added	Units Structure
5.0 May 2017	Credits amended in Units 209 & 309 Unit 210 added	Units



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1 Units

Structure of units

These units each have the following:

- City & Guilds reference number
- Unit Accreditation Number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- learning outcomes which are comprised of a number of assessment criteria

Summary of units

Unit accreditation number	City & Guilds unit No.	Unit title	Credit value	Unit Level
D/506/1794	101	Health and safety in a business environment	2	1
K/506/1796	102	Use a telephone and voicemail system	2	1
L/506/1807	201	Manage diary systems	2	2
Y/506/1809	202	Produce business documents	3	2
L/506/1810	203	Collate and report data	3	2
R/506/1811	204	Store and retrieve information	4	2
Y/506/1812	205	Produce minutes of meetings	3	2
Y/506/1812	205	Produce minutes of meetings	3	2
D/506/1813	206	Handle mail	3	2
H/506/1814	207	Provide reception services	3	2
M/506/1816	209	Prepare text from shorthand	6	2
T/506/1817	210	Prepare text from recorded audio instruction	4	2
J/506/1868	214	Use and maintain office equipment	2	2

D/506/1875	216	Organise business travel or accommodation	4	2
H/506/1876	217	Provide administrative support for meetings	4	2
H/506/1893	222	Communication in a business environment	3	2
L/506/1905	227	Employee rights and responsibilities	2	2
R/506/2134	228	Process information about customers	3	2
A/506/2130	230	Deliver customer service	5	2
L/506/1788	239	Manage own performance and development	4	2
R/506/1789	240	Develop working relationships with colleagues	3	2
Y/504/9952	248	Legal text processing	11	2
T/504/9957	249	Legal audio processing	7	2
A/504/9958	250	Proofreading in the legal environment	2	2
T/505/1725	251	Working in the legal environment	12	2
H/504/9954	252	Legal spreadsheet processing	3	2
F/504/9959	253	Legal database processing	3	2
R/505/0193	254	Legal presentation techniques	3	2
R/503/8688	255	The legal environment	5	2
A/504/0628	256	Principles of criminal liability	4	2
D/504/0394	257	Principles of contract liability	4	2
H/504/0395	258	Principles of negligence	4	2
F/504/0629	259	Law in the workplace	4	2
T/504/0630	260	Civil litigation	4	2
A/504/0631	261	Consumer rights	4	2
N/A	807	Consumer rights	4	2
H/504/0400	262	Family Law	4	2
F/504/0632	263	Wills and succession	4	2

J/504/0633	264	Conveyancing	4	2
Y/506/1910	301	Communicate in a business environment	4	3
D/506/1911	302	Contribute to the improvement of business performance	6	3
M/506/1914	305	Deliver a presentation	3	3
T/506/1915	306	Create bespoke business documents	4	3
J/506/1918	309	Evaluate the provision of business travel or accommodation	5	3
J/506/1935	314	Administer legal files	5	3
L/506/1936	315	Build legal case files	5	3
Y/506/1938	316	Manage legal case files	5	3
M/506/1945	322	Analyse and present business data	6	3
T/506/2952	345	Manage personal and professional development	3	3
T/504/9960	353	Legal text and audio processing	15	3
M/504/9956	354	Proofreading in the legal environment	2	3
H/505/1753	355	Business skills in the legal environment	16	3
F/504/9962	356	Legal spreadsheet processing	3	3
J/504/9963	357	Legal database processing	3	3
J/505/0191	358	Legal presentation techniques	3	3
J/505/0191	359	Legal terminology	3	3
R/506/1954	405	Support environmental sustainability in a business environment	4	4
D/506/1956	406	Resolve administrative problems	6	4
M/506/1959	408	Manage events	6	4

Unit 101

Health and safety in a business environment

UAN:	D/506/1794
Level:	1
Credit value:	2
GLH:	10
Relationship to NOS:	This unit is linked to the Business & Administration (2013) National Occupational Standards: <ul style="list-style-type: none">• CFABAE141 Use occupational and safety guidelines when using a workstation.
Aim:	<p>This unit aims to develop the knowledge and skills needed to cover health and safety in a business environment. Upon completion of this unit, learners will understand their health and safety responsibilities and will know how to work in a safe way in a business environment.</p> <p>Learners will also be able to comply with health and safety requirements in a business environment.</p>

Learning outcome
The learner will: <ol style="list-style-type: none">1. Understand health and safety responsibilities in a business environment.
Assessment criteria
The learner can: <ol style="list-style-type: none">1.1 state health and safety responsibilities of employers1.2 state their own responsibilities for health and safety in the business environment1.3 state the occupational health and safety guidelines to be followed when using a keyboard and visual display unit1.4 explain the importance of complying with health and safety requirements.

Learning outcome
The learner will: 2. Know how to work in a safe way in a business environment.
Assessment criteria
The learner can: 2.1 identify possible health and safety hazards in the business environment 2.2 describe ways in which accidents can be avoided in the business environment 2.3 outline why it is important to report hazards and accidents that occur in the business environment 2.4 outline organisational emergency health and safety procedures.

Learning outcome
The learner will: 3. Be able to comply with health and safety requirements in a business environment.
Assessment criteria
The learner can: 3.1 use approved techniques to prevent strain or injury when carrying out work activities 3.2 take action to ensure that their own conduct does not endanger others 3.3 follow manufacturers or organisational instructions for the use of equipment, materials and products 3.4 follow organisational procedures and legal requirements to minimise risks to health and safety.

Unit 102

Use a telephone and voicemail system

UAN:	K/506/1796
Level:	1
Credit value:	2
GLH:	20
Relationship to NOS:	This unit is linked to the Business & Administration (2013) National Occupational Standards: <ul style="list-style-type: none">• CFABAA621 Make and receive telephone calls• CFABAA622 Use voicemail message systems.
Aim:	This unit aims to develop the knowledge and skills required to use a telephone and voicemail system. Upon completion of this unit, learners will be able to make telephone calls, receive telephone calls, and use voicemail systems.

Learning outcome
The learner will: 1. Know how to use a telephone and voicemail system.
Assessment criteria
The learner can: 1.1 outline how a caller's experiences affect their view of an organisation 1.2 outline organisational standards and procedures for communicating on the telephone 1.3 state the importance of following organisational standards and procedures when making and receiving telephone calls 1.4 state organisational fault reporting procedures 1.5 describe why it is important to follow security and data protection procedures when using a telephone system 1.6 state the information to be given out when transferring calls, taking or leaving messages 1.7 state organisational guidelines for deleting voicemail messages.

Learning outcome
The learner will: 2. Be able to make telephone calls.
Assessment criteria
The learner can: 2.1 identify the reason for making a call 2.2 obtain the name and number(s) of the person to be contacted 2.3 communicate information to achieve the call objective(s) 2.4 communicate in a way that meets organisational standards and guidelines.

Learning outcome
The learner will: 3. Be able to receive telephone calls.
Assessment criteria
The learner can: 3.1 identify the caller in accordance with organisational procedures 3.2 deal with calls in accordance with organisational procedures 3.3 pass calls to the right person/department 3.4 take messages when the person to be contacted is unavailable 3.5 represent an organisation in a way that meets the required standards and guidelines.

Learning outcome
The learner will: 4. Be able to use voicemail systems.
Assessment criteria
The learner can: 4.1 use voicemail systems in accordance with manufacturers' instructions 4.2 keep the voicemail message system up to date 4.3 pass on accurate messages in accordance with organisational policies.

UAN:	L/506/1807
Level:	2
Credit value:	2
GLH:	12
Relationship to NOS:	This unit is linked to the Business & Administration (2013) National Occupational Standards: <ul style="list-style-type: none"> • CFABAA431 Use a diary system.
Assessment requirements specified by a sector or regulatory body:	All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.
Aim:	This unit aims to develop the knowledge and skills required to manage diary systems. Upon completion of this unit, learners will be able to manage diary systems.

Learning outcome
The learner will: <ol style="list-style-type: none"> 1. Understand the management of diary systems.
Assessment criteria
The learner can: <ol style="list-style-type: none"> 1.1 explain the importance of keeping diary systems up to date 1.2 describe the basis on which bookings and changes are prioritised 1.3 explain any constraints relating to making bookings for people or facilities 1.4 describe the types of problems that can occur when managing diaries.

Assessment Guidance
Diary systems: <ul style="list-style-type: none"> • paper-based • electronic • wall chart
Prioritised: <ul style="list-style-type: none"> • urgent and important • non-urgent but important • urgent but not important • non-urgent and not important

Constraints:

- availability of room(s)
- costs involved
- availability of attendees

Evidence may be supplied by:

- professional discussion
- reflective account
- questioning

Learning outcome

The learner will:

2. Be able to manage diary systems.

Assessment criteria

The learner can:

- 2.1 obtain the information needed to make **diary entries**
- 2.2 make accurate and timely diary entries
- 2.3 respond to changes in a way that balances and meets the needs of those involved
- 2.4 communicate up-to-date information to everyone involved
- 2.5 keep diaries up-to-date
- 2.6 maintain the requirements of **confidentiality**.

Assessment Guidance**Diary entries:**

- paper based
- electronic

Confidentiality:

eg show how passwords can be used, especially when dealing with sensitive or confidential information; follow organisational procedures and Data Protection Act.

Evidence may be supplied by:

- observation
- professional discussion
- witness testimony
- diary entries
- organisational policies and procedures

UAN:	Y/506/1809
Level:	2
Credit value:	3
GLH:	24
Relationship to NOS:	This unit is linked to the Business & Administration (2013) National Occupational Standards: <ul style="list-style-type: none"> CFABAA211 Produce documents in a business environment.
Assessment requirements specified by a sector or regulatory body:	All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.
Aim:	This unit aims to develop the knowledge and skills required to produce business documents. Upon completion of this unit, learners will be able to prepare and distribute business documents.

Learning outcome
The learner will: 1. Understand how to prepare business documents.
Assessment criteria
The learner can: 1.1 explain the requirements for: a. language b. tone c. image d. presentation for different documents 1.2 explain how to integrate images into documents 1.3 describe how corporate identity impacts upon document production 1.4 explain the requirements of: a. data protection b. copyright c. intellectual property legislation relating to document production 1.5 describe organisational procedures for version control 1.6 describe security requirements relating to document production.

Assessment Guidance
<p>Corporate identity: Eg logos, branding, standing, mission statement</p> <p>Version control: date and version number eg 01/14 V.1.1</p> <p>Evidence may be supplied by:</p> <ul style="list-style-type: none"> • report • questioning • professional discussion

Learning outcome
The learner will: 2. Be able to prepare business documents.
Assessment criteria
<p>The learner can:</p> <p>2.1 identify the:</p> <ol style="list-style-type: none"> a. purpose b. audience c. content d. style e. format f. deadlines <p>of a document</p> <p>2.2 use document production resources in line with organisational guidelines</p> <p>2.3 use correct:</p> <ol style="list-style-type: none"> a. grammar b. spelling c. punctuation d. sentence structure <p>2.4 produce documents that meet the requirements within the agreed timescale.</p>

Assessment Guidance
<p>Purpose: Eg brochure to promote a new product, leaflet for distribution, Annual General Meeting (AGM) report to shareholders etc.</p> <p>Audience:</p> <ul style="list-style-type: none"> • formal/informal • internal use or external customers/client <p>Resources:</p> <ul style="list-style-type: none"> • letterhead template • report template • appropriate software

Grammar:

- nouns - name of person/place eg London, John
- pronouns - instead of noun eg instead of saying 'John' refer to 'him' or 'he'
- verbs - doing things eg 'run'
- adverbs - is a verb executed eg 'he ran quickly'
- adjectives - description of nouns eg reality television

Spelling:

examples below demonstrate how a similar word has a different meaning:

- accept; except
- advise; advice
- personnel; personal
- as well as words which are often spelt incorrectly - accommodation – accomodation

Punctuation:

- full stops (.)
- commas (,)
- apostrophes (')

Evidence may be presented by:

- product
- questioning
- witness testimony
- reflective account
- observation

Learning outcome

The learner will:

3. Be able to distribute business documents.

Assessment criteria

The learner can:

- 3.1 provide **final documents** in the appropriate **medium** for authorised readers
- 3.2 specify restrictions and distribution lists in accordance with the requirements
- 3.3 maintain the requirements of security in the:
 - a. production
 - b. distribution
 - c. storage of documents.

Assessment Guidance

Final documents:

- report
- catalogue
- brochure
- business cards
- complimentary slips
- design of letterhead

Medium:

A suitable form of communication as in any of the above mentioned.

Evidence may be supplied by:

- product
- witness testimony
- questioning
- observation.

UAN:	L/506/1810
Level:	2
Credit value:	3
GLH:	19
Relationship to NOS:	This unit is linked to the Business & Administration (2013) National Occupational Standards: <ul style="list-style-type: none"> CFABAD321 Collate and organise data.
Assessment requirements specified by a sector or regulatory body:	All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.
Aim:	This unit aims to develop the knowledge and skills required to collate and report data. Upon completion of this unit, learners will be able to collate and report data.

Learning outcome
The learner will: <ol style="list-style-type: none"> Understand how to collate and report data.
Assessment criteria
The learner can: <ol style="list-style-type: none"> describe the different ways that data can be organised explain why data should be presented and reported in different ways explain the use of text and diagrams in helping readers to understand the presented data explain the requirements relating to: <ol style="list-style-type: none"> confidentiality data protection intellectual property copyright legislations.

Assessment Guidance
Organised: <ul style="list-style-type: none"> charts tables reports
Presented: <ul style="list-style-type: none"> facts numerical data

Evidence may be supplied by:

- report
- questions
- professional discussion

Learning outcome

The learner will:

2. Be able to collate data.

Assessment criteria

The learner can:

- 2.1 ensure that data collected is:
 - a. complete
 - b. accurate
 - c. up-to-date
- 2.2 check the data against agreed **criteria**
- 2.3 **organise data** in a way that will enable meaningful analysis
- 2.4 meet agreed timescales in the collation of data.

Assessment Guidance**Criteria:**

- the amount of detail required
- the time you have to complete the collating of data
- how the information will be used

Organise data:

This could be in any of the following formats:

- verbally
- oral presentation
- charts, graphs, tables
- brochures, leaflets
- formal report
- or a combination of all

Evidence may be supplied by:

- product
- reflective account
- witness testimony
- observation

Learning outcome

The learner will:

3. Be able to report data.

Assessment criteria

The learner can:

- 3.1 present data in the agreed reporting **format** and **house style**
- 3.2 report data within agreed timescale
- 3.3 distribute data reports to authorised readers.

Assessment Guidance**Format:**

- layout
- arrangement
- design

House style:

The organisation's preferred way of presenting information, eg font style, size, etc.

Evidence may be supplied by:

- product
- witness testimony
- reflective account
- observation.

UAN:	R/506/1811
Level:	2
Credit value:	4
GLH:	19
Relationship to NOS:	This unit is linked to the Business & Administration (2013) National Occupational Standards: <ul style="list-style-type: none"> CFABAD332 Store and retrieve information using a filing system.
Assessment requirements specified by a sector or regulatory body:	All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.
Aim:	This unit aims to develop the knowledge and skills required to store and retrieve information. Upon completion of this unit, learners will be able to gather, store and retrieve information.

Learning outcome
The learner will: <ol style="list-style-type: none"> Understand information storage and retrieval.
Assessment criteria
The learner can: <ol style="list-style-type: none"> 1.1 describe systems and procedures for storing and retrieving information 1.2 outline legal and organisational requirements for information security and retention 1.3 explain how to create filing systems to facilitate information identification and retrieval 1.4 explain how to use different search techniques to locate and retrieve information 1.5 describe what to do when problems arise when storing or retrieving information.

Assessment Guidance

Systems:

- paper-based
- electronic

Procedures:

Electronic

- title or subject
- category or reference number
- dated
- author
- storage end date

Paper-based –

- alphabetical
- numerical
- chronological
- geographical
- by subject or category

Legal requirements:

- Freedom of Information Act
- Data Protection Act

Filing systems:

- vertical
- lateral

Identification:

- index guide
- folder tabs
- cross indexing

Problems:

- misfiling
- not up-to-date filing
- hardware
- software

You will also need to be aware about your level of authority and who to go to if any of the problems are outside your level of authority

Evidence may be supplied by:

- reflective account
- questioning
- professional discussion

Learning outcome
The learner will: 2. Be able to gather and store information.
Assessment criteria
The learner can: 2.1 gather the information required within the agreed timescale 2.2 store files and folders in accordance with organisational procedures 2.3 store information in approved locations 2.4 adhere to organisational policies and procedures, legal and ethical requirements.

Assessment Guidance
Evidence may be supplied by: <ul style="list-style-type: none"> • product • reflective account • observation • questioning • witness testimony

Learning outcome
The learner will: 3. Be able to retrieve information.
Assessment criteria
The learner can: 3.1 confirm information to be retrieved and its intended use 3.2 retrieve the required information within the agreed timescale.

Assessment Guidance
Evidence may be supplied by: <ul style="list-style-type: none"> • product • reflective account • observation • questioning • witness testimony

UAN:	Y/506/1812
Level:	2
Credit value:	3
GLH:	13
Relationship to NOS:	This unit is linked to the Business & Administration (2013) National Occupational Standards: <ul style="list-style-type: none"> • CFABAA441 Take minutes.
Assessment requirements specified by a sector or regulatory body:	All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.
Aim:	This unit aims to develop the knowledge and skills required to produce minutes of meetings. Upon completion of this unit, learners will be able to take notes of meetings and then produce minutes of meetings.

Learning outcome
The learner will: <ol style="list-style-type: none"> 1. Understand how to take minutes of meetings.
Assessment criteria
The learner can: <ol style="list-style-type: none"> 1.1 explain the purpose of different types of minutes and other meeting records 1.2 explain the legal requirements of formal minutes 1.3 describe organisational conventions for producing minutes 1.4 describe the responsibilities of the minute taker in a meeting 1.5 explain why it is important to maintain confidentiality of meetings, discussions and actions 1.6 explain why it is necessary to record who proposed and seconded suggestions and changes.

<p>Assessment Guidance</p> <p>Purpose:</p> <ul style="list-style-type: none"> • solving or resolving business problems • sharing information • decision-making • developing new systems, ideas, practices or processes <p>Types:</p> <ul style="list-style-type: none"> • formal – board, council, management • informal – unplanned, last minute <p>Conventions: Customary way in which things are done within an organisation</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> • agreeing agenda with chairperson • record those present and any apologies for absence • clearly and accurately record what is discussed • record actions and by whom with timelines <p>Evidence may be supplied by:</p> <ul style="list-style-type: none"> • report • questions • professional discussion
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<p>Learning outcome</p> <p>The learner will:</p> <p>2. Be able to take notes of meetings.</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>2.1 take accurate notes of the:</p> <ol style="list-style-type: none"> a. attendance b. proceedings c. areas of discussion d. agreed actions of meetings <p>2.2 record allocated responsibilities for agreed actions.</p>

<p>Assessment Guidance</p> <p>Accurate:</p> <ul style="list-style-type: none"> • precise • correct • true <p>Evidence may be supplied by:</p> <ul style="list-style-type: none"> • product • witness testimony • observation

Learning outcome

The learner will:

3. Be able to produce minutes of meetings.

Assessment criteria

The learner can:

- 3.1 transcribe notes accurately into meeting minutes using correct:
 - a. language
 - b. **grammar**
 - c. **punctuation**
 - d. sentence structureand in the agreed style
- 3.2 include agreed attachments or appendices
- 3.3 obtain approval for the final documents
- 3.4 distribute minutes to the agreed distribution list
- 3.5 maintain the requirements of confidentiality.

Assessment Guidance**Grammar:**

- nouns - name of person/place eg London, John
- pronouns - instead of noun eg instead of saying 'John' refer to 'him' or 'he'
- verbs - doing things eg 'run'
- adverbs - is a verb executed eg 'he ran quickly'
- adjectives - description of nouns eg reality television

Punctuation:

- full stops (.)
- commas (,)
- apostrophes (')

Evidence may be supplied by:

- product
- witness testimony
- observation

UAN:	D/506/1813
Level:	2
Credit value:	3
GLH:	15
Relationship to NOS:	This unit is linked to the Business & Administration (2013) National Occupational Standards: <ul style="list-style-type: none"> CFABAA612 Handle mail.
Assessment requirements specified by a sector or regulatory body:	All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.
Aim:	This unit aims to develop the knowledge and skills required to handle mail. Upon completion of this unit, learners will be able to deal with both incoming and outgoing mail.

Learning outcome
The learner will: 1. Understand how to deal with mail.
Assessment criteria
The learner can: 1.1 explain how to deal with 'junk' mail 1.2 describe what to do in the event of problems arising when dealing with incoming or outgoing mail 1.3 describe how to operate a franking machine 1.4 explain how to prepare packages for distribution 1.5 state organisational policies and procedures on: a. mail handling b. security c. the use of courier services 1.6 explain the process for reporting suspicious or damaged items in accordance with organisational procedures.

Assessment Guidance
Problems: <ul style="list-style-type: none"> deadlines missed appointments missed banking of cheques delayed security issues, damage

Franking Machine:

- correct amount of postage used
- sufficient credit
- returning machine to minimum amount

Suspicious or damaged items:

- record date and time of receipt
- report to appropriate authority

Evidence may be supplied by:

- report
- questions
- professional discussion

Learning outcome

The learner will:

2. Be able to deal with incoming mail

Assessment criteria

The learner can:

- 2.1 sort incoming mail in line with organisational procedures
- 2.2 distribute incoming mail and packages to the right people according to the agreed schedule
- 2.3 deal with incorrectly addressed and '**junk**' mail in accordance with organisational procedures.

Assessment Guidance**Junk mail:**

- throw away mail
- widely distributed mail
- unwanted

Evidence may be supplied by:

- observation
- case study/reflective account
- witness testimony

Learning outcome
The learner will: 3. Be able to deal with outgoing mail.
Assessment criteria
The learner can: 3.1 organise the collection of outgoing mail and packages on time 3.2 identify the best option for dispatching mail according to the: a. required degree of urgency b. size c. value of the item 3.3 dispatch outgoing mail on time.

Assessment Guidance
Evidence may be supplied by <ul style="list-style-type: none">• observation• case study/reflective account• witness testimony

UAN:	H/506/1814
Level:	2
Credit value:	3
GLH:	15
Relationship to NOS:	This unit is linked to the Business & Administration (2013) National Occupational Standards: <ul style="list-style-type: none"> CFABAC312 Provide reception services.
Assessment requirements specified by a sector or regulatory body:	All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.
Aim:	This unit aims to develop the knowledge and skills required to provide reception services. Upon completion of this unit, learners will be able to provide reception services.

