

# **Level 2 and 3 Award/Certificate/Diploma in Business Administration/Support (4475-02/03/12/13/22/23)**

## **Qualification handbook for centres**

600/1648/6

600/1646/2

501/0159/6

501/0093/2

600/8254/9

600/8120/X

600/8119/3

600/8285/9

600/8117/X

600/8255/0

600/8185/5

600/8116/8

600/8115/6

600/8286/0

600/8114/4

600/8256/2

600/8257/4

600/8258/6

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# Level 2 and 3 Award/Certificate/Diploma in Business Administration/Support (4475-02/03/12/13/22/23)

## Qualification handbook for centres

| <b>Title</b>  | <b>QAN</b> |
|---|------------|
| Level 2 Award in Principles of Providing Administrative Services                                      | 600/8120/X |
| Level 2 Award in Principles of Managing Information and Producing Documents                           | 600/8119/3 |
| Level 2 Award in Principles of Supporting Change in a Business Environment                            | 600/8285/9 |
| Level 2 Award in Principles of Supporting Business Events   | 600/8117/X |
| Level 2 Award in Principles of Maintaining Stationery Stock   | 600/8255/0 |
| Level 2 Award in Business and Administration  | 600/8254/9 |
| Level 3 Award in Principles of Working With and Supervising Others in a Business                      | 600/8116/8 |
| Level 3 Award in Principles of Managing Information and Producing Documents in a Business Environment | 600/8115/6 |
| Level 3 Award in Principles of Providing and Maintaining Administrative Services                      | 600/8286/0 |
| Level 3 Award in Principles of Project Management   | 600/8114/4 |
| Level 3 Award in Principles of Contributing to Innovation and Change                                  | 600/8256/2 |
| Level 3 Award in Principles of Working in the Public Sector   | 600/8257/4 |
| Level 3 Award in Principles of Budgets in a Business Environment                                      | 600/8258/6 |
| Level 3 Award in Business and Administration  | 600/8185/5 |
| Level 2 Certificate in Principles of Business and Administration                                      | 501/0159/6 |
| Level 3 Certificate in Principles of Business and Administration                                      | 501/0093/2 |
| Level 2 Diploma In Business Support   | 600/1648/6 |
| Level 3 Diploma In Business Support   | 600/1646/2 |

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| <b>Version and date</b> | <b>Change detail</b>  | <b>Section</b>                           |
|-------------------------|---|--|
|                         | Notes for guidance reviewed for unit 204 – 207 and 305 – 308                                  | Units                                    |
|                         | Added test numbers for E-volve online tests and explanation of abbreviation “MC online tests” | Introduction<br>Assessment               |
| 1.1 May 2013            | Corrected E-volve test numbers in test specifications   | Assessment                               |
| 1.2 July 2013           | Added qualifications to ‘Opportunities for progression’ section 1.2                           | Introduction                             |
| 1.3 October 2017        | Added TQT and GLH details<br>Deleted QCF  | Qualification<br>Structure<br>Throughout |
| 1.4 August 2018         | Updated data protection legislation, removing reference to specific date of legislation       | Throughout                               |

# Contents

|                 |  |            |
|-----------------|--|------------|
| <b>1</b>        | <b>Introduction</b>  | <b>6</b>   |
| <b>2</b>        | <b>Centre requirements</b>   | <b>12</b>  |
| <b>3</b>        | <b>Course design and delivery</b>  | <b>14</b>  |
| <b>4</b>        | <b>Assessment</b>  | <b>15</b>  |
| <b>5</b>        | <b>Units</b>   | <b>24</b>  |
| <b>Unit 101</b> | <b>Using the Internet</b>  | <b>27</b>  |
| <b>Unit 102</b> | <b>Using email</b>   | <b>32</b>  |
| <b>Unit 103</b> | <b>Using collaborative technologies</b>  | <b>35</b>  |
| <b>Unit 104</b> | <b>Word processing software</b>  | <b>39</b>  |
| <b>Unit 105</b> | <b>Spreadsheet software</b>  | <b>43</b>  |
| <b>Unit 106</b> | <b>Database software</b>   | <b>47</b>  |
| <b>Unit 107</b> | <b>Presentation software</b>   | <b>50</b>  |
| <b>Unit 108</b> | <b>Desktop publishing software</b>   | <b>54</b>  |
| <b>Unit 109</b> | <b>Data management software</b>  | <b>58</b>  |
| <b>Unit 201</b> | <b>Principles of personal responsibilities and working in a business environment</b>                   | <b>61</b>  |
| <b>Unit 202</b> | <b>Principles of providing administrative services</b>   | <b>70</b>  |
| <b>Unit 203</b> | <b>Principles of managing information and producing documents</b>                                      | <b>79</b>  |
| <b>Unit 204</b> | <b>Principles of supporting change in a business environment</b>                                       | <b>85</b>  |
| <b>Unit 205</b> | <b>Principles of supporting business events</b>  | <b>89</b>  |
| <b>Unit 206</b> | <b>Principles of maintaining stationery stock</b>  | <b>93</b>  |
| <b>Unit 207</b> | <b>Principles of working in the public sector</b>  | <b>96</b>  |
| <b>Unit 208</b> | <b>Delivery of effective customer service</b>  | <b>103</b> |
| <b>Unit 209</b> | <b>Supporting the customer service environment</b>   | <b>113</b> |
| <b>Unit 210</b> | <b>Using email</b>   | <b>123</b> |
| <b>Unit 211</b> | <b>Using collaborative technologies</b>  | <b>127</b> |
| <b>Unit 212</b> | <b>Word processing software</b>  | <b>133</b> |
| <b>Unit 213</b> | <b>Spreadsheet software</b>  | <b>137</b> |
| <b>Unit 214</b> | <b>Database software</b>   | <b>141</b> |
| <b>Unit 215</b> | <b>Presentation software</b>   | <b>145</b> |
| <b>Unit 216</b> | <b>Data management software</b>  | <b>149</b> |
| <b>Unit 217</b> | <b>Introduction to notice processing and information management</b>                                    | <b>153</b> |
| <b>Unit 301</b> | <b>Principles of personal responsibilities and how to develop and evaluate own performance at work</b> | <b>159</b> |
| <b>Unit 302</b> | <b>Principles of working with and supervising others in a business environment</b>                     | <b>167</b> |
| <b>Unit 303</b> | <b>Principles of managing information and producing documents in a business environment</b>            | <b>172</b> |
| <b>Unit 304</b> | <b>Principles of providing and maintaining administrative services</b>                                 | <b>178</b> |

|                   |  |            |
|-------------------|--|------------|
| <b>Unit 305</b>   | <b>Principles of project management</b>                      | <b>187</b> |
| <b>Unit 306</b>   | <b>Principles of contributing to innovation and change</b>   | <b>192</b> |
| <b>Unit 307</b>   | <b>Principles of working in the public sector</b>            | <b>197</b> |
| <b>Unit 308</b>   | <b>Principles of budgets in a business environment</b>       | <b>205</b> |
| <b>Unit 309</b>   | <b>Principles of customer service delivery</b>               | <b>210</b> |
| <b>Unit 310</b>   | <b>Developing and improving the customer service process</b> | <b>218</b> |
| <b>Unit 311</b>   | <b>Word processing software</b>                              | <b>224</b> |
| <b>Unit 312</b>   | <b>Spreadsheet software</b>                                  | <b>229</b> |
| <b>Unit 313</b>   | <b>Presentation software</b>                                 | <b>233</b> |
| <b>Appendix 1</b> | <b>Relationships to other qualifications</b>                 | <b>237</b> |
| <b>Appendix 2</b> | <b>Unit allocation per qualification matrix</b>              | <b>241</b> |
| <b>Appendix 3</b> | <b>Sources of general information</b>                        | <b>246</b> |

# 1 Introduction

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

| <b>Qualification title and level</b>  | <b>City &amp; Guilds qualification number</b> | <b>Qualification accreditation number</b> |
|---|---|---|
| Level 2 Award in Principles of Providing Administrative Services                                      | 4475-22                                       | 600/8120/X                                |
| Level 2 Award in Principles of Managing Information and Producing Documents                           | 4475-22                                       | 600/8119/3                                |
| Level 2 Award in Principles of Supporting Change in a Business Environment                            | 4475-22                                       | 600/8285/9                                |
| Level 2 Award in Principles of Supporting Business Events   | 4475-22                                       | 600/8117/X                                |
| Level 2 Award in Principles of Maintaining Stationery Stock   | 4475-22                                       | 600/8255/0                                |
| Level 2 Award in Business and Administration  | 4475-22                                       | 600/8254/9                                |
| Level 3 Award in Principles of Working With and Supervising Others in a Business                      | 4475-23                                       | 600/8116/8                                |
| Level 3 Award in Principles of Managing Information and Producing Documents in a Business Environment | 4475-23                                       | 600/8115/6                                |
| Level 3 Award in Principles of Providing and Maintaining Administrative Services                      | 4475-23                                       | 600/8286/0                                |
| Level 3 Award in Principles of Project Management   | 4475-23                                       | 600/8114/4                                |
| Level 3 Award in Principles of Contributing to Innovation and Change                                  | 4475-23                                       | 600/8256/2                                |
| Level 3 Award in Principles of Working in the Public Sector   | 4475-23                                       | 600/8257/4                                |
| Level 3 Award in Principles of Budgets in a Business Environment                                      | 4475-23                                       | 600/8258/6                                |
| Level 3 Award in Business and Administration  | 4475-23                                       | 600/8185/5                                |
| Level 2 Certificate in Principles of Business and Administration                                      | 4475-02                                       | 501/0159/6                                |
| Level 3 Certificate in Principles of Business and Administration                                      | 4475-03                                       | 501/0093/2                                |
| Level 2 Diploma In Business Support   | 4475-12                                       | 600/1648/6                                |
| Level 3 Diploma In Business Support   | 4475-13                                       | 600/1646/2                                |

Consult the Walled Garden / Online Catalogue for last registration and certification dates.

The suite of 4475 Business and Administration qualifications meet the needs of the young or adult learner wishing to work or already working in an administrative support role. They allow the learner to develop essential knowledge of how to carry out everyday and more complex administrative tasks such as managing information and supporting events as well as giving them the opportunity to gain an understanding of project management, innovation and change in the business environment.

The Level 2 and 3 Certificates (4475-02/03) are based on Business and Administration national occupational standards and serve as the technical certificates in the Business and Administration Apprenticeship frameworks.

These qualifications were developed in association with the Council for Administration and other awarding organisations.

## 1.1 Qualification structures

### Awards

To achieve the **Level 2 Award in Principles of Providing Administrative Services**, learners must achieve

- 4 credits from the mandatory unit 202 (or 502)

To achieve the **Level 2 Award in Principles of Managing Information and Producing Documents**, learners must achieve

- 3 credits from the mandatory unit 203 (or 503)

To achieve the **Level 2 Award in Principles of Supporting Change in a Business Environment**, learners must achieve

- 1 credit from the mandatory unit 204 (or 504)

To achieve the **Level 2 Award in Principles of Supporting Business Events**, learners must achieve

- 1 credit from the mandatory unit 205 (or 505)

To achieve the **Level 2 Award in Principles of Maintaining Stationery Stock**, learners must achieve

- 1 credit from the mandatory unit 206 (or 506)

To achieve the **Level 2 Award in Business and Administration**, learners must achieve

- a minimum of 6 credits overall
- 4 credits from the mandatory unit 202 (or 502)
- the remaining credits from units 102, 103 – 105, 107, 109, 201 (or 501), 203 (or 503), 205 (or 505), 206 (or 506), 210 – 213, 215 – 216
- a minimum of 1 unit must come from units 201 (or 501), 203 (or 503), 205 (or 505), 206 (or 506)

To achieve the **Level 3 Award in Principles of Working With and Supervising Others in a Business Environment**, learners must achieve

- 3 credits from the mandatory unit 302 (or 602)

To achieve the **Level 3 Award in Principles of Managing Information and Producing Documents in a Business Environment**, learners must achieve

- 4 credits from the mandatory unit 303 (or 603)

To achieve the **Level 3 Award in Principles of Providing and Maintaining Administrative Services**, learners must achieve

- 4 credits from the mandatory unit 304 (or 604)

To achieve the **Level 3 Award in Principles of Project Management**, learners must achieve

- 2 credits from the mandatory unit 305 (or 605)

To achieve the **Level 3 Award in Principles of Contributing to Innovation and Change**, learners must achieve

- 2 credits from the mandatory unit 306 (or 606)

To achieve the **Level 3 Award in Principles of Working in the Public Sector**, learners must achieve

- 7 credits from the mandatory unit 307 (or 607)

To achieve the **Level 3 Award in Principles of Budgets in a Business Environment**, learners must achieve

- 2 credits from the mandatory unit 308 (or 608)

To achieve the **Level 3 Award in Business and Administration**, learners must achieve

- a minimum of 8 credits overall
- 4 credits from the mandatory unit 304 (or 604)
- the remaining credits from units 210 – 213, 215 – 216, 301 (or 601), 302 (or 602), 303 (or 603), 305 (or 605), 306 (or 606), 308 (or 608)
- a minimum of 2 credits must come from units 301 (or 601), 302 (or 602), 303 (or 603), 305 (or 605), 306 (or 606), 308 (or 608)

## Certificates

To achieve the **Level 2 Certificate in Principles of Business and Administration**, learners must achieve

- a minimum of 13 credits overall
- 11 credits from the mandatory units 201 (or 501), 202 (or 502), 203 (or 503)
- a minimum of 2 credits from optional units 204 (or 504), 205 (or 505), 206 (or 506), 207 (or 507), 305 (or 605), 306 (or 606), 307 (or 607), 308 (or 608).

To achieve the **Level 3 Certificate in Principles of Business and Administration**, learners must achieve

- a minimum of 17 credits overall
- 15 credits from the mandatory units 301 (or 601), 302 (or 602), 303 (or 603), 304 (or 604)
- a minimum of 2 credits from optional units 204 (or 504), 206 (or 506), 207 (or 507), 217, 305 (or 605), 306 (or 606), 307 (or 607), 308 (or 608).

## Diplomas

To achieve the **Level 2 Diploma in Business Support**, learners must achieve

- a minimum of 37 credits overall
- 11 credits must be from 201 (or 501), 202 (or 502), 203 (or 503)
- a minimum of 8 credits from 204 (or 504), 205 (or 505), 206 (or 506), 207 (or 507), 208 – 209, 305 (or 605), 306 (or 606), 307 (or 607), 308 (or 608), 309 – 310
- a minimum of 5 credits from 101 – 109, 210 – 216, 311 – 313

Candidates must achieve a minimum of 20 credits at level 2

To achieve the **Level 3 Diploma in Business Support**, learners must achieve

- a minimum of 37 credits overall
- 15 credits must be from 301 (or 601), 302 (or 602), 303 (or 603), 304 (or 604)
- a minimum of 8 credits from 204 (or 504), 206 (or 506), 207 (or 507), 208 – 209, 305 (or 605), 306 (or 606), 307 (or 607), 308 (or 608), 309 – 310
- a minimum of 7 credits from 210 – 217, 311 – 313

Candidates must achieve a minimum of 21 credits at level 3

The following table illustrates the unit titles, credit values and any excluded combinations;

| <b>Unit accreditation number</b> | <b>City &amp; Guilds unit</b> | <b>Unit title</b>   | <b>Credit value</b> | <b>GLH</b> | <b>Excluded combinations</b> | <b>Assessment method</b>                        |
|----------------------------------|-------------------------------|---|---------------------|------------|------------------------------|---|
| T/502/4296                       | 101                           | Using the Internet  | 3                   | 20         |                              | Assignment                                      |
| J/502/4299                       | 102                           | Using email   | 2                   | 15         | 210                          | Assignment                                      |
| A/502/4378                       | 103                           | Using collaborative technologies  | 3                   | 20         | 211                          | Assignment                                      |
| L/502/4627                       | 104                           | Word processing software  | 3                   | 20         | 212, 311                     | Assignment                                      |
| A/502/4624                       | 105                           | Spreadsheet software  | 3                   | 20         | 213, 321                     | Assignment                                      |
| H/502/4553                       | 106                           | Database software   | 3                   | 20         | 214                          | Assignment                                      |
| K/502/4621                       | 107                           | Presentation software   | 3                   | 20         | 313, 215                     | Assignment                                      |
| Y/502/4565                       | 108                           | Desktop publishing software   | 3                   | 20         |                              | Assignment                                      |
| F/502/4558                       | 109                           | Data management software  | 2                   | 15         | 216                          | Assignment                                      |
| L/601/7638                       | 201/<br>501                   | Principles of personal responsibilities and working in a business environment | 4                   | 32         |                              | Assignment/<br>Multiple Choice (MC) online test |
| R/601/7639                       | 202/<br>502                   | Principles of providing administrative services                               | 4                   | 32         |                              | Assignment/<br>MC online test                   |
| J/601/7640                       | 203/<br>503                   | Principles of managing information and producing documents                    | 3                   | 24         |                              | Assignment/<br>MC online test                   |
| L/601/7641                       | 204/<br>504                   | Principles of supporting change in a business environment                     | 1                   | 8          | 306                          | Assignment/<br>MC online test                   |
| R/601/7642                       | 205/<br>505                   | Principles of supporting business events                                      | 1                   | 8          | 307                          | Assignment/<br>MC online test                   |
| Y/601/7643                       | 206/<br>506                   | Principles of maintaining stationery stock                                    | 1                   | 8          |                              | Assignment/<br>MC online test                   |
| K/602/1535                       | 207/<br>507                   | Principles of working in the public sector                                    | 5                   | 40         |                              | Assignment/<br>MC online test                   |
| J/600/1003                       | 208                           | Delivery of effective customer service  | 6                   | 50         |                              | MC online test                                  |
| J/600/0658                       | 209                           | Supporting the customer service environment                                   | 7                   | 65         |                              | Assignment                                      |
| M/502/4300                       | 210                           | Using email   | 3                   | 20         | 102                          | Assignment                                      |
| F/502/4379                       | 211                           | Using collaborative technologies  | 4                   | 30         | 103                          | Assignment                                      |
| R/502/4628                       | 212                           | Word processing software  | 4                   | 30         | 104                          | Assignment                                      |
| F/502/4625                       | 213                           | Spreadsheet software  | 4                   | 30         | 105, 312                     | Assignment                                      |

| <b>Unit accreditation number</b> | <b>City &amp; Guilds unit</b> | <b>Unit title</b>   | <b>Credit value</b> | <b>GLH</b> | <b>Excluded combinations</b> | <b>Assessment method</b>      |
|----------------------------------|-------------------------------|---|---------------------|------------|------------------------------|-------------------------------|
| M/502/4555                       | 214                           | Database software   | 4                   | 30         | 106                          | Assignment                    |
| M/502/4622                       | 215                           | Presentation software   | 4                   | 30         | 107, 215                     | Assignment                    |
| J/502/4559                       | 216                           | Data management software  | 3                   | 20         | 109                          | Assignment                    |
| R/601/0772                       | 217                           | Introduction to notice processing and information management                                    | 2                   | 16         |                              | MC online test                |
| D/601/7644                       | 301/601                       | Principles of personal responsibilities and how to develop and evaluate own performance at work | 4                   | 32         |                              | Assignment/<br>MC online test |
| H/601/7645                       | 302/602                       | Principles of working with and supervising others in a business environment                     | 3                   | 24         |                              | Assignment/<br>MC online test |
| M/601/7647                       | 303/603                       | Principles of managing information and producing documents in a business environment            | 4                   | 32         |                              | Assignment/<br>MC online test |
| M/601/7650                       | 304/604                       | Principles of providing and maintaining administrative services                                 | 4                   | 32         |                              | Assignment/<br>MC online test |
| A/601/7652                       | 305/605                       | Principles of project management  | 2                   | 16         |                              | Assignment/<br>MC online test |
| J/601/7654                       | 306/606                       | Principles of contributing to innovation and change   | 2                   | 16         |                              | Assignment/<br>MC online test |
| M/602/1536                       | 307/607                       | Principles of working in the public sector  | 7                   | 56         |                              | Assignment/<br>MC online test |
| F/601/7653                       | 308/608                       | Principles of budgets in a business environment   | 2                   | 16         |                              | Assignment/<br>MC online test |
| L/600/0659                       | 309                           | Principles of customer service delivery   | 6                   | 50         |                              | Assignment                    |
| F/600/0660                       | 310                           | Developing and improving the customer service process   | 7                   | 55         |                              | Assignment                    |
| Y/502/4629                       | 311                           | Word processing software  | 6                   | 45         | 104, 212                     | Assignment                    |
| J/502/4626                       | 312                           | Spreadsheet software  | 6                   | 45         | 105, 213                     | Assignment                    |
| T/502/4623                       | 313                           | Presentation software   | 6                   | 45         | 107, 215                     | Assignment                    |

MC online test = Multiple Choice online test

See also Appendix 2 'Unit allocation per qualification matrix' for further information.

## Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

| <b>Title and level</b>   | <b>GLH</b> | <b>TQT</b> |
|--|------------|------------|
| Level 2 Certificate in Principles of Business and Administration | 104        | 130        |
| Level 3 Certificate in Principles of Business and Administration | 136        | 170        |
| Level 2 Diploma in Business Support                              | 282        | 370        |
| Level 3 Diploma in Business Support                              | 288        | 370        |

### 1.2 Opportunities for progression

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

- Level 2 and 3 Medical Administration/Secretarial qualifications (5519)
- Level 2 and 3 Legal Secretaries qualifications (7655)
- Level 2-4 NVQs Business and Administration (4428)
- Level 2 and 3 Business Skills qualifications (7537)
- Level 2-4 NVQs in Customer Service (4430)
- ITQ (7574)
- ILM leadership and management qualifications
- Level 4 Business and Professional Administration(4710)
- Social Media for Business qualifications (7513)

### 1.3 Qualification support materials

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

| <b>Description</b>                          | <b>How to access</b>   |
|---|--|
| Sample and live assignments                 | <a href="http://www.cityandguilds.com">www.cityandguilds.com</a> |
| Assignment guide for centres and candidates | <a href="http://www.cityandguilds.com">www.cityandguilds.com</a> |
| Promotional materials                       | <a href="http://www.cityandguilds.com">www.cityandguilds.com</a> |
| SmartScreen                                 | <a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a> |

## 2 Centre requirements

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

### **Centres already offering City & Guilds qualifications in this subject area**

Centres already approved to offer the Level 2 or Level 3 Certificates/Diplomas in Business and Administration (4413) will be automatically approved to offer the new Certificates in Principles of Business and Administration at the corresponding level. Any existing sanctions will continue on the new qualification(s).

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

To offer these qualifications, centres already approved to deliver City & Guilds qualifications will need to gain **qualification approval**.

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

To offer these qualifications, new centres will need to gain both **centre and qualification approval**.

## 2.1 Resource requirements

### **Human resources**

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

- be technically competent in the area(s) for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

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

### **Assessors and internal verifiers**

Assessor/Internal Quality Assurer TAQA qualifications are valued as qualifications for centre staff, but they are not currently a requirement for the qualifications.

### **Continuing professional development (CPD)**

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

## **Candidate entry requirements**

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

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

## **Age restrictions**

The following qualifications are not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group for these qualifications;

- Level 3 Award in Principles of Working With and Supervising Others in a Business Environment (4475-23)
- Level 3 Award in Principles of Managing Information and Producing Documents in a Business Environment (4475-23)
- Level 3 Award in Principles of Providing and Maintaining Administrative Services (4475-23)
- Level 3 Award in Principles of Project Management (4475-23)
- Level 3 Award in Principles of Contributing to Innovation and Change (4475-23)
- Level 3 Award in Principles of Working in the Public Sector (4475-23)
- Level 3 Award in Principles of Budgets in a Business Environment (4475-23)
- Level 3 Award in Business and Administration (4475-23)
- Level 3 Certificate in Principles of Business and Administration (4475-03)
- Level 3 Diploma In Business Support (4475-13)

## 3 Course design and delivery

### 3.1 Initial assessment and induction

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

The initial assessment should identify:

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

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

### 3.2 Recommended delivery strategies

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

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

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

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

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

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

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

- Notes for guidance in each unit
- Useful material is available on SmartScreen, [www.smartscreen.co.uk](http://www.smartscreen.co.uk)
- Useful material is also available from Skills CfA, [www.skillsca.org](http://www.skillsca.org)

## 4 Assessment

### 4.1 Summary of assessment methods

For these qualifications, candidates will be required to complete the appropriate assessments as required for the rule of combination, i.e.

- **one** assignment or multiple choice online test for **each** mandatory unit
- **one** assignment or multiple choice online test for **each** optional unit.

The following units are assessed by **either** assignment **or** multiple choice online test;

- Unit 201 assessed by Assignment **or** unit 501 assessed by online test
- Unit 202 assessed by Assignment **or** unit 502 assessed by online test
- Unit 203 assessed by Assignment **or** unit 503 assessed by online test
- Unit 204 assessed by Assignment **or** unit 504 assessed by online test
- Unit 205 assessed by Assignment **or** unit 505 assessed by online test
- Unit 206 assessed by Assignment **or** unit 506 assessed by online test
- Unit 207 assessed by Assignment **or** unit 507 assessed by online test
- Unit 301 assessed by Assignment **or** unit 601 assessed by online test
- Unit 302 assessed by Assignment **or** unit 602 assessed by online test
- Unit 303 assessed by Assignment **or** unit 603 assessed by online test
- Unit 304 assessed by Assignment **or** unit 604 assessed by online test
- Unit 305 assessed by Assignment **or** unit 605 assessed by online test
- Unit 306 assessed by Assignment **or** unit 606 assessed by online test
- Unit 307 assessed by Assignment **or** unit 607 assessed by online test
- Unit 308 assessed by Assignment **or** unit 608 assessed by online test

All assignments are externally set, internally marked and externally verified.

The table below shows where the assignments can be found for the imported units from Customer Services and ITQ. Assignment material can be downloaded from the webpages for 7574 or 4417 as indicated in the table.

| <b>City &amp; Guilds unit</b> | <b>Unit title</b>                | <b>Assessment method</b> | <b>Assignment available from qualification</b> |
|-------------------------------|----------------------------------|--------------------------|--|
| 101                           | Using the Internet               | Assignment               | 7574-107                                       |
| 102                           | Using email                      | Assignment               | 7574-108                                       |
| 103                           | Using collaborative technologies | Assignment               | 7574-109                                       |
| 104                           | Word processing software         | Assignment               | 7574-129                                       |
| 105                           | Spreadsheet software             | Assignment               | 7574-127                                       |
| 106                           | Database software                | Assignment               | 7574-119                                       |
| 107                           | Presentation software            | Assignment               | 7574-125                                       |
| 108                           | Desktop publishing software      | Assignment               | 7574-122                                       |

| City & Guilds unit | Unit title  | Assessment method | Assignment available from qualification |
|--------------------|---|-------------------|---|
| 109                | Data management software                              | Assignment        | 7574-118                                |
| 209                | Supporting the customer service environment           | Assignment        | 4417-202                                |
| 210                | Using email   | Assignment        | 7574-208                                |
| 211                | Using collaborative technologies                      | Assignment        | 7574-209                                |
| 212                | Word processing software                              | Assignment        | 7574-229                                |
| 213                | Spreadsheet software                                  | Assignment        | 7574-227                                |
| 214                | Database software                                     | Assignment        | 7574-219                                |
| 215                | Presentation software                                 | Assignment        | 7574-225                                |
| 216                | Data management software                              | Assignment        | 7574-218                                |
| 309                | Principles of customer service delivery               | Assignment        | 4417-301                                |
| 310                | Developing and improving the customer service process | Assignment        | 4417-302                                |
| 311                | Word processing software                              | Assignment        | 7574-329                                |
| 312                | Spreadsheet software                                  | Assignment        | 7574-327                                |
| 313                | Presentation software                                 | Assignment        | 7574-325                                |

## 4.2 Time constraints

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

- Recommended time allowances are given in each assignment. Centre staff should guide candidates to ensure excessive evidence gathering is avoided. Centres finding that assignments are taking longer, should contact the external verifier for guidance
- All assignments must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments.

## 4.3 Grading of assignments, units and overall qualification

Each assignment is graded as either Re-sit, Refer, Pass, Merit, Distinction in accordance with the grading criteria for the assignment.

- Specific marking and grading criteria is provided for each assignment.

In general a Pass is 65%, Merit is 75% and Distinction is 85%, although this may vary slightly depending on the assignment.

Online multiple choice tests are also graded as either Fail, Pass, Merit or Distinction in accordance with the test specification.

The grading for **all** IT unit assignments is **pass/fail only**, i.e. all of the following unit assignments are graded pass/fail:

| City & Guilds unit | Unit title                       |
|--------------------|----------------------------------|
| 101                | Using the Internet               |
| 102                | Using email                      |
| 103                | Using collaborative technologies |

| City & Guilds unit | Unit title                       |
|--------------------|----------------------------------|
| 104                | Word processing software         |
| 105                | Spreadsheet software             |
| 106                | Database software                |
| 107                | Presentation software            |
| 108                | Desktop publishing software      |
| 109                | Data management software         |
| 210                | Using email                      |
| 211                | Using collaborative technologies |
| 212                | Word processing software         |
| 213                | Spreadsheet software             |
| 214                | Database software                |
| 215                | Presentation software            |
| 216                | Data management software         |
| 311                | Word processing software         |
| 312                | Spreadsheet software             |
| 313                | Presentation software            |

All other unit assignments are graded pass/merit/distinction.

#### 4.4 Test specifications

The way the knowledge is covered by each test is laid out in the tables below:

**Test 1:** Unit 201 – Principles of personal responsibilities and working in a business environment

(E-volve online test 501)

**Duration:** 45 minutes

| Unit | Outcome  | Number of questions | %  |
|------|--|---------------------|----|
| 201  | 1 Know the employment rights and responsibilities of the employee and employer                   | 4                   | 20 |
|      | 2 Understand the purpose of health and safety and security procedures in a business environment  | 3                   | 15 |
|      | 3 Understand how to communicate effectively with others  | 3                   | 15 |
|      | 4 Understand how to work with and support colleagues   | 3                   | 15 |
|      | 5 Know how to plan own work and be accountable to others   | 3                   | 15 |
|      | 6 Understand the purpose of improving own performance in a business environment and how to do so | 2                   | 10 |

| Unit         | Outcome   | Number of questions | %          |
|--------------|---|---------------------|------------|
|              | 7 Understand the types of problems that may occur in a business environment and how to deal with them | 2                   | 10         |
| <b>Total</b> |   | <b>20</b>           | <b>100</b> |

**Test 2:** Unit 202 – Principles of providing administrative services (E-volve online test 502)

**Duration:** 45 minutes

| Unit         | Outcome   | Number of questions | %          |
|--------------|---|---------------------|------------|
| 202          | 1 Understand how to make and receive telephone calls                                  | 2                   | 10         |
|              | 2 Understand how to handle mail   | 2                   | 10         |
|              | 3 Understand how to use different types of office equipment                           | 3                   | 15         |
|              | 4 Understand how to keep waste to a minimum in a business environment                 | 2                   | 10         |
|              | 5 Know how to make arrangements for meetings  | 3                   | 15         |
|              | 6 Understand procedures for organising travel and accommodation arrangements          | 2                   | 10         |
|              | 7 Understand diary management procedures  | 1                   | 5          |
|              | 8 Understand the purpose of delivering effective customer service and how to do so    | 3                   | 15         |
|              | 9 Understand the purpose of reception services and how to follow reception procedures | 2                   | 10         |
| <b>Total</b> |   | <b>20</b>           | <b>100</b> |

**Test 3:** Unit 203 – Principles for managing information and producing documents (E-volve online test 503)

**Duration:** 30 minutes

| Unit         | Outcome  | Number of questions | %          |
|--------------|--|---------------------|------------|
| 203          | 1 Understand the purpose of information technology in a business environment | 2                   | 13         |
|              | 2 Understand how to manage electronic and paper based information            | 6                   | 40         |
|              | 3 Understand the purpose of producing documents that are fit-for-purpose     | 2                   | 13         |
|              | 4 Know the procedures to be followed when producing documents                | 5                   | 34         |
| <b>Total</b> |  | <b>15</b>           | <b>100</b> |

**Test 4:** Unit 204 – Principles of supporting change in a business environment  
(E-volve online test 504)

**Duration:** 30 minutes

| <b>Unit</b>  | <b>Outcome</b>  | <b>Number of questions</b> | <b>%</b>   |
|--------------|---|----------------------------|------------|
| 204          | 1 Understand why change happens in a business environment               | 3                          | 20         |
|              | 2 Understand the purpose of supporting change in a business environment | 7                          | 47         |
|              | 3 Understand how to respond to change in a business environment         | 5                          | 33         |
| <b>Total</b> |   | <b>15</b>                  | <b>100</b> |

**Test 5:** Unit 205 – Principles of supporting business events  
(E-volve online test 505)

**Duration:** 45 minutes

| <b>Unit</b>  | <b>Outcome</b>  | <b>Number of questions</b> | <b>%</b>   |
|--------------|---|----------------------------|------------|
| 205          | 1 Understand how to support the organisation of a business event  | 9                          | 45         |
|              | 2 Understand the purpose of displaying professional and helpful behaviour whilst supporting a business event and how to do so | 5                          | 25         |
|              | 3 Understand how to deal with problems encountered when supporting a business event   | 6                          | 30         |
| <b>Total</b> |   | <b>20</b>                  | <b>100</b> |

**Test 6:** Unit 206 – Principles of maintaining stationery stock  
(E-volve online test 506)

**Duration:** 30 minutes

| <b>Unit</b>  | <b>Outcome</b>  | <b>Number of questions</b> | <b>%</b>   |
|--------------|---|----------------------------|------------|
| 206          | 1 Understand why stationery stock needs to be available | 8                          | 53         |
|              | 2 Understand how to maintain stationery stock levels    | 7                          | 47         |
| <b>Total</b> |   | <b>15</b>                  | <b>100</b> |

**Test 7:** Unit 207 – Principles of working in the public sector

(E-volve online test 507)