Learning outcome
The learner will: <ol style="list-style-type: none"> Understand reception services.
Assessment criteria
The learner can: <ol style="list-style-type: none"> 1.1 explain the receptionist's role in representing an organisation 1.2 explain an organisation's structure and lines of communication 1.3 describe an organisation's standards of presentation 1.4 explain the: <ol style="list-style-type: none"> health safety security implications of visitors to a building 1.5 explain how to deal with challenging people.

Assessment Guidance
Receptionist's role: <ul style="list-style-type: none"> security first impression of organisation deal with/greet visitors answer the telephone/transfer calls data input receive mail/packages

Organisation's structure:

Presentation:

Challenging people:

Evidence may be supplied by:

-

Learning outcome

The learner will:

2. Be able to provide a reception service.

Assessment criteria

The learner can:

- 2.1 welcome visitors in accordance with organisational standards
- 2.2 direct visitors to the person they are visiting in accordance with organisational standards
- 2.3 record visitors' arrivals and departures in accordance with organisational procedures
- 2.4 provide advice and accurate information within organisational guidelines on confidentiality
- 2.5 keep the reception area tidy and materials up-to-date
- 2.6 answer and deal with telephone calls within organisational standards
- 2.7 adhere to organisational procedures on:
 - a. entry
 - b. security
 - c. health
 - d. safety.

Assessment Guidance

Evidence may be supplied by:

- observation
- case study/reflective account
- witness testimony.

UAN:	M/506/1816
Level:	2
Credit value:	6
GLH:	46
Relationship to NOS:	<p>This unit is linked to the Business & Administration (2013) National Occupational Standards:</p> <ul style="list-style-type: none"> • CFABAD311 Prepare text from shorthand • CFABAD311a Prepare text from shorthand (60 wpm) • CFABAD311b Prepare text from shorthand (80 wpm).
Assessment requirements specified by a sector or regulatory body:	All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.
Aim:	This unit aims to develop the knowledge and skills required to prepare text from shorthand. Upon completion of this unit, learners will be able to use shorthand to prepare text.

Learning outcome
The learner will: 3. Understand how to use shorthand to create text.
Assessment criteria
<p>The learner can:</p> <p>3.1 explain the importance of confirming the purpose of the text and intended audience</p> <p>3.2 describe techniques that may be used when taking shorthand notes</p> <p>3.3 explain the consequences of:</p> <ol style="list-style-type: none"> incorrect spelling incorrect punctuation incorrect grammar incorrect sentence structure inaccurate content <p>3.4 explain how technology features can help to:</p> <ol style="list-style-type: none"> create format check the accuracy of text <p>3.5 describe ways of checking produced texts for accuracy and correctness</p>

- 3.6 describe organisational procedures for the:
- a. storage
 - b. security
 - c. confidentiality of information.

Assessment Guidance

Techniques:

Spelling out of actual names; towns, cities, people.

Spelling:

- accept; except
- advise; advice
- personnel; personal
- as well as words which are often spelt incorrectly:
accommodation - accomodation

Punctuation:

- full stops (.)
- commas (,)
- apostrophes (')

Grammar:

- nouns - name of person/place eg London, John
- pronouns - instead of noun eg instead of saying 'John' refer to 'him' or 'he'
- verbs - doing things eg 'run'
- adverbs - is a verb executed eg 'he ran quickly'
- adjectives - description of nouns eg reality television

Technology features:

- spell check
- grammar check

Check the accuracy:

- input errors
- errors in source material
- amendments to content

Evidence may be supplied by:

- report
- questioning
- professional discussion

Learning outcome

The learner will:

4. Be able to use shorthand to prepare text.

Assessment criteria

The learner can:

- 4.1 agree the:
 - a. purpose
 - b. **format**
 - c. deadlines for texts
- 4.2 take dictation using shorthand at the speed required by the organisation
- 4.3 input and format text from shorthand notes
- 4.4 check that text is accurate and the meaning is clear and correct
- 4.5 store texts and original notes safely and securely following organisational procedures
- 4.6 present texts in the required formats and within the agreed timescales.

Assessment Guidance

Your organisation will specify the speed you will be expected to achieve; this could be 20, 30 or 40 words per minute.

Format:

- layout
- arrangement
- structure

Evidence may be supplied by:

- product
- questions
- professional discussion
- observation.

Unit 210

Prepare text from recorded audio instruction

UAN:	T/506/1817
Level:	2
Credit value:	4
GLH:	15
Relationship to NOS:	This unit is linked to the Business & Administration (2013) NOS: <ul style="list-style-type: none">• CFABAD312 Prepare text from recorded audio instruction• CFABAD312a Prepare text from recorded audio instruction (40 wpm)• CFABAD312b Prepare text from recorded audio instruction (60 wpm).
Assessment requirements specified by a sector or regulatory body:	All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.
Aim:	This unit aims to develop the knowledge and skills required to prepare text from recorded audio instruction. Upon completion of this unit, learners will be able to prepare text from recorded notes.

Learning outcome

The learner will:

1. Understand the preparation of text from recorded notes.

Assessment criteria

The learner can:

- 1.1 explain the importance of confirming the purpose of the text and intended audience
- 1.2 describe the main features of the different types of **technology** that can be used for playing back recordings
- 1.3 explain how different **speaking styles** of those giving dictation can affect outputs
- 1.4 explain the consequences of:
 - a. incorrect **spelling**
 - b. incorrect **punctuation**
 - c. incorrect **grammar**
 - d. incorrect sentence structure
 - e. inaccurate content
- 1.5 describe ways of checking produced texts for **accuracy** and correctness
- 1.6 describe organisational procedures for the:
 - a. storage
 - b. security
 - c. confidentiality of information.

Assessment Guidance

Technology:

- dvd
- mp3 player
- cassette
- micro-cassette
- headset
- foot pedal

Speaking styles:

- someone with an accent
- someone with a speech impediment
- someone who speaks too quickly

Spelling:

Examples below demonstrate how a similar word has a different meaning:

- accept; except
- advise; advice
- personnel; personal
- as well as words which are often spelt incorrectly:
accommodation - accomodation

Punctuation:

- full stops (.)
- commas (,)
- apostrophes (')

Grammar:

- nouns - name of person/place eg London, John
- pronouns - instead of noun eg instead of saying 'John' refer to 'him' or 'he'
- verbs - doing things eg 'run'
- adverbs - is a verb executed eg 'he ran quickly'
- adjectives - description of nouns eg reality television

Accuracy:

Check for:

- input errors
- errors in source material
- amendments to content
- technology - spell check/grammar check

Evidence may be supplied by:

- report
- questioning
- professional discussion

Learning outcome

The learner will:

2. Be able to prepare text from recorded notes.

Assessment criteria

The learner can:

- 2.1 agree the:
 - a. purpose
 - b. format
 - c. deadlines for texts
- 2.2 input and **format** text from audio recording
- 2.3 check that text is accurate and the meaning is clear and correct
- 2.4 store texts and original recordings safely and securely following organisational procedures
- 2.5 present texts in the required formats and within the agreed timescales.

Assessment Guidance

Your organisation will specify the speed you will be expected to achieve; this could be 20, 30 or 40 words per minute.

Format:

- layout
- arrangement
- structure

Evidence may be supplied by:

- product
- questions
- professional discussion
- observation.

Unit 214

Use and maintain office equipment

UAN:	J/506/1868
Level:	2
Credit value:	2
GLH:	10
Relationship to NOS:	This unit is linked to the Business & Administration (2013) National Occupational Standards: <ul style="list-style-type: none">• CFABAA231 Use office equipment.
Assessment requirements specified by a sector or regulatory body:	All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.
Aim:	This unit aims to develop the knowledge and skills required to use and maintain office equipment. Upon completion of this unit, learners will be able to use and maintain office equipment.

Learning outcome
The learner will: 1. Understand how to use office equipment.
Assessment criteria
The learner can: 1.1 describe organisational: a. policies b. procedures c. levels of authority in maintaining office equipment 1.2 describe how to use different types of office equipment 1.3 explain the reasons for following manufacturer's and organisational instructions when operating equipment 1.4 describe the types of equipment faults likely to be experienced and the correct way of dealing with these.

<p>Assessment Guidance</p> <p>Office equipment:</p> <ul style="list-style-type: none"> • personal • shared • specialised <p>Examples of the above:</p> <ul style="list-style-type: none"> – printers/photocopiers – scanners – digital cameras – speakers/earphones – memory sticks – binding machines – fax machines – shredders – calculators – telephones – security systems – franking machines – computers/laptops – projectors <p>Evidence may be supplied by:</p> <ul style="list-style-type: none"> • report • questioning • professional discussion

<p>Learning outcome</p> <p>The learner will:</p> <p>2. Be able to use and maintain office equipment.</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>2.1 use the equipment that is appropriate to the task in accordance with the manufacturer’s instructions</p> <p>2.2 follow organisational procedures to keep waste to a minimum</p> <p>2.3 maintain the equipment to the standard specified by the organisation or the manufacturer</p> <p>2.4 make sure that equipment conforms with health and safety requirements</p> <p>2.5 report problems that cannot be resolved to the right person.</p>

<p>Assessment Guidance</p> <p>Evidence may be supplied by:</p> <ul style="list-style-type: none"> • product • questioning • professional discussion
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Unit 216

Organise business travel or accommodation

UAN:	D/506/1875
Level:	2
Credit value:	4
GLH:	23
Relationship to NOS:	This unit is linked to the Business & Administration (2013) National Occupational Standards: <ul style="list-style-type: none">• CFABAA322 Organise business travel or accommodation.
Assessment requirements specified by a sector or regulatory body:	All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.
Aim:	This unit aims to develop the knowledge and skills required to organise business travel or accommodation. Upon completion of this unit, learners will be able to research business travel or accommodation options for others, and then use the outcomes of that research to make business or travel arrangements for others.

Learning outcome
The learner will: <ol style="list-style-type: none">1. Understand the organisation of business travel or accommodation for others.
Assessment criteria
The learner can: <ol style="list-style-type: none">1.1 explain any budgetary or policy constraints relating to business travel or accommodation1.2 describe financial arrangements relating to business travel or accommodation1.3 explain how to make arrangements for visas and related foreign travel documentation1.4 describe the procedures for obtaining or exchanging foreign currency.

Assessment Guidance
<p>Budgetary or policy constraints:</p> <p>eg</p> <ul style="list-style-type: none"> • threshold cost of hotels • maximum allowance for meals • standard class rail and air fare only • use of specific travel agent <p>Financial arrangements:</p> <ul style="list-style-type: none"> • appropriate authorisation • receipts must accompany expenses claims • company credit card • travel account <p>Evidence may be supplied by:</p> <ul style="list-style-type: none"> • report • professional discussion • questioning

Learning outcome
<p>The learner will:</p> <p>2. Be able to research business travel or accommodation options for others.</p>
Assessment criteria
<p>The learner can:</p> <p>2.1 identify different suppliers that are capable of delivering the services required within budget</p> <p>2.2 recommend travel or accommodation arrangements that best meet the requirements</p> <p>2.3 recommend suppliers of travel or accommodation that best meet the requirements.</p>

Assessment Guidance
<p>Evidence may be supplied by:</p> <ul style="list-style-type: none"> • report • professional discussion • questioning • observation

Learning outcome
The learner will: 3. Be able to make business travel or accommodation arrangements for others.
Assessment criteria
The learner can: 3.1 confirm the requirements for travel or accommodation 3.2 agree arrangements that specify any limitations, prohibitions or responsibilities and which meet the requirements 3.3 prepare and issue itinerary /schedule documentation that reflect agreed arrangements accurately 3.4 obtain travel or accommodation documentation within the required timescale 3.5 confirm the acceptability of payments to be made within the limits of their own authority 3.6 keep up-to-date records of travel or accommodation arrangements and agreed commitments 3.7 adhere to: a. organisational policies and procedures b. legal and ethical requirements when making business travel or accommodation arrangements for others.

Assessment Guidance
Requirements: <ul style="list-style-type: none"> • budget • when/who/where/what • group or individual • special requirements
Itinerary: <ul style="list-style-type: none"> • programme of events • timetable, plan
Evidence may be supplied by: <ul style="list-style-type: none"> • product • observation • witness testimony • organisational policies and procedures.

Unit 217

Provide administrative support for meetings

UAN:	H/506/1876
Level:	2
Credit value:	4
GLH:	28
Relationship to NOS:	This unit is linked to the Business & Administration (2013) National Occupational Standards: <ul style="list-style-type: none">• CFABAA411 Support the organisation of meetings• CFABAA412 Plan and organise meetings.
Assessment requirements specified by a sector or regulatory body:	All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.
Aim:	This unit aims to develop the knowledge and skills required to provide administrative support for meetings. Upon completion of this unit, learners will be able to make administrative preparations for meetings and also support the administration of meetings.

Learning outcome
The learner will: 1. Understand the administration of meetings.
Assessment criteria
The learner can: 1.1 describe the purpose of the meeting and who needs to attend 1.2 explain why it is important to have a minimum number of attendees for a meeting 1.3 explain ways to achieve maximum attendance at meetings 1.4 explain the: a. access b. health c. safety d. security requirements relating to meetings 1.5 describe how to set up the resources needed for a meeting 1.6 explain the responsibilities of the meeting chair and meeting secretary 1.7 explain the difference between formal and informal meetings 1.8 explain the legal implications of formal meetings.

Assessment Guidance

Meetings:

- informal
- formal
- annual general meeting (agm)
- board meeting
- committee meeting
- departmental meeting
- virtual

Minimum number required for a meeting to take place is known as Quorum.

Resources:

eg

- laptop
- multi-media projector
- whiteboard
- flip chart/easel
- pencils
- paper
- documents

Evidence may be supplied by:

- report
- professional discussion
- questioning

Learning outcome

The learner will:

2. Be able to make administrative preparations for meetings.

Assessment criteria

The learner can:

- 2.1 book meeting:
 - a. venue
 - b. resources
 - c. facilities

in accordance with the brief

- 2.2 collate documents needed for a meeting

- 2.3 distribute meeting:
 - a. invitations
 - b. documents
 - c. other meeting-related requirements

within the timescale

- 2.4 confirm meeting attendees and any **special requirements**.

Assessment Guidance**Special requirement:**

eg

- disabled access
- dietary requirements
- larger print documents

Evidence may be supplied by:

- product
- observation
- questioning

Learning outcome

The learner will:

3. Be able to support the administration of meetings.

Assessment criteria

The learner can:

- 3.1 take action to ensure that the equipment allocated for use at a meeting functions correctly
- 3.2 provide support to meetings in accordance with requests
- 3.3 ensure the venue is restored to the required conditions after the meeting
- 3.4 distribute meeting records promptly to the agreed distribution list
- 3.5 carry out any follow-up actions in accordance with the brief.

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

- product
- witness testimony
- professional discussion
- questioning
- observation.

Unit 222

Communication in a business environment

UAN:	H/506/1893
Level:	2
Credit value:	3
GLH:	19
Relationship to NOS:	<p>This unit is linked to the Business & Administration (2013) National Occupational Standards:</p> <ul style="list-style-type: none">• CFABAA613 Understand how to communicate in a business environment• CFABAA614 Prepare to communicate in a business environment• CFABAA615 Communicate in a business environment.
Assessment requirements specified by a sector or regulatory body:	All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.
Aim:	This unit aims to develop the knowledge and skills required to communicate in a business environment. Upon completion of this unit, learners will be able to produce written business communications and will be able to communicate verbally in business environments.

Learning outcome
The learner will: 1. Understand the requirements of written and verbal business communication.
Assessment criteria
The learner can: 1.1 explain why different communication methods are used in the business environment 1.2 describe the communication requirements of different audiences 1.3 explain the importance of using correct: a. grammar b. sentence structure c. punctuation d. spelling e. conventions in business communications 1.4 explain the importance of using appropriate body language and tone of voice when communicating verbally.

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

- report
- professional discussion
- questioning

Learning outcome

The learner will:

2. Be able to produce written business communications.

Assessment criteria

The learner can:

- 2.1 identify the:
 - a. nature
 - b. purpose
 - c. audience
 - d. useof the information to be communicated
- 2.2 use communication channels that are appropriate to the information to be communicated and the audience
- 2.3 present information in the format that meets the brief
- 2.4 adhere to agreed business communication conventions and degree of formality of expression when producing documents
- 2.5 produce business communications that are:
 - a. clear
 - b. accurate
 - c. correct
- 2.6 meet agreed deadlines in communicating with others.

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

- product
- observation
- witness testimony
- professional discussion
- questioning

Learning outcome
The learner will: 3. Be able to communicate verbally in business environments.
Assessment criteria
The learner can: 3.1 identify the: <ul style="list-style-type: none"> a. nature b. purpose c. recipient/s d. intended use of the information to be communicated 3.2 use language that is appropriate for the recipient's needs 3.3 use body language and tone of voice to reinforce messages 3.4 identify the meaning and implications of information that is communicated verbally 3.5 confirm that a recipient has understood correctly what has been communicated 3.6 respond in a way that is appropriate to the situation and in accordance with organisational policies and standards.

Assessment Guidance
Evidence may be supplied by: <ul style="list-style-type: none"> • product • observation • witness testimony • professional discussion • questioning.

Unit 227

Employee rights and responsibilities

UAN:	L/506/1905
Level:	2
Credit value:	2
GLH:	16
Relationship to NOS:	N/A
Assessment type:	Short Answer Questions (C&G) Assignment or Skills CFA on-line ERR workbook
Assessment requirements specified by a sector or regulatory body:	N/A
Aim:	This unit aims to develop the knowledge needed to understand their employee rights and responsibilities. Upon completion of this unit, learners will have developed an understanding of the role of organisations and industries, as well as gaining an understanding and awareness of employers' expectations and employees' rights and obligations.

Learning outcome
The learner will: 1. Understand the role of organisations and industries.
Assessment criteria
The learner can: 1.1 explain the role of their own occupation within an organisation and industry 1.2 describe career pathways within their organisation and industry 1.3 identify sources of information and advice on an: a. industry b. occupation c. training d. career pathway 1.4 describe an organisation's principles of conduct and codes of practice 1.5 explain issues of public concern that affect an organisation and industry 1.6 describe the: a. types b. roles c. responsibilities of representative bodies and their relevance to their own role.

Learning outcome

The learner will:

2. Understand employers' expectations and employees' rights and obligations.

Assessment criteria

The learner can:

- 2.1 describe the employer and employee statutory rights and responsibilities that affect their own role
- 2.2 describe an employer's expectations for employees' standards of:
 - a. personal presentation
 - b. punctuality
 - c. behaviour
- 2.3 describe the procedures and documentation that protect relationships with employees
- 2.4 identify sources of information and advice on employment rights and responsibilities.

Unit 227 Employee rights and responsibilities

Supporting information

Evidence requirements

5528-227 Employee rights and responsibilities must be assessed by one of the versions of the short answer question assignments provided by City & Guilds, available from the City & Guilds website and marked internally by the centre.

Unit 228

Process information about customers

UAN:	R/506/2134
Level:	2
Credit value:	3
GLH:	14
Relationship to NOS:	This unit is linked to the Customers Service (2013) National Occupational Standards: <ul style="list-style-type: none">• CFACSA6 Process information about customers
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Skills CFA Assessment Strategy Competence units (S/NVQ)
Aim:	This unit aims to develop the knowledge and skills required to process customer information. Upon completion of this unit, learners will be able to process customer information.

Learning outcome
The learner will: 1. Understand how to process customer information
Assessment criteria
The learner can: 1.1 describe the functions of customer information systems 1.2 explain the way in which legislation and regulatory requirements affect the processing of customer information 1.3 explain different responsibilities and levels of authority for processing customer service information 1.4 explain the reliability of sources of customer information 1.5 explain the validity of customer information.

Assessment guidance

Functions:

eg

- retain customer information
- manage information
- engage/make contact with customers
- create reports.

Customer information systems:

- bespoke systems
- customer relationship management system (CRM)
- management information system

Legislation and regulatory requirements:

- Data Protection Act
- Principles of Data Protection Act
- Equality Act
- internal policies and procedures

Reliability:

- up to date
- checked and confirmed
- accurate

Validity:

Checking information is authentic/genuine

Evidence may be supplied by:

- professional discussion
- questioning

Functions:

eg

- retain customer information
- manage information
- engage/make contact with customers
- create reports.

Customer information systems:

- bespoke systems
- customer relationship management system (CRM)
- management information system

Legislation and regulatory requirements:

- Data Protection Act
- Principles of Data Protection Act
- Equality Act
- internal policies and procedures

Reliability:

- up to date
- checked and confirmed
- accurate

Validity:

Checking information is authentic/genuine

Evidence may be supplied by:

- professional discussion
- questioning
- reflective accounts

Learning outcome

The learner will:

2. Be able to process customer information

Assessment criteria

The learner can:

- 2.1 record information about customers in line with **organisational standards and procedures**
- 2.2 keep customer information up to date
- 2.3 respond to requests for customer information from **authorised people** in a timely manner
- 2.4 retrieve customer information that meets the requirements of the request
- 2.5 supply customer information in a format appropriate for the recipient
- 2.6 adhere **to organisational policies and procedures, legal and ethical requirements** when processing customer information.

Assessment guidance

Organisational standards and procedures:

They will be different according to the organisation and will relate to the information to be retained, how it will be collected and used.

Authorised people:

Those within the organisation who have authority to access and/or use the data.

Organisational policies and procedures which relate to:

- roles and responsibilities showing limits of authority
- handling of data, including collection and usage
- data protection and confidentiality policy

Legal requirements eg

- Data Protection Act
- Equality Act.

Ethical requirements

- organisational principles
- values
- fairness

Evidence may be supplied by:

- observation
- witness testimony
- customer records*
- professional discussion
- questioning
- reflective account
- customer records/database*
- organisational policies and procedures, legislative requirements and organisational ethical policies. **

Note: this unit is about processing information about customers. Here the candidate will require to be observed processing information about customers over time. Witness testimonies can be added if necessary.

*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.

** While the candidate can provide a copy of the organisational policies and of the organisational ethical policy/requirements (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.

UAN:	A/506/2130
Level:	2
Credit value:	5
GLH:	27
Relationship to NOS:	<p>Customers Service (2013) National Occupational Standards:</p> <ul style="list-style-type: none"> • CFACSA1 Maintain a positive and customer-friendly attitude • CFACSA2 Behave in a way that gives a good customer service impression • CFACSA4 Give customers a positive impression of yourself and your organisation • CFACSA7 Live up to the brand promise when delivering customer service • CFACSA8 Make customer service personal • CFACSB1 Do your job in a customer friendly way • CFACSB2 Deliver reliable customer service • CFACSF2 Deliver customer service within the rules
Assessment requirements specified by a sector or regulatory body:	All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.
Aim:	This unit aims to develop the knowledge and skills required to deliver customer service. Upon completion of this unit, learners will be able to prepare to deal with customers, provide customer service, and support improvements to customer service delivery.