**Duration:** 75 minutes

| <b>Unit</b> | <b>Outcome</b>  | <b>Number of questions</b> | <b>%</b>   |
|-------------|---|----------------------------|------------|
| 207         | 1 Know the features of the public sector  | 12                         | 30         |
|             | 2 Understand how the public sector is structured  | 3                          | 8          |
|             | 3 Understand the role of the public sector in providing services and how individual roles contribute to service provision | 9                          | 22         |
|             | 4 Understand finances in the public sector  | 7                          | 18         |
|             | 5 Understand how public sector organisations work together and with other organisations                                   | 4                          | 10         |
|             | 6 Understand how performance is monitored and measured in the public sector and the purpose of doing so                   | 5                          | 12         |
|             | <b>Total</b>  | <b>40</b>                  | <b>100</b> |
|             | <b>Total</b>  | <b>45</b>                  | <b>100</b> |

**Test 8:** Unit 301 – Principles of personal responsibilities and how to develop and evaluate own performance at work

(E-volve online test 601)

**Duration:** 45 minutes

| <b>Unit</b> | <b>Outcome</b>   | <b>Number of questions</b> | <b>%</b>   |
|-------------|--|----------------------------|------------|
| 301         | 1 Understand the employment rights and responsibilities of the employee and employer and their purpose | 5                          | 25         |
|             | 2 Understand the purpose of health, safety and security procedures in a business environment           | 3                          | 15         |
|             | 3 Understand how to manage own work  | 4                          | 20         |
|             | 4 Understand how to evaluate and improve own performance in a business environment                     | 4                          | 20         |
|             | 5 Understand the types of problems that may occur with own work and how to deal with them              | 2                          | 10         |
|             | 6 Understand the decision making process   | 2                          | 10         |
|             | <b>Total</b>   | <b>20</b>                  | <b>100</b> |

**Test 9:** Unit 302 – Principles of working with and supervising others in a business environment

(E-volve online test 602)

**Duration:** 30 minutes

| <b>Unit</b>  | <b>Outcome</b>  | <b>Number of questions</b> | <b>%</b>   |
|--------------|---|----------------------------|------------|
| 302          | 1 Understand the purpose of working with others in a team                               | 2                          | 13         |
|              | 2 Understand how to behave in a way that supports positive working with others          | 4                          | 27         |
|              | 3 Understand the purpose and methods of communicating effectively with others in a team | 4                          | 27         |
|              | 4 Understand how to assess own work and the work of a team                              | 5                          | 33         |
| <b>Total</b> |   | <b>15</b>                  | <b>100</b> |

**Test 10:** Unit 303 – Principles of managing information and producing documents in a business environment

(E-volve online test 603)

**Duration:** 45 minutes

| <b>Unit</b>  | <b>Outcome</b>  | <b>Number of questions</b> | <b>%</b>   |
|--------------|---|----------------------------|------------|
| 303          | 1 Understand how to design and monitor information systems                          | 3                          | 15         |
|              | 2 Understand how to research information  | 3                          | 15         |
|              | 3 Understand how to organise, report and evaluate the relevance of information      | 3                          | 15         |
|              | 4 Understand how to store information   | 4                          | 20         |
|              | 5 Understand how to design and produce documents                                    | 4                          | 20         |
|              | 6 Understand how to maintain security and confidentiality in a business environment | 3                          | 15         |
| <b>Total</b> |   | <b>20</b>                  | <b>100</b> |

**Test 11:** Unit 304 – Principles of providing and maintaining administrative services

(E-volve online test 604)

**Duration:** 45 minutes

| <b>Unit</b> | <b>Outcome</b>  | <b>Number of questions</b> | <b>%</b> |
|-------------|---|----------------------------|----------|
| 304         | 1 Understand how to order products and services                       | 4                          | 20       |
|             | 2 Understand how to keep waste to a minimum in a business environment | 2                          | 10       |
|             | 3 Understand the purpose of delivering effective customer service     | 4                          | 20       |

| <b>Unit</b>  | <b>Outcome</b>                           | <b>Number of questions</b> | <b>%</b>   |
|--------------|--|----------------------------|------------|
|              | 4 Know how to take minutes               | 3                          | 15         |
|              | 5 Understand how to organise meetings    | 2                          | 10         |
|              | 6 Understand how to organise events      | 3                          | 15         |
|              | 7 Understand how to manage diary systems | 2                          | 10         |
| <b>Total</b> |  | <b>20</b>                  | <b>100</b> |

**Test 12:** Unit 305 – Principles of project management  
(E-volve online test 605)

**Duration:** 60 minutes

| <b>Unit</b>  | <b>Outcome</b>  | <b>Number of questions</b> | <b>%</b>   |
|--------------|---|----------------------------|------------|
| 305          | 1 Know the difference between routine work and taking part in a project | 3                          | 10         |
|              | 2 Understand how to prepare for and plan a project                      | 11                         | 37         |
|              | 3 Understand how to monitor a project                                   | 11                         | 37         |
|              | 4 Understand the purpose of evaluating a project and ways of doing so   | 5                          | 16         |
| <b>Total</b> |   | <b>30</b>                  | <b>100</b> |

**Test 13:** Unit 306 – Principles of contributing to innovation and change  
(E-volve online test 606)

**Duration:** 60 minutes

| <b>Unit</b>  | <b>Outcome</b>  | <b>Number of questions</b> | <b>%</b>   |
|--------------|---|----------------------------|------------|
| 306          | 1 Understand the purpose of innovation in a business environment                  | 3                          | 10         |
|              | 2 Understand how to contribute to innovation                                      | 9                          | 30         |
|              | 3 Understand the reasons for and implications of change in a business environment | 6                          | 20         |
|              | 4 Understand the process of change in a business environment                      | 12                         | 40         |
| <b>Total</b> |   | <b>30</b>                  | <b>100</b> |

**Test 14:** Unit 307 – Principles of working in the public sector  
(E-volve online test 607)

**Duration:** 90 minutes

| <b>Unit</b> | <b>Outcome</b>   | <b>Number of questions</b> | <b>%</b>   |
|-------------|--|----------------------------|------------|
| 307         | 1 Understand the characteristics of the public sector  | 14                         | 28         |
|             | 2 Understand how the public sector interacts with the UK political system and the purpose of accountability            | 6                          | 12         |
|             | 3 Understand the role of the public sector in providing services and how an individual's role contributes to provision | 13                         | 26         |
|             | 4 Understand finances in the public sector   | 5                          | 10         |
|             | 5 Understand how public sector organisations work together and with other organisations                                | 4                          | 8          |
|             | 6 Understand how performance is monitored and measured in the public sector and the purpose of doing so                | 8                          | 16         |
|             | <b>Total</b>   | <b>50</b>                  | <b>100</b> |

**Test 15:** Unit 308 – Principles of budgets in a business environment  
(E-volve online test 608)

**Duration:** 45 minutes

| <b>Unit</b> | <b>Outcome</b>  | <b>Number of questions</b> | <b>%</b>   |
|-------------|---|----------------------------|------------|
| 308         | 1 Understand the purpose of budgets in a business environment | 5                          | 17         |
|             | 2 Understand how to develop budgets                           | 16                         | 53         |
|             | 3 Understand how to manage budgets                            | 9                          | 30         |
|             | <b>Total</b>  | <b>30</b>                  | <b>100</b> |

## 5 Units

### Availability of units

Below is a list of the learning outcomes for all the units.

### Structure of units

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

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- unit aim
- relationship to NOS
- endorsement by a sector or other appropriate body
- learning outcomes which are comprised of a number of assessment criteria

## Summary of units

| Unit accreditation number | City & Guilds unit | Unit title  | Credit value | GLH |
|---------------------------|--------------------|---|--------------|-----|
| T/502/4296                | 101                | Using the Internet  | 3            | 20  |
| J/502/4299                | 102                | Using email   | 2            | 15  |
| A/502/4378                | 103                | Using collaborative technologies  | 3            | 20  |
| L/502/4627                | 104                | Word processing software  | 3            | 20  |
| A/502/4624                | 105                | Spreadsheet software  | 3            | 20  |
| H/502/4553                | 106                | Database software   | 3            | 20  |
| K/502/4621                | 107                | Presentation software   | 3            | 20  |
| Y/502/4565                | 108                | Desktop publishing software   | 3            | 20  |
| F/502/4558                | 109                | Data management software  | 2            | 15  |
| L/601/7638                | 201/ 501           | Principles of personal responsibilities and working in a business environment                   | 4            | 32  |
| R/601/7639                | 202/ 502           | Principles of providing administrative services   | 4            | 32  |
| J/601/7640                | 203/ 503           | Principles of managing information and producing documents                                      | 3            | 24  |
| L/601/7641                | 204/ 504           | Principles of supporting change in a business environment                                       | 1            | 8   |
| R/601/7642                | 205/ 505           | Principles of supporting business events  | 1            | 8   |
| Y/601/7643                | 206/ 506           | Principles of maintaining stationery stock  | 1            | 8   |
| K/602/1535                | 207/ 507           | Principles of working in the public sector  | 5            | 40  |
| J/600/1003                | 208                | Delivery of effective customer service  | 6            | 50  |
| J/600/0658                | 209                | Supporting the customer service environment   | 7            | 65  |
| M/502/4300                | 210                | Using email   | 3            | 20  |
| F/502/4379                | 211                | Using collaborative technologies  | 4            | 30  |
| R/502/4628                | 212                | Word processing software  | 4            | 30  |
| F/502/4625                | 213                | Spreadsheet software  | 4            | 30  |
| M/502/4555                | 214                | Database software   | 4            | 30  |
| M/502/4622                | 215                | Presentation software   | 4            | 30  |
| J/502/4559                | 216                | Data management software  | 3            | 20  |
| R/601/0772                | 217                | Introduction to notice processing and information management                                    | 2            | 16  |
| D/601/7644                | 301/ 601           | Principles of personal responsibilities and how to develop and evaluate own performance at work | 4            | 32  |
| H/601/7645                | 302/ 602           | Principles of working with and supervising others in a business environment                     | 3            | 24  |
| M/601/7647                | 303/ 603           | Principles of managing information and producing documents in a business environment            | 4            | 32  |

| <b>Unit accreditation number</b> | <b>City &amp; Guilds unit</b> | <b>Unit title</b>   | <b>Credit value</b> | <b>GLH</b> |
|----------------------------------|-------------------------------|---|---------------------|------------|
| M/601/7650                       | 304/ 604                      | Principles of providing and maintaining administrative services | 4                   | 32         |
| A/601/7652                       | 305/ 605                      | Principles of project management                                | 2                   | 16         |
| J/601/7654                       | 306/ 606                      | Principles of contributing to innovation and change             | 2                   | 16         |
| M/602/1536                       | 307/ 607                      | Principles of working in the public sector                      | 7                   | 56         |
| F/601/7653                       | 308/ 608                      | Principles of budgets in a business environment                 | 2                   | 16         |
| L/600/0659                       | 309                           | Principles of customer service delivery                         | 6                   | 50         |
| F/600/0660                       | 310                           | Developing and improving the customer service process           | 7                   | 55         |
| Y/502/4629                       | 311                           | Word processing software  | 6                   | 45         |
| J/502/4626                       | 312                           | Spreadsheet software  | 6                   | 45         |
| T/502/4623                       | 313                           | Presentation software   | 6                   | 45         |

# Unit 101                      Using the Internet

**Level:**                      1  
**Credit value:**        3  
**UAN:**                      T/502/4296

## Unit aims

This is the ability to set up and use appropriate connection methods to access the Internet; make the best use of browser software tools and techniques to search for, retrieve and exchange information using a browser or public search engine, and work safely and securely online.

On completion of this unit a candidate should be able to understand and use a connection method and basic Internet software tools and techniques to search for and exchange information for straightforward or routine activities.

Internet tools and techniques will be defined as 'basic' because:

- the software tools and functions will be pre-determined or commonly used; and
- the range of techniques used for searching and exchanging information will be familiar or commonly undertaken.

**Examples of context:** Using the Internet to research a journey or holiday; using e-learning content via organisation intranet or virtual learning environment

## Learning outcomes

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

1. Be able to connect to the internet
2. Be able to use browser software to navigate web pages
3. Be able to use browser tools to search for information from the internet
4. Be able to use browser software to communicate information online
5. Be able to follow and understand the need for safety and security practices when working online

## Guided learning hours

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

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

This unit is linked to the Level 1 the National Occupational Standards for IT users devised by e-Skills UK (Sector Skills Council for ICT)

## Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by e-Skills UK, the Sector Skills Council for ICT.

**Assessment**

This unit will be assessed by:

- an assignment
- portfolio of evidence – classroom or work based
- professional discussion
- expert witness
- scenario

# Unit 101      Using the Internet

## Learning outcomes and assessment criteria

### **Outcome 1      Be able to connect to the internet**

The learner can:

1. identify different types of connection methods that can be used to access the Internet
2. access the internet or intranet

### **Outcome 2      Be able to use browser software to navigate web pages**

The learner can:

1. use browser tools to navigate web pages
2. identify when to change browser settings to aid navigation
3. adjust browser settings to meet needs
4. use browser help facilities

### **Outcome 3      Be able to use browser tools to search for information from the internet**

The learner can:

1. select and use appropriate search techniques to locate information
2. outline how information meets requirements
3. use references to make it easier to find information another time
4. download and save different types of information from the Internet

### **Outcome 4      Be able to use browser software to communicate information online**

The learner can:

1. select and use tools and techniques to communicate information online
2. use browser tools to share information sources with others
3. submit information online using forms or interactive sites
4. identify opportunities to post or publish material to websites

### **Outcome 5      Be able to follow and understand the need for safety and security practices when working online**

The learner can:

1. identify the threats to user safety when working online
2. outline how to minimise internet security risks
3. work responsibly and take appropriate safety and security precautions when working online
4. keep personal information secure
5. follow relevant laws, guidelines and procedures for the use of the Internet

# Unit 101      Using the Internet

## Guidance notes

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

### **Outcome 1      Be able to connect to the internet**

The learner should be able to and understand:

- **Connection methods:**
  - LAN, VPN; mobile phone, modem, router, wireless, dial-up, broadband
  - **Obtaining access:** ISP, user name, password; hardware and software requirements

### **Outcome 2      Be able to use browser software to navigate web pages**

The learner should be able to and understand:

- **Browser tools:**
  - enter, back, forward, refresh, stop, history, new window, new tab
  - toolbar, search bar, address bar; home, go to, follow link, URL
- **Browser settings:**
  - homepage, auto fill, security, pop-ups, appearance, privacy; search engine
  - toolbars, zoom

### **Outcome 3      Be able to use browser tools to search for information from the internet**

The learner should be able to and understand:

- **Search techniques:**
  - search key words, quotation marks, search within results, relational operators, 'find' or search tool, turn questions into key words for an online query
- **Information requirements:**
  - recognise intention and authority of provider, currency of the information, relevance, accuracy, bias, level of detail
- **References:**
  - history, favourites, bookmarks; links
  - log useful sites
- **Download information:**
  - webpage, website; Images, text, numbers, sound, games, video, TV, music

## **Outcome 4 Be able to use browser software to communicate information online**

The learner should be able to and understand:

- **Communicate information:**
  - saved information (pod-casts, text, images), real time information (blogs, instant messaging)
- **Share information sources:**
  - send link, send webpage
- **Submit information:**
  - fill-in and submit web forms
  - ratings, reviews, recommendations
  - wikis
  - discussion forums, interactive sites
  - netiquette

## **Outcome 5 Be able to follow and understand the need for safety and security practices when working online**

The learner should be able to and understand:

- **Safety precautions:**
  - firewall settings, Internet security settings
  - report inappropriate behaviour
  - report security threats or breaches
  - netiquette, content filtering, avoid inappropriate disclosure of information
- **Threats to user safety:**
  - abusive behaviour ('cyber bullying'), inappropriate behaviour and grooming
  - abuse of young people
  - false identities
  - financial deception
  - identity theft
- **Information security:**
  - username and password/PIN selection, online identity/profile
  - real name, pseudonym, avatar
  - what personal information to include, who can see the information, withhold personal information
- **Minimise risk:**
  - virus-checking software, anti-spam software, firewall
  - treat messages, files, software and attachments from unknown sources with caution
- **Laws, guidelines and procedures:**
  - set by employer or organisation or centre relating to health and safety, security

**Laws:** relating to copyright, software download and licensing

## Unit 102

## Using email

**Level:** 1  
**Credit value:** 2  
**UAN:** J/502/4299

### Unit aim

This is the ability to make the best use of e-mail software to safely and securely send, receive and store messages. On completion of this unit a candidate should be able to understand and use a range of basic e-mail software tools to send, receive and store messages for straightforward or routine activities.

E-mail tools and techniques will be defined as 'basic' because:

- the software tools and functions will be predetermined or commonly used; and
- the techniques used will be familiar or commonly undertaken.

### Learning outcomes

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

- 1 Be able to use e-mail software tools and techniques to compose and send messages
- 2 Be able to manage incoming email effectively

### Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit is linked to the Level 1 IT User NOS devised by e-Skills UK.

### Support of the unit by a sector or other appropriate body

This unit was developed by e-Skills UK.

### Assessment

This unit will be assessed as specified in the e-Skills IT User Assessment Strategy 2009.

## **Unit 102            Using email**

### Learning outcomes and assessment criteria

#### **Outcome 1    Be able to use e-mail software tools and techniques to compose and send messages**

The learner can:

1. use software tools to compose and format e-mail messages
2. attach files to e-mail messages
3. send e-mail messages
4. identify how to stay safe and respect others when using e-mail
5. use an address book to store and retrieve contact information

#### **Outcome 2    Be able to manage incoming email effectively**

The learner can:

1. follow guidelines and procedures for using e-mail
2. identify when and how to respond to e-mail messages
3. read and respond to e-mail messages appropriately
4. identify what messages to delete and when to do so
5. organise and store e-mail messages
6. respond appropriately to common e-mail problems

# Unit 102      Using email

## Guidance notes

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

### **Outcome 1      Be able to use e-mail software tools and techniques to compose and send messages**

The learner should be able to and understand:

- **Compose and format e-mail:**
  - format text (font, size, colour), format paragraphs (alignment, bullets, numbered list), spell check
- **Send e-mail:**
  - To, from, cc, subject; reply, reply all, forward
- **Staying safe:**
  - avoid inappropriate disclosure of personal information
  - avoid misuse of images
  - use appropriate language, respect confidentiality
  - use copy lists with discrimination
- **Address book:**
  - add, edit, delete contact entries, contacts list

### **Outcome 2      Be able to manage incoming email effectively**

The learner should be able to and understand:

- **Guidelines and procedures:**
  - set by employer or organisation, security, copyright
  - netiquette
  - password protection
- **E-mail responses:**
  - decide on priorities, gather information needed to respond, decide when and who to copy in, what to do about attachments
- **Organise and store e-mail:**
  - folders, subfolders, delete unwanted messages, backup, address lists
- **Email problems:**
  - due to message size or number of attachments, messages from unknown users (SPAM, junk, chain-mails, 'phishing'), viruses

## Unit 103

## Using collaborative technologies

**Level:** 1  
**Credit value:** 3  
**UAN:** A/502/4378

### Unit aim

This is the ability to use IT tools and devices for collaborative working and communications, such as web or video conferencing, instant messaging/chat, online phone and video calls; online forums, social networking sites, wikis and other centralised depositories for documents, blogging, RSS and data feeds, bulk SMS or online work management tools. On completion of this unit a candidate should be able to safely use IT tool and devices to work collaboratively by:

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

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

**Examples of context:** Typical collaborative activities may include – setting up a profile on a social networking site, taking part in an online conference or chat session.

### Learning outcomes

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

1. Be able to stay safe and secure when using collaborative technology
2. Be able to set up and access IT tools and devices for collaborative working
3. Be able to prepare collaborative technologies for use
4. Be able to contribute to tasks using collaborative technologies

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to the Level 1 IT User NOS devised by e-Skills UK.

### Support of the unit by a sector or other appropriate body

This unit was developed by e-Skills UK.

### Assessment

This unit will be assessed as specified in the e-Skills IT User Assessment Strategy 2009.

## **Unit 103            Using collaborative technologies**

### Learning outcomes and assessment criteria

#### **Outcome 1    Be able to stay safe and secure when using collaborative technology**

The learner can:

1. Follow guidelines for working with collaborative technology
2. Identify risks in using collaborative technology and why it is important to avoid them
3. Carry out straightforward checks on others' online identities and different types of information
4. Identify when and how to report online safety and security issues
5. Identify what methods are used to promote trust

#### **Outcome 2    Be able to set up and access IT tools and devices for collaborative working**

The learner can:

1. Set up IT tools and devices that will enable you to contribute to collaborative work
2. Identify the purpose for using collaborative technologies and expected outcomes
3. Identify which collaborative technology tools and devices to use for different communication media
4. Identify what terms and conditions apply to using collaborative technologies

#### **Outcome 3    Be able to prepare collaborative technologies for use**

The learner can:

1. Use given details to access collaborative technologies needed for a collaborative task
2. Adjust basic settings on collaborative technologies
3. Change the environment of collaborative technologies
4. Set up and use a data reader to feed information
5. Identify what and why permissions are set to allow others to access information

#### **Outcome 4    Be able to contribute to tasks using collaborative technologies**

The learner can:

1. Contribute responsibly and actively to collaborative working
2. Contribute to producing and archiving the agreed outcome of collaborative working
3. Identify when there is a problem with collaborative technologies and where to get help
4. Respond to simple problems with collaborative technologies

# Unit 103 Using collaborative technologies

## Guidance notes

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

### Outcome 1 Be able to stay safe and secure when using collaborative technology

The learner should be able to and understand:

- **Guidelines for using collaborative technology:**
  - Guidelines set by your organisation or community of interest
  - About uses, security, safety, copyright, plagiarism, libel, confidentiality and data protection
- **Risks when working with collaborative technologies:**
  - Inappropriate disclosure of personal information, misuse of images, appropriate language, respect confidentiality, copy lists, what to do in a power cut, about data loss
- **Checks on others' identities and different types of information:**
  - Compare sources, cross references
- **Methods to promote trust:**
  - Contact information, membership of professional bodies, recommendations, links

### Outcome 2 Be able to set up and access IT tools and devices for collaborative working

The learner should be able to and understand:

- **Connect and configure collaborative technologies:**
  - Connect to another site, check whether both sites are connected
- **Purposes for collaborative working:**

Will vary according to the task, but may include:

  - sharing, displaying and recording information
  - discussing and reflecting, establishing identity, joining interest groups
  - developing ideas, contributing to research
- **Outcomes of collaborative working:**
  - Measurable (e.g. document, minutes, notes, project plan, transcript)
  - Ephemeral (e.g. conversation, agreement)
- **Collaborative technology tools and devices:**
  - Hardware: mobile, laptop, desktop, peripherals (e.g. headset, handset, microphone, camera, 3G modem)
  - Software: products, services, sites
- **Communication media:**
  - Text, audio/spoken, still/video/animated images

### **Outcome 3 Be able to prepare collaborative technologies for use**

The learner should be able to and understand:

- **Access to collaborative technologies:**
  - Download software, agree terms and conditions, register or set up an ID
- **Adjust settings:**
  - Hardware: colour, type size, window size, volume
  - Browser: cookies, pop-ups
  - Security settings: firewall
- **Environments for collaborative technologies:**
  - User interface: choose skins, templates
  - Work environment: lighting, position of devices
- **Permissions:**
  - Web address, phone number, user name and password, access code

### **Outcome 4 Be able to contribute to tasks using collaborative technologies**

The learner should be able to and understand:

- **Contributing responsibly:**
  - Follow the rules of 'netiquette', respect others contributions, avoid dominating and not responding
- **Archiving collaborative outcomes:**
  - Cut, paste, save
- **Problems with collaborative technologies:**
  - Routine (e.g. settings, software not responding, hardware connections)
- **Respond to problems:**
  - Follow on screen help, know who to ask for expert help

## Unit 104

## Word processing software

**Level:** 1  
**Credit value:** 3  
**UAN:** L/502/4627

### Unit aim

This is the ability to use a software application designed for the creation, editing and production of largely text-based documents.

On completion of this unit a candidate should be able to use a range of basic word processing software tools and techniques to produce appropriate, straightforward or routine documents. Any aspect that is unfamiliar will require support and advice from others. Word processing tools and techniques will be described as 'basic' because:

- the software tools and functions will be predetermined or commonly used; and
- the techniques needed for text entry, manipulation and outputting will be straightforward or routine.

### Learning outcomes

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

- 1 Be able to enter, edit and combine text and other information accurately within word processing documents
- 2 Be able to structure information within word processing documents
- 3 Be able to use word processing software tools to format and present documents

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to the Level 1 IT User NOS devised by e-Skills UK.

### Support of the unit by a sector or other appropriate body

This unit was developed by e-Skills UK.

### Assessment

This unit will be assessed as specified in the e-Skills IT User Assessment Strategy 2009.

## **Unit 104            Word processing software**

### Learning outcomes and assessment criteria

#### **Outcome 1    Be able to enter, edit and combine text and other information accurately within word processing documents**

The learner can:

1. identify what types of information are needed in documents
2. identify what templates are available and when to use them
3. use keyboard or other input method to enter or insert text and other information
4. combine information of different types or from different sources into a document
5. enter information into existing tables, forms and templates
6. use editing tools to amend document content
7. store and retrieve document files effectively, in line with local guidelines and conventions where available

#### **Outcome 2    Be able to structure information within word processing documents**

The learner can:

1. create and modify tables to organise tabular or numeric information
2. select and apply heading styles to text

#### **Outcome 3    Be able to use word processing software tools to format and present documents**

The learner can:

1. identify what formatting to use to enhance presentation of the document
2. select and use appropriate techniques to format characters and paragraphs
3. select and use appropriate page layout to present and print documents
4. check documents meet needs, using IT tools and making corrections as necessary

# Unit 104      Word processing software

## Guidance notes

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

### **Outcome 1      Be able to enter, edit and combine text and other information accurately within word processing documents**

The learner should be able to and understand:

- **Types of information:**
  - text, numbers, images, other graphic elements (e.g. lines, borders)
- **Keyboard or other input method:**
  - keyboard skills: using the full range of keys, typing accurately and efficiently, keyboard shortcuts
  - Other input methods: voice recognition, touch screen, stylus
- **Editing tools:**
  - editing tools appropriate to the type of information, for example:
    - select, copy, cut, paste, undo, redo, drag and drop, find, replace, insert, delete, size, crop, position
- **Store and retrieve:**
  - files (e.g. create, name, open, save, save as, print, close, find)

### **Outcome 2      Be able to structure information within word processing documents**

The learner should be able to and understand:

- **Tables:**
  - add table, insert and delete rows and columns, adjust column width

### **Outcome 3 Be able to use word processing software tools to format and present documents**

The learner should be able to and understand:

- **Format characters:**
  - size, font style (typeface), colour, bold, underline and italic
- **Format paragraphs:**
  - alignment, bullets, numbering, line spacing, borders, shading
- **Page layout:**
  - size, orientation, margins, page breaks, page numbering
  - standard document layouts (e.g. letter, memo)
- **Check word processed documents:**
  - spell check, grammar check
  - typeface and size
  - page layout, margins, line and page breaks, tables
  - print preview
  - accuracy, consistency

**Level:** 1  
**Credit value:** 3  
**UAN:** A/502/4624

## Unit aim

On completion of this unit a candidate should be able to use a range of basic spread sheet software tools and techniques to produce, present and check spread sheets that are straightforward or routine. Any aspect that is unfamiliar will require support and advice from others.

Spreadsheet software tools and techniques will be defined as 'basic' because:

- the range of data entry, manipulation, formatting and outputting techniques are straightforward;
- the tools, formulas and functions involved will be predetermined or commonly used (for example, sum, divide, multiply, take away and fractions); and
- the structure and functionality of the spread sheet will be predetermined or familiar.

**Examples of context:** Typical examples may include - a duty rota for staff or a work sheet for keeping track of expenses.

## Learning outcomes

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

1. Be able to use a spreadsheet to enter, edit and organise numerical and other data
2. Be able to use appropriate formulas and tools to summarise and display spread sheet information
3. Be able to select and use appropriate tools and techniques to present spread sheet information effectively

## Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to the Level 1 IT User NOS devised by e-Skills UK.

## Support of the unit by a sector or other appropriate body

This unit was developed by e-Skills UK.

## Assessment

This unit will be assessed as specified in the e-Skills IT User Assessment Strategy 2009.

## **Unit 105            Spreadsheet software**

### Learning outcomes and assessment criteria

#### **Outcome 1    Be able to use a spreadsheet to enter, edit and organise numerical and other data**

The learner can:

1. identify what numerical and other information is needed and how the spread sheet should be structured to meet needs
2. enter and edit numerical and other data accurately
3. store and retrieve spread sheet files effectively, in line with local guidelines and conventions where available

#### **Outcome 2    Be able to use appropriate formulas and tools to summarise and display spread sheet information**

The learner can:

1. identify how to summarise and display the required information
2. use functions and formulas to meet calculation requirements
3. use spread sheet tools and techniques to summarise and display information

#### **Outcome 3    Be able to select and use appropriate tools and techniques to present spread sheet information effectively**

The learner can:

1. select and use appropriate tools and techniques to format spread sheet cells, rows and columns
2. identify which chart or graph type to use to display information
3. select and use appropriate tools and techniques to generate, develop and format charts and graphs
4. select and use appropriate page layout to present and print spread sheet information
5. check information meets needs, using spread sheet tools and making corrections as necessary

# Unit 105      Spreadsheet software

## Guidance notes

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

### **Outcome 1      Be able to use a spreadsheet to enter, edit and organise numerical and other data**

The learner should be able to and understand:

- **Browser tools:**
  - enter, back, forward, refresh, history, bookmark, new window, new tab
  - numerical and other information:
  - numbers, charts, graphs, text
- **Spreadsheet structure:**
  - spread sheet components (e.g. cells, rows, columns, tabs, pages, charts) and their layout
- **Enter and edit:**
  - enter data into existing spread sheet, create new spread sheet, insert information into single cells, clear cells, edit cell contents, replicate data, find and replace, add and delete rows and columns
- **Store and retrieve:**
  - files (e.g. create, name, open, save, save as, print, close, find)

### **Outcome 2      Be able to use appropriate formulas and tools to summarise and display spread sheet information**

The learner should be able to and understand:

- **Summarise and interpret:**
  - totals and summary information
  - sorting and display order
  - lists, tables, graphs and charts
  - judgment of when and how to use these methods
- **Functions and formulas:**
  - simple arithmetic formulas (add, subtract, multiply, divide), common functions (e.g. sum, average, round)
  - design of formulas to meet calculation requirements

### **Outcome 3 Be able to select and use appropriate tools and techniques to present spread sheet information effectively**

The learner should be able to and understand:

- **Format cells:**
  - numbers, currency, percentages, number of decimal places, font and alignment, borders and shading
- **Format rows and columns:**
  - height, width, borders and shading
- **Format charts and graphs:**
  - chart type (e.g. pie chart, bar chart, single line graph), title, axis titles, legend
- **Page layout:**
  - size, orientation, margins, page numbers, date and time
- **Check spread sheet information:**
  - accuracy of numbers, formulas and any text
  - accuracy of results
  - suitability of charts and graphs

# Unit 106 Database software

**Level:** 1  
**Credit value:** 3  
**UAN:** H/502/4553

## Unit aim

This is the ability to use a software application designed to organise and store structured information and generate reports. On completion of this unit a candidate should be able to use basic database software tools and techniques to:

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

The structure and functionality of the database will be predefined. Any aspects that are unfamiliar will require support and advice from others. Database tools and techniques will be described as 'basic' because:

- the tools and functions will be predefined or commonly used; and
- the techniques for inputting, manipulation and outputting will be straightforward or routine.

**Examples of context:** Enter names and addresses into a customer database; update stock control data.

## Learning outcomes

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

- 1 Be able to enter, edit and organise structured information in a database
- 2 Be able to use database software tools to extract information and produce reports

## Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to the Level 1 IT User NOS devised by e-Skills UK.

## Support of the unit by a sector or other appropriate body

This unit was developed by e-Skills UK.

## Assessment

This unit will be assessed as specified in the e-Skills IT User Assessment Strategy 2009.

## **Unit 106            Database software**

### Learning outcomes and assessment criteria

#### **Outcome 1    Be able to enter, edit and organise structured information in a database**

The learner can:

1. identify the main components of a database
2. create a database table for a purpose using specified fields
3. enter structured data into records to meet requirements
4. locate and amend data records
5. respond appropriately to data entry error messages
6. check data meets needs, using IT tools and making corrections as necessary

#### **Outcome 2    Be able to use database software tools to extract information and produce reports**

The learner can:

1. identify queries which meet information requirements
2. run simple database queries
3. identify reports which meet information requirements
4. generate and print pre-defined database reports

# Unit 106 Database software

## Guidance notes

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

### **Outcome 1 Be able to enter, edit and organise structured information in a database**

The learner should be able to and understand:

- **Database components:**
  - what types of information are stored:
    - tables, forms, queries, reports
- **Enter structured data:**
  - tables, fields, records
  - use of data entry form, create new record, add record to table
- **Locate and amend:**
  - find, search and replace
  - sort
  - wildcards
- **Data entry errors:**
  - due to field size, data type, validation checks
  - using help
- **Check data:**
  - spell check, format, accuracy, consistency

### **Outcome 2 Be able to use database software tools to extract information and produce reports**

The learner should be able to and understand:

- **Database queries:**
  - alphanumeric sort, filter, single criteria
- **Database reports:**
  - using menus, wizards or shortcuts

## Unit 107

## Presentation software

**Level:** 1  
**Credit value:** 3  
**UAN:** K/502/4621

### Unit aim

This is the ability to use software applications to produce effective presentations, which include a combination of media (e.g. images, animation and sound) for education, entertainment or information sharing.

On completion of this unit a candidate should be able to use a range of basic presentation software tools and techniques to produce straightforward or routine presentations.

Presentation tools and techniques will be described as 'basic' because:

- the software tools and functions will be predefined or commonly used;
- the range of entry, manipulation and outputting techniques will be straightforward or routine; and
- the inputting, manipulating and outputting of the information will be predetermined, straightforward or routine.

**Examples of context:** Text-based or diagram-based slide shows and lecture notes.

### Learning outcomes

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

- 1 Be able to input and combine text and other information within presentation slides
- 2 Be able to use presentation software tools to structure, edit and format slides
- 3 Be able to prepare slides for presentation to meet needs

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to the Level 1 IT User NOS devised by e-Skills UK.