Learning outcome
The learner will: 1. understand customer service delivery
Assessment criteria
The learner can: 1.1 explain the relationship between customers' needs and expectations and customer satisfaction 1.2 describe the features and benefits of an organisation's products and/or services 1.3 explain the importance of treating customers as individuals 1.4 explain the importance of balancing promises made to customers with the needs of an organisation 1.5 explain when and to whom to escalate problems 1.6 describe methods of measuring their own effectiveness in the delivery of customer service.

Assessment guidance
<p>Needs: What the customer must have/requires.</p> <p>Expectations: What the customer thinks they should experience or get.</p> <p>Satisfaction When an organisation meets or surpasses a customer's expectations.</p> <p>Features and benefits: Feature – what a product or service does. Benefit – how the features meet the customer needs.</p> <p>Balancing promises: Deciding when the promises can be met by the organisation and when it is not viable for the organisation to do what the customer wants either financially or practically.</p> <p>Evidence may be supplied by:</p> <ul style="list-style-type: none"> • professional discussion • questioning • reflective account • marketing materials

Learning outcome

The learner will:

2. understand the relationship between customer service and a brand

Assessment criteria

The learner can:

- 2.1 explain the importance of a **brand** to an organisation
- 2.2 explain how a **brand** affects an organisation's customer **service offer**
- 2.3 explain the importance of using customer service language that supports a **brand promise**
- 2.4 identify their own role in ensuring that a **brand promise** is delivered.

Assessment guidance**Brand:**

A brand is the way in which an organisation's products, services are identified.

Service offer:

A service offer is what the organisation says it will offer its customers and is therefore what the customer comes to expect. A service offer covers eg the refund policy, its delivery times and the service it will offer.

Brand promise:

Branding is the way a product or service is recognised and is the promise made by the organisation to its customer. When a customer sees a particular brand they trust it assists them when making buying decisions as they know what to expect. If they do not recognise the brand they will have no clear expectations of the product or service and will almost be taking a risk on any purchase or usage.

Evidence may be supplied by:

- professional discussion
- questioning
- reflective account
- marketing materials
- brand

Learning outcome

The learner will:

3. be able to prepare to deal with customers

Assessment criteria

The learner can:

- 3.1 keep up to date with an organisation's products and/or services
- 3.2 prepare **resources** that are necessary to deal with customers before starting work.

Assessment guidance

Resources:

eg:

- marketing materials
- manuals*
- documentation*
- schedules/rotas/daily plan
- customer records*
- any monetary requirements.

Evidence may be supplied by:

- observation
- witness testimony
- customer records*
- professional discussion
- questioning
- reflective account
- knowledge base content*
- service offer*
- marketing materials
- manuals*
- documentation*
- schedules/rotas/daily plan
- legislative requirements and organisational ethical policies**

Note: this unit is about delivering customer service on a daily basis. Here the candidate will require to be observed over time preparing for and then dealing with a variety of customers. Witness testimonies can be added if necessary.

*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 and of the organisational ethical policy/requirements (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.

Learning outcome

The learner will:

4. be able to provide customer service

Assessment criteria

The learner can:

- 4.1 maintain organisational standards of **presentation and behaviour** when providing customer service
- 4.2 adapt their own behaviour to meet customers' needs or expectations
- 4.3 respond to customers' requests in line with **organisational guidelines**
- 4.4 inform customers of the progress of their requests
- 4.5 confirm that customers' expectations have been met in line with the service offer
- 4.6 adhere to **organisational policies and procedures, legal and ethical requirements** when providing customer service.

Assessment guidance**Presentation and behaviour:**

- personal presentation/dress/uniform
- presentation of work area
- attitude
- tone of voice
- body language

Organisational guidelines:

- organisational policies/procedures
- work instructions
- scripts

Organisational policies and procedures which relate to:

- roles and responsibilities showing limits of authority
- service offer
- handling of customer issues

Legal requirements

eg

- Sale of Goods Act (Sale and Supply of Goods to Consumers Regulations)
- Trade Descriptions Act
- Data Protection Act
- Equality Act

Ethical requirements:

- organisational principles
- values
- fairness

Evidence may be supplied by:

- observation
- witness testimony
- customer records*
- professional discussion
- questioning
- reflective account
- service offer*
- work instructions/scripts*
- organisational policies and procedures, legislative requirements and organisational ethical policies**

Note: this unit is about delivering customer service on a daily basis. Here the candidate will require to be observed over time preparing for and then dealing with a variety of customers. Witness testimonies can be added if necessary.

*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 and of the organisational ethical policy/requirements (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.

Learning outcome

The learner will:

5. be able to support improvements to customer service delivery

Assessment criteria

The learner can:

- 5.1 identify ways that customer service could be improved for an organisation and individuals
- 5.2 share information and ideas with colleagues and/or service partners to support the **improvement** of service delivery.

Assessment guidance

Improvements:

The candidate does not need to put improvements in place but make suggestions and then share these ideas and related information.

Evidence may be supplied by:

- observation
- witness testimony
- customer records*
- professional discussion
- questioning
- reflective account
- service offer*
- customer feedback.
- organisational policies and procedures, legal requirements and ethical policies**

Note:

This unit is about delivering customer service on a daily basis.

Here the candidate will require to be observed over time preparing for and then dealing with a variety of customers. Witness testimonies can be added if necessary.

*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 and of the organisational ethical policy/requirements (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 239

Manage personal performance and development

UAN:	L/506/1788
Level:	2
Credit value:	4
GLH:	18
Relationship to NOS:	Management & Leadership (2012) National Occupational Standards: <ul style="list-style-type: none">• CFAM&LAA1 Manage yourself
Assessment requirements specified by a sector or regulatory body:	All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.
Aim:	This unit aims to develop the knowledge and skills required to manage personal performance and development. Upon completion of this unit, learners will be able to manage their own performance, time and workload. They will also be able to identify their own development needs and fulfil a personal development plan.

Learning outcome
The learner will: <ol style="list-style-type: none">1. be able to manage personal performance
Assessment criteria
The learner can: <ol style="list-style-type: none">1.1 agree specific, measurable, achievable, realistic and time-bound (SMART) objectives that align with business needs with line manager1.2 agree criteria for measuring progress and achievement with line manager1.3 complete tasks to agreed timescales and quality standards1.4 report problems beyond their own level of competence and authority to the appropriate person1.5 take action needed to resolve any problems with personal performance.

Assessment Guidance

1.1

Objectives are targets to be implemented or completed, or standards of performance to be achieved and maintained.

Objectives provide focus and clear direction, and should be SMART:

- Specific: Clear, unambiguous, straightforward, understandable
- Measurable: Related to quantified or qualitative performance measures
- Achievable: With known resources
- Realistic: Linked to business needs
- Time-bound: Building-in completion date and review dates

In this criterion the learner is required to provide evidence that he or she has:

- identified the relevant business needs of the organisation and agreed this with their line manager
- agreed appropriate and correct SMART objectives with their line manager that support those business needs

1.2

It is important and necessary to measure, or monitor, progress towards objectives with the line manager for a variety of reasons:

- It provides information to see if objectives are being achieved
- It enables any adjustments or improvements to the task to be carried out if they are required
- Monitoring performance with the line manager will provide valuable information for a 'two-way' appraisal or performance review.

The criteria used for measuring progress and achievement will depend upon the SMART objectives, and these criteria will need to be agreed with the line manager.

In this criterion the learner is required to provide evidence that he or she has agreed appropriate and correct criteria for measuring progress towards, and achievement of, SMART objectives with his or her line manager.

1.3

All tasks should be completed within the timescale agreed and to the quality standard required.

Other quality standards make reference to 'conformance with requirements', but the basis of all the definitions of 'Quality' is that the features affecting quality are capable of being tested and are thus objective measures of performance.

In this criterion the learner is required to provide evidence that tasks have been completed to agreed timescales and that they have also been completed to agreed and objective (or measurable) quality standards.

1.4

'Competence' is the ability of an individual to carry out a task properly to the required standard, whilst 'authority' allows its holder to act in certain ways designated by the organisation and to directly influence the actions of others through instructions.

Authority may be:

- Line Authority - reflects the organisational hierarchy
- Staff authority - the right to advise or assist those who possess line authority as well as other staff personnel
- Functional Authority - given to individuals who, in order to meet responsibilities in their own areas, must be able to exercise some control over organisation members in other areas.

In this criterion the learner is required to provide evidence that problems that are beyond both their own level of competence **and** their authority have been reported to the appropriate person.

1.5

Problems with personal performance may arise for a variety of reasons, such as:

- Unfair or unclear expectations as to the task or the individual's role
- Medical issues
- Personal or family issues
- Job dissatisfaction
- Workplace conflict
- Inadequate knowledge or skills
- etc.

It is necessary to get to the root cause of any problem with personal performance, and to ensure that the action taken to resolve the problem is appropriate and within the organisation's guidelines, policies and procedures, if applicable.

In this criterion the learner is required to provide evidence that the root cause of any problems with personal performance is identified, and that appropriate action is taken to resolve the problems.

Learning outcome

The learner will:

2. be able to manage their own time and workload

Assessment criteria

The learner can:

- 2.1 plan and manage workloads and priorities using time management tools and techniques
- 2.2 take action to minimise distractions that are likely to limit the effective management of time and the achievement of objectives
- 2.3 explain the benefits of achieving an acceptable "work-life balance"

Assessment Guidance

2.1

Examples of time management tools and techniques include:

- Covey Time (Task) Management Matrix
- 'To-do' list (monthly, weekly, daily)
- Scheduling tasks and activities
- Diary, paper-based or electronic
- Bespoke time-management documentation or software
- etc.

In this criterion the learner is required to provide evidence that he or she is managing workloads and priorities using appropriate time management tools and techniques.

2.2

Distractions that are likely to limit the effective management of time and the achievement of objectives include:

- Telephone interruptions
- Colleagues dropping in without appointments
- Meetings, both scheduled and unscheduled
- Lack of objectives, priorities, and deadlines
- Cluttered desk and personal disorganisation (not having the tools/resources/supplies at your disposal)
- Involvement in routine and detail that should be delegated to others
- Unclear, or lack of, communication and instruction
- Inability to say 'no'
- etc.

In this criterion the learner is required to provide evidence that he or she has taken appropriate action to minimise the effects of workplace distractions that are likely to limit the effective management of time and the achievement of objectives.

2.3

There are benefits to the employer and to the employee from achieving an acceptable "work-life" balance.

Employer benefits include:

- reduced staff turnover
- lower recruitment and training costs, due to decreased turnover
- reduced absenteeism due to higher levels of well being
- gaining a reputation as a good employer or an employer of choice
- better attraction and retention of staff
- reduced stress levels amongst staff
- improved morale and job satisfaction
- greater staff loyalty and commitment
- improved productivity

Employee benefits include:

- a reduction in the impact of work on home and family life and vice a versa
- reduced stress levels and higher levels of well being
- control over time management in meeting work-life commitments
- autonomy to make decisions regarding work-life balance
- increased focus, motivation and job satisfaction knowing that family and work commitments are being met
- increased job security from the knowledge that an organisation understands and supports workers with family responsibilities

In this criterion the learner is required to **explain** how benefits for the employee or for the employer follow from having an acceptable “work-life balance”; it is not acceptable to merely list a number of benefits.

Learning outcome

The learner will:

3. be able to identify their own development needs

Assessment criteria

The learner can:

- 3.1 identify organisational policies relating to personal development
- 3.2 explain the need to maintain a positive attitude to feedback on performance
- 3.3 explain the potential business benefits of personal development
- 3.4 identify their own preferred learning style(s)
- 3.5 identify their own development needs from analyses of the role, personal and team objectives
- 3.6 use feedback from others to identify their own development needs
- 3.7 agree specific, measurable, achievable, realistic and time-bound (SMART) development objectives that align with organisational and personal needs.

Assessment Guidance

3.1

Organisational policies relating to personal development will vary, depending upon the type and nature of the organisation.

Examples include:

- Staff Development Policy
- Training and Development Policy
- Professional Development Policy
- Organisational and Professional Development Policy
- etc.

In this criterion the learner is required to identify organisational policies relating to personal development.

3.2

Feedback is important to keep colleagues informed as to how well they are doing and to help them improve.

Properly given, feedback should be about performance, not personality, so the individual receiving the feedback should not allow emotions to be part of his or her reaction to feedback: a positive attitude is required in order to listen carefully to what is being said, to take the time to consider the value of the feedback, and to ask the person giving the feedback on how you can improve.

In this criterion the learner is required to describe what is meant by a positive attitude in order to then explain why it is necessary to maintain a positive attitude to feedback on performance.

3.3

'Personal development' is taken here to include 'professional development' in the sense of undertaking personal development to build human capital, skills and knowledge.

The potential business benefits of personal development include:

- improved workplace performance
- linking training and development activities to business needs and career development
- identifying talent and potential in the organisation
- improved staff morale and motivation
- introducing fresh ideas in the organisation
- linking training and development to SMART objectives and performance management
- etc.

In this criterion the learner is required to describe what is meant by personal development in order to then explain potential business benefits of personal development; it is not sufficient to merely list potential business benefits.

3.4

Individuals differ in how they learn, and there are a number of learning styles models that can be used to identify an individual's learning style, perhaps the most widespread being the Honey and Mumford adaptation of Kolb's experiential model:

- Activist
- Reflector
- Theorist
- Pragmatist

In this criterion the learner is required to provide evidence that he or she has correctly identified their own learning style using an appropriate model.

3.5

Analysing own role and personal and team objectives is undertaken in order to identify the future development needs that are required to

acquire the skills and knowledge for career development and for effective performance in the workplace both now and in the future.

Use will be made of internal documents such as job description, person specification, personal development plans, business plans, team plans and objectives, etc., and relevant documents will be analysed to identify development needs.

In this criterion the learner is required to analyse relevant documents, where available, relating to own role and personal and team objectives in order to identify own development needs.

3.6

Feedback from others is important in identifying development needs as good feedback enables individuals and groups to be aware of what they do and how they do it, and helps individuals learn, grow and develop.

Feedback may be formal, as in a performance review, or it may be informal, as in on-going advice or observations given outside the formal process.

In this criterion the learner is required to provide evidence that he or she has used examples of formal or informal feedback from others to identify development needs.

3.7

Having identified development objectives from feedback and analysing own role and personal and team objectives, the next step is to turn them into SMART objectives that are agreed with the appropriate manager or supervisor.

In this criterion the learner is required to provide evidence that appropriate and correct SMART development objectives that align with organisational and personal needs are agreed with the appropriate manager or supervisor.

Learning outcome

The learner will:

4. be able to fulfil a personal development plan

Assessment criteria

The learner can:

- 4.1 agree a personal development plan that specifies actions, methods, resources, timescales and review mechanisms
- 4.2 make use of formal development opportunities that are consistent with business needs
- 4.3 use informal learning opportunities that contribute to the achievement of personal development objectives
- 4.4 review progress against agreed objectives and amend plans accordingly
- 4.5 share lessons learned with others using agreed communication methods.

Assessment Guidance

4.1

The SMART objectives should now form part of an agreed personal development plan that sets out what needs to be done and how it is to be done, and provides details of the resources required, the timescales, and the review mechanisms.

In this criterion the learner is required to provide evidence that he or she has agreed a correct and appropriate personal development plan that specifies actions, methods, resources, timescales and review mechanisms.

4.2

Formal development takes place in an organised and structured setting with explicit learning outcomes and objectives, and typically leads to certification or some other recognition that it has been completed to a certain standard.

In this criterion the learner is required to provide evidence that he or she has made use of formal development opportunities that are consistent with business needs.

4.3

Informal learning results from daily activities related to work, family or leisure, and is not organised or structured in terms of learning outcomes and objectives.

In this criterion the learner is required to provide evidence that he or she has used informal development opportunities that contribute to the achievement of personal development objectives.

4.4

Agreed objectives and review mechanisms are addressed in assessment criteria 3.7 and 4.1.

In this criterion the learner is required to provide evidence that he or she has correctly and appropriately reviewed progress against agreed objectives and amended plans accordingly.

4.5

Reflecting on personal development provides an opportunity to ask such questions as 'What went well?', 'What didn't go well?', and 'What would I do differently next time?'

Sharing 'lessons learned' with others enables successes to be built upon and previous mistakes to be avoided, and may take place, for example, in a performance review or appraisal interview, a learning community, or as part of a review of a development activity.

In this criterion the learner is required to provide evidence that he or she has shared lessons learned from own personal development with others using agreed communication methods.

Unit 240

Develop working relationships with colleagues

UAN:	R/506/1789
Level:	2
Credit value:	3
GLH:	19
Relationship to NOS:	Management & Leadership (2012) National Occupational Standards: <ul style="list-style-type: none">• CFAM&LDD1 Develop and sustain productive working relationships with colleagues
Assessment requirements specified by a sector or regulatory body:	All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.
Aim:	This unit aims to develop the knowledge and skills required to develop working relationships with colleagues, and introduces learners to the key principles underpinning effective team working. Upon completion of this unit, learners will be able to maintain effective working relationships with colleagues and work collaboratively to resolve problems.

Learning outcome
The learner will: <ol style="list-style-type: none">1. understand the principles of effective team working
Assessment criteria
The learner can: <ol style="list-style-type: none">1.1 outline the benefits of effective team working1.2 describe how to give feedback constructively1.3 explain conflict management techniques that may be used to resolve team conflicts1.4 explain the importance of giving team members the opportunity to discuss work progress and any issues arising1.5 explain the importance of warning colleagues of problems and changes that may affect them.

Assessment Guidance

1.1

Benefits of effective team working include:

- greater flexibility within the team
- high morale
- increased efficiency
- mutual support
- better ideas from the team
- etc.

In this criterion the learner is required to provide an outline of the main features of benefits of effective team working; it is not acceptable to merely list benefits.

1.3

Conflict may be defined as the internal or external discord that occurs as a result of differences in ideas, values or beliefs of two or more people.

Conflict management is important in order to:

- maintain morale
- maintain performance standards
- minimise absenteeism
- promote a safe working environment
- maintain group cohesion
- etc.

Conflict management techniques that may be used to resolve team conflicts include:

- Win-Win (collaborating)
 - Attempting to identify the underlying concerns in order to find an alternative that satisfies everyone
- Compromise
 - Working to a mutually-acceptable solution that partially satisfies everyone
- Forcing
 - Using formal authority or coercion to get one's own way at the expense of others
- Avoiding
 - Not addressing the conflict, withdrawing from a threatening situation
- Accommodating
 - Neglecting own concerns to satisfy others

In this criterion the learner is required to explain how conflict management techniques may be used to resolve team conflicts. (Using examples may make this more relevant.)

1.4

Discussing work progress and any issues arising with team members provides an opportunity to:

- acknowledge team achievements and celebrate success
- discuss strengths and identify areas for improvement

- clarifying and agreeing any steps required to improve performance
- identify how systems, procedures, work methods might be improved
- etc.

In this criterion the learner is required to describe reasons that explain the importance of giving team members the opportunity to discuss work progress and any issues arising. (Using examples may make this more relevant.)

1.5

Warning colleagues of problems and changes that may affect them allows issues to be addressed before they get out of hand and are still manageable, and allows possible solutions to be explored as opposed to merely reacting to a situation.

Failure to warn might also threaten the trust relationship with colleagues, who will typically assume the worst if there is a failure to communicate.

In this criterion the learner is required to describe reasons that explain the importance of warning colleagues of problems and changes that may affect them. (Using examples may make this more relevant.)

Learning outcome

The learner will:

2. be able to maintain effective working relationships with colleagues

Assessment criteria

The learner can:

- 2.1 recognise the contribution of colleagues to the achievement of team objectives
- 2.2 treat colleagues with respect, fairness and courtesy
- 2.3 fulfil agreements made with colleagues
- 2.4 provide support and constructive feedback to colleagues.

Assessment Guidance

2.1

Colleagues want to be appreciated, and recognising their contribution to the achievement of team objectives lets them know that their efforts are noticed and valued.

Praise should be timely, direct, personal and specific, with colleagues being told exactly what they do well and why their contribution is appreciated.

There are numerous ways to recognise an colleague's contribution, and the praise must be given in a way that is meaningful to the colleague: some colleagues may prefer to be praised in public, for example, whilst others may be more comfortable with being praised in private, and some colleagues will find it more meaningful to have their contribution recognised by a higher-level manager.

In this criterion the learner is required to provide evidence that he or she has recognised in an appropriate and meaningful way the contribution of colleagues to the achievement of team objectives.

2.2

Colleagues will be better motivated to complete allocated tasks if they feel they are being listened to and that they are appreciated as part of a team.

Treating colleagues with respect, courtesy and fairness is fundamental in creating a positive climate within the team in order to influence team members to feel motivated.

In this criterion the learner is required to provide appropriate evidence that he or she has treated colleagues with respect and fairness and courtesy.

2.3

Fulfilling agreements is one way to ensure you develop working relationships with colleagues, within your own organisation and within other organisations, which are productive in terms of supporting and delivering your work and that of your organisation.

Colleagues should be informed when agreements have been fulfilled, or advised promptly of any difficulties or where it will be impossible to fulfil agreements.

In this criterion the learner is required to provide evidence of correctly and appropriately fulfilling agreements made with colleagues.

2.4

Providing support to colleagues might include:

- explaining policies, procedures, task requirements
- helping with their workload
- problem-solving
- obtaining additional resources
- providing encouragement
- providing constructive feedback that focuses on issues and solutions, not personalities or blame

In this criterion the learner is required to provide evidence of appropriate support to colleagues and constructive feedback to two or more colleagues.

Learning outcome

The learner will:

3. be able to collaborate with colleagues to resolve problems

Assessment criteria

The learner can:

- 3.1 take others' viewpoints into account when making decisions
- 3.2 take ownership of problems within own level of authority
- 3.3 take action to minimise disruption to business activities within their own level of authority
- 3.4 resolve problems within their own level of authority and agreed contribution.

Assessment Guidance**3.1**

Empathy is the ability to identify and understand another's situation, feelings and viewpoints, and to 'put yourself in the other person's shoes'.

Successful leaders and managers work hard to understand others' viewpoints in a particular situation. They acknowledge others' viewpoints when making decisions and consider the impact of their choices on the wellbeing and interests of others.

In this criterion the learner is required to provide evidence that he or she understands the viewpoints of colleagues in particular situations and has taken their viewpoints into account when making decisions on those situations.

3.2

'Level of authority' refers to the different hierarchical management levels in an organisation and the duties and responsibilities assigned to each of those levels.