### Support of the unit by a sector or other appropriate body

This unit was developed by e-Skills UK.

### Assessment

This unit will be assessed as specified in the e-Skills IT User Assessment Strategy 2009.

## **Unit 107                      Presentation software**

### Learning outcomes and assessment criteria

#### **Outcome 1      Be able to input and combine text and other information within presentation slides**

The learner can:

1. identify what types of information are required for the presentation
2. select and use different slide layouts as appropriate for different types of information
3. enter information into presentation slides so that it is ready for editing and formatting
4. identify any constraints which may affect the presentation
5. combine information of different forms or from different sources for presentations
6. store and retrieve presentation files effectively, in line with local guidelines and conventions where available

#### **Outcome 2      Be able to use presentation software tools to structure, edit and format slides**

The learner can:

1. identify what slide structure to use
2. select and use an appropriate template to structure slides
3. select and use appropriate techniques to edit slides
4. select and use appropriate techniques to format slides

#### **Outcome 3      Be able to prepare slides for presentation to meet needs**

The learner can:

1. identify how to present slides to meet needs and communicate effectively
2. prepare slides for presentation
3. check presentation meets needs, using IT tools and making corrections as necessary

# Unit 107                      Presentation software

## Guidance notes

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

### **Outcome 1      Be able to input and combine text and other information within presentation slides**

The learner should be able to and understand:

- **Types of information:**
  - text, numbers, images, graphics, sound
- **Constraints:**
  - on content: copyright law (e.g. on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism
  - equal opportunities, other local guidelines
- **Combine information for presentations:**
  - combine images, charts or tables with text by inserting, re-sizing and positioning
  - use of text boxes
- **Store and retrieve:**
  - files (e.g. create, name, open, save, save as, print, close, find)

### **Outcome 2      Be able to use presentation software tools to structure, edit and format slides**

The learner should be able to and understand:

- **Slide structure:**
  - layout
  - use existing templates, designs and styles
  - organisational guidelines
- **Edit slides:**
  - drag and drop, find, replace, undo/redo, size, crop and position objects
  - wrap text, add lines and simple shapes
- **Format slides:**
  - bullets, numbering, line spacing, alignment, colour, fonts, size, backgrounds

### **Outcome 3 Be able to prepare slides for presentation to meet needs**

The learner should be able to and understand:

- **Present slides:**
  - Timing, content, meaning
  - organisation of information
  - audience needs
- **Prepare slides:**
  - view, re-order, rehearse timing, print slides, print hand-outs
  - speaker notes
- **Check presentation:**
  - spell check, grammar check, orientation, layout, slide order, text alignment and formatting, accuracy

## Unit 108

## Desktop publishing software

**Level:** 1  
**Credit value:** 3  
**UAN:** Y/502/4565

### Unit aims

This is the ability to use desktop publishing software designed to combine and manipulate text, image and graphic elements in layouts appropriate for subsequent publication to screen or print. On completion of this unit a candidate should be able to use a range of basic desktop publishing software tools and techniques to produce straightforward or routine publications.

Publication tools and techniques will be described as 'basic' because:

- the software tools and functions will be predefined or commonly used;
- the range of entry, manipulation and outputting techniques will be straightforward or routine; and
- the inputting, manipulating and outputting of the information will be predetermined, straightforward or routine.

**Examples of context:** Typical documents may include – invitation, poster, menu, greetings card, business card.

### Learning outcomes

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

1. Be able to select and use appropriate designs and page layouts for publications
2. Be able to input and combine text and other information within publications
3. Be able to use desktop publishing software techniques to edit and format publications

### Guided learning hours

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

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

This unit is linked to the Level 1 the National Occupational Standards for IT users devised by e-Skills UK (Sector Skills Council for ICT)

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by e-Skills UK, the Sector Skills Council for ICT.

### Assessment

This unit will be assessed by:

- an assignment
- portfolio of evidence – classroom or work based
- professional discussion
- expert witness
- scenario

## **Unit 108 Desktop publishing software**

### Learning outcomes and assessment criteria

#### **Outcome 1 Be able to select and use appropriate designs and page layouts for publications**

The learner can:

1. identify what types of information are needed
2. identify what page design and layout will be required
3. select and use an appropriate page design and layout for publications in line with local guidelines, where relevant
4. select and use appropriate media for the publication

#### **Outcome 2 Be able to input and combine text and other information within publications**

The learner can:

1. input information into publications so that it is ready for editing and formatting
2. identify copyright constraints on using others' information
3. organise and combine information of different types or from different sources in line with any copyright constraints
4. store and retrieve publication files effectively, in line with local guidelines and conventions where available

#### **Outcome 3 Be able to use desktop publishing software techniques to edit and format publications**

The learner can:

1. identify what editing and formatting to use for the publication
2. select and use appropriate techniques to edit publications and format text
3. manipulate images and graphic elements accurately
4. control text flow within single and multiple columns and pages
5. check publications meet needs, using IT tools and making corrections as necessary

# Unit 108 Desktop publishing software

## Guidance notes

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

### **Outcome 1 Be able to select and use appropriate designs and page layouts for publications**

The learner should be able to and understand:

- **Types of information:**
  - text, images, graphics, video, sound
- **Page design and layout:**
  - organisation of information, size, white space, columns, consistency, orientation
- **Local guidelines:**
  - templates, house style, branding, publication guidelines, styles, colours and font schemes
- **Publication media:**
  - web, document, multimedia

### **Outcome 2 Be able to input and combine text and other information within publications**

The learner should be able to and understand:

- **Input information:**
  - using keyboard, mouse, scanner, voice recognition, touch screen, stylus
- **Copyright constraints:**
  - effect of copyright law (e.g. on music downloads or use of other people's images)
  - acknowledgment of sources, avoiding plagiarism, permissions
- **Combine presentation information:**
  - insert, size, position, wrap, order, group
  - **forms:** images, text, graphic elements (e.g. borders, lines, panels, shading, logos)
- **Store and retrieve:**
  - files (e.g. create, name, open, save, save as, print, close, find)

### **Outcome 3 Be able to use desktop publishing software techniques to edit and format publications**

The learner should be able to and understand:

- **Edit publications:**
  - drag and drop, find, replace, undo redo, size, crop and position
  - use layout guides
- **Format text:**
  - existing styles and schemes for font (typeface), size, orientation, colour, alignment
- **Manipulate images and graphic elements:**
  - size, crop, position, maintain proportion, border
- **Control text flow:**
  - in columns, around images and graphic elements, between pages
- **Check publications:**
  - spell check, grammar check, word count
  - completeness, accuracy, orientation, layout, text alignment and formatting

**Level:** 1  
**Credit value:** 2  
**UAN:** F/502/4558

### Unit aim

This is the ability to use a software application designed to store and retrieve data needed for a variety of business functions. It also includes an understanding of the features and facilities of the software and the purpose for which the data is stored.

On completion of this unit a candidate should be able to use basic data management software tools and techniques to:

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

The tools and techniques will be described as 'basic' because:

- the tools and functions will be predefined or commonly used; and
- the techniques for inputting, manipulation and outputting data will be straightforward or routine.

The structure and functionality of the data management system will be predefined.

**Examples of context:** Adding or amending customer details into an organisation CRM system such as Integra; booking patient appointments for doctor, dentist or hospital; registering new student details onto a school or college SIMS database

### Learning outcomes

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

1. Be able to enter, edit and maintain data records in a data management system
2. Be able to retrieve and display data records to meet requirements

### Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to the Level 1 IT User NOS devised by e-Skills UK.

### Support of the unit by a sector or other appropriate body

This unit was developed by e-Skills UK.

### Assessment

This unit will be assessed as specified in the e-Skills IT User Assessment Strategy 2009.

## **Unit 109 Data management software**

### Learning outcomes and assessment criteria

#### **Outcome 1 Be able to enter, edit and maintain data records in a data management system**

The learner can:

1. Identify the security procedures used to protect data
2. Enter data accurately into records to meet requirements
3. Locate and amend individual data records
4. Check data records meet needs, using IT tools and making corrections as necessary
5. Respond appropriately to data entry error messages
6. Follow local and/or legal guidelines for the storage and use of data where available

#### **Outcome 2 Be able to retrieve and display data records to meet requirements**

The learner can:

1. Search for and retrieve information using pre-defined methods to meet given requirements
2. Identify which report to run to output the required information
3. Select and view specified reports to output information to meet given requirements

# Unit 109      Data management software

## Guidance notes

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

### **Outcome 1      Be able to enter, edit and maintain data records in a data management system**

The learner should be able to and understand:

- **Enter data:**
  - Use of data entry form, create new record, add record to table
- **Amend data records:**
  - Find, search and replace
  - Edit record, sort, use wildcards
- **Check data records:**
  - Spell check, format, accuracy, consistency, remove duplication, verify data
- **Security procedures:**
  - Access control
  - Authorised use, password protection and management, user authentication
- **Error messages:**
  - Due to field size, data type, validation checks
  - Duplicate records
  - Format
  - Using help
- **Guidelines for the storage and use of data:**
  - Set by employer or organisation or centre
  - Policies relating to security, backup and data protection
  - Guidelines for data format
  - Compliance, audit and reporting requirements
  - File management will vary according to the application.

### **Outcome 2      Be able to retrieve and display data records to meet requirements**

The learner should be able to and understand:

- **Search and retrieve:**
  - Alphanumeric sort, filter, single criteria, standard queries
- **Reports:**
  - Accessing reports that have already been run
  - Using menus or shortcuts, report templates to produce standard reports based on current data

## Unit 201

# Principles of personal responsibilities and working in a business environment

**Level:** 2  
**Credit value:** 4  
**UAN:** L/601/7638

### Unit aim

This unit is about understanding employment rights; health, safety and security; how to work with others and how to manage and improve own work in a business environment.

### Learning outcomes

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

1. Know the employment rights and responsibilities of the employee and employer
2. Understand the purpose of health, safety and security procedures in a business environment
3. Understand how to communicate effectively with others
4. Understand how to work with and support colleagues
5. Know how to plan own work and be accountable to others
6. Understand the purpose of improving own performance in a business environment and how to do so
7. Understand the types of problems that may occur in a business environment and how to deal with them

### Guided learning hours

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to the Business and Administration NOS BAA231; BAF172.

### Support of the unit by a sector or other appropriate body

This unit was developed by the Council for Administration.

### Assessment

This unit will be assessed by:

- an externally set and internally marked assignment
- an online test

# **Unit 201 Principles of personal responsibilities and working in a business environment**

Learning outcomes and assessment criteria

## **Outcome 1 Know the employment rights and responsibilities of the employee and employer**

The learner can:

1. identify the main points of contracts of employment
2. identify the main points of legislation affecting employers and employees
3. identify where to find information on employment rights and responsibilities both internally and externally
4. describe how representative bodies can support the employee
5. identify employer and employee responsibilities for equality and diversity in a business environment
6. explain the benefits of making sure equality and diversity procedures are followed in a business environment.

## **Outcome 2 Understand the purpose of health, safety and security procedures in a business environment**

The learner can:

1. identify employer and employee responsibilities for health, safety and security in a business environment
2. explain the purpose of following health, safety and security procedures in a business environment
3. identify ways of maintaining a safe and secure environment in a business environment.

## **Outcome 3 Understand how to communicate effectively with others**

The learner can:

1. describe different methods of communication
2. explain how to choose the most appropriate method of communicating with others
3. describe ways of actively listening.

## **Outcome 4 Understand how to work with and support colleagues**

The learner can:

1. explain the purpose of agreeing standards for own work with others
2. explain the purpose of taking on new challenges and adapting to change
3. explain the purpose of treating others with honesty and consideration.

## **Outcome 5 Know how to plan own work and be accountable to others**

The learner can:

1. explain the purpose of meeting work standards and deadlines when completing tasks
2. identify ways of planning own work
3. compare ways of keeping other people informed about progress.

## **Outcome 6 Understand the purpose of improving own performance in a business environment and how to do so**

The learner can:

1. explain the purpose of continuously improving own performance in a business environment
2. describe ways of improving own performance in a business environment
3. identify different types of career pathways that are available.

## **Outcome 7 Understand the types of problems that may occur in a business environment and how to deal with them**

The learner can:

1. identify the types of problems that may occur in a business environment
2. explain ways of dealing with problems that may occur in a business environment
3. explain how and when to refer problems to relevant colleagues.

# Unit 201 Principles of personal responsibilities and working in a business environment

## Guidance notes

### Outcome 1 Know the employment rights and responsibilities of the employee and employer

1. The main points to be included in a contract of employment are job title, place of work, the duties of the job, the pay, how payments will be made, hours of work, holiday entitlement, sick pay entitlement, any pension scheme arrangements, terms of notice.

2. Equal opportunities legislation, e.g.:

- The Sex Discrimination Act 1975 and 1986
- The Race Relations Act 1976
- The Equal Pay Act 1970
- The Disability Discrimination Act 1995 (DDA)

Note that the above will gradually be absorbed into the Equality Act 2010.

Employment legislation, e.g.:

- Employment Rights Act
- Employment Relations Act
- Working Time Regulations
- Employment Act

Health and safety legislation, e.g.:

- Health and Safety at Work Act 1974
- Reporting of Injuries, Disease and Dangerous Occurrences Regulations (RIDDOR)
- Workplace (Health, Safety and Welfare) Regulations
- Display Screen Equipment Regulations
- The Provision and Use of Work Equipment Regulations
- Control of Substances Hazardous to Health (COSHH)
- Data and intellectual property protection :
- The Data Protection Act
- The Copyright, Designs and Patents Act

Organisation legislation, e.g.:

- Companies Act

3. Sources of information:

- Internal e.g. line manager, HR/personnel department, union representative, intranet.
- External e.g. Health and Safety Executive (HSE), Department of Trade and Industry (DTI), ACAS, TUC, trade unions, Citizens' Advice Bureaux, internet, library, government agencies.

4. Representative bodies such as
  - trade unions
  - professional associations
  - health & safety officers.Support in terms of
  - advice
  - information
  - legal assistance
  - financial help.
5. Employer and employee responsibilities for equality and diversity:
  - complying with discrimination legislation
  - equal opportunities/diversity policies
  - Equality and Human Rights Commission's guidelines
  - Equality act 2010.
6. Elements that create 'diversity' are gender, age, background, culture, ethnicity, disability, religion, sexual orientation, personality and work style. Benefits could include:
  - workforce reflects the public community it is dealing with
  - employees feel valued and respected and perform better
  - recognition of the needs and preferences of a wider sector of the public
  - wider pool of skilled talent to choose from
  - lower staff costs/turnover.

## **Outcome 2    Understand the purpose of health, safety and security procedures in a business environment**

1. Employer and employee responsibilities:
  - complying with health and safety legislation (as in learning outcome 1)
  - risk assessment
  - role and duties of a first-aider or appointed person
  - environmental issues such as heating, lighting, ergonomics, ventilation, décor
  - emergency and evacuation procedures
  - security and confidentiality of data
  - health and safety training.
2. Purpose of procedures covering:
  - the use of safe working methods and equipment
  - the safe use of hazardous substances
  - what to do in the event of an emergency
  - accident reporting / first aid
  - security regarding data, stock and personnel
  - reporting of hazards/risk assessment.

3. Maintaining a safe and secure environment:
  - following the requirements of the Health and Safety at Work Act 1974
  - following specific legislation covering job roles
  - identifying hazards and risks; risks resulting from:
    - a) the use and maintenance of machinery or equipment
    - b) the use of materials or substances
    - c) working practices
    - d) unsafe behaviour
    - e) accidental breakages and spillages
    - f) environmental factors.
  - the responsible persons to whom to report health and safety matters
  - responsibilities and specific workplace policies covering job roles.

### **Outcome 3 Understand how to communicate effectively with others**

1. Both formally and informally, internal and external:
  - written e.g. letters, memos, reports
  - face-to-face e.g. one-to-one, meetings, presentations
  - electronically e.g. fax, email, telephone
  - non-verbally e.g. body language, gestures.
2. Method of communication In terms of:
  - formality
  - speed
  - confidentiality
  - cost.
3. Active listening e.g.:
  - making eye contact
  - using positive body language
  - using encouraging phrases
  - not interrupting
  - questioning and paraphrasing
  - summarising.

### **Outcome 4 Understand how to work with and support colleagues**

1. Agreeing standards in terms of, e.g.:
  - deadlines
  - quality of work
  - type/scope of work
  - available resources/support.
  - The candidate should be able to explain the importance of gaining full information in order to complete work efficiently, accurately and to deadline.
2. Benefits that result from taking on new challenges and being adaptable, e.g.:
  - possible financial reward/promotion

- opportunity to gain new skills
- motivational
- new experiences build confidence
- may increase employability.

3. How to create and maintain a good working relationship with others e.g.:

- communicate
- support
- co-operate
- empathise
- be loyal.

The purpose of good working relationships in terms of e.g.:

- meeting deadlines and targets
- motivation
- sharing workloads
- support and advice.

## **Outcome 5 Know how to plan own work and be accountable to others**

1. The importance of having a flexible approach to work requirements and knowing how to prioritise and plan pieces of work according to their urgency e.g. using SMART objectives. The candidate should be able to describe circumstances when deadlines cannot be met through, e.g.:

- interruptions
- distractions
- taking on extra work
- staff absence
- technical breakdown
- unforeseen circumstances such as inclement weather, transport strikes.