The more senior roles in an organisation will have greater authority to give instructions and make decisions and to ensure compliance with organisational policies and procedures, and problems that lie outside own level of authority must be referred to a more senior manager at the appropriate level.

The authority given to a role is usually formalised in a job description, which will generally include the roles and responsibilities of the job as well as the job-holder's direct report.

In this criterion the learner is required to provide evidence that he or she has taken ownership of problems within own level of authority.

3.3

Business activities are activities that provide a product or service that customers require, and a disruption to business activities could have far-reaching consequences for the organisation, such as:

- loss of income
- loss of reputation

- loss of customers
- penalty payments for not meeting deadlines
- failure of the business

It is therefore the responsibility of everyone in an organisation to take appropriate and effective action, within their own level of authority, to minimise disruption to business activities.

In this criterion the learner is required to provide evidence that he or she has taken effective and appropriate action, within own level of authority, to minimise disruption to business activities.

3.4

'Resolve problems' is taken here to mean the resolution of problems relating to working relationships with colleagues.

To resolve a problem is to find an effective and satisfactory answer or solution, and a problem with working relationships with colleagues may be resolved formally or informally, depending upon the nature and extent of the problem.

If the problem with a working relationship is a relatively minor issue, then an informal resolution may be possible.

If, however, the problem is more serious, then it may be necessary to use the organisation's formal disciplinary or grievance procedures.

If the formal procedures are used, then each procedure should specify the level of authority appropriate to each stage.

In this criterion the learner is required to provide evidence that he or she has appropriately resolved, either formally or informally, problems relating to working relationships with colleagues. The evidence should additionally demonstrate the learner's agreed contribution within the learner's own level of authority.

UAN:	Y/504/9952
Level:	2
Credit value:	11
GLH:	110
Assessment requirements specified by a sector or regulatory body:	This unit will be assessed by an externally set and locally marked assignment.
Aim:	The aim of this unit is to enable the learner to develop the knowledge and skills to accurately produce documentation appropriate for the legal and business environments. The learner will become familiar with word processing techniques, legal document layouts and legal terminology.

Learning outcome
The learner will: 1. Be able to use word processing software to create and amend business and legal documents.
Assessment criteria
The learner can: 1.1 create documents to a given house style from manuscript and printed text 1.2 amend and format the layout and text of new and existing business and legal documents 1.3 insert dates and references where appropriate 1.4 create and format tables 1.5 select and insert special characters 1.6 import graphics into documents 1.7 use search and replace 1.8 recall document templates and include relevant additional information 1.9 follow written instructions and interpret amendment and correction signs 1.10 identify and expand general and legal abbreviations 1.11 identify and correct spelling errors 1.12 route originals and copies as instructed 1.13 name, save and print business and legal documents, as instructed.

Range

Documents

Letters, file notes, attendance notes, notices, information sheets, backsheets, frontsheets, Briefs to Counsel, Statements, Deeds (Change of name, deed of gift), basic Wills (including Codicils), Sworn Statements, estate accounts, Particulars of Claims, Answer to Petitions, Defences.

Format the layout

Delete, insert, cut, copy, move and paste, add bold, italics, underline, font size, font style, small capitals and centring, insert and delete page breaks, apply automatic or manual numbering to paragraphs (to a maximum of two levels), adjust paragraph styles (using text alignment, bullets, indentation), create and amend headers and footers, adjust page setup – orientation, adjust margins, line spacing and justification, insert manual and automatic page numbering.

Format tables

Insert columns and rows, apply shading and borders, show or remove gridlines, align cell content (ie left, right, centre).

Special characters

Currency characters, © copyright sign, @ sign, ™ trademark sign.

Graphics

ClipArt, pictures.

Relevant additional information

Insertion points, standard clauses/ phrases, attestation clauses, jurats, concluding and signatory clauses.

Guidance

1.9 The learner will be able to comply with written instructions and interpret amendment and correction signs, including checking documents for accuracy. See assignment guide for list of correction signs.

1.10 See assignment guide for list of abbreviations.

UAN:	T/504/9957
Level:	2
Credit value:	7
GLH:	70
Assessment requirements specified by a sector or regulatory body:	This unit will be assessed by an externally set and locally marked assignment.
Aim:	The aim of this unit is to enable the learner to develop the skills to accurately transcribe audio into documentation appropriate for the legal and business environments. The learner will become familiar with audio typing conventions, legal document layouts and legal terminology.

Learning outcome
The learner will: 1. Be able to transcribe business and legal documents from audio.
Assessment criteria
The learner can: 1.1 interpret and implement audio conventions 1.2 create documents to a given house style from audio dictation 1.3 format the layout and text of new business and legal documents 1.4 insert dates and references where appropriate 1.5 recall document templates and include relevant dictated information 1.6 comply with basic verbal and written instructions 1.7 name, save and print business and legal documents, as instructed.

Range
Audio conventions Leaving a vertical space, leaving a space for signature, including punctuation, spelling out names, amending line spacing, emphasising text.
Documents Letters, file notes, attendance notes, notices, information sheets, Briefs to Counsel, Statements, basic Wills (including Codicils), Sworn Statements, Particulars of Claims.

Format

Bold, italics, underline, font size, font style, small capitals and centring, applying automatic or manual numbering to paragraphs (to a maximum of two levels), adjusting paragraph styles (using text alignment, bullets, indentation), create headers and footers adjust page setup and orientation, adjust margins, line spacing and justification.

Guidance

1.6 Learner instruction sheet containing names, addresses etc will accompany the audio dictation.

Unit 250

Proofreading in the legal environment

UAN:	A/504/9958
Level:	2
Credit value:	2
GLH:	20
Assessment requirements specified by a sector or regulatory body:	This unit will be assessed by an externally set and externally marked examination.
Aim:	The aim of this unit is to enable the learner to develop the knowledge and skills to accurately proofread documentation appropriate for the legal and business environments.

Learning outcome
The learner will: 1. Understand how to proofread legal and business documents to identify errors.
Assessment criteria
The learner can: 1.1 use a dictionary to identify commonly misspelt words 1.2 rectify pre-identified errors 1.3 identify incorrect, missing or surplus punctuation marks 1.4 identify errors of consistency 1.5 identify grammatical errors of agreement in basic sentence structures 1.6 identify presentation errors .

Range
Pre-identified errors Punctuation, errors of consistency, grammatical errors, presentation errors, typographical errors.
Punctuation marks Apostrophes (superfluous, contractions, possession and possessives, missing), quotation marks, exclamation marks, question marks, colons, semi-colons, commas, full stops.
Errors of consistency Capitalisation, line spacing between paragraphs, horizontal spacing between words and/or sentences, spellings, words and figures, dates, time format, underlining, typographical.

Grammatical errors

Errors of agreement – noun and verb, quantity and noun.

Presentation errors

Line spacing between paragraphs, font style, font size, justification, underlining (faulty), indented text, alignment.

Guidance

Outcomes 1.1 – 1.6 Legal and standard English or mother tongue dictionaries can be used and learners should be encouraged to use them.

Legal and standard English dictionaries can be used in the assessment.

Unit 251

Working in the legal environment

UAN:	T/505/1725
Level:	2
Credit value:	12
GLH:	104
Assessment requirements specified by a sector or regulatory body:	This unit will be assessed by an externally set and locally marked assignment
Aim:	The aim of this unit is to enable the learner to develop the knowledge and skills to understand and operate in different organisational structures and be aware of how relevant legislation, regulations and procedures apply to the legal and business environments. The learner will also develop an understanding of working relationships, effective communication skills and internal and external customer service.

Learning outcome
The learner will: 1. Understand the roles and responsibilities of personnel within a legal office.
Assessment criteria
The learner can: 1.1 describe different departments found in a legal office and the work undertaken within these 1.2 produce organisational charts showing the individual roles of personnel within a legal office 1.3 describe main aspects of work carried out by the different levels of staff within a legal office 1.4 identify the main points included in a written contract of employment 1.5 describe the individual's employment rights and responsibilities.

Range
Different departments Conveyancing, probate, criminal litigation, civil litigation, commercial, corporate, family.

Personnel within a legal office

Solicitors, chartered legal executives, paralegals, legal secretaries, office services support staff.

Main points

Hours, salary, dress code, statutory entitlement, notice period, start date.

Individual's employment rights and responsibilities

Safety of self and others, regular attendance, informing employer of non-attendance in event of sickness; non-compliance could result in grievance procedures, disciplinary procedures, rights.

Guidance

1.2 Learners will be able to produce an organisation chart that includes paralegals and support staff.

1.2 Office services support staff, for example - reception, post room, reprographics, filing, security.

Learning outcome

The learner will:

2. Understand the role and responsibilities of the legal secretary.

Assessment criteria

The learner can:

- 2.1 produce **documentation** according to styles and layouts acceptable for business correspondence
- 2.2 describe how to maintain **general office equipment** in good working order
- 2.3 explain the **features and uses** of a photocopier
- 2.4 identify **ways of minimising office waste**
- 2.5 describe the basic requirements of copyright legislation in relation to the copying of documents
- 2.6 describe the use of manual and electronic **information systems**
- 2.7 describe procedures for maintaining paper-based and electronic **filing systems**
- 2.8 describe different types of **media storage devices**
- 2.9 describe procedures for dealing with incoming and outgoing mail
- 2.10 identify the advantages and disadvantages of **postal methods**
- 2.11 use **methods of communication** according to the organisation's **policies and procedures**
- 2.12 describe barriers to effective communication and how they can be overcome
- 2.13 perform simple **calculations**.

Range**Documents**

Letters, legal documents, reports, notes, information sheets, checklists, data sheet.

General office equipment

Photocopier, fax machine, telephone equipment, audio/digital equipment, IT equipment (printers and scanners), laptop, projectors, laminators, heat binders, shredder, franking machine.

Features and uses

Enlarge, reduce, copy double-sided, staple, collate, scan, diagnostic display panel, programming facility.

Ways of minimising office waste

Photocopying double-sided, ensuring originals are clean, using soft copy instead of hard copy, using circulation lists rather than individual copies, only printing pages required.

Information systems

Intranet, organisational policies and procedures, staff handbooks, telephone directories, internet.

Filing systems

Manual – lateral, vertical

Electronic - directories, sub-directories, folders

Classification systems - alphabetical, numerical, chronological, alpha-numerical, geographical, subject, centralised V departmental.

Media storage devices

Hard drive, CD-Rom, memory stick, audio files.

Postal methods

DX system, standard postal services, special delivery, couriers.

Methods of communication

Telephone, letters, file notes, desk notes, fax, email, secure file transfer.

Policies and procedures

House-style guidance, data protection and confidentiality policies, rules and regulations for making and receiving telephone calls, sending and receiving emails.

Calculations

Postage, for billing, petty cash, stock records.

Guidance

2.2 Learners should know who to contact in the event of problems.

2.6 Learners should be able to describe the advantages and disadvantages of using manual and electronic information systems.

If the learner undertakes work experience, they should be encouraged to view specialist systems eg DX, databases and case management.

2.7 Learners should be able to identify ways of maintaining an efficient filing system including storage and retrieval, cross-referencing, archiving files and file retention policy. The learner will be able to explain the importance of maintaining confidentiality and security of information.

Learners should be able to describe the advantages and disadvantages of using paperbased and electronic filing systems.

Learning outcome
The learner will: 3. Understand the roles and responsibilities of personnel within a legal office know the relevant legislation, policies and procedures that apply to the business environment.
Assessment criteria
The learner can: 3.1 state current legislation in terms of health, safety and welfare of employees and visitors 3.2 describe the role and responsibilities of the first-aider and/or appointed person in the organisation 3.3 identify potential hazards and risks in a given work area.

Range
Current legislation The Health and Safety at Work Act 1974, The Electricity at Work Regulations 1989, The Health and Safety (Display Screen Equipment) Regulations 1992, RIDDOR Regulations 1995, The Control of Substances Hazardous to Health Regulations 2002 (COSHH), The Management of Health and Safety at Work Regulations 1999, The Workplace (Health, Safety and Welfare) Regulations 1992, Data Protection Act 1998, Freedom of Information Act 2000, Human Rights Act 1998, Equality Act 2010, Disability Discrimination Act 1995, Provision and Use of Work Equipment Regulations (PUWER) 1998.

Guidance
3.1 The learner will be able to explain how a healthy and safe working environment affects personal rights and responsibilities the organisation. 3.3 The learner will be able to identify potential hazards and risks, including the safe use of display screen equipment and general office equipment.

Learning outcome
The learner will: 4. Understand how to work as a member of a legal team.
Assessment criteria
The learner can: 4.1 organise and prioritise tasks to manage own workload in order to meet deadlines 4.2 identify tools to manage own workload 4.3 explain ways of maintaining a manageable workload in order to maximise the use of time 4.4 describe circumstances in which deadlines cannot be met 4.5 explain the importance of creating and maintaining productive working relationships with others 4.6 describe ways of communicating within a team 4.7 describe different channels of internal communication .

Range
Tools Diaries (paper and electronic), timesheets, planners, to do lists, schedules.
Ways of maintaining a manageable workload Prioritisation, team working, smart working.
Circumstances Interruptions, distractions, taking on extra work, staff absence, technical breakdown.
Maintaining productive working relationships Methods - communicating, effectively supporting others, co-operating, empathising, demonstrating loyalty. Delegating tasks. Importance - meeting deadlines and targets, motivation, sharing workloads, support and advice.
Ways of communicating Methods - speech, written, signs and notices, action, silence, non-verbal, general behaviour and attitudes. Techniques - formal, informal, one-way, two-way, including the benefits to staff and the organisation. Verbal techniques - preparation, active listening skills, tone of voice, confirming understanding of key points, recording full details of messages. Non-verbal techniques - use of clear simple language, style and tone, accuracy of information, following house-style guidance, use of business conventions eg complimentary close, significance of body language, dress codes.
Channels of internal communication Meetings, staff notices, one to ones, interviews.

Learning outcome
The learner will: 5. Understand the importance of establishing and maintaining customer relationships in the legal environment.
Assessment criteria
The learner can: 5.1 identify different types of internal and external customers 5.2 explain the benefits of establishing and maintaining customer/client relationships that promote business 5.3 describe organisational methods that create and maintain positive customer/client relationships 5.4 explain the role of the individual in creating a positive and professional image to meet customer expectations 5.5 state the limit of own authority and what to do once that is reached 5.6 describe procedures for dealing with customer/client complaints.

Range**Benefits**

Customer focused business, organisational benefits, increased customer satisfaction, improving image and reputation of organisation, reduction in complaints, individual satisfaction (greater enjoyment, greater job security, better promotion prospects).

Organisational methods

Promotion of mission statements/customer charters, style of written and verbal communications, feedback from customer satisfaction surveys.

Role of the individual

Interacting effectively with customers and clients, using appropriate verbal and non-verbal communication skills, using questioning and listening skills, identifying potential communication problems and offering solutions.

UAN:	H/504/9954
Level:	2
Credit value:	3
GLH:	27
Assessment requirements specified by a sector or regulatory body:	This unit will be assessed by an externally set and locally marked assignment
Aim:	The aim of this unit is to enable the learner to develop the knowledge and skills to use spreadsheet software to produce meaningful data and handle information effectively within the context of the legal environment.

Learning outcome
The learner will: 1. Be able to use spreadsheet software to create, modify and present data for the legal environment.
Assessment criteria
The learner can: 1.1 create spreadsheet files for use in the legal environment to include a header and/or footer, as instructed 1.2 enter and edit text and data in cells, rows and columns 1.3 use enhancements to make the presentation of data clearer 1.4 enter formulae and calculate data 1.5 sort data as instructed 1.6 create and format charts and graphs to clearly represent spreadsheet data 1.7 name, re-name, save and print spreadsheet files, charts and graphs as instructed.

Range

Spreadsheet files for use in the legal environment

Expert witness fees, client fees, income/expenditure for staff, conveyancing fees, fee earners' claims.

Edit text

Insert, delete/clear, copy and paste, adjust, merge cells.

Enhancements

Bold, italics, font size, borders and shading, left, right and centre alignment, currency and decimal alignment, wrap text within cells.

Calculate

Add/SUM; subtract; divide; multiply; average.

Sort

Alphabetical, numerical, ascending, descending order.

Charts and graphs

Types – pie, bar, column, line.

Formatting – add legends, data labels and titles, name axes.

Guidance

1.7 The learner will be able to select appropriate options for saving and printing including selecting page orientation (eg portrait or landscape), fitting on one page, printing a defined section (eg a whole spreadsheet/worksheet) and display (formulae, gridlines, row and column headings).

UAN:	F/504/9959
Level:	2
Credit value:	3
GLH:	27
Assessment requirements specified by a sector or regulatory body:	This unit will be assessed by an externally set and locally marked assignment
Aim:	The aim of this unit is to enable the learner to develop the knowledge and skills to use database software to produce meaningful data and handle information effectively within the context of the legal environment.

Learning outcome
The learner will: 1. Be able to use database software to create, modify and present data for the legal environment.
Assessment criteria
The learner can: 1.1 create simple databases for the legal environment using appropriate field names and data types 1.2 create and amend data entry forms 1.3 add and delete fields and records 1.4 perform primary and secondary sorts 1.5 query databases to retrieve information 1.6 prepare simple reports inserting a header/footer as instructed 1.7 print reports, queries and tables as instructed 1.8 name, save and print database structures 1.9 re-open own created databases.

Range**Databases for the legal environment**

Record client details, expert witness details, research documents, property transactions.

Field names and data types

Text, number, currency, yes/no and selection of a primary key, autonumber, date.

Primary and secondary sorts

Alphabetical, numerical, chronological, alpha-numerical, ascending and descending orders.

Query

Equal to, greater than, less than.

Simple reports

Including the use of:

- headings and sub-headings
- enhanced presentation (bold, italics, font size/style).

Guidance

1.7 The learner will be able to select and print reports, queries and tables, as instructed, including selecting page orientation (ie portrait or landscape).

UAN:	R/505/0193
Level:	2
Credit value:	3
GLH:	27
Assessment requirements specified by a sector or regulatory body:	This unit will be assessed by an externally set and locally marked assignment
Aim:	The aim of this unit is to enable the learner to develop the knowledge and skills to use presentation software to present information effectively within the context of the legal environment.

Learning outcome
The learner will:
1. Be able to use presentation software to create, modify and present information for the legal environment.
Assessment criteria
The learner can:
1.1 create and amend business and legal presentations consisting of pre-stored and new slides
1.2 enter text and graphics onto slides
1.3 amend presentations according to instructions
1.4 use enhancements to improve the appearance of business and legal presentations
1.5 add transitions to presentations to create interactive slide shows
1.6 produce printouts in a variety of formats
1.7 name, re-name, save presentations as instructed
1.8 re-open own created presentations.

Range**Legal presentations**

Work of Ingram Lochee & Exton (for reception area), work of each department, legal job roles, changes to legislation, specialist software training.

Text and graphics

Insert logos/graphs/images, resize images.

Amend

Add slides, delete slides, change slide order, add speaker notes.

Enhancements

Bullets and numbers, borders, shading, slide numbering, colours, backgrounds, fonts, headers and footers.

Interactive slide show

Timings, action buttons, animations.

Printouts

Slides, handouts, notes pages, outlines, screenprint.

Unit 255

The legal environment

UAN:	R/503/8688
Level:	2
Credit value:	5
GLH:	35
Assessment requirements specified by a sector or regulatory body:	This unit will be assessed by an externally set and marked multiple-choice test graded Pass only.
Aim:	The aim of this unit is to enable the learner to develop a basic knowledge of how laws are made and by whom, and to gain an overview of how the legal system operates in relation to both civil and criminal matters. The skills developed by the learner include research skills.

Learning outcome
The learner will: 1. Understand the purpose of law and the framework within which it operates.
Assessment criteria
The learner can: 1.1 describe law as sets of rules or codes of conduct 1.2 explain the aims of law 1.3 identify the differences between civil (private) and criminal (public) law.

Range
Aims of law To regulate society, to provide a means of dispute resolution for individuals.
Differences Case examples, identifying different terminology, different courts, burden of proof, outcome.

Learning outcome
The learner will: 2. Understand the main sources of English law.
Assessment criteria
The learner can: 2.1 identify the stages in statute creation 2.2 explain the concept of parliamentary supremacy 2.3 identify the main rules of statutory interpretation 2.4 explain the role of delegated legislation 2.5 explain the system of judicial precedent 2.6 describe the effect of European law on the legal system 2.7 describe the purpose of Section 3 of the Human Rights Act 1998.

Range
Stages in statute creation Green Paper, White Paper, First Reading, Second Reading, Committee Stage, Report Stage, Third Reading, House of Lords, Royal Assent.
Main rules of statutory interpretation Literal rule, golden rule, mischief rule, purposive approach.
Role of delegated legislation Bye-laws, orders in council, statutory instruments.
System of judicial precedent Binding and persuasive precedent, ratio decidendi, obiter dicta, law reports, hierarchy of the courts, common law created by judges.
Effect of European law on the legal system Obligation of the courts to give precedence to European law.

Learning outcome
The learner will: 3. Understand the operation of the legal system.
Assessment criteria
The learner can: 3.1 identify the hierarchical structure of the courts 3.2 describe the jurisdiction of each of the courts 3.3 describe the role of legal personnel 3.4 describe the role of lay people in the legal environment 3.5 explain the range of advice and financial assistance available to a claimant in a civil case 3.6 explain the range of advice and financial assistance available to a defendant in a criminal case 3.7 describe pre-trial procedure in criminal cases 3.8 identify the range of sentences following a criminal trial 3.9 identify alternative methods of dispute resolution in civil cases 3.10 describe the process of a civil claim 3.11 describe the main remedies available in a civil claim.

Range
Courts County Court, High Court, Court of Appeal (Civil Division), Magistrates' Court (Civil and Criminal jurisdiction), Crown Court, Court of Appeal (Criminal Division), Supreme Court, European Court of Justice.
Legal personnel Judges – District Judge, High Court Judge (Puisne Judge), Circuit Judge, Barristers, Solicitors, Chartered Legal Executives.
Lay people Juries, Magistrates (also known as Justices of the peace).
Advice Civil case – solicitors, Citizens Advice Bureaux, advice centres, charities, trade and professional associations. Criminal case – solicitors, Law Centres, Citizens Advice Bureaux, advice centres.
Financial assistance Civil case - private finance, insurance, Community Legal Services Fund, conditional fee agreements, Damages based agreement. Criminal case – private finance, Criminal Defence Service.
Pre-trial procedure Determination of mode of trial (summary, either way, indictable), bail, remand.
Range of sentences Custodial, suspended, community, fines.
Alternative methods Tribunals, arbitration, mediation, negotiation, ombudsman.
Process of a civil claim Claim form, particulars of claim, allocation questionnaire, track allocation.
Main remedies Damages, injunctions.

Unit 255 The legal environment

Supporting information

Guidance

Resources

For this unit the likely resources required will be:

- diagram of the court structure
- example of statute
- example cases;
 - The Literal Rule (Fisher v Bell (1961), Whitely v Chappell (1868)
 - The Golden Rule (Adler v George (1964), Allen (1872)
 - The Mischief Rule (Heydon's Case (1584), Smith v Hughes (1960)
- example claim forms.

UAN:	A/504/0628
Level:	2
Credit value:	4
GLH:	27
Assessment requirements specified by a sector or regulatory body:	This unit will be assessed by an externally set and locally marked assignment.
Aim:	The aim of this unit is to enable the candidate to gain an understanding of the principles of criminal law. The candidate will develop the necessary knowledge and skills to be able to identify the constituent parts of a crime and the basis of criminal culpability.

Learning outcome
The learner will: 1. Understand the key elements of a crime.
Assessment criteria
The learner can: 1.1 identify the actus reus of a crime 1.2 identify the mens rea of a crime 1.3 explain crimes of strict liability .

Range
Actus reus of a crime Physical act, omission, state of affairs, causation.
Mens rea of a crime direct intention, indirect intention, recklessness.
Crimes of strict liability Physical act, omissions, no requirement for mens rea, state of affairs, Appropriate case examples (eg R v Roberts (1976); R v Smith (1959); R v Jordan (1956); R v Blaue (1975); R v Mohan (1976); R v Nedrick (1986); R v Woollin (1998); R v G & R (2003); R v Storkwain (1986); Sweet v Parsley (1970)).

Learning outcome

The learner will:

2. Understand the main fatal and non-fatal offences against the person.

Assessment criteria

The learner can:

- 2.1 identify the range of **fatal offences against the person**
- 2.2 identify the range of **non-fatal offences against the person.**

Range**Fatal offences against the person**

Murder, voluntary manslaughter, Involuntary Manslaughter (unlawful act) and (gross negligence).

Non-fatal offences against the person

Assault, Battery, Offences Against The Person Act 1861 – Section 47 assault occasioning actual bodily harm, Section 20 grievous bodily harm and wounding, Section 18 grievous bodily harm and malicious wounding, Chart actus reus and mens rea of each offence.

UAN:	D/504/0394
Level:	2
Credit value:	4
GLH:	23
Assessment requirements specified by a sector or regulatory body:	This unit will be assessed by an externally set and locally marked assignment.
Aim:	<p>The aim of this unit is to enable the candidate to gain an understanding of the principles of contract law. The candidate will develop the necessary knowledge and skills to be able to:</p> <ul style="list-style-type: none"> • identify the essential elements of establishing a contractual relationship enforceable at law • analyse areas of contract law that may give rise to disputes in contractual relationships.

Learning outcome
The learner will: 1. Understand the key elements of a contract.
Assessment criteria
The learner can: 1.1 explain the necessity for agreement 1.2 identify the requirements for consideration in a contract 1.3 explain the importance of intention in a contract .

Range
<p>Necessity for agreement Offer/acceptance (including invitations to treat).</p> <p>Requirements for consideration in a contract Something of value, past consideration, promise must be more than an existing duty.</p> <p>Intention in a contract Rebuttable presumptions: business and commercial contracts, social and domestic contracts.</p>

Learning outcome

The learner will:

2. Understand the circumstances in which a contract may be discharged and the main remedy on breach.

Assessment criteria

The learner can:

- 2.1 describe the **circumstances** in which a contract may be discharged
- 2.2 explain the **remedy of damages**.

Range**Circumstances**

Performance, agreement, breach, frustration.

Remedy of damages

measure of damages, aim of damages.

Unit 257 **Principles of contract liability**

Supporting information

Notes for guidance

Resources

For this unit the likely resources required will be:

- Law Reform (Frustrated Contracts) Act 1943

UAN:	H/504/0395
Level:	2
Credit value:	4
GLH:	21
Assessment requirements specified by a sector or regulatory body:	This unit will be assessed by an externally set and locally marked assignment.
Aim:	The aim of this unit is to enable the candidate to gain an understanding of the principles of tort law. The candidate will develop the necessary knowledge and skills to be able to identify the elements of liability for negligence.

Learning outcome
The learner will: 1. Understand the key elements of duty of care.
Assessment criteria
The learner can: 1.1 explain the neighbour principle 1.2 describe the three part test of foreseeability, proximity and the requirement that it should be fair, just and reasonable.

Learning outcome
The learner will: 2. Understand the key elements of breach of duty of care.
Assessment criteria
The learner can: 2.1 explain the reasonable man test 2.2 describe the factors that the court will take into account when assessing if there has been a breach.

Learning outcome
The learner will: 3. Understand the principles of remoteness of damage.
Assessment criteria
The learner can: 3.1 explain the requirement for foreseeability 3.2 explain the requirement for legal proximity.

Range
Requirement for foreseeability Causation, intervening acts, thin skull rule.

Learning outcome
The learner will: 4. Understand defences to an action of negligence.
Assessment criteria
The learner can: 4.1 explain the defence of volenti non fit injuria 4.2 explain the defence of contributory negligence.

Range
Defence of volenti non fit injuria No injury can be done to a willing person, consent in sporting activities, requirement for genuine consent.
Defence of contributory negligence Claimants own action will reduce damages, Law Reform (Contributory Negligence) Act 1945.

Learning outcome
The learner will: 5. Understand public policy requirements for claims for psychiatric harm.
Assessment criteria
The learner can: 5.1 distinguish between physical and psychiatric damage 5.2 explain the difference between primary and secondary victims 5.3 explain the requirements for a claim by secondary victims 5.4 explain the position of rescuers in claims for psychiatric harm.

UAN:	
Level:	2
Credit value:	4
GLH:	21
Assessment requirements specified by a sector or regulatory body:	This unit will be assessed by an externally set and locally marked assignment.
Aim:	The aim of this unit is to enable the candidate to develop the knowledge to be able to distinguish between employee and non-employee status, the importance of a contract of employment and statutory requirements of the workplace.

Learning outcome
The learner will: 1. Understand the differences between a self employed person and an employed person.
Assessment criteria
The learner can: 1.1 describe the tests that are used to identify an employed person and a self employed person 1.2 describe the practical points that the tests examine to distinguish between an employed person and self employed person 1.3 explain how the courts will apply tests to different situations. 1.4 explain the principle of vicarious liability within course of employment.

Range
Tests The control test, the organisation test, the composite/multiple test.
Practical points Do they pay their own tax? Do they have access to equipment? Do they negotiate their own hours of work and rates of pay? Level of supervision.

Learning outcome
The learner will: 2. Understand the importance of a contract of employment
Assessment criteria
The learner can: 2.1 describe the advantages of having a contract 2.2 identify the main express terms that would usually be found in a contract of employment 2.3 identify the implied terms of a contract of employment for the employer 2.4 identify the implied terms of a contract of employment for the employee.

Range
Contract Different types of employment contracts – verbal, written, implied by contract.
Main express terms names of the employer/employee, place of work, hours of work, holiday entitlement, job title, sick leave entitlement, date when employment commences, salary, collective agreements, special conditions (eg working from home).
Implied terms of a contract of employment For the employer – duty to pay a salary, take reasonable care of employees, reimbursement of expenses, rights relating to working time, minimum period of notice, trust and confidence, minimum wage, provide safe working environment. For the employee – duty of good faith owed by employees, duty of obedience, level of skill and care.

Learning outcome
The learner will: 3. Understand how contracts of employment can be terminated.
Assessment criteria
The learner can: 3.1 explain the main distinction between wrongful dismissal and unfair dismissal 3.2 identify situations where a dismissal would be automatically unfair 3.3 identify the potentially fair reasons for dismissal 3.4 describe the different remedies for unfair dismissal and the procedures for obtaining these 3.5 describe the pro-formas used to commence an action including their content.

Range
<p>Situations Pregnancy, sexual orientation.</p> <p>Fair reasons for dismissal Incapability or lack of qualifications, misconduct, redundancy, breach of statute, some other substantial reason (eg failing to sign a new employment contract that has been agreed through collective bargaining or business re-structure).</p> <p>Remedies Damages, re-instatement, re-engagement.</p> <p>Pro-formas ET1, ET3.</p>

Learning outcome
The learner will: 4. Understand the requirements of an effective working environment.
Assessment criteria
The learner can: 4.1 describe the health and safety and equality legislation that applies to the working environment 4.2 identify the difference between direct and indirect discrimination.

Range
<p>Health and safety and equality legislation The Health and Safety at Work Act 1974 – the rights and duties of the employer and employee. The Equality Act 2010 - discrimination on the grounds of age, disability, pregnancy, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.</p> <p>Difference between direct and indirect discrimination Access to employment, reasonable adjustments.</p>

Unit 259 Law in the workplace

Supporting information

Notes for guidance

Resources

For this unit the likely resources required will be:

- An example case study that sets out the relevant factors between the categories of an employed person and self-employed person and lists the practical examples that distinguish the two
- A sample induction plan that encourages the candidate to consider what would be included in an induction package for new members of staff within an office environment
- The Equality Act 2010
- The Health and Safety at Work Act 1974

UAN:	T/504/0630
Level:	2
Credit value:	4
GLH:	19
Assessment requirements specified by a sector or regulatory body:	This unit will be assessed by an externally set and locally marked assignment.
Aim:	The aim of this unit is to enable the candidate to develop an understanding of the process of a claim for debt recovery and personal injury through the county court.

Learning outcome
The learner will: 1. Understand the civil court structure and the significance of the Civil Procedure Rules.
Assessment criteria
The learner can: 1.1 describe the civil court structure 1.2 explain the overriding objective of the CPR 1.3 explain the importance of pre-action protocols 1.4 identify the duties of the court and the court's management powers.

Range
Civil court structure County Court, High Court.
Duties of the court Active case management by judges, case conference, limiting number of witnesses, expert reports, acceptance of written statements.

Learning outcome
The learner will: 2. Understand pre-action matters.
Assessment criteria
The learner can: 2.1 explain the requirements of a pre-action protocol 2.2 explain the need to consider Alternative Dispute Resolution (ADR) 2.3 explain the most appropriate trial track depending on circumstances and the value of a case.

Range
Requirements of the personal injury pre-action protocol Initial instruction, claim form, particulars of claim, letter of claim, forms of authority, conditional fee agreements. Alternative Dispute Resolution (ADR) Arbitration, mediation, negotiation. Trial track Small claims, fast track, multi-track.

Learning outcome
The learner will: 3. Understand how a civil action may be financed.
Assessment criteria
The learner can: 3.1 identify different funding methods according to individual client circumstances.

Range
Funding methods Private payment, public funds, pro-bono work, Community Legal Service Fund, conditional fee agreements, trade union or professional body, insurance.

Learning outcome
The learner will: 4. Know how to commence a case in the County Court.
Assessment criteria
The learner can: 4.1 identify the contents of a letter before action in respect of a civil debt 4.2 identify the contents of an N1 claim form.

Unit 260 **Civil litigation**

Supporting information

Resources

For this unit the likely resources required will be:

- CPR
- Pre-Action Protocols (CPR)
- Court diagram
- Sample conditional fee agreements
- N1 claim form.

UAN:	A/504/0631
Level:	2
Credit value:	4
GLH:	21
Assessment requirements specified by a sector or regulatory body:	This unit will be assessed by an externally set and locally marked assignment.
Aim:	The aim of this unit is to enable the candidate to gain a general understanding of consumer law, and to develop knowledge in relation to contracts, consumer protection and consumer support organisations.

Learning outcome
The learner will: 1. Understand how consumer contracts are formed.
Assessment criteria
The learner can: 1.1 describe the basic requirements of a valid contract 1.2 describe the key sections of The Sale of Goods Act 1979 as amended 1.3 define an exclusion clause 1.4 explain the effect of an exclusion clause 1.5 explain the provisions of Part 1 of the Consumer Protection Act 1987.

Range
Basic requirements Offer, acceptance, consideration, intention, express terms, implied terms.
Key sections Sections 12(1), 12(2), 13(1), 14(2), 14(3) and 15(2).
Effect The Common Law Principles – Incorporation and Adequate Notice Statute Law - The Unfair Contract Terms Act 1977 Sections 2(1) and 2(2).
Provisions Strict liability relating to defective products.

Learning outcome
The learner will: 2. Understand the basic remedy of damages in consumer contracts.
Assessment criteria
The learner can: 2.1 explain the purpose of damages 2.2 explain when damages would be awarded.

Learning outcome
The learner will: 3. Understand the role of consumer support organisations.
Assessment criteria
The learner can: 3.1 identify organisations which can assist the consumer in relation to the exercising of their rights 3.2 explain the role of consumer support organisations.

Range
Organisations The Trading Standards' Department of a local authority, Law Centres, Citizens' Advice Bureaux.
Role Advising the consumer, enforcing consumer law issues, prosecutions.

Unit 261 **Consumer rights**

Supporting information

Notes for guidance

Resources

For this unit the likely resources required will be:

- The Sale of Goods Act 1979
- The Supply of Goods and Services Act 1982
- The Sale and Supply of Goods Act 1994
- The Unfair Contracts Terms Act 1977.

Unit 807 Consumer rights

UAN	N/A
Level:	2
Credit value:	4
GLH:	21
Assessment requirements specified by a sector or regulatory body:	This unit will be assessed by an externally set and locally marked assignment
Aim:	The aim of this unit is to enable the candidate to gain a general understanding of consumer law, and to develop knowledge in relation to contracts and consumer protection.

Learning outcome
The learner will: 1. Understand how consumer contracts are formed
Assessment criteria
The learner can: 1.1 describe the basic requirements of a valid consumer contract 1.2 explain contractual terms

Range
Basic requirements Offer, acceptance, consideration, capacity, intention
Contractual terms Express terms, implied terms, conditions and warranties and unfair terms

Learning outcome
The learner will: 2. Understand the different types of consumer contracts and the applicable statutory rights under the Consumer Rights Act 2015
Assessment criteria
The learner can: 2.1 describe what constitutes a contract for goods and the statutory rights under the Consumer Rights Act 2015 2.2 describe what constitutes a contract for services and the statutory rights under the Consumer Rights Act 2015 2.3 describe what constitutes a digital content contract and the statutory rights under the Consumer Rights Act 2015

Range
<p>Digital Content Digital content is data which are produced and supplied in digital form. Applies to any content downloaded or streamed. Applies to digital content which has been purchased and to any free digital content which is not usually free unless a price is paid for the goods, services or digital content supplied with it.</p> <p>Statutory Rights for goods Goods to be of satisfactory quality, fit for a particular purpose, as described and match sample Key Sections Sections 9, 10, 11,13, 16, 17</p> <p>Statutory Rights for services Service to be performed with reasonable care and skill, reasonable price to be paid, and service to be performed in a reasonable time Key Sections Sections 48, 49, 51, 52</p> <p>Statutory Rights for digital content Satisfactory quality, fit for a particular purpose, as described by the seller. Key Sections Sections 34, 35, 36</p>

Learning outcome
The learner will: 3. Understand the basic buyer’s remedies on breach of a consumer contract
Assessment criteria
The learner can: 3.1 explain the purpose and effect of common law remedies 3.2 explain the statutory remedies on breach of a consumer contract

Range
<p>Common Law Remedies (non-statutory remedies) Damages and specific performance</p> <p>Statutory Remedies Repair, replacement, rejection, refund, partial refund and/or compensation. Enforcement of terms: right to repeat performance, right to price reduction, right to compensation if any device or digital content damaged as a result of the faulty digital content which was downloaded</p>

Unit 261 Consumer rights

Supporting information

Notes for guidance

Resources

For this unit the likely resources required will be:

- The Consumer Rights Act 2015
- CILEx Level 2 Consumer Rights course book

UAN:	H/504/0400
Level:	2
Credit value:	4
GLH:	21
Assessment requirements specified by a sector or regulatory body:	This unit will be assessed by an externally set and locally marked assignment.
Aim:	The aim of this unit is to enable the candidate to develop an understanding of key aspects of family law and procedure relating to marriage, civil partnership and children.

Learning outcome
The learner will: 1. Understand the requirements for a valid marriage and civil partnership.
Assessment criteria
The learner can: 1.1 identify the formalities of a valid marriage: 1.2 explain the requirement for capacity in relation to a valid marriage 1.3 describe the factors relating to void and voidable marriages 1.4 explain the basic principles of the Civil Partnership Act 2004.

Range
Formalities Requirements of the Marriage Act 1949 and the Marriage Act 1994 for Church of England/other weddings, solemnisation of religious/civil weddings. Requirements for civil partnerships (ss. 1, 2 and 3 Civil Partnership Act 2004).
Requirement for capacity age, prohibited degrees (as per Marriage Act 1949 and s. 3 Civil Partnership Act 2004) parties already married, or marriage is a polygamous one, as per Matrimonial Causes Act 1973 (MCA 1973) as amended by the Marriage (Same Sex Couples) Act 2013).
Factors Grounds re voidable marriage as per s12 MCA 1973 ., voidable marriage requires a decree of nullity. Grounds re void marriage as per s11 MCA 1973, void marriage does not require decree of nullity.

Learning outcome
The learner will: 2. Understand the procedure for the dissolution of a marriage or civil partnership.
Assessment criteria
The learner can: 2.1 explain the ground and the facts required to establish this ground, in relation to dissolution of marriage or civil partnership 2.2 distinguish between divorce and judicial separation 2.3 describe dissolution procedure for a marriage or civil partnership including examples of relevant documentation.

Range
Ground and facts Matrimonial Causes Act 1973, s1 – irretrievable break down; s1 (2)(a)-(e) five facts (adultery, behaviour, desertion, two year separation with consent- and five-year separation), Civil Partnership Act 2004 (CPA 2004) four facts under s44 CPA 2004.

Learning outcome
The learner will: 3. Understand the provisions relating to children following the breakdown of a relationship.
Assessment criteria
The learner can: 3.1 explain the welfare principle contained in Section 1 of the Children Act 1989 3.2 explain the no delay, non-intervention principle and the welfare checklist 3.3 describe the orders available under Section 8 of the Children Act 1989 and the circumstances in which they could be used.

Range
Orders Child arrangements specific Issue and prohibited steps orders.

Unit 262 Family law

Supporting information

Notes for guidance

Resources

For this unit the likely resources required will be:

- The Marriage Act 1949
- The Marriage Act 1994
- The Matrimonial Causes Act 1973
- The Children Act 1989
- The Children and Families Act 2014
- The Adoption and Children Act 2002 (s111)
- examples of Orders
- case examples eg Hyde v Hyde (1866)
- The Civil Partnership Act 2004

UAN:	F/504/0632
Level:	2
Credit value:	4
GLH:	21
Assessment requirements specified by a sector or regulatory body:	This unit will be assessed by an externally set and locally marked assignment.
Aim:	The aim of this unit is to enable the candidate to gain an understanding of the legal requirements for a valid Will. The candidate will develop the necessary knowledge and skills to be able to identify the roles of executors, the different types of legacies and grants of representation and the priority of beneficiaries under intestacy.

Learning outcome
The learner will: 1. Understand the legal requirements of a valid Will.
Assessment criteria
The learner can: 1.1 explain the requirements of the Wills Act 1837 in relation to the formalities of Wills 1.2 describe the role of the executor/s and witnesses 1.3 describe the circumstances in which the requirements of the Wills Act 1837 have been modified for privileged wills 1.4 describe how a will can be revoked .

Range
Formalities Wills Act 1837 ss 7 and 9 (as amended by Administration of Justice Act 1982) s. 21 (alterations after execution).
Role of the executor/s and witnesses Executors: number; individuals, banks, solicitors, public trustee; general power to administer estate and discharge liabilities (including any taxes) and pay legacies; authority from date of death Witnesses: number; must be present at time of signing by testator; need not see the whole Will; must sign in the presence of testator and each other; cannot benefit from Will (Wills Act 1837 s.15); Executor or creditor as witness.
Privileged wills Members of armed forces on active service or sailors at sea; "in conditions similar to actual military service"; exempt from Wills Act 1837 s. 9; may be oral or written; Wills (Soldiers and Sailors) Act 1918.

Revoked

Making another; implied revocation; formal revocation (Wills Act 1837 s. 20); destroying Will (Wills Act 1837 s. 20); by marriage or civil partnership (Wills Act 1837 ss 18 and 18B); by divorce or dissolution of civil partnership (Wills Act 1837 ss 18A and 18C).

Learning outcome

The learner will:

2. Know the standard format of a simple Will.

Assessment criteria

The learner can:

- 2.1 describe the **basic principles** of drafting a Will
- 2.2 describe the different **types of legacies**
- 2.3 identify an appropriate **attestation clause**.

Range**Basic principles**

Commencement of Will, revocation of earlier Wills, appointment of executors; legacies; administrative powers; attestation clause.

Types of legacies

General, demonstrative, specific, pecuniary, residuary.

Attestation clause

Evidence that Will has been properly executed; not compulsory.

Learning outcome

The learner will:

3. Understand the rules of intestacy.

Assessment criteria

The learner can:

- 3.1 identify circumstances in which an **intestacy arises**
- 3.2 identify the **priority** of those entitled to a grant of letters of administration
- 3.3 explain how the estate of an intestate will be **distributed**
- 3.4 identify how a beneficiary may **forfeit** his/her right to any inheritance.

Range**Intestacy rules**

When an intestacy may arise; partial intestacy; Administration of Estates act 1925 s. 47.

Priority

Administration of Estates Act 1925 s. 46 (including bona vacantia); Administration of Estates Act 1925 s. 46(2A).

Distribution

Administration of Estate Act 1925 s. 46 (including bona vacantia);
Administration of Estates Act 1925 s. 46(2A).

Forfeiture

The forfeiture rule; Forfeiture Act 1982.
(Forfeiture Rule and Law of Succession) Act 2011.

Learning outcome

The learner will:

4. Know the different types of grant of representation issued by the Probate Registry.

Assessment criteria

The learner can:

- 4.1 describe the types of grant available where a **Will is in existence**
- 4.2 describe the types of grant where there is an **intestacy**
- 4.3 identify the **situations** in which the different types of grant apply.

Range**Will is in existence**

Probate; Letters administration with the Will annexed.

Intestacy

Letters of administration.

Situations

Probate when valid Will and executors prepared to act; Letters of administration where Will is valid but there is no executor to act (eg no appointment, death of named executor(s); named executors refuse to act; Letters of administration where there is no Will or the Will does not validly dispose of all of testator's property.