The candidate should be aware of the impact of not meeting deadlines on:

- their colleagues
- their manager/supervisor
- the organisation as a whole.

2. Techniques to prioritise and plan own workload, e.g.:

- diaries
- schedulers
- planners
- organisers/PDAs
- timesheets
- to do lists.

3. Ways of progress reporting may be through, e.g.:

- regular progress reports
- one-to-one update meetings
- progress/team meetings
- shared project planners.

The candidate should be able to state advantages/disadvantages of different ways and when they would be most appropriate to use.

## **Outcome 6 Understand the purpose of improving own performance in a business environment and how to do so**

1. Benefits that result from continuously improving own performance, e.g.
  - opportunity to improve weaknesses and gain new skills
  - motivational
  - increased ability to embrace changes/challenges
  - possible financial reward/promotion
  - increased employability.
2. Methods of assessing own performance, e.g. SWOT analysis; how observation and feedback, training needs analyses (TNA), one-to-one meetings/ appraisal and performance reviews can all feed into a Personal Development Plan. The candidate should be able to explain the purpose of using SMART techniques when creating such a plan. The candidate should be able to identify a range of training and development opportunities to assist in improving own performance:
  - coaching
  - mentoring
  - work-shadowing
  - training courses
  - in-house training
  - performance appraisals
  - e-learning.
3. Career paths/progression routes available both inside and outside the organisation and the possible sources of information on these.

## **Outcome 7 Understand the types of problems that may occur in a business environment and how to deal with them**

1. Problems may be
  - minor, i.e. that can be solved by making adjustments and with little or no assistance;
  - major, i.e. those that have resource or financial implications.Types of problems e.g.:
  - financial
  - resource related
  - equipment/systems failure
  - staff-related
  - unforeseen (weather, industrial action).
2. Possible methods could be, e.g.:
  - re-planning/reprioritising own work
  - gaining the support of others
  - identifying a solution and seeking permission to implement it
  - referring the problem on.

3. Problem should be referred if, e.g.

- the solution will cost money or affect many others
- it will impact seriously on the overall target/deadline
- there is no apparent solution
- there is a security, health or safety risk
- the solution is outside the candidate's scope of authority.

The candidate should be able to identify the limits of their own authority in finding solutions to problems and identify procedures for referring problems and to whom they should be referred.

**Level:** 2  
**Credit value:** 4  
**UAN:** R/601/7639

### Unit aim

This unit is about the knowledge and understanding needed to complete core administrative tasks in a business environment, including using office equipment, handling mail, using telephone equipment, minimising waste, providing reception services and effective customer service.

### Learning outcomes

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

1. Understand how to make and receive telephone calls
2. Understand how to handle mail
3. Understand how to use different types of office equipment
4. Understand how to keep waste to a minimum in a business environment
5. Know how to make arrangements for meetings
6. Understand procedures for organising travel and accommodation arrangements
7. Understand diary management procedures
8. Understand the purpose of delivering effective customer service and how to do so
9. Understand the purpose of reception services and how to follow reception procedures

### Guided learning hours

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to the Business and Administration NOS BAC121; BAC122; BAF172; BAG131.

### Support of the unit by a sector or other appropriate body

This unit was developed by the Council for Administration.

### Assessment

This unit will be assessed by:

- an externally set and internally marked assignment
- an online test

## **Unit 202 Principles of providing administrative services**

### Learning outcomes and assessment criteria

#### **Outcome 1 Understand how to make and receive telephone calls**

The learner can:

1. describe the different features of telephone systems and how to use them
2. describe how to follow organisational procedures when making and receiving telephone calls
3. explain the purpose of giving a positive image of self and own organisation.

#### **Outcome 2 Understand how to handle mail**

The learner can:

1. explain the purpose of correctly receiving, checking and sorting incoming and outgoing mail or packages
2. identify different internal and external mail services available to organisations
3. describe the methods of calculating postage charges for mail or packages.

#### **Outcome 3 Understand how to use different types of office equipment**

The learner can:

1. identify different types of equipment and their uses
2. explain the purpose of following manufacturer's instructions when using equipment
3. explain the purpose of keeping equipment clean, hygienic and ready for the next user.

#### **Outcome 4 Understand how to keep waste to a minimum in a business environment**

The learner can:

1. explain why waste should be kept to a minimum in a business environment.
2. identify the main causes of waste that may occur in a business environment
3. identify ways of keeping waste to a minimum in a business environment.

#### **Outcome 5 Know how to make arrangements for meetings**

The learner can:

1. identify different types of meetings and their main features
2. identify the sources and types of information needed to arrange a meeting
3. describe how to arrange meetings.

#### **Outcome 6 Understand procedures for organising travel and accommodation arrangements**

The learner can:

1. explain the purpose of confirming instructions and requirements for business travel and accommodation
2. outline the main types of business travel or accommodation arrangements that may need to be made and the procedures to follow
3. explain the purpose of keeping records of business travel or accommodation arrangements.

## **Outcome 7 Understand diary management procedures**

The learner can:

1. explain the purpose of using a diary system to plan activities
2. identify the information needed to maintain a diary system.

## **Outcome 8 Understand the purpose of delivering effective customer service and how to do so**

The learner can:

1. contrast the differences between internal and external customers in a business environment
2. explain why customer service should meet or exceed customer expectations
3. identify the purpose and ways of building positive relationships with customers
4. identify how customers demonstrate their own needs and expectations.

## **Outcome 9 Understand the purpose of reception services and how to follow reception procedures**

The learner can:

1. describe the purpose of the receptionist role as the first point of contact between the public/client and an organisation
2. explain how to present a positive image of self and the organisation and the purpose of doing so
3. explain how to carry out entry, departure, security and confidentiality procedures in a reception area.

# Unit 202 Principles of providing administrative services

## Guidance notes

### Outcome 1 Understand how to make and receive telephone calls

1. Features e.g.:
  - call forwarding/divert
  - call transfer
  - call holding
  - privacy mode
  - last number redial
  - caller announcement
  - number storage
  - speed dial keys
  - call barring
  - voicemail
  - conferencing
  - hands-free.
  
2. Procedures for both internal and external calls, e.g.:
  - answering within a set number of rings
  - greetings/introductions
  - actions to take when colleagues are unavailable for calls
  - how to take messages
  - transferring or passing on calls
  - giving out information
  - any call restrictions in place
  - making personal calls.
  
3. The candidate should understand the message their communication is giving about both themselves and their organisation. They should be able to explain techniques to use, e.g.:
  - courteous, polite manner
  - introduce self
  - being prepared
  - no slang or technical jargon
  - repeat back figures/spell out names.

## **Outcome 2 Understand how to handle mail**

1. Describe systems for opening, distributing and circulating incoming mail, and for preparing and despatching outgoing mail and their importance in terms of:

- accuracy
- expediency
- economy
- convenience.

Equipment involved and its use, e.g. machines for

- franking
- weighing
- addressing
- wrapping
- letter opening.

2. Identification of different postal methods i.e. standard postal services, special delivery, couriers, internal circulation and when they would be used.

3. Calculation in terms of

- weight
- size
- cost restrictions
- urgency
- destination.

## **Outcome 3 Understand how to use different types of office equipment**

1. The candidate should be able to identify the features and the guidelines for using common office equipment, e.g.:

- computers and printers
- scanners
- photocopiers
- fax machines
- mailroom equipment e.g. franking machine, weighing machine, addressing/labelling machine, wrapping and rolling machine, date stamping, sorting bins).
- shredders
- laminators and binding machines
- calculators
- audio equipment.

The candidate should be able to identify the main problems that can occur when using equipment.

2. Purpose in terms of

- efficient operation
- health and safety
- damage to equipment
- trouble shooting
- invalidating warranties.

3. The routine care of common office equipment and the purpose of leaving it clean and hygienic in terms of
  - other users
  - health and safety
  - its efficient operation.

#### **Outcome 4 Understand how to keep waste to a minimum in a business environment**

1. Both economically and environmentally.
2. Types and causes of waste, in both
  - consumables
  - time
  - energy.
3. Practical methods of reducing waste, e.g.:
  - proof-reading
  - not printing emails
  - reusing paper for scrap pads/envelopes for internal mail
  - making test copies before photocopying
  - reuse folders
  - replace lids on marker pens/correcting fluid
  - correct storage of consumables to prevent spoilage
  - solar/rechargeable batteries for equipment
  - recycling
  - over ordering
  - efficient use of time.

#### **Outcome 5 Know how to make arrangements for meetings**

1. The candidate should be able to identify different types of meetings and their main features both formal and informal e.g. Annual General Meeting, Board Meeting, departmental meetings, management meetings, committee meetings, team and progress meetings. Different features of both formal and informal meetings, in terms of:
  - Regulations, e.g. frequency, period of notice, validity, voting
  - Documentation required, e.g. notice, agenda, notes/minutes, attendance register
  - Personnel involved, e.g. Chair, treasurer, secretary
2. Information in terms of
  - date, time and duration
  - venue
  - delegates
  - catering and accommodation
  - equipment required special requirements.

3. Duties and responsibilities involved in organising a meeting (before, during and after) to include
  - preparing the documentation e.g. notice, agenda, Chairperson's agenda and minutes
  - personnel involved and their duties, e.g. chairperson, secretary, treasurer.

## **Outcome 6 Understand procedures for organising travel and accommodation arrangements**

1. The candidate will need to know the information required and why, in order to arrange travel and accommodation, e.g.:

- details of the people travelling
- destination start/finish
- required arrival/departure times
- class of travel/accommodation
- onward travel arrangements
- documentation requirements
- special requirements.

2. Types of travel i.e.: air, rail, road.

The candidate should know how to plan journeys and prepare itineraries taking into account constraints, such as international time and climatic differences, time available and budgets, and give information on travel documentation - passports, visas, health certificates, insurance certificates, driving licences, travellers' cheques, credit cards, foreign currency. The candidate should know how to request and confirm reservations for rooms, travel and car hire and be aware of organisational policies on cost restrictions, class of travel/ accommodation allowable. The candidate should be able to identify relevant information sources on business travel such as agencies, consulates, timetables, hotel guides, maps, directories.

3. Purpose of keeping records in terms of

- auditing/accounting
- expenses claims
- future reference.

## **Outcome 7 Understand diary management procedures**

1. Both manual, e.g.:

- desk diary
- appointments book
- wall chart/planner

and electronic, e.g.:

- diary programs
- electronic appointments systems
- PDAs

and the features, advantages and disadvantages of each for:

- recording both regular and one-off events
- bookings
- scheduling
- planning.

2. Information in terms of:

- dates/times
- venues
- personnel
- contact details.

Maintaining by:

- making new entries
- amending/deleting entries
- setting up regular/repeat appointments.

## **Outcome 8 Understand the purpose of delivering effective customer service and how to do so**

1. Internal e.g.:

- from another part of the same organisation
- colleagues;

External e.g.:

- individuals
- other businesses, including suppliers.

The candidate should be able to give examples of each and explain how their needs and expectations may differ.

2. Customer expectations are what customers think should happen and how they believe they should be treated when asking for or receiving customer service. The candidate will need to explain how customer expectations are formed, e.g. through

- own experience
- what they see or hear
- word of mouth.

The candidate should be able to explain how an individual can contribute to meeting customer expectations positively and professionally, e.g.:

- interacting effectively with customers and clients
- using appropriate verbal and non-verbal communication skills
- using questioning and listening skills
- identifying potential communication problems and solutions

and the ways they exceed them through, e.g.:

- their personal presentation
- their attitude and behaviour
- the level of service offered

and the effect this has on an organisation's success.

3. Benefits of building positive relationships with customers in terms of

- organisation's reputation
- repeat business
- working relationships

and how to do so with both internal and external customers, e.g. building rapport, keeping promises/commitments.

4. The candidate will need to identify the different needs customers have, both general, e.g. for information, assistance, advice, and special requirements such as hearing or sight impairment, language, age, cultural needs or specific learning difficulties. They will need to identify the ways in which customers demonstrate their needs and expectations both verbally and non-verbally.

## **Outcome 9 Understand the purpose of reception services and how to follow reception procedures**

1. The candidate will need to describe the basic duties carried out in a receptionist role, e.g.
  - welcoming visitors
  - escorting visitors
  - security procedures
  - appointments/bookings management
  - receiving packages
  - giving information.

They will need to describe the receptionist's importance in creating a good first impression for the organisation.

2. How to present a positive image in terms of, e.g.:
  - personal presentation
  - communication, both verbal and non-verbal
  - attitude and behaviour
  - confidentiality
  - knowledge and professionalism.

Purposes e.g.:

- first impressions
  - meeting expectations
  - maintaining organisation's image.
3. The candidate will need to explain a range of procedures relating to visitor control and why this is important. They will need to be aware of what constitutes a breach of security and its possible impact. The candidate will need to be aware of the types of information that are sensitive and should therefore not be disclosed, both in terms of individuals and the organisation.

## Unit 203

# Principles of managing information and producing documents

**Level:** 2  
**Credit value:** 3  
**UAN:** J/601/7640

### Unit aim

This unit is about the knowledge needed to manage information and produce documents, including, organising and researching information, and producing and storing documents.

### Learning outcomes

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

1. Understand the purpose of information technology in a business environment
2. Understand how to manage electronic and paper based information
3. Understand the purpose of producing documents that are fit-for-purpose
4. Know the procedures to be followed when producing documents

### Guided learning hours

It is recommended that **24** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to the Business and Administration NOS BAA211; BAD321; BAD323; BAD332.

### Support of the unit by a sector or other appropriate body

This unit was developed by the Council for Administration.

### Assessment

This unit will be assessed by:

- an externally set and internally marked assignment
- an online test

## **Unit 203 Principles of managing information and producing documents**

Learning outcomes and assessment criteria

### **Outcome 1 Understand the purpose of information technology in a business environment**

The learner can:

1. identify different types of information technology that may be used for work tasks
2. outline the benefits of using information technology for work tasks.

### **Outcome 2 Understand how to manage electronic and paper based information**

The learner can:

1. explain the purpose of agreeing objectives and deadlines for researching information
2. identify different ways of researching, organising and reporting information
3. describe procedures to be followed for archiving, retrieving and deleting information, including legal requirements, if required
4. explain why confidentiality is critical when managing information.

### **Outcome 3 Understand the purpose of producing documents that are fit-for-purpose**

The learner can:

1. identify reasons for producing documents that are fit-for-purpose
2. describe different types and styles of documents and when they are used.

### **Outcome 4 Know the procedures to be followed when producing documents**

The learner can:

1. identify reasons for agreeing the purpose, content, layout, quality standards and deadlines for the production of documents
2. describe ways of checking finished documents for accuracy and correctness, and the purpose of doing so
3. explain the purpose of confidentiality and data protection procedures when preparing documents
4. compare different types of documents that may be produced from notes and the formats to be followed
5. explain the procedures to be followed when preparing text from notes.

# Unit 203 Principles of managing information and producing documents

## Guidance notes

### **Outcome 1 Understand the purpose of information technology in a business environment**

1. The use of, e.g.:
  - word processing
  - spread sheets
  - databases
  - internet/email
  - presentation software.
  
2. Benefits in terms of:
  - speed
  - access
  - quality
  - editing
  - collaborative working
  - security.

### **Outcome 2 Understand how to manage electronic and paper based information**

1. Agreeing objectives and deadlines in terms of, e.g.:
  - detail required
  - end use of information
  - available time
  - available resources.

The candidate should explain the importance of gaining full information in order to carry out research efficiently, accurately and to deadline. They should also be aware of possible legal restrictions on use of information.

2. Research by both electronic, e.g.:
  - internet/intranet
  - CDs/DVDs
  - microficheand using paper-based methods, e.g.:
  - libraries
  - journals/periodicals
  - files.

The candidate should be able to identify the principal filing classification systems, understand their use and the advantages and disadvantages of each. The classification systems include: alphabetical, numerical, alpha-numerical, subject, geographical and chronological.

Information may be presented for different purposes, e.g.

- to inform
- to explain/educate
- to persuade
- to entertain

and organised appropriately to meet the purpose.

Information may be presented as, e.g.

- reports
- oral presentation
- charts, diagrams and graphs
- tables
- brochures, leaflets
- verbally
- notices/display board.

3. Both electronic and paper-based methods. The candidate should be able to describe the purpose of, e.g.:

- out guide/absent card
- cross referencing
- file retention policies
- indexing
- document naming
- folders/directory structures.

They should be able to identify different types of media storage devices e.g. hard drive, CD/DVD, memory stick, and for archiving, e.g. microfilming. The candidate needs to be aware of how to keep data safe from loss or corruption and procedures to be followed for disposal of information.

4. The candidate needs to describe the types of information that are sensitive in terms of both

- individuals, whether customers or employees
- the organisation.

They should explain the implications of what may happen if sensitive information is disclosed and be aware of the requirements of data protection.

### **Outcome 3 Understand the purpose of producing documents that are fit-for-purpose**

1. In terms of, e.g.:

- readability
- accuracy
- ease of use
- impact
- organisation's reputation.

2. Documents may be both internal and external to the organisation and include:

- letters
- memos/emails
- faxes
- reports
- minutes/agendas
- newsletters
- flyers/posters.