Learning outcome
The learner will: 5. Understand the provisions of the Inheritance (Provision for Family and Dependents) Act 1975.
Assessment criteria
The learner can: 5.1 explain the categories of those entitled to claim 5.2 identify the jurisdiction of the court 5.3 explain the factors which a court will take into consideration when determining “sufficient financial provision” 5.4 identify the time limit for making a claim.

Range
<p>Categories The wife or husband or civil partner of the deceased; former wife or husband or civil partner but only if not remarried/entered into a new civil partnership; a child of the deceased; anyone who was treated as a child of the family; any other person who was being maintained immediately before the death partly or wholly by the deceased; someone who, though not married has cohabited with the deceased as husband or wife for at least two years immediately prior to the death.</p> <p>Jurisdiction If under £30,000 application to County Court; if higher application to either Chancery Division or Family Division of High Court.</p> <p>Factors The size of the estate; the needs of the applicant; the needs of those who do benefit under a will or intestacy; the reasons why the deceased failed to leave money to the applicant; the way in which the applicant has behaved towards the deceased during his or her life.</p> <p>Time limit Within six months of the grant of probate or letters of administration.</p>

Unit 263 **Wills and succession**

Supporting information

Resources

For this unit the likely resources required will be:

- Wills Act 1837 (as amended)
- Wills (Soldiers and Sailors) Act 1918
- Specimen forms of simple Will
- Specimen forms of clauses (eg general legacy, residuary legacy, attestation clause)
- Intestacy rules (Administration of Estates Act 1925 s.47)
- Rules of priority (Administration of Estates Act 1925 s. 46)
- Forfeiture Act 1982
- Specimen forms of grant of probate/administration with Will annexed/administration
- Inheritance (Provisions for Family and Dependants) Act 1975 and scenarios.

UAN:	J/504/0633
Level:	2
Credit value:	4
GLH:	23
Assessment requirements specified by a sector or regulatory body:	This unit will be assessed by an externally set and locally marked assignment.
Aim:	The aim of this unit is to enable the learner to distinguish between real and personal property and develop an understanding of the basic procedures for buying and selling land.

Learning outcome
The learner will: 1. Know how to distinguish between real and personal property.
Assessment criteria
The learner can: 1.1 describe what constitutes real property 1.2 describe what constitutes personal property 1.3 describe the principles of co-ownership including rights of survivorship 1.4 identify the main differences between freehold land and leasehold land.

Range
Real property The surface, the airspace above and the mines and minerals below interests others may have in the land such as easements and licences the concept of fixtures and fittings.
Personal property Fittings which do not form part of the land, chattels (eg coat, hat, scarf).
Rights of survivorship: Co-ownership of land (in outline only), the significance of a joint tenancy and a tenancy in common. Freehold – an estate in fee simple, absolute in possession; ability to sell, mortgage, devise the land. Leasehold – an estate of a term of years, absolute; ability to enforce covenants of repair.

Learning outcome
The learner will: 2. Understand the purpose and process of land registration.
Assessment criteria
The learner can: 2.1 explain the purpose of land registration including benefits of registration 2.2 describe the role of the HM Land Registry and District Registries including events that trigger registration 2.3 describe the contents of the registers 2.4 describe overriding interests including easements and rights of persons in actual occupation 2.5 describe a restrictive covenant and its effect on uses of the land.

Range
Purpose of land registration To make the conveyancing process more efficient, no need to prove title, guaranteed title.
Events that trigger registration Sale and purchase of unregistered land.
Contents of the registers The Property Register, the Proprietorship Register and the Charges Register.
Overriding interests Basic types and protection of interests by Notice and Restriction (in outline only).
Effect on uses of the land A restriction on the way an owner of land can use their land (eg not able to build, operate a business, put up a fence).

Learning outcome
The learner will: 3. Understand the concept of the mortgage.
Assessment criteria
The learner can: 3.1 explain the purpose of a mortgage 3.2 describe sources of a mortgage funding 3.3 describe criteria used to decide whether to lend 3.4 describe the main features of types of mortgage and interest rate packages 3.5 describe the types of mortgage product 3.6 describe the rights of the mortgagee and mortgagor.

Range
<p>Sources of a mortgage funding The sources of finance to purchase a property - bank, building society and other lenders.</p> <p>Criteria Formulae used to determine size of loan.</p> <p>Mortgage and interest rate packages Repayment and interest-only.</p> <p>Types of mortgage product Fixed rate, capped, variable rate, buy-to-let, commercial.</p> <p>Rights Mortgagee - right to take possession, power of sale. Mortgagor - right to redeem.</p>

Learning outcome
The learner will: 4. Know the procedures for transferring land from a seller to a buyer.
Assessment criteria
The learner can: 4.1 describe the role of estate agents in the sale and purchase of property 4.2 describe the procedure for a seller in selling a property 4.3 describe the procedure for a buyer in purchasing a property 4.4 describe the significance of exchange of contracts and completion.

Range
<p>Role of estate agents Marketing the property, obtaining energy performance certificate, introducing prospective buyers, releasing the keys to the buyer on completion.</p> <p>Procedure for a seller The main stages from initial instructions to completion, including redeeming an existing mortgage.</p> <p>Procedure for a buyer The main stages including initial instructions, pre-contract enquiries and registration.</p>

Unit 264 Conveyancing

Supporting information

Resources

For this unit the likely resources required will be:

- Civil Aviation Act 1982 s. 72
- The Treasure Act 1996
- Law of Property Act 1925 ss 36, 205(1)
- Law of Property (Joint Tenants) Act 1964 s1
- www.landreg.gov.uk
- Land Registration Acts 1925 and 2002
- City of London Building Society v Flegg (1998)
- Re Ellenborough Park Estates (1956)
- Tulk v Moxhay (1848)
- Websites and printed literature of financial institutions eg banks and building societies
- Estate agents' particulars
- Standard conveyancing forms.

Unit 301

Communicate in a business environment

UAN:	Y/506/1910
Level:	3
Credit value:	4
GLH:	24
Relationship to NOS:	<p>This unit is linked to the Business & Administration (2013) National Occupational Standards:</p> <ul style="list-style-type: none"> • CFABAA613 Understand how to communicate in a business environment • CFABAA614 Prepare to communicate in a business environment • CFABAA615 Communicate in a business environment.
Assessment requirements specified by a sector or regulatory body:	All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.
Aim:	This unit aims to develop the knowledge and skills required to communicate in a business environment. Upon completion of this unit, learners will be able to communicate in business both in writing and verbally.

Learning outcome
<p>The learner will:</p> <ol style="list-style-type: none"> 1. Understand business communication models, systems and processes.
Assessment criteria
<p>The learner can:</p> <ol style="list-style-type: none"> 1.1 analyse the communication needs of internal and external stakeholders 1.2 analyse the different communication models that support administration 1.3 evaluate the effectiveness of different communication systems 1.4 explain the factors that affect the choice of communication media 1.5 explain the importance of using correct: <ol style="list-style-type: none"> a. grammar b. sentence structure c. punctuation d. spelling e. conventions <p>in business communications</p>

- 1.6 explain the **factors** to be taken into account in planning and structuring different communication media
- 1.7 explain ways of overcoming **barriers** to communication
- 1.8 explain the use of communications theories and body language
- 1.9 explain **proof-reading techniques** for business communications.

Assessment Guidance

Stakeholders:

Internal

- managers
- colleagues
- shareholders

External

- suppliers
- customers
- lenders

Communication models:

- one-to-one
- cascade
- round table meeting
- group meeting
- webinar (across continents)

Grammar:

- nouns - name of person/place eg London, John
- pronouns - instead of noun eg instead of saying 'John' refer to 'him' or 'he'
- verbs - doing things eg 'run'
- adverbs - is a verb executed eg 'he ran quickly'
- adjectives - description of nouns eg reality television

Punctuation:

- full stops (.)
- commas (,)
- apostrophes (')

Spelling:

Examples below demonstrate how a similar word has a different meaning:

- accept; except
- advise; advice
- personnel; personal
- as well as words which are often spelt incorrectly:
accommodation – accomodation

Factors:

The 5 W's

- who
- what
- when
- to whom
- which model

Barriers:

- poor listening skills
- lack of communication skills
- language problems
- technology breakdown
- prejudice and misconception
- conflicting messages
- lack of discussion
- environmental constraints

Proof-reading techniques include:

- read your document backwards
- read from hard copy

Evidence may be supplied by:

- report
- professional discussion
- questioning

Learning outcome

The learner will:

2. Be able to communicate in writing in business.

Assessment criteria

The learner can:

- 2.1 identify the purpose and audience of the information to be communicated
- 2.2 select communication **media** that are appropriate to the audience and information to be communicated
- 2.3 present information in the:
 - a. format
 - b. layout
 - c. **style**

that is appropriate to the information to be communicated

- 2.4 follow agreed business practices when communicating in writing
- 2.5 adapt the style and content of a communication, appropriate to specific audiences
- 2.6 present written communications that are:
 - a. clear
 - b. expressed in correct grammar
 - c. reflect what is intended
- 2.7 meet agreed deadlines in communicating with others.

Assessment Guidance

Media:

- letters
- e-mail
- fax
- report

House-style:

Format, layout and style used within the organisation.

Evidence may be supplied by:

- product
- witness testimony
- observation

Learning outcome

The learner will:

3. Be able to communicate verbally in business.

Assessment criteria

The learner can:

3.1 identify the:

- a. nature
- b. purpose
- c. audience
- d. use

of the information to be communicated

3.2 use language that is correct and appropriate for the audience's needs

3.3 use appropriate body language and tone of voice to reinforce messages

3.4 identify the meaning and implications of information that is communicated **verbally**

3.5 **confirm** that a recipient has understood correctly what has been communicated

3.6 respond in a way that is appropriate to the situation and in accordance with organisational policies and standards.

Assessment Guidance

Verbally through:

- face-to-face
- video conferencing
- telephone/answer phone

Confirm through:

- paraphrasing
- probing
- clarifying
- verifying
- summarising

Evidence may be supplied by:

- observation
- witness testimony
- professional discussion.

Unit 301 Communicate in a business environment

Supporting information

Guidance

Whilst working through this unit, any report at this level would need to be in excess of 500 words. The report can be holistic and supported by other methods of evidencing ie observation report, product etc.

Unit 302

Contribute to the improvement of business performance

UAN:	D/506/1911
Level:	3
Credit value:	6
GLH:	33
Relationship to NOS:	This unit is linked to the Business & Administration (2013) National Occupational Standards: <ul style="list-style-type: none">• CFABAH122 Assist in improving organisational performance.
Assessment requirements specified by a sector or regulatory body:	All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.
Aim:	This unit aims to develop the knowledge and skills required to contribute to the improvement of business performance. Upon completion of this unit, learners will have developed an understanding of the key principles associated with resolving business problems and an understanding of improvement techniques and processes. Learners will be able to apply this knowledge when solving problems in business and when contributing to the improvement of business activities.

Learning outcome
The learner will: <ol style="list-style-type: none">1. Understand the principles of resolving business problems.
Assessment criteria
The learner can: <ol style="list-style-type: none">1.1 explain the use of different problem-solving techniques1.2 explain the organisational and legal constraints relating to problem-solving1.3 describe the role of stakeholders in problem-solving1.4 describe the steps in the business decision-making process1.5 analyse the implications of adopting recommendations and implementing decisions to solve business problems.

Assessment Guidance

Techniques:

- PEST analysis
- risk analysis
- failure modes and effects analysis
- cause and effect analysis

Decision-making process:

Decision Matrix Analysis (also known as – Grid Analysis).

Evidence may be supplied by:

- report
- professional discussion
- questioning

Learning outcome

The learner will:

2. Understand improvement techniques and processes.

Assessment criteria

The learner can:

- 2.1 describe the purpose and benefits of continuous improvement
- 2.2 analyse the:
 - a. features
 - b. use
 - c. constraintsof different continuous improvement techniques and **models**
- 2.3 explain how to carry out a **cost-benefit analysis**
- 2.4 explain the importance of feedback from customers and other **stakeholders** in continuous improvement.

Assessment Guidance

Models:

- Crosby's 14 steps
- Kaizen model

Cost-benefit analysis:

Adding up the benefits of a course of action, comparing these with costs associated.

Stakeholders:

Anyone who has an interest in the process/product.

Evidence may be supplied by:

- report
- professional discussion

Learning outcome
The learner will: 3. Be able to solve problems in business.
Assessment criteria
The learner can: 3.1 identify the: a. nature b. likely cause c. implications of a problem 3.2 evaluate the scope and scale of a problem 3.3 analyse the possible courses of action that can be taken in response to a problem 3.4 use evidence to justify the approach to problem-solving 3.5 develop a plan and success criteria that are appropriate to the nature and scale of a problem 3.6 obtain approval to implement a solution to a problem 3.7 take action to resolve or mitigate a problem 3.8 evaluate the degree of success and scale of the implications of a solved problem.

Assessment Guidance
Evidence may be supplied by: <ul style="list-style-type: none"> • report • professional discussion • questioning

Learning outcome
The learner will: 4. Be able to contribute to the improvement of activities.
Assessment criteria
The learner can: 4.1 identify the: a. nature b. scope c. scale of possible contributions to continuous improvement activities 4.2 measure changes achieved against existing baseline data 4.3 calculate performance measures relating to: a. cost b. quality c. delivery 4.4 justify the case for adopting improvements identified with evidence 4.5 develop standard operating procedures and resource plans that are capable of implementing agreed changes.

Assessment Guidance

Baseline data:

Initial collection of data which serves as a basis for comparison with the subsequently acquired data.

Evidence may be supplied by:

- product
- report
- professional discussion
- questioning.

Unit 302 **Contribute to the improvement of business performance**

Supporting information

Guidance

Whilst working through this unit, any report at this level would need to be in excess of 500 words. The report can be holistic and supported by other methods of evidencing ie observation report, product etc.

UAN:	M/506/1914
Level:	3
Credit value:	3
GLH:	17
Relationship to NOS:	This unit is linked to the Business & Administration (2013) National Occupational Standards: <ul style="list-style-type: none"> CFABAA623 Deliver a presentation.
Assessment requirements specified by a sector or regulatory body:	All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.
Aim:	This unit aims to develop the knowledge and skills required to deliver a presentation. Upon completion of this unit, learners will be able to prepare for and deliver a presentation.

Learning outcome
The learner will: <ol style="list-style-type: none"> Understand the principles underpinning the delivery of presentations.
Assessment criteria
The learner can: <ol style="list-style-type: none"> 1.1 analyse the advantages and limitations of different methods of, and media for, making presentations 1.2 explain how the type and size of the audience affects the delivery of a presentation 1.3 explain the factors to be taken into account in developing contingency plans when delivering presentations 1.4 explain voice projection and timing techniques when delivering presentations 1.5 explain the factors to be taken into account in responding to questions from an audience 1.6 explain different methods for evaluating the effectiveness of a presentation.

Assessment Guidance

Methods of, and media for, making presentations:

- oral
- slides
- handouts
- cue cards
- whiteboard
- flipchart
- webinar

Audience:

- medium – between 10 and 25
- large – more than 25

Contingency:

- something that may happen
- something set aside for unforeseen emergency

Techniques:

The 'Goldilocks principle' – delivery of the presentation to suit the audience, and if the material and timing is right the topic will be understood.

Factors:

- that test your expertise
- that demonstrates the questioner's expertise
- that aims to correct an assertion you have made
- that seeks justification
- that comes too early
- you cannot answer

Methods:

- question and answer
- feedback questionnaire
- follow up e-mail

Evidence may be supplied by:

- report
- professional discussion
- questioning

Learning outcome
The learner will: 2. Be able to prepare to deliver a presentation.
Assessment criteria
The learner can: 2.1 confirm the layout of the venue and correct functioning of equipment and resources prior to making a presentation 2.2 develop contingency plans for potential equipment and resource failure 2.3 take action to ensure that the presentation fits the time slot available.

Assessment Guidance
Evidence may be supplied by: <ul style="list-style-type: none"> • observation • product • witness testimony • professional discussion • questioning

Learning outcome
The learner will: 3. Be able to deliver a presentation.
Assessment criteria
The learner can: 3.1 speak clearly and confidently, using language that is appropriate for the topic and the audience 3.2 vary their voice: <ul style="list-style-type: none"> a. tone b. pace c. volume appropriately when delivering a presentation 3.3 use body language in a way that reinforces messages 3.4 use equipment and resources effectively when delivering a presentation 3.5 deliver a presentation within the agreed timeframe 3.6 respond to questions in a way that meets the audience's needs 3.7 evaluate the effectiveness of a presentation.

Assessment Guidance
Evidence may be supplied by: <ul style="list-style-type: none"> • observation • product • witness testimony • professional discussion • questioning.

Unit 305 Deliver a presentation

Supporting information

Guidance

Whilst working through this unit, any report at this level would need to be in excess of 500 words. The report can be holistic and supported by other methods of evidencing ie observation report, product etc.

Unit 306

Create bespoke business documents

UAN:	T/506/1915
Level:	3
Credit value:	4
GLH:	23
Relationship to NOS:	This unit is linked to the Business & Administration (2013) National Occupational Standards: <ul style="list-style-type: none">• CFABAA212 Design and produce documents in a business environment.
Assessment requirements specified by a sector or regulatory body:	All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.
Aim:	This unit aims to develop the knowledge and skills required to create bespoke business documents. Upon completion of this unit, learners will understand how to create bespoke business documents and will be able to apply this knowledge when designing and creating bespoke business documents.

Learning outcome
The learner will: 1. Understand how to create bespoke business documents.
Assessment criteria
The learner can: 1.1 explain the use of bespoke business documents 1.2 describe the factors to be taken into account in selecting the appropriate method of presenting a business document 1.3 describe the use of technology to create bespoke business documents 1.4 explain the purpose and requirements of corporate identity in bespoke business documents 1.5 analyse different design techniques used to create attractive bespoke business documents 1.6 explain the factors to be taken into account in evaluating the impact of bespoke business documents.

Assessment Guidance

Business documents:

- brochures
- catalogue
- poster
- advertising documentation
- training manuals (eg health & safety)
- new letterheads with complimentary slips and business cards

Factors:

- size of audience to impress
- content, legal, advertising, global

Technology:

- desk-top publishing software
- software subject specific (eg Contract Management)
- digital Media
- corporate identity
- company image
- uniqueness
- distinctiveness

Analyse:

Break the information into constituent parts; examine the relationship between the parts; question the information.

Techniques:

Kano Model Analysis (Dr Noriaki Kano) – a useful technique for deciding which features you want to include in a product or service. You might want to research other techniques.

Evidence may be supplied by:

- report
- professional discussion
- questioning

Learning outcome

The learner will:

2. Be able to design bespoke business documents.

Assessment criteria

The learner can:

2.1 confirm the:

- a. purpose
- b. nature
- c. content
- d. style
- e. quality standards
- f. audience
- g. deadline

of the document

2.2 identify the **optimum method** of presenting the document

2.3 create design options that meet the specification

2.4 take into account feedback from **stakeholders**.

Assessment Guidance

Optimum method:

eg

- best possible
- most advantageous

Stakeholders

- those with a direct interest – clients, customers
- end user recipients

Evidence may be supplied by:

- product
- observation
- professional discussion
- witness testimony
- questioning

Learning outcome

The learner will:

3. Be able to create bespoke business documents.

Assessment criteria

The learner can:

- 3.1 include content that:
 - a. meets the brief
 - b. is accurate
 - c. grammatically correct
- 3.2 use design techniques to create documents that meet the specification
- 3.3 integrate non-text items into the agreed layout
- 3.4 present documents within the agreed timescale.

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

- product
- observation
- professional discussion
- witness testimony
- questioning.

Unit 306 **Create bespoke business documents**

Supporting information

Guidance

Whilst working through this unit, any report at this level would need to be in excess of 500 words. The report can be holistic and supported by other methods of evidencing ie observation report, product etc

Unit 309

Evaluate the provision of business travel or accommodation

UAN:	J/506/1918
Level:	3
Credit value:	5
GLH:	30
Relationship to NOS:	This unit is linked to the Business & Administration (2013) National Occupational Standards: <ul style="list-style-type: none">• CFABAA322 Organise business travel or accommodation.
Assessment requirements specified by a sector or regulatory body:	All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.
Aim:	This unit aims to develop the knowledge and skills required to evaluate the provision of business travel or accommodation. Upon completion of this unit, learners will have developed an understanding of the provision of business travel or accommodation arrangements. Learners will utilise this knowledge when evaluating the quality of organisational business travel or accommodation arrangements and making recommendations for improvements.

Learning outcome
The learner will: <ol style="list-style-type: none">1. Understand the provision of business travel or accommodation arrangements.
Assessment criteria
The learner can: <ol style="list-style-type: none">1.1 explain the factors to be taken into account in setting evaluation criteria for the provision of business travel or accommodation1.2 explain different travel or accommodation-related needs and services1.3 explain different arrangements that could be made for the provision of business travel or accommodation1.4 explain the scope of legal and organisational security and confidentiality requirements relating to business travel or accommodation.

Assessment Guidance
<p>Factors:</p> <ul style="list-style-type: none"> • cost • suitability • discounts • delivery and after-sales service charges • reliability and reputation <p>Needs: eg</p> <ul style="list-style-type: none"> • transport; car, train, plane • hotel; 3*, 4* or 5* • foreign currency • visa • budgetary restraints <p>Evidence may be supplied by:</p> <ul style="list-style-type: none"> • report • professional discussion • questioning

Learning outcome
<p>The learner will:</p> <ol style="list-style-type: none"> 2. Be able to evaluate the quality of organisational business travel or accommodation arrangements.
Assessment criteria
<p>The learner can:</p> <ol style="list-style-type: none"> 2.1 assess the performance of providers of travel or accommodation against agreed criteria 2.2 identify instances of exceptional and inadequate performance 2.3 evaluate the benefits and limitations of existing arrangements for organising business travel or accommodation and their implications 2.4 identify alternative potential providers and ways of providing travel or accommodation.

Assessment Guidance
<p>Agreed criteria:</p> <ul style="list-style-type: none"> • cost • quality and safety • service • delivery • social responsibility • convenience • risk • responsiveness <p>Evidence may be supplied by:</p> <ul style="list-style-type: none"> • product • report • professional discussion • questioning

Learning outcome

The learner will:

3. Be able to recommend improvements to organisational business travel or accommodation arrangements.

Assessment criteria

The learner can:

- 3.1 produce costed plans that set out different **options**:
 - a. their benefits
 - b. limitations
 - c. implications
- 3.2 shortlist alternative potential providers of business travel or accommodation against agreed criteria
- 3.3 adhere to:
 - a. organisational policies and procedures
 - b. legal and ethical requirements

when recommending improvements to arrangements for business travel or accommodation.

Assessment Guidance**Options:**

- benefits – special deals, use of corporate credit card etc.
- limitations – only specific chain of hotels possible
- implications – could miss out on better deals

Evidence may be supplied by:

- report
- product
- professional discussion
- questioning.

Unit 309 **Evaluate the provision of business travel or accommodation**

Supporting information

Guidance

Whilst working through this unit, any report at this level would need to be in excess of 500 words. The report can be holistic and supported by other methods of evidencing ie observation report, product etc.

Unit 314

Administer legal files

UAN:	J/506/1935
Level:	3
Credit value:	5
GLH:	31
Relationship to NOS:	Business & Administration (2013) National Occupational Standards: <ul style="list-style-type: none">• CFABAB111 Administer legal files
Assessment requirements specified by a sector or regulatory body:	Skills CFA Assessment Strategy Competence units (S/NVQ)
Aim:	This unit aims to develop the knowledge and skills required to administer legal files. Upon completion of this unit, learners will have developed an understanding of the administration of legal files and will be able to maintain, close, and archive a legal file.

Learning outcome
The learner will: <ol style="list-style-type: none">1. Understand the administration of legal files.
Assessment criteria
The learner can: <ol style="list-style-type: none">1.1 explain the administrative requirements of the different legal areas being administered1.2 explain the scope and limits of their own responsibilities and authority1.3 explain the requirements of the duty of confidentiality1.4 explain the use of specialist software for processing legal cases1.5 explain the potential consequences of inadequate or inaccurate record keeping1.6 describe the organisational and regulatory purpose and nature of different legal checks and searches1.7 explain the organisational and regulatory purpose of a client care letter1.8 explain how records of time spent on work are used.

Assessment Guidance
<p>Legal areas:</p> <ul style="list-style-type: none"> • Civil Litigation Department • Family Department • Probate Department • Conveyance Department • Common Law • Criminal Law <p>Specialist software:</p> <ul style="list-style-type: none"> • Case Management <p>Time spent:</p> <ul style="list-style-type: none"> • time recording • 'Bill of Costs' <p>Evidence may be supplied by:</p> <ul style="list-style-type: none"> • report • professional discussion • questioning

Learning outcome
The learner will:
2. Be able to maintain a legal file.
Assessment criteria
The learner can:
2.1 confirm that information on file is complete, accurate and valid
2.2 process money received from clients in accordance with organisational and regulatory requirements
2.3 keep fee-earners informed of actions taken, progress, developments and problems
2.4 take action to ensure that files are correctly labelled and dated including summaries of their contents
2.5 generate correspondence that conform with the requirements of house style
2.6 record all time spent, costs and disbursements accurately
2.7 generate accurate bills that conform with organisational and regulatory requirements
2.8 adhere to organisational policies and procedures, and legal and ethical requirements when maintaining a legal file.

Assessment Guidance
<p>Evidence may be supplied by:</p> <ul style="list-style-type: none"> • observation • professional discussion • report • witness testimony • questioning

Learning outcome

The learner will:

3. Be able to close and archive a legal file.

Assessment criteria

The learner can:

- 3.1 address any outstanding issues for a legal file
- 3.2 prepare accurate final bills in accordance with organisational and regulatory requirements
- 3.3 take action to ensure that closed files contain all the necessary documentation
- 3.4 confirm whether any documents need to be added to the firm's precedent, knowledge or data bank
- 3.5 close files in accordance with organisational standards and procedures when the account shows a nil balance
- 3.6 archive files in accordance with organisational and regulatory requirements.

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

- observation
- professional discussion
- report
- witness testimony
- questioning.

Unit 314 Administer legal files

Supporting information

Guidance

Whilst working through this unit, any report at this level would need to be in excess of 500 words. The report can be holistic and supported by other methods of evidencing i.e. observation report, product etc.

Unit 315

Build legal case files

UAN:	L/506/1936
Level:	3
Credit value:	5
GLH:	32
Relationship to NOS:	Business & Administration (2013) National Occupational Standards: <ul style="list-style-type: none">• CFABAB112 Build case files
Assessment requirements specified by a sector or regulatory body:	Skills CFA Assessment Strategy Competence units (S/NVQ)
Aim:	This unit aims to develop the knowledge and skills required to build legal case files. Upon completion of this unit, learners will understand how to, and be able to, build legal case files.

Learning outcome
The learner will: 1. Understand how to build legal case files.
Assessment criteria
The learner can: 1.1 explain the administrative requirements of the different legal areas being administered 1.2 explain the scope and limits of their own responsibilities and authority 1.3 explain the requirements of the duty of confidentiality 1.4 explain how to identify shortfalls in evidence and materials 1.5 explain the features and uses of different interviewing techniques 1.6 explain the use of specialist software for processing legal cases 1.7 explain how to access and use sources of information and evidence 1.8 explain the potential consequences of not meeting deadlines when building a legal case file.

Assessment Guidance
Legal areas: <ul style="list-style-type: none">• Civil Litigation Department• Family Department• Probate Department• Conveyance Department• Common Law• Criminal Law

Specialist software:

- Case Management

Evidence may be supplied by:

- report
- professional discussion
- questioning

Learning outcome

The learner will:

2. Be able to build case files.

Assessment criteria

The learner can:

- 2.1 identify gaps in evidence and materials needed
- 2.2 carry out interviews in accordance with the principles of best practice in communication and interviewing
- 2.3 obtain evidence and materials needed to complete the file
- 2.4 generate correspondence that conforms with the **house style** and regulatory requirements
- 2.5 submit cases on time in line with internal and external deadlines
- 2.6 complete follow-up actions in accordance with the instructions
- 2.7 adhere to organisational policies and procedures, and legal and ethical requirements when building case files.

Assessment Guidance**House style:**

The way things are done in the organisation.

Evidence may be supplied by:

- observation
- product
- professional discussion
- report
- questioning
- witness testimony.

Unit 315 Build legal case files

Supporting information

Guidance

Whilst working through this unit, any report at this level would need to be in excess of 500 words. The report can be holistic and supported by other methods of evidencing ie observation report, product etc.

UAN:	Y/506/1938
Level:	3
Credit value:	5
GLH:	32
Relationship to NOS:	Business & Administration (2013) National Occupational Standards: <ul style="list-style-type: none"> • BAB113 Manage case files
Assessment requirements specified by a sector or regulatory body:	Skills CFA Assessment Strategy Competence units (S/NVQ)
Aim:	This unit aims to develop the knowledge and skills required to manage legal case files. Upon completion of this unit, learners will understand how to, and be able to, manage legal case files.

Learning outcome

The learner will:

1. Understand the management of legal case files.

Assessment criteria

The learner can:

- 1.1 explain the administrative requirements of the different **legal areas** being administered
- 1.2 explain the scope and limits of their own responsibilities and authority
- 1.3 explain the requirements of the duty of confidentiality
- 1.4 describe the structure, format and contents of a case file
- 1.5 explain how to validate information when managing a legal case file
- 1.6 explain the requirements of processing appeals
- 1.7 explain the potential consequences of not meeting internal and external deadlines when managing a legal case file.

Assessment Guidance

Legal areas:

- Civil Litigation Department
- Family Department
- Probate Department
- Conveyance Department
- Common Law
- Criminal Law

Evidence may be supplied by:

- report
- professional discussion
- questioning

Learning outcome

The learner will:

2. Be able to manage case files.

Assessment criteria

The learner can:

- 2.1 plan the management of a case file to meet deadlines
- 2.2 identify the location of required documents and materials
- 2.3 take action to ensure the file contains accurate and up-to-date information, documents and materials and is secure
- 2.4 take action to ensure court bundles are prepared correctly
- 2.5 generate correspondence and documents that conform with the requirements of **house style** and legal and procedural requirements
- 2.6 submit documents on time
- 2.7 process and record the hearing outcomes in accordance with organisational and procedural requirements
- 2.8 close and archive files in accordance with organisational and regulatory requirements
- 2.9 keep fee-earners informed of actions taken, progress, developments and problems
- 2.10 adhere to organisational policies and procedures, and legal and ethical requirements when managing case files.

Assessment Guidance**House style:**

The way things are done in the organisation.

Evidence may be supplied by:

- observation
- product
- professional discussion
- witness testimony
- questioning.

Unit 316 Manage legal case files

Supporting information

Guidance

Whilst working through this unit, any report at this level would need to be in excess of 500 words. The report can be holistic and supported by other methods of evidencing ie observation report, product etc.

Unit 322

Analyse and present business data

UAN:	M/506/1945
Level:	3
Credit value:	6
GLH:	24
Relationship to NOS:	Business & Administration (2013) National Occupational Standards: <ul style="list-style-type: none">• CFABAD322 Analyse and report data
Assessment requirements specified by a sector or regulatory body:	Skills CFA Assessment Strategy Competence units (S/NVQ)
Aim:	This unit aims to develop the knowledge and skills required to analyse and present business data. Upon completion of this unit, learners will have developed an understanding of the analysis and presentation of business data. Learners will be able to analyse both quantitative and qualitative business data and will also be able to present this analysis appropriately.

Learning outcome
The learner will: 1. Understand the analysis and presentation of business data.
Assessment criteria
The learner can: 1.1 explain the uses and limitations of primary and secondary data 1.2 explain the uses and limitations of quantitative and qualitative data 1.3 evaluate the issues relating to the validity and reliability of data and its analysis 1.4 explain the use of IT tools to carry out research 1.5 assess the risks attached to making judgments based on limited or unrepresentative samples 1.6 assess the risks attached to generalising research findings 1.7 explain different formats and techniques for the presentation of the analysis.

Assessment Guidance/ Evidence Requirements

Primary:

Main, most important.

Secondary:

Less important.

Quantitative:

- deals with numbers
- measureable

Qualitative:

- deals with descriptions
- data can be observed but not measured

Validity:

Is data sound?

Reliability:

Is data consistent, trustworthy and dependable?

Formats and techniques

eg

- tables
- pie chart
- bar chart
- report (text) with appropriate use of the above

Learning outcome

The learner will:

2. Be able to analyse quantitative and qualitative business data.

Assessment criteria

The learner can:

- 2.1 agree the **parameters** of the analysis
- 2.2 clarify any **ethical** requirements of the analysis
- 2.3 organise the data in a way that will facilitate its analysis
- 2.4 select **valid** and **reliable** data analysis methods and techniques that are appropriate to the data and analysis objectives
- 2.5 apply **analytical techniques** that are appropriate to the purpose of the research and the nature of the data
- 2.6 confirm the accuracy of data analysis and make necessary adjustments
- 2.7 draw conclusions that are valid and supported by evidence.

Assessment Guidance

Parameters:

- limitations
- restrictions

Ethical:

- moral
- right
- fair

Valid:

- sound
- suitable
- applicable

Reliable

- dependable
- trustworthy

Analytical techniques

- Key Driver Analysis
- Correspondence Analysis
- Decision Tree Algorithms
- Factor Analysis

Just a few techniques although you may come across others, but the analysis should be:

- logical
- systematic
- methodical
- reasoned

Evidence may be provided by:

- report
- product
- witness testimony
- professional discussion

Learning outcome

The learner will:

3. Be able to present the analysis of business data.

Assessment criteria

The learner can:

- 3.1 present data in the agreed reporting format and house style
- 3.2 acknowledge the limitations of the analysis
- 3.3 reference data sources.

Assessment Guidance**Evidence may be provided by:**

- product
- report
- professional discussion
- questioning.

Unit 322 Analyse and present business data

Supporting information

Guidance

Whilst working through this unit, any report at this level would need to be in excess of 500 words. The report can be holistic and supported by other methods of evidencing ie observation report, product etc.

Unit 345

Manage personal and professional development

UAN:	T/506/2952
Level:	3
Credit value:	3
GLH:	12
Relationship to NOS:	Management & Leadership (2012) National Occupational Standards: <ul style="list-style-type: none">• CFAM&LFA5 Manage projects
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Skills CFA Assessment Strategy Competence units (S/NVQ)
Aim:	This unit aims to develop the knowledge and skills required to manage personal and professional development. Upon completion of this unit, learners will be able to identify personal and professional development requirements and fulfil a personal and professional development plan. Learners will also be able to maintain a personal and professional development plan ensuring its relevance.

Learning outcome
The learner will: <ol style="list-style-type: none">1. be able to identify personal and professional development requirements
Assessment criteria
The learner can: <ol style="list-style-type: none">1.1 compare sources of information on professional development trends and their validity1.2 identify trends and developments that influence the need for professional development1.3 evaluate their own current and future personal and professional development needs relating to the role, the team and the organisation.

Assessment guidance

1.1

Sources of information on professional development trends in their own profession/industry.

Such sources could include publications and other information from:

- professional bodies
- professional networks
- trade associations
- organisation's employee development department
- training organisations
- internet

Any comparison would look at strengths/ weaknesses, advantages/disadvantages of each source.

In this criterion the learner is required to compare sources of information on professional development trends, and their validity, using at least two sources of information.

1.2

Information on trends and developments in their own profession, industry or organisation that could influence the need for professional development. These could include changes in:

- systems or technology
- market changes
- competition
- legislation

In this criterion the learner is required to identify at least two trends and/or developments that could influence the need for professional development. These should be described.

1.3

Information gathered in ACs 1.1 and 1.2 can be used to identify current and future knowledge, skills and experience needs relating to their role, team and organisation. Information sources on current and future needs could also include performance appraisals, job description, business plans, and team objectives.

An evaluation would look at current knowledge, skills and experience levels and the extent to which they satisfy current and potential future needs. This will form the basis for the skills gap analysis in AC2.3

In this criterion the learner is required to provide evidence of evaluating their own current and future personal and professional development needs relating to their role, the team and organisation.

Learning outcome

The learner will:

2. be able to fulfil a personal and professional development plan

Assessment criteria

The learner can:

- 2.1 evaluate the benefits of personal and professional development
- 2.2 explain the basis on which types of development actions are selected
- 2.3 identify current and future likely skills, knowledge and experience needs using skills gap analysis
- 2.4 agree a personal and professional development plan that is consistent with business needs and personal objectives
- 2.5 execute the plan within the agreed budget and timescale
- 2.6 take advantage of development opportunities made available by professional networks or professional bodies.

Assessment guidance**2.1**

Information gathered in the previous ACs can be used to identify the benefits of the personal and professional development required. An evaluation should include both the benefits **and** potential costs – financial, personal etc.

In this criterion the learner is required to provide evidence of evaluating the benefits of personal and professional development.

2.2

Identify the different types of development methods available to address the needs identified in section 1.3 including:

- training courses – including different providers and different learning methods and technologies
- coaching
- mentoring

Use those learning needs, learning and development opportunities and preferred learner styles to select the most appropriate training and development actions for the needs identified.

In this criterion the learner is required to select the type of development action(s) required and explain the basis on which the selection was made.

2.3

Use information gathered on future and current skills, knowledge and experience to prepare a skills gap analysis. This will form the basis of a development plan (AC 2.4).

In this criterion the learner is required to provide a skills gap analysis that will form the basis of their development plan.

2.4

Agree with relevant parties such as line manager, training and development department and budget holder, a personal development plan which contains SMART objectives(see AC3.1), resources, timescales, and review mechanisms.

In this criterion the learner is required to prepare and agree a correct and appropriate development plan and present this as evidence.

2.5

Executing the personal development requires personal commitment to completing the personal development plan within agreed budget and timescales.

In this criterion the learner is required to execute the development plan within the agreed budget and timescales.

2.6

Professional networks and other sources of support for development needs can be identified and used to support the development plan.

In this criterion the learner is required to provide evidence of how they have used professional networks and other sources of support when completing their development plan.

Learning outcome

The learner will:

3. be able to maintain the relevance of a personal and professional development plan

Assessment criteria

The learner can:

- 3.1 explain how to set specific, measurable, achievable, realistic and time-bound (SMART) objectives
- 3.2 obtain feedback on performance from a range of valid sources
- 3.3 review progress toward personal and professional objectives
- 3.4 amend the personal and professional development plan in the light of feedback received from others.

Assessment guidance

3.1

Development objectives set should follow the SMART model

- Specific: Clear, unambiguous, straightforward, understandable
- Measurable: Related to quantified or qualitative performance measures
- Achievable: With known resources
- Realistic: Linked to business needs
- Time-bound: Building-in completion date and review dates

In this criterion the learner is required to explain how objectives set in 2.4 satisfy the SMART model.

3.2

Feedback from others is important to assess performance improvements achieved as a result of personal and professional development. This feedback could come from a number of sources including line manager, customers and team members. This feedback can be formal, as in a performance review, or informal, as in observations or comments made. Organisational performance indicators, customer/ employee surveys etc., could also be used.

In this criterion the learner is required to provide evidence of feedback from at least two valid sources to demonstrate whether or not the training development plan that is being implemented is effective in improving performance.

Review mechanisms in the development plan prepared and implemented in ACs 2.4 and 2.5 can be used to review progress towards personal and professional objectives.

In this criterion the learner is required to provide evidence that progress against the development plan has been reviewed and the outcome of that review.

The personal professional development plan being implemented will need to be amended in light of feedback received or learner's own observations from the review.

In this criterion the learner is required to provide evidence that they have amended their development plan in light of feedback received from others (See ACs 3.2. and 3.3).

UAN:	T/504/9960
Level:	3
Credit value:	15
GLH:	144
Assessment requirements specified by a sector or regulatory body:	This unit will be assessed by an externally set and locally marked assignment.
Aim:	The aim of this unit is to enable the learner, who is already competent in word processing skills, to develop the additional skills necessary to accurately produce professional documentation appropriate for the legal and business environment. The learner will employ advanced word processing techniques and audio transcription skills to edit and manipulate a variety of legal and business documents.

Learning outcome
The learner will: 1. Be able to use word processing software to produce complex business and legal documents.
Assessment criteria
The learner can: 1.1 create complex business and legal documents to a given house style from manuscript and printed text 1.2 amend and format the layout and text of documents 1.3 insert dates and references where appropriate 1.4 import graphics and/or data 1.5 create and format complex tables 1.6 follow written instructions and interpret amendment and correction signs 1.7 identify and correct spelling errors 1.8 identify and correct legal terminology 1.9 identify and expand general and legal abbreviations 1.10 route originals and copies as instructed 1.11 check calculations in documents 1.12 name, save and print complex business and legal documents, as instructed.

Range

Complex business and legal documents

Letters, file notes and attendance notes, information sheets, agendas, Chair's agenda, minutes, formal and informal reports, backsheets, frontsheets, Briefs to Counsel, Statements, Deeds (change of name, deed of gift), Wills (including Codicils), Sworn Statements, estate accounts, Particulars of Claims, Defences, Bills of Costs, Articles of Association, Answers to Petitions.

Amend and format

Delete, insert, cut, copy, move and paste, apply bold, italics, underline, font size, font style, small capitals, centring, superscript, subscript, strikethrough, borders and shading, currency symbols, columns, track changes, insert and delete page and format breaks, adjust paragraph styles (using text alignment, bullets, [right, left, centre, decimal], indentation), apply automatic or manual numbering to paragraphs to a maximum of three levels, create and amend headers and footers, adjust page setup – orientation, adjust margins, line spacing and justification, insert manual and automatic page numbering, apply page borders, recall standard clauses and phrases, use search and replace, produce attestation clauses and jurats appropriately display concluding and signatory clauses.

Graphics

Pre-stored images, charts, worksheets, slides, logos.

Format complex tables

Insert, delete and adjust columns, rows and cells, merge and split cells, apply shading and borders, show or remove gridlines, align cell content (left, right, centre, decimalisation, vertical and horizontal), sort data.

Calculations

Addition, subtraction, multiplication, division, percentages.

Guidance

1.9 The learner will be able to comply with written instructions and interpret amendment and correction signs, including – checking documents for accuracy, rearranging or sorting data as instructed. See assignment guide for list of correction signs.

Learning outcome

The learner will:

2. Be able to follow, interpret and implement audio conventions and instructions to produce documents including those with complex legal terminology.

Assessment criteria

The learner can:

- 2.1 interpret and implement **audio conventions**
- 2.2 create **complex documents** to a given house style from audio dictation
- 2.3 **format** the layout and text of business and legal documents
- 2.4 insert dates, references and **information** where appropriate
- 2.5 recall document templates and include relevant dictated information
- 2.6 comply with verbal and written instructions
- 2.7 name, save and print business and legal documents, as instructed.

Range**Audio conventions**

Leaving a vertical space, leaving a space for signature, including punctuation, spelling out names, amending line spacing, emphasising text, distraction element.

Complex documents

Letters, file notes and attendance notes, information sheets, agendas chair's agenda, minutes, formal and informal reports, Briefs to Counsel, Statements, Deeds (change of name, deed of gift), Wills (including Codicils), Sworn Statements, Particulars of Claims, Defences.

Format

Bold, italics, underline, font size, font style, small capitals, centring, superscript, subscript, strikethrough, borders and shading, currency symbols, columns, insert and delete page and format breaks, adjust paragraph styles (using text alignment, bullets, [right, left, centre, decimal], indentation), apply automatic or manual numbering to paragraphs to a maximum of three levels, create headers and footers, adjust page setup – orientation, adjust margins, line spacing and justification, insert manual and automatic page numbering, apply page borders, use search and replace, produce attestation clauses and jurats appropriately display concluding and signatory clauses.

Information

Figures, dates of birth, hours worked, fees.

Unit 354

Proofreading in the legal environment

UAN:	M/504/9956
Level:	3
Credit value:	2
GLH:	20
Assessment requirements specified by a sector or regulatory body:	This unit will be assessed by an externally set and locally marked examination.
Aim:	The aim of this unit is to enable the learner to develop the knowledge and skills to accurately proofread and amend documentation appropriate for the legal and business environments.

Learning outcome
The learner will: 1. Understand how to proofread legal and business documents.
Assessment criteria
The learner can: 1.1 compare passages of text, figures and mark up differences 1.2 use a dictionary to identify commonly misspelt words 1.3 identify incorrect, missing or surplus punctuation marks 1.4 identify errors of consistency 1.5 identify grammatical errors of agreement in complex sentence structures 1.6 identify presentation errors 1.7 rectify identified errors.

Range
Punctuation marks Apostrophes (superfluous, contractions, possession and possessives, missing), quotation marks, exclamation marks, question marks, colons, semi-colons, commas, full stops.
Errors of consistency Capitalisation, line spacing between paragraphs, horizontal spacing between words and/or sentences, spellings, words and figures, dates, time format, underlining, typographical.
Grammatical errors Errors of agreement – noun and verb, quantity and noun.

Presentation errors

Line spacing between paragraphs, font style, font size, justification, underlining (faulty), indented text, alignment, sequencing.

Guidance

Outcomes 1.1 – 1.7 Legal and standard English or mother tongue dictionaries can be used and learners should be encouraged to use them.