The candidate should understand the components that make up a 'house style' in terms of font type and size, layout and formatting.

## **Outcome 4 Know the procedures to be followed when producing documents**

1. The candidate should be able to identify the importance of gaining full information in order to produce documents efficiently, accurately and to deadline across the range identified in learning outcome 3.2. Reasons in terms of:

- efficiency
- accuracy
- organisation's reputation.

2. The candidate will need to understand the message conveyed by the standard of the documents produced.

3. They should be able to describe the importance of accuracy in

- figures
- dates/times
- names
- addresses and contact details

and the possible outcomes if these are not accurate.

Documents may be checked using

- spell check
- grammar check
- proof-reading
- track changes.

4. The candidate needs to state the types of information that are sensitive and the requirements of Data Protection Act in protecting personal information.

5. They should be able to explain practical procedures to take to keep confidential information secure, both paper-based and electronic.

6. Types of documents e.g.:

- messages
- minutes of meetings
- letters
- reports
- memos

- e-mails
- faxes
- newsletters
- posters
- notices.

Candidates will need to be aware of conventional formats as well as house styles required by the organisation.

7. Both own notes and those of others, using
  - first drafts – checking and clarification
  - second drafts – proof-reading and approval
  - final documents.

## Unit 204

# Principles of supporting change in a business environment

**Level:** 2  
**Credit value:** 1  
**UAN:** L/601/7641

### Unit aim

This unit is about the reasons for change in working methods, products or services in a business environment and the knowledge and understanding needed to support change in a positive way.

### Learning outcomes

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

1. Understand why change happens in a business environment
2. Understand the purpose of supporting change in a business environment
3. Understand how to respond to change in a business environment

### Guided learning hours

It is recommended that **8** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to the Business and Administration NOS BAA111.

### Support of the unit by a sector or other appropriate body

This unit was developed by the Council for Administration.

### Assessment

This unit will be assessed by:

- an externally set and internally marked assignment
- an online test

## **Unit 204            Principles of supporting change in a business environment**

Learning outcomes and assessment criteria

### **Outcome 1    Understand why change happens in a business environment**

The learner can:

1. explain reasons for change in a business environment.

### **Outcome 2    Understand the purpose of supporting change in a business environment**

The learner can:

1. identify reasons for reviewing working methods, products or services
2. describe types of support that people may need during change
3. explain the benefits of working with others during change.

### **Outcome 3    Understand how to respond to change in a business environment**

The learner can:

1. explain the purpose of responding positively to changes in working methods, products or services
2. identify ways of responding positively to change.

# **Unit 204 Principles of supporting change in a business environment**

## Guidance notes

### **Outcome 1 Understand why change happens in a business environment**

1. Candidates should be able to identify reasons for change including:
  - mergers
  - new ownership
  - loss of revenue
  - changes in legislation
  - rising costs
  - new strategies
  - new technology
  - economic/political changes
  - relocation
  - introduction of new products/services
  - changes in procedures/systems.

### **Outcome 2 Understand the purpose of supporting change in a business environment**

1. Candidates should be able to identify reasons for reviewing working methods. This can include:
  - loss of sales
  - new technology
  - new competitors
  - changing markets
  - economic factors
  - customer feedback
  - continuous improvement
  - to meet legislative requirements.
2. Types of support required during change includes:
  - recognition of success
  - support of colleagues/team
  - assessment of training needs
  - effective communication
  - stress management
  - involvement with changes.

On order to ensure change is effective, staff must be motivated, which encourages success.  
Benefits of working with others during change:

- roles and objectives are identified
- reasons for change are identified and agreed
- effective communication between individuals and teams
- opportunity to give feedback on the change
- more ideas will be shared.

### **Outcome 3 Understand how to respond to change in a business environment**

1. The candidate should be able to identify the purpose of responding positively to change i.e.:
  - responding in a positive way can reduce workplace stress
  - a positive response can increase motivation and individual involvement with the change
  - it can give an opportunity to gain new skills and encourage new challenges which builds confidence.
2. The candidate should identify positive behaviour to demonstrate understanding of how to respond in a positive way e.g.:
  - contributing ideas
  - communicating problems
  - supporting decisions for improvement
  - supporting others
  - requesting support where appropriate
  - seeing change as new challenges
  - embracing the opportunities it may bring
  - taking up opportunities for personal development and promotion.

**Level:** 2  
**Credit value:** 1  
**UAN:** R/601/7642

### Unit aim

This unit is about the ways in which event support can be provided and the types of problems that may occur when organising a business event.

### Learning outcomes

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

1. Understand how to support the organisation of a business event
2. Understand the purpose of displaying professional and helpful behaviour whilst supporting a business event and how to do so
3. Understand how to deal with problems encountered when supporting a business event

### Guided learning hours

It is recommended that **8** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to the Business and Administration NOS BAA311.

### Support of the unit by a sector or other appropriate body

This unit was developed by the Council for Administration.

### Assessment

This unit will be assessed by:

- an externally set and internally marked assignment
- an online test

## **Unit 205 Principles of supporting business events**

Learning outcomes and assessment criteria

### **Outcome 1 Understand how to support the organisation of a business event**

The learner can:

1. describe the range of support activities that may be required when organising a business event
2. identify ways of providing support before, during and after a business event.

### **Outcome 2 Understand the purpose of displaying professional and helpful behaviour whilst supporting a business event and how to do so**

The learner can:

1. explain the purpose of displaying professional and helpful behaviour when supporting a business event
2. describe ways of exhibiting professional and helpful behaviour whilst supporting a business event.

### **Outcome 3 Understand how to deal with problems encountered when supporting a business event**

The learner can:

1. identify the types of problems that may occur when supporting a business event
2. identify ways of dealing with problems when supporting a business event.

# Unit 205 Principles of supporting business events

## Guidance notes

### Outcome 1 Understand how to support the organisation of a business event

1. Candidates should be able to identify an administrator's role in providing support e.g.:
  - work to agreed tasks
  - work to agreed budget
  - researching suitable venues
  - arrange hire of venue
  - promotion of event
  - organising resources, e.g. delegate packs
  - arranging catering, special requirements
  - travel arrangements
  - resources for different types of events
  - co-ordinating activities/resources
  - send out invitations
  - log replies
  - problem solving.
  
2. Ways of providing support, i.e.:

**Before** – hire and booking of venue, send out invitations, organise catering, booking speakers, booking equipment, sending, monitoring and following up invitations, arranging travel/accommodation, reconfirming arrangements, checking contracts, and preparing delegate packs.

**During** – arrive early, check all arrangements have been met, check delegate packs have been delivered and organised, meet and greet delegates respond to delegate needs/answer questions, resolve problems, give out evaluations.

**After** – clear and vacate venue, return any hired goods, collect and collate event evaluations, send out certificates of attendance, settle accounts.

## **Outcome 2 Understand the purpose of displaying professional and helpful behaviour whilst supporting a business event and how to do so**

### 1. Purpose in terms of:

- themselves
- their organisation
- the venue.

Create a good first impression, maintain the organisational image, make delegates feel valued and respected.

### 2. Ways of exhibiting professional and helpful behaviour in terms of:

- personal presentation
- attitude
- preparation and knowledge of venue and event
- problem solving abilities
- use of open body language such as: eye contact, facial expression, appropriate tone of voice, good posture.

## **Outcome 3 Understand how to deal with problems encountered when supporting a business event**

### 1. Types of problems e.g.:

- venue not being available
- venue not being adequate for event
- speakers failing to arrive
- refreshments late, or not up to standard
- failure of equipment
- heating problems
- delegate packs/materials do not arrive
- delegates do not arrive
- accommodation/transport problems.

### 2. Ways of dealing with problems e.g.:

- personal planning e.g. spare packs, back up equipment, contact list
- negotiation e.g. with venue staff
- flexibility in dealing with problems.

**Level:** 2  
**Credit value:** 1  
**UAN:** Y/601/7643

### Unit aim

This unit provides learners with an understanding of how to maintain stationery stock.

### Learning outcomes

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

1. Understand why stationery stock needs to be available
2. Understand how to maintain stationery stock levels

### Guided learning hours

It is recommended that **8** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to the Business and Administration NOS BAF141.

### Support of the unit by a sector or other appropriate body

This unit was developed by the Council for Administration.

### Assessment

This unit will be assessed by:

- an externally set and internally marked assignment
- an online test

## **Unit 206 Principles of maintaining stationery stock**

Learning outcomes and assessment criteria

### **Outcome 1 Understand why stationery stock needs to be available**

The learner can:

1. explain the purpose of making sure stationery stock is maintained and controlled
2. describe factors that may affect the future level of demand for stationery stock
3. explain the purpose of making sure value for money is obtained when ordering stock.

### **Outcome 2 Understand how to maintain stationery stock levels**

The learner can:

1. describe how to order, receive, store and dispose of stationery items
2. explain how to carry out a stock-take of stationery stock items.

# Unit 206 Principles of maintaining stationery stock

## Guidance notes

### Outcome 1 Understand why stationery stock needs to be available

1. Candidates should be able to differentiate between the control and maintenance of stock levels e.g.:
  - Maintenance – to ensure staff can rely on stationery being available when required.
  - Control – security of stationery supplies; cost of supplies; avoid pilferage; control of expenditure; avoid deterioration of stock.
2. Factors e.g.: new business, change of plans, orders cancelled, new products, shelf-life, redesign of organisation stationery, computerisation of systems, relocation/downsizing.
3. Purpose e.g. efficient use of resources, quality of goods v price, minimising overheads. Ways of ensuring value for money include: obtaining quotations, ordering in bulk where appropriate, discounts where available.

### Outcome 2 Understand how to maintain stationery stock levels

1. **Ordering** needs: good stock control, maximum and minimum levels of stock; cost and availability of storage space; knowledge of ordering procedures.  
**Receiving** stationery stock: check delivery note, report any discrepancies; record receipt of stock using organisational procedures.  
**Storing** for storage of stock: according to frequency of use, shelf-life, weight; rotation of stock and essential storage conditions should be considered; knowledge of organisational procedures for issuing stock.  
**Disposal** of stock: recycle when possible; Control of Substances Hazardous to Health (COSHH) Regulations should be observed where appropriate; security to be considered; knowledge of organisation procedures for disposal of stock.
2. Stock-take:
  - keep records of items in and out
  - count physical stock
  - check records against physical stock
  - report discrepancies.

**Level:** 2  
**Credit value:** 5  
**UAN:** K/602/1535

### Unit aim

The unit provides learners with the knowledge and understanding needed to operate in a public sector environment, covering the aims, role, finances, monitoring and working mechanisms of the public sector and service delivery.

### Learning outcomes

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

1. Know the features of the public sector
2. Understand how the public sector is structured
3. Understand the role of the public sector in providing services and how individual roles contribute to service provision
4. Understand finances in the public sector
5. Understand how public sector organisations work together and with other organisations
6. Understand how performance is monitored and measured in the public sector and the purpose of doing so

### Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to the Business and Administration NOS and Professional Skills for Government NOS.

### Support of the unit by a sector or other appropriate body

This unit was developed by the Council for Administration.

### Assessment

This unit will be assessed by:

- an externally set and internally marked assignment
- an online test

## **Unit 207 Principles of working in the public sector**

### Learning outcomes and assessment criteria

#### **Outcome 1 Know the features of the public sector**

The learner can:

1. identify the types of organisations that operate within the public sector
2. identify the main differences between types of organisations that operate within the public sector
3. describe the aims of a chosen public sector organisation and the wider objectives of the public sector
4. identify how local and central government work together to provide public services
5. state the major differences between the public, private and not-for profit sectors
6. identify the key areas of legislation relating to a chosen public sector organisation.

#### **Outcome 2 Understand how the public sector is structured**

The learner can:

1. describe the organisational structure of a chosen public sector organisation
2. explain how a chosen public sector organisation fits into the overall public sector.

#### **Outcome 3 Understand the role of the public sector in providing services and how individual roles contribute to service provision**

The learner can:

1. identify different types of customer for a public sector organisation
2. explain why it is important to understand the needs of a public sector organisation's customers
3. describe how public service provision can adapt to changes in customer needs and type
4. explain the purpose of ensuring equality and diversity is reflected when providing public services
5. explain how individuals contribute to the work of their organisation and the wider public sector.

#### **Outcome 4 Understand finances in the public sector**

The learner can:

1. identify where money to pay for public services comes from
2. identify how a chosen public sector organisation is financed
3. explain why it is important not to waste money and resources in the public sector
4. explain why prioritisation of public service provision must take place when resources are limited.

#### **Outcome 5 Understand how public sector organisations work together and with other organisations**

The learner can:

1. explain the benefits of working with other organisations within and outside the public sector
2. identify organisations that a public sector organisation works with to provide public services
3. explain how a public sector organisation works with other public and non-public sector organisations.

## **Outcome 6 Understand how performance is monitored and measured in the public sector and the purpose of doing so**

The learner can:

1. explain why performance is monitored and measured in the public sector
2. outline how the performance of a chosen public sector organisation or department can be measured
3. explain how individual performance is monitored within a public sector organisation.

# Unit 207 Principles of working in the public sector

## Guidance notes

### Outcome 1 Know the features of the public sector

1. Types of organisation e.g.:
  - National Health Service
  - fire service
  - police service
  - schools
  - government departments
  - executive agencies
  - Local Authorities.
2. Differences in terms of purpose, size, budget, service provided, customers e.g. clients, service users, patients, residents.
3. Aims and objectives of public sector organisations to include:
  - to provide efficient and effective public services, accessible to all
  - to carry out policy
  - to comply with legislation.
4. Working together In terms of how central government determines the overall policy and local organisations work within that policy e.g. health policy is determined by central government and interpreted and implemented by the National Health Service. This may also include how some central government departments have local offices through an executive agency e.g. Department for Work and Pensions and Job Centre Plus. Executive agencies should be addressed.
5. Major differences in terms of purpose (e.g. profit making, provide public services), sources of finance, utilisation of surpluses, charitable status, legal status. (NB - Not-for-profit sector is also frequently referred to as the Community and Voluntary Sector or as the Third Sector).
6. Key legislation that defines the chosen type of organisation; the powers of the organisation and its key services, e.g.:
  - Local Government Act 2000
  - Sustainable Communities Act 2007
  - Education and Skills Act 2008
  - Clean Neighbourhoods and Environment Acts 2005
  - The Equality Act 2010
  - Health And Safety at Work Act 1974.

## **Outcome 2 Understand how the public sector is structured**

1. Describe the organisational structure in relation to the candidate i.e.:

- Chief Executive
- Line Manager
- HR function
- Team leader.

Candidate should be able to identify reporting lines within an organisation.

2. Fits In terms of its main reporting lines e.g. to government departments.

## **Outcome 3 Understand the role of the public sector in providing services and how individual roles contribute to service provision**

1. Candidates should identify the types of customers that use a public sector organisation.

Customers – different services may use different terms for their customers e.g.:

- citizens
- members of the public
- service users
- clients
- residents
- patients.

Customers may also be funders and other organisations that have significant working relationships with the organisation. Customers may be internal as well as external.

2. Explain In terms of the need to plan services, provide services, evaluate services, identify changes in the pattern or level of customer need, and respond to feedback and demand.

3. Describe in terms of adapting existing services, altering priorities, allocating staff or resources differently, changing procedures, by introducing new services.

4. Explain Equality and Diversity requirements e.g.:

- to comply with legislation to avoid legal action and complaints
- to maintain the positive reputation of the organisation,
- to meet the needs of all customers, whatever their gender, age, values, ethnicity, sexual orientation, special needs or disabilities.

5. This could be reflected through flexibility or special arrangements in service delivery, reflecting the local population in the make-up of the workforce etc.

6. Explain in terms of e.g. meeting targets, working efficiently and effectively, fulfilling all aspects of their job role, being flexible, working independently and with other people; and how this supports the achievement of the organisation's aims.

## **Outcome 4 Understand finances in the public sector**

1. Identify sources of public sector funding e.g.: central taxation (e.g. income tax, VAT, duty on petrol, tobacco etc.), government borrowing, and local taxation (business rates, council tax etc.), local borrowing (e.g. local authorities) funding to central government revenue raising by local authorities (parking fees, hiring of leisure facilities etc.), European Union funding.
2. Identify how in terms of i.e. major sources of funding as outlined in 4.1 and any sources of revenue specific to the chosen public sector organisation, made available either directly to the organisation through its own sources or provided through grants from the Treasury via government departments etc.
3. Explain the purpose e.g.:
  - a duty to spend public money effectively
  - to ensure environmentally- friendly use of resources
  - To promote sustainability
  - to create sustainable services.
4. Explain why prioritisation is important e.g.:
  - resources are always limited and demand is infinite
  - to ensure those most in need receive the support they need
  - to ensure public money is spent as effectively as possible
  - to ensure public money is not wasted
  - to ensure sustainable services.

## **Outcome 5 Understand how public sector organisations work together and with other organisations**

1. Purpose, e.g. the benefits of integrated or holistic services that are easier for members of the public/customers to access (e.g. one-stop-shops); drawing on the expertise of different services working together; cost-effective use of resources through shared facilities etc.
2. Organisations may be in the public, private or third sector.
3. Working together, i.e.:
  - local authorities working with housing associations
  - schools working with local businesses
  - National Health Service working with private practitioners
  - healthcare trust working with a charity.

## **Outcome 6 Understand how performance is monitored and measured in the public sector and the purpose of doing so**

1. For example: to ensure services are delivered to a quality standard, economically and effectively, to identify and remedy problems etc., to improve performance; to comply with legal and auditing requirements.
2. In terms of how the performance is currently measured
  - through internally or externally set targets
  - through performance standards or levels
  - through internal or external audit
  - through formal inspection
3. In terms of the performance management system used in a public sector organisation. i.e.:
  - appraisal
  - key performance indicators
  - performance review

**Level:** 2  
**Credit value:** 6  
**UAN:** J/600/1003

### Unit aim

To enable the candidate to develop an appropriate knowledge and understanding of the principles of effective customer service.

### Learning outcomes

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

1. Be able to describe the principles of customer service
2. Understand how customer needs and expectations are formed
3. Understand principles of responding to customers' problems or complaints
4. Be able to identify the interpersonal and team working skills required in the customer service environment
5. Be able to identify the legislation which supports the customer service process

### Guided learning hours

It is recommended that **50** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant National Occupational Standards

This unit is linked to the ICS National Occupational Standards: NVQ Level 2 – 1, 5, 6, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 21, 22, 23, 31, 36, 37, 38.

### Key Skills

This unit contributes towards the Key Skills in the following areas:

- COM Level 1 – C1.1, C1.2, C1.3; Level 2 – C2.1a and 1b, C2.2
- AON Level 1 - N1.1
- ICT Level 1 – ICT1.1, ICT1.2

### Assessment and grading

This unit will be assessed by:

- an online multiple choice test

## **Unit 208                      Delivery of effective customer service**

### Learning outcomes and assessment criteria

#### **Outcome 1      Be able to describe the principles of customer service**

The learner can:

1. Identify the purpose of customer service
2. Describe how customer service affects the success of the organisation
3. Describe different types of customers of an organisation
4. Identify the range of customer needs
5. Identify the customer service information which may be retained.
6. Identify the difference between providing a product and providing a service
7. Describe what is meant by an after-sales service
8. Describe what is meant by a Unique Selling Point (USP) and a Unique Service Offer (USO)
9. Identify the methods a customer service deliverer can use to keep product and service knowledge up-to-date
10. Describe how an organisation can promote its products and/or services

#### **Outcome 2      Understand how customer needs and expectations are formed**

The learner can:

1. Describe the purpose of an organisation's service offer
2. Describe how customer expectations are formed
3. Describe the interrelationship between customer satisfaction and customer expectations
4. Describe how customer needs can be identified
5. Identify the methods of obtaining customer feedback
6. Describe how an organisation can maintain customer loyalty
7. Identify why it is important to ensure effective customer relationships are maintained
8. Describe why it is important for a customer to be able to identify a 'brand'

#### **Outcome 3      Understand principles of responding to customers' problems or complaints**

The learner can:

1. Identify common causes of customer problems and complaints
2. Identify different methods of communication
3. Describe the importance of adapting methods of communication and behaviour to meet the individual needs of customers
4. Explain how the non verbal communication of the service deliverer can affect the behaviour of the customer
5. Describe how personal presentation, approach and attitude will influence the perception of the service delivered

#### **Outcome 4 Be able to identify the interpersonal and team working skills required in the customer service environment**

The learner can:

1. Describe the skills required for effective team working
2. Describe how to maintain effective working relationships within a team
3. Describe the range of inter-personal skills required for effective customer service

#### **Outcome 5 Be able to identify the legislation which supports the customer service process**

The learner can:

1. Identify the key aspects of the legislation relating to consumer law
2. Identify the main principles of equal opportunities legislation in relation to providing customer service
3. Identify the responsibilities of the employer and employee under the Health and Safety at Work Act 1974
4. Describe why it is important to respect customer and organisation confidentiality
5. Identify the main principles of the Data Protection Act
6. Identify how a code of practice or ethical standards can impact upon the activities of a service deliverer

# Unit 208      Delivery of effective customer service

## Guidance notes

### Outcome 1      Be able to describe the principles of customer service

1. Good customer service is about:
  - ensuring customer needs are met
  - encouraging customer loyalty
  - forming a relationship with customers
  - ensuring customers leave happy and return
  - ensuring customers pass on positive feedback to others.
2. Having experienced a certain level of customer service from an organisation, customers then come to expect that level of customer service whether good or bad.  
Good customer service can give an organisation an edge over its competitors while poor service can result in a loss of business and a reputation for poor service can be difficult to change.
3. A customer can be an individual or an organisation. Customers can be internal e.g. from another part of the same organisation or colleagues; external e.g. individuals, businesses including suppliers.
4. Different customers will have different needs and expectations from an organisation e.g. that timescales are met, promises kept, there's value for money, quality presentation, employees are knowledgeable and friendly, products are fit for use/purpose, are reliable, easy to use.  
Other types of customer needs exist where customers' health, language skills, age or cultural background or learning difficulties influence how a service provider may need to adapt their behaviour and adapt their methods of communication to meet these individual needs.
5. Customer service information/records – there is a range of customer service information/records which organisations may retain e.g. personal data – customer's name, address, account details, previous purchases; customer feedback on a product or service – user evaluation; warranty/guarantee records; records of complaints.
6. Products are tangible, i.e. a customer can buy a product like a car and own it. However, they cannot own a service. A product is produced by a manufacturing process while you subscribe to a service. The main difference between providing products as opposed to a service is that more personal contact may be required when marketing a service as compared with marketing products. Providing a product may also involve providing after-sales service as in help-line facilities following the sale of a computer.
7. An after sales service – providing support for a service or a product after purchase e.g. help-line facilities following the sale of a computer. With a product the after sales service may involve dealing with warranties, guarantees, exchanges, repair agreements, refunds. As such there may be various terms, legal constraints and organisational policies which need to be considered.

8. A USP – Unique Selling Point is what makes a product different or better from its competitor(s) e.g. price, packaging, performance, market perception, quality, availability, meeting deadlines. A unique selling point or proposition (USP) defines an organisation's competitive advantage. An organisation must identify what makes it different from the competitors and emphasise these advantages in marketing thus influencing the customer's choice of products and services.  
A USO – Unique Service Offer is what makes a service different or better from its competitor(s) e.g. 24 hour availability. A USO is used to differentiate a service offer from that of competitors or comparable organisations. USOs are directly related to why customers choose to do business with organisations by using their products or services. Customers buy benefits and solutions NOT products and the candidate should be familiar with the technique of selling features and benefits and should know how these compare with those of competitors.  
USPs and USOs are used to differentiate what one organisation provides by way of products and/or services from another.
9. Keeping up-to-date with product and services knowledge is vital. Various sources of information about products and/or services will be available within an organisation e.g. catalogues, brochures, price lists, colleagues, internet, intranet, training sessions, organisational product and/or service information/literature, word of mouth from customers.
10. Promotion methods can be leaflets, telephone calling, demonstrations, mailshots, promotional videos, newspaper (national and local) advertisements, television advertisements, local/national radio advertisements. Organisations need to promote benefits not features.

## **Outcome 2 Understand how customer needs and expectations are formed**

1. Organisation's service offer – also known as a customer charter – is the organisation's statement about the level of service they will offer e.g. some customer charters will set out how they will compensate a customer when customer service has not been delivered in line with the charter; or it will clearly stated the timescales for responses. The service offer sets the basis on which the organisation will provide a service to its customers. Customers will know this is what they can expect while organisations know what they must deliver.
2. Customer expectations are what customers think should happen and how they believe they should be treated when asking for or receiving customer service. Expectations are formed e.g.
  - through what customers hear and see
  - what they read and the messages the organisation sends (i.e. via its reputation and brand)
  - what actually happens to them when dealing now and in the past with an organisation.
 Customer expectations are also heavily influenced by word of mouth (e.g. friends and family) and also the media. Customers may have experiences with similar organisations which impact upon their overall impression and expectations of that particular service industry, e.g. hotels and restaurants, supermarkets, banking, insurance.
3. Customer service equals the totality of what an organisation does to meet customer expectations and produce customer satisfaction. Customer expectations are what customers think should happen and how they believe they should be treated when asking for or receiving customer service. Customer satisfaction then occurs when a customer is happy with the service provided. However, it is not sufficient for some organisations to simply achieve customer satisfaction; they want to do better and talk in terms of exceeding customer expectations, delighting the customer or surprising the customer. Customer satisfaction is still achieved but the perception is to a greater degree.

4. Customer needs can be identified through the use of well-developed inter-personal skills which enable a service deliverer to accurately identify those needs. Customers at times do not have a clear understanding of their needs. Assisting in determining needs is a valuable service to the customer and this can be done by asking the customer relevant questions and listening carefully to what the customer's responses are.
5. Customer feedback is what the customer reports back to an organisation about the customer service experienced. It may be collected by the organisation formally using questionnaires, comment cards, competitions, focus groups or surveys (telephone or mail). This is sometimes called formal feedback. All staff in an organisation also has a responsibility for gathering spontaneous customer feedback, e.g. chance remarks or comments, verbal or in writing made by customers without being asked. This is informal feedback.
6. If the service customers receive is consistently good, loyalty will be built. If there is a good background of achieving customer satisfaction, customer loyalty may exist but even when things go wrong, organisations can recover from a bad situation with an individual customer by working on repairing the damage. Repeat business is influenced by a customer's on-going perception of the service they receive. Customer loyalty can be rewarded by making special customer service arrangements and offers for repeat customers, e.g. points programme; loyalty scheme; special offers.
7. Customer relationships exist where customers do repeat business over time with the same organisation and/or service provider. Good customer relationships are important to a service provider because they build customer loyalty, resulting in repeat business. It is beneficial for an organisation to have loyal customers as it tends to be cheaper and easier to repeat business with an existing satisfied customer than it is to find a new customer.
8. Knowing the 'brand' of the product or service is an important message to transmit to customers. A brand is a promise to customers. A strong brand name tells customers; 'you know the name, you can trust the promise'. Generally there is a 'logo' and instantly customers have a visual reminder of what the organisation is offering and promising customers and they know what to expect. Customers can be attracted to the brand above that of the competition.

### **Outcome 3 Understand principles of responding to customers' problems or complaints**

1. Customer problems and complaints can be caused through e.g. faulty goods, poor quality, incorrect stock, failure to return calls, failure to meet deadlines, poor attitude of staff.
2. The most effective methods of communication are e.g.
  - face-to-face
  - written communication e.g. letter, email
  - telephone and text

Face-to-face – is about eye contact and active listening. 'Normal' eye contact may differ across cultures; 'active listening' is about head nodding, gestures and repeating back phrases that are heard and confirmation of understanding.

Written communication is e.g. letter, email, memos and reports. There will be guidelines on when and how to use written communication e.g. house styles, language to be used etc. Written communication will be necessary when a formal response is required.

Telephone communication requires being able to operate the equipment efficiently and effectively; making sure customers are regularly informed when the service deliverer is accessing information to provide responses, or if they are going to be on hold, etc.; speaking clearly and slowly to allow for the possibility that reception on the 'phone line may not be perfect; adapting speech to meet individual needs of customer.

3. It is important to adapt methods of communication to meet the individual needs of a range of customers for example those with:
  - language difficulties
  - health issues
  - different age groups
  - cultural differences
  - learning difficulties

It is always necessary to communicate in a clear, polite and confident way e.g. where there are language difficulties it may require that the service deliverer talks more slowly, clearly and without the use of jargon. The service deliverer should treat the customer with respect at all times and work with the individual to meet their needs.

4. Non-verbal communication is about the use of body language e.g.
  - Gestures
  - Posture
  - Facial expression
  - Eye contact
  - Personal presentation e.g. dress

It is important to be aware of the potential impact of a range of body language variations e.g.

- Standing very close to a customer versus standing at a distance
- Folding arms versus open arms
- Giving lots of eye contact, giving no eye contact
- Pointing fingers, frowning versus smiling

Body language can signal pleasure, anger, frustration or aggression without you realising it and can affect the behaviour of the customer who reacts to what they perceive the message to be and vice versa.

5. The customer service deliverer's own personal presentation, approach and attitude will influence the customer's perception of the service delivered. If the customer expects to see staff in uniform who make a friendly approach and have a positive attitude they will not be satisfied if they are faced with someone who makes no approach and appears not to care. A service deliverer's presentation, approach and attitude can create the first impression a customer has of the organisation and it is important to realise that creating a good first impression is vital – you don't get a second chance to make a good first impression. Service deliverers should always be professional despite difficult circumstances e.g. being under pressure through lack of time, during busy periods.

#### **Outcome 4 Be able to identify the interpersonal and team working skills required in the customer service environment**

1. The skills required for effective team working include the ability to be:
  - Supportive
  - Comfortable with disagreement and the ability to successfully overcome differences in opinion
  - Able to discuss and listen
  - Able to learn from experience, reviewing and improving performance in the light of both successes and failures

The following phases (Bruce Tuckman) are all necessary and inevitable in order for a team to grow, to face up to challenges, to tackle problems, to find solutions, to plan work, and to deliver results and so be effective. The phases are:

- Forming
- Norming
- Storming
- Performing

2. Maintaining effective working relationships requires people to e.g.

- share workloads
- share information
- be able to work co-operatively with others
- show sensitivity to the needs and feelings of others
- work as a team to resolve customer problems and complaints
- apply teamwork to give good customer service
- work effectively with others to complete an allotted task
- respond positively to requests for help or support
- understand where and when to ask for help and support

There should always be awareness of the different personalities that could exist within a team e.g. introvert, confident, assertive, aggressive and withdrawn and the fact that there may be a requirement to adapt personal behaviour to the needs and feelings of team members. There will need to be an awareness of how an individual's behaviour can impact on team performance and that individuals in the team are working towards a common goal.

3. The range of interpersonal skills required for effective customer service includes:

- oral communication skills
- written communication skills
- non-verbal communication skills (body language)
- telephone skills
- questioning skills
- listening skills
- decision-making skills
- problem-solving skills
- information-gathering skills
- personal development skills
- team working skills

## **Outcome 5 Be able to identify the legislation which supports the customer service process**

1. The key aspects of the legislation relating to consumer law are:

- Sale of Goods Act – relates to goods which are sold – of merchantable (i.e. satisfactory) quality; as described, fit for purpose, there are likely to be organisational procedures in relation to rights to refund under Act.
- Supply of Goods and Services Act – involved with supplying goods or services to customers; e.g. work done, and products supplied by tradesmen and professionals, e.g. dentists, builders, plumbers, gardeners – ‘duty of care’.
- Unsolicited Goods and Services Act – goods or services, not ordered by customers – traders cannot charge for goods or services they have sent to customers without their being ordered.

- Trade Descriptions Act – must not falsely describe something for sale; must not make false claims for services, accommodation or facilities.
  - Consumer Protection Act – customers can claim compensation for death, injury or damage to property over £275 if a product they use turns out to be faulty; producers and distributors of goods are required to ensure that their products are safe; it is an offence to display or to give a customer misleading information.
  - Consumer Credit Act – protects customers when they buy or borrow on credit – gives customers a wide range of rights.
  - The Consumer Protection Regulations – protection to customers who shop by ‘phone, mail order via the Internet or digital TV.
2. The equal opportunities legislation that relates to providing customer service is e.g.
- Disability Discrimination Act – complex legislation where customer service must not be seen to discriminate against customers with disabilities; obligations of the organisation are different according to the size of the organisation and the products or services being offered. It influences customers’ rights of access to goods, facilities, services and premises.
  - Sex Discrimination Act and Race Relations Act (as amended) aims to prevent people being discriminated against to ensure people are treated fairly and equally. Sex Discrimination Act – influences customers’ rights of access to goods, facilities, services and premises.
  - It should be remembered that different people have different needs, expectations, opportunities and responsibilities; therefore, it is important to remember that treating people fairly means recognising their differences.
3. Health and Safety at Work Act (HASWA) 1974 covers the responsibilities of employers to their employees and also to customers who are on the premises. It also covers safe working practices, common risks and hazards e.g. slippery or uneven floors, excessive noise and/or moving parts in machinery, chemicals.
- It also covers responsibilities relating to (a) fire drill procedures (b) evacuation procedures (c) suspicious packages (d) terrorism procedures (e) special codes to indicate the level of threat the organisation believes they are under at any moment in time e.g. a government department.
4. Organisations hold lots of ‘personal information’ about customers – e.g. account details, addresses and this information cannot be disclosed to anyone who asks for it. An organisation which handles personal information has a duty by law to keep its customers’ personal information safe and secure, whether it is stored in a manual format or electronically.
- Legislation controls the use of data and to not respect customer and organisation confidentiality could result in a loss of the customer.
- Protecting confidential information is a business requirement, and in many cases also an ethical and legal requirement. Information security means protecting information and information systems from unauthorized access, use, disclosure, disruption, modification, or destruction. Any loyalty and goodwill which exists between customers and the organisation will be lost if confidentiality, is breached.
- Security and confidentiality of data is covered by legislation i.e. Data Protection Act which has 8 principles that must be applied.
5. The principles of the Data Protection Act are:
- Personal information shall be processed fairly and lawfully and, in particular, shall not be processed unless conditions are met
  - Personal information be obtained only for specified and lawful purposes and shall not be further processed in a manner incompatible with those purposes.
  - Personal information shall