Legal and standard English dictionaries can be used in the assessment.

Unit 355

Business skills in the legal environment

UAN:	H/505/1753
Level:	3
Credit value:	16
GLH:	135
Assessment requirements specified by a sector or regulatory body:	This unit will be assessed by an externally set and locally marked assignment.
Aim:	The aim of this unit is to enable the learner to develop the knowledge and skills to evaluate business management systems and identify and monitor the application of relevant legislation in the legal environment. The learner will also gain an understanding of the importance of continuous improvement, effective team working and learn how to organise and co-ordinate events.

Learning outcome
The learner will: 1. Understand the structure of the legal system and the legislation affecting the individual in a legal office.
Assessment criteria
The learner can: 1.1 explain the structure of the court system 1.2 describe the roles of personnel operating in the court system within England and Wales 1.3 explain personal rights and responsibilities of the individual in maintaining a safe, healthy and secure working environment 1.4 carry out basic risk assessments to identify hazards to self and others 1.5 describe employment legislation affecting an office environment.

Range
Court system Criminal courts, Civil courts (including Tribunals), European Court of Justice. Personnel Judges, magistrates, barristers, solicitors, chartered legal executives.

Hazards

Hazardous substances - toners, cleaning fluid, ink cartridges.

Employment legislation

Equal opportunities, discrimination, working time regulations, contracts of employment, health and safety.

Learning outcome

The learner will:

2. Understand the use of different information and communication equipment and systems in a legal office.

Assessment criteria

The learner can:

- 2.1 explain the use of different **information management systems**
- 2.2 evaluate manual and electronic **communication systems** and make recommendations for improvement
- 2.3 describe organisational policies and procedures for using information management systems and communication systems.

Range**Information management systems**

Electronic - databases, intranet, internet, court service, land registry
Manual - filing systems, customer/client records.

Communication systems

Telephone, email, internet, intranet, electronic diaries, reports, forms, newsletters, staff notices.

Learning outcome

The learner will:

3. Understand the importance of continuous improvement within a legal office.

Assessment criteria

The learner can:

- 3.1 explain the importance of individual **continuous development** within the working environment of a legal office
- 3.2 describe **ways** of identifying individual needs for development and opportunities for progression
- 3.3 identify the **methods** an organisation can employ to assist individual development
- 3.4 evaluate the use of different **improvement techniques** used by an organisation
- 3.5 describe **activities** which assist in identifying and improving work practices
- 3.6 identify **external quality marks**.

Range**Continuous development**

Performance management systems, appraisals.

Ways

Formal and informal feedback, self-assessment, skills analysis, training needs analysis, appraisals.

Methods

Provision of training opportunities, setting clear objectives (SMART), mentoring, shadowing.

Improvement techniques

Customer feedback, reviews of current practice, exception/non-conforming reporting, focus groups, inspections, SWOT and PEST analyses.

Activities

Quality reviews and improvement techniques (benchmarking), target setting and planning, SWOT and PEST analyses.

External quality marks

Investors in People, Lexcel, ISO9000, Customer First, Matrix.

Learning outcome

The learner will:

4. Understand the importance of effective team working within a legal office.

Assessment criteria

The learner can:

- 4.1 explain the benefits of team working
- 4.2 describe the **characteristics** of a productive team
- 4.3 identify **ways of running an effective team**
- 4.4 explain ways of negotiating priorities with team members and others
- 4.5 explain the need for delegation within a team
- 4.6 explain how to resolve conflict within a team.

Range**Characteristics**

Good communication, trust, honesty, reliability, equal participation, co-operation with other team members, mutual respect.

Ways of running an effective team

Regular communication, individual involvement, clear roles and responsibilities, meeting deadlines, joint responsibility, motivating team members, supporting members, working SMART.

Learning outcome
The learner will: 5. Be able to plan or co-ordinate an event.
Assessment criteria
The learner can: 5.1 describe the stages involved in planning internal and external events 5.2 describe information and resources needed to organise an event 5.3 identify organisational policies and procedures that may apply to arranging meetings and events 5.4 select appropriate venues for internal and external events 5.5 prepare information and documentation for delegates 5.6 describe how to monitor progress of event preparation in order to meet targets 5.7 describe techniques and reasons for evaluating the success of an event.

Range
Internal and external events Staff meetings, partner meetings, departmental meetings, team building events, conferences, exhibitions, seminars.
Information and resources Hotel/room, names of speakers, number of guests, type of equipment, travel arrangements, room layouts, health, safety and welfare considerations, special arrangements, maps, notices.
Policies and procedures Health and safety, location, budgetary restraints.
Documentation Delegate information pack, agenda, delegate list, notices, evaluation form, seating plan, menu, programme, attendance list.
Monitor progress Task lists, schedules, tracking logs, checklist of follow-up actions.
Techniques and reasons Techniques – feedback forms, questionnaires, word of mouth Reasons – improvements, repeat event, promoting company, legal requirements.

UAN:	F/504/9962
Level:	3
Credit value:	3
GLH:	30
Assessment requirements specified by a sector or regulatory body:	This unit will be assessed by an externally set and locally marked assignment.
Aim:	The aim of this unit is to enable the learner to develop the knowledge and skills to use advanced features of spreadsheet software to manipulate data within the context of the legal environment. They will learn how to manage and integrate information effectively to produce meaningful data and reports.

Learning outcome
The learner will: 1. Be able to use advanced spreadsheet software features to manipulate and present data in the legal environment.
Assessment criteria
The learner can: 1.1 create legal spreadsheet files with multiple worksheets for use in the legal environment to include a header and/or footer, as instructed 1.2 enter and edit text and data in cells, rows, columns and ranges 1.3 use enhancements to make the presentation of data clearer 1.4 enter and use complex formulae and statistical functions to achieve required outcome 1.5 insert links between worksheets to automatically update information 1.6 perform primary and secondary sorts 1.7 create and format charts and graphs to clearly represent spreadsheet data 1.8 name, re-name, save and print spreadsheet files, charts and graphs as instructed.

Range
Legal spreadsheet files Expert witness fees, client fees, income/expenditure for staff, conveyancing fees, fee earners' claims.

Edit text

Insert, delete/clear, copy/move/paste, adjust, hide columns and rows.

Enhancements

Bold, underline, italics, font size, borders and shading, left, right, centre alignment, currency and decimal alignment, comma separator, wrap text within cells, merge cells.

Formulae

Add/SUM, subtract, divide, multiply, percentage.

Statistical functions

COUNT, MIN/MAX, AVERAGE, MEDIAN, IF; AND; OR; NOT; Absolute cell references.

Sorts

Alphabetical, numerical, alphanumerical, chronological, ascending, descending.

Charts and graphs

Types - pie, bar, column, line.

Formatting – add legends, data labels, titles, name axes.

Guidance

1.8 The learner will be able to select appropriate options for saving and printing including selecting page orientation (eg portrait or landscape), fitting on one page, printing a defined section (eg a whole spreadsheet/worksheet) and display (formulae, gridlines, row and column headings).

UAN:	J/504/9963
Level:	3
Credit value:	3
GLH:	30
Assessment requirements specified by a sector or regulatory body:	This unit will be assessed by an externally set and locally marked assignment.
Aim:	The aim of this unit is to enable the learner to develop the knowledge and skills to use advanced features of database software to manipulate data within the context of the legal environment. They will learn how to manage and integrate information effectively to produce meaningful data and reports.

Learning outcome
The learner will:
1. Be able to use database software to manipulate and present data for the legal environment.
Assessment criteria
The learner can:
1.1 open existing legal databases to display records and fields for editing
1.2 create new databases for the legal environment using appropriate field names and data types
1.3 create, amend and reformat data entry forms
1.4 amend database structures
1.5 edit data in fields and records according to instruction
1.6 add and delete fields and records
1.7 perform primary and secondary sorts
1.8 use a range of enhancements to make the presentation of data clearer
1.9 use complex queries to create documents
1.10 name, save and print database structures, inserting a header/footer and page numbers, as instructed.

Range
Legal databases Client details, expert witness details, research documents, property transactions.

Field names and data types

Text, number, currency, yes/no and selection of a primary key, autonumber, date, lookup tables.

Amend and reformat

Insert, edit, delete, find and replace, select extract, re-arrange.

Primary and secondary sorts

Alphabetical, numerical, chronological, alpha-numerical, ascending and descending orders.

Enhancements

Bold, italics, font size/style, borders, shading, alignment.

Complex queries

Equal to, greater than, less than, multiple condition searches.

Documents

Reports, queries, tables, records, mailing labels, screen prints.

Guidance

1.10 The learner will be able to name, save and print database structures (eg reports, queries, tables, records, mailing labels, merged documents) as instructed, including: naming the document, inserting a header and/or footer and page numbers, saving the document, selecting page orientation (eg portrait or landscape) and printing the document.

UAN:	J/505/0191
Level:	3
Credit value:	3
GLH:	30
Assessment requirements specified by a sector or regulatory body:	This unit will be assessed by an externally set and locally marked assignment.
Aim:	The aim of this unit is to enable the learner to develop the knowledge and skills to use advanced features of presentation software to manipulate data within the context of the legal environment. They will learn how to manage and integrate information effectively to produce meaningful presentations.

Learning outcome
The learner will: 1. Be able to use presentation software to create, modify and present information for the legal environment.
Assessment criteria
The learner can: 1.1 create new legal and business presentations using a master slide 1.2 enter text and graphics onto slides 1.3 amend legal and business presentations according to instructions 1.4 import objects into a presentation 1.5 use enhancements to modify and adapt slide layout 1.6 add transitions to presentations to create interactive slide shows 1.7 produce printouts in a variety of formats 1.8 name, re-name, save presentations as instructed 1.9 re-open own created presentations.

Range

Legal presentations

Work of Ingram Lochee & Exton (for reception area), work of each department, legal job roles, changes to legislation, specialist software training.

Master slide

Using headers/footers, styles, specific font sizes.

Text and graphics

Insert logos/graphs/images, manipulate images.

Amend

Add slides, delete slides, change slide order, hide slides, add and format speaker notes.

Objects

Sound files, video clips, graphs and charts.

Enhancements

Bullets/sub-bullets, borders, shading, slide numbering, colours, backgrounds, fonts, line spacing, headers and footers, comments.

Interactive slide shows

Timings, transitions, action buttons, animations, hyperlinks.

Printouts

Slides, handouts, notes pages, selected slide range, outlines, screenprint.

UAN:	R/504/9965
Level:	3
Credit value:	3
GLH:	21
Assessment requirements specified by a sector or regulatory body:	This unit will be assessed by an externally set and locally marked examination.
Aim:	The aim of this unit is to enable the learner to develop the knowledge and recognition of legal terminology and abbreviations within the context of the legal environment.

Learning outcome

The learner will:

1. Understand the meaning of legal terminology within legal documents.

Assessment criteria

The learner can:

- 1.1 identify the meaning of **legal terminology**
- 1.2 identify legal terms used within **specialist legal departments**
- 1.3 expand **legal abbreviations** within a legal context
- 1.4 match **Latin terms** used in legal terminology to their descriptions
- 1.5 identify correct spellings of legal terminology.

Range

Legal terminology

See Glossary (Saved under additional documents)

Specialist legal departments

Criminal, Family, Probate, Civil Litigation, Conveyancing, Corporate

Legal abbreviations

actn(s) – action(s), afft(s) – affidavit(s), agmt(s) – agreement(s), atty – attorney, benefl – beneficial, clt(s) – client(s), codl(s) – codicil(s), conson – consideration, contt(s) – contract(s), convce(s) – conveyance(s), (co)-resp – (co)-respondent, ct(s) – court(s), covt(s) – covenant(s), decln(s) – declaration(s), DPP – Director of Public Prosecutions, doc(s) – document(s), dft(s) – draft(s), E & OE – errors and omissions excepted, est – estate, freehd(s) – freehold(s), insolv(tcy) – insolvent(cy), instron(s) – instruction(s), judgt(s) – judgment(s), partics – particulars, pchs(r) – purchaser, ppty –

property, pty – party, pceedg(s) – proceeding(s), sched – schedule, solr(s) – solicitor(s), staty – statutory, smns – summons, tency – tenancy, vndr – vendor.

Latin terms

actus reus, ad hoc, ad valorem, adjourned sine die, bona fide, caveat, caveat emptor, compos mentis, de facto, ex-gratia, ex officio, in absentia, in situ, inter alia, mens rea, nisi, non sequitur, obiter dicta, per diem, per se, pro bono, pro forma, pro rata, ratio decidendi, res ipsa loquitur, state decisis, status quo, sub judice, ultra vires, verbatim, versus, vice versa.

Guidance

Legal and standard English dictionaries should not be used. For criteria 1.1 – 1.4 learners should be able to identify and explain the meaning of legal abbreviations, legal terminology and Latin terms.

Unit 359 Legal terminology

Supporting information

Guidance

For this unit the candidate's report can outline how they worked through the unit, which may also include additional evidence from, eg witness testimony, as well as product. A report at this level would be in excess of 2000 words.

Unit 405

Support environmental sustainability in a business environment

UAN:	R/506/1954
Level:	4
Credit value:	4
GLH:	38
Relationship to NOS:	Business & Administration (2013) National Occupational Standards.
Assessment requirements specified by a sector or regulatory body:	Skills CFA Assessment Strategy Competence Units (S/NVQ)
Aim:	This unit aims to develop the knowledge and skills required to support environmental sustainability in a business environment and introduces learners to the principles supporting environmental sustainability in a business environment. Upon completion of this unit, learners will be able to implement best practice in environmental sustainability in a business environment.

Learning outcome

The learner will:

1. Understand the principles supporting environmental sustainability in a business environment.

Assessment criteria

The learner can:

- 1.1 describe current legislation in relation to environmental sustainability in a business environment
- 1.2 explain government incentives that support environmental sustainability in a business environment
- 1.3 analyse the relationship between environmental sustainability and corporate social responsibility
- 1.4 explain the health and safety considerations for environmental sustainability and waste management
- 1.5 explain techniques to evaluate the impact of an organisation's environmental and sustainability policies and procedures.

Assessment Guidance

For this learning outcome robust research will need to be completed against the assessment criteria. The report should demonstrate

understanding of current legislation and incentives. Use your own organisation to complete your research or research an organisation of your choice

Evidence may be provided by

- report
- professional discussion
- questioning

Learning outcome

The learner will:

2. Be able to implement best practice in environmental sustainability in a business environment.

Assessment criteria

The learner can:

- 2.1 identify the environmental standards that are relevant to an organisation
- 2.2 evaluate the impact of an organisation's business on its environment
- 2.3 promote a culture of efficient consumption of energy in line with an organisation's energy management policies
- 2.4 establish procedures to minimise waste and maximise the recycling of materials
- 2.5 establish procedures to meet hazardous waste regulations
- 2.6 adhere to organisational policies and procedures, legal and ethical requirements when implementing best practice in a business environment.

Assessment Guidance

Evidence may be provided by

- report
- product (procedures)
- witness testimony
- questioning

Unit 406

Resolve administrative problems

UAN:	D/506/1956
Level:	4
Credit value:	6
GLH:	56
Relationship to NOS:	Business & Administration (2013) National Occupational Standards: <ul style="list-style-type: none">• CFABAG126 Plan how to solve business problems• CFABAG127 Solve business problems.
Assessment requirements specified by a sector or regulatory body:	Skills CFA Assessment Strategy Competence Units (S/NVQ)
Aim:	This unit aims to develop the knowledge and skills required to resolve administrative problems and introduces learners to the principles underpinning the resolution of administrative problems. Upon completion of this unit, learners will be able to identify and resolve administrative problems.

Learning outcome
The learner will: <ol style="list-style-type: none">1. Understand the principles underpinning the resolution of administrative problems.
Assessment criteria
The learner can: <ol style="list-style-type: none">1.1 evaluate the effectiveness of different types of information on an administrative function1.2 explain the basis for selecting tools, techniques and strategies to analyse administrative functions1.3 explain the constraints attached to the use of resources needed to resolve administrative problems1.4 explain how to apply risk assessment and management techniques to identify and resolve administrative problems1.5 analyse the effectiveness of different techniques used to resolve administrative problems.

Assessment Guidance/ Evidence Requirements

To evaluate and analyse in this Learning Outcome you will need to complete research into the functions, tools, techniques and strategies available to you. Some techniques include:

Cause and Effect Analysis
Root Cause Analysis
Impact Analysis
GANTT Chart
6 Stage Model

You may wish to research these and others to completely understand the resolution of problems

Evidence may be provided by:

- report
- professional discussion
- questioning

Learning outcome

The learner will:

2. Be able to identify administrative problems.

Assessment criteria

The learner can:

- 2.1 collect information relevant to the administrative problem
- 2.2 use analytical techniques that are appropriate to the administrative problem
- 2.3 clarify whether an administrative problem is recurrent, intermittent or a sole instance
- 2.4 identify patterns of issues and problems
- 2.5 identify the likely cause of an administrative problem.

Range

To complete this learning outcome you will need to recognise the size of the problem:

Simple – complex

Hard – soft

Urgent – non-urgent

Evidence may be provided by:

- report
- product
- professional discussion
- questioning

Learning outcome
The learner will: 3. Be able to resolve administrative problems.
Assessment criteria
The learner can: 3.1 select a strategy that is appropriate for the nature, scale, seriousness and priority of the administrative problem 3.2 develop a plan that addresses the administrative problem whilst minimising disruption to business 3.3 identify success criteria that are capable of measuring the effectiveness of solutions to solve administrative problems 3.4 implement a problem-solving plan within the agreed timescale and constraints 3.5 take action to ensure that systems and processes are capable of preventing future reoccurrences 3.6 evaluate the effectiveness of problem solving activities 3.7 adhere to organisational policies and procedures, legal and ethical requirements when resolving administrative problems.

Assessment Guidance/ Evidence Requirements
Strategies not already mentioned above could include: Cost Benefit Analysis Failure Mode and Effects Analysis (FMEA) Means-End Analysis
Planning 8D Problem-Solving Process Plan-Do-Check-Act (PDCA)
Evidence may be provided by: <ul style="list-style-type: none"> • product • report • professional discussion • witness testimony • questioning

UAN:	M/506/1959
Level:	4
Credit value:	6
GLH:	49
Relationship to NOS:	Business & Administration (2013) National Occupational Standards: <ul style="list-style-type: none"> • CFABAA312 Organise and coordinate event
Assessment requirements specified by a sector or regulatory body:	Skills CFA Assessment Strategy Competence units (S/NVQ)
Aim:	This unit aims to develop the knowledge and skills required to manage events. Upon completion of this unit, learners will develop an understanding of the management of an event, and will be able to manage events at all stages, including the planning stage, the execution stage and the follow-up stage.

Learning outcome
The learner will: 1. Understand the management of an event.
Assessment criteria
The learner can: 1.1 explain how organisational objectives will be met by an event 1.2 explain the flexibilities and constraints of an event's budget 1.3 evaluate the use of project management techniques in event management 1.4 analyse how models of contingency and crisis management can be applied to event management 1.5 analyse the use of customer relationship management (CRM) systems to attract attendees 1.6 evaluate the application of the principles of logistics to event management 1.7 describe the insurance requirements of an event.

Assessment Guidance/ Evidence Requirements
Techniques include: The Iron triangle of Project Management The Planning Cycle SWOT Analysis

Risk Analysis
Gantt Charts
Critical Path Analysis

Models:

Risk/Impact Probability Chart
Issue Management Log

Evidence may be provided by:

- report
- professional discussion
- questioning

Learning outcome

The learner will:

2. Be able to manage the planning of an event.

Assessment criteria

The learner can:

- 2.1 identify the purpose of an event and the key messages to be communicated
- 2.2 identify target attendees for an event
- 2.3 Assess the impact of an event on an organisation and its stakeholders
- 2.4 establish requirements for resources, location, technical facilities, layout, health and safety
- 2.5 identify how event-related risks and contingencies will be managed
- 2.6 develop an event plan that specifies objectives, success and evaluation criteria
- 2.7 make formal agreements for what will be provided, by whom and when
- 2.8 determine methods of entry, security, access and pricing.

Assessment Guidance/ Evidence Requirements

Events for this unit may include but are not limited to:

Conference
Wedding
Launch of a new Product/Service
Sporting Event

Evidence may be provided by:

- product
- witness testimony
- report
- professional discussion
- questioning

Learning outcome
The learner will: 3. Be able to manage an event.
Assessment criteria
The learner can: 3.1 manage the allocation of resources in accordance with the event management plan 3.2 respond to changing circumstances in accordance with contingency plans 3.3 deliver agreed outputs within the timescale 3.4 manage interdependencies, risks and problems in accordance with the event management plan 3.5 comply with the venue, insurance and technical requirements 3.6 apply the principles and good practice of customer care when managing an event 3.7 adhere to organisational policies and procedures, legal and ethical requirements when managing an event.

Assessment Guidance/ Evidence Requirements
Evidence may be provided by: <ul style="list-style-type: none"> • product • witness testimony • report • questioning

Learning outcome
The learner will: 4. Be able to follow up an event.
Assessment criteria
The learner can: 4.1 ensure that all post-event leads or actions are followed up 4.2 optimise opportunities to take actions that are likely to further business objectives 4.3 evaluate the effectiveness of an event against agreed criteria.

Assessment Guidance/ Evidence Requirements
Evidence may be provided by: <ul style="list-style-type: none"> • product • witness testimony • report • questioning

Unit 408 Manage events

Supporting information

Guidance

For this unit the candidate's report can outline how they worked through the unit, which may also include additional evidence from, eg witness testimony, as well as product. A report at this level would be in excess of 2000 words.



Appendix 1 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.

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:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- 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
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

Useful contacts

UK learners
General qualification information

learnersupport@cityandguilds.com

International learners
General qualification information

intcg@cityandguilds.com

Centres
Exam entries, Certificates,
Registrations/enrolment,
Invoices, Missing or late exam
materials, Nominal roll reports,
Results

centresupport@cityandguilds.com

Single subject qualifications
Exam entries, Results,
Certification, Missing or late
exam materials, Incorrect exam
papers, Forms request (BB,
results entry), Exam date and
time change

singlesubjects@cityandguilds.com

International awards
Results, Entries, Enrolments,
Invoices, Missing or late exam
materials, Nominal roll reports

intops@cityandguilds.com

Walled Garden
Re-issue of password or
username, Technical problems,
Entries, Results, e-assessment,
Navigation, User/menu option,
Problems

walledgarden@cityandguilds.com

Employer
Employer solutions, Mapping,
Accreditation, Development
Skills, Consultancy

business@cityandguilds.com

Publications
Logbooks, Centre documents,
Forms, Free literature

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City & Guilds

1 Giltspur Street

London EC1A 9DD

www.cityandguilds.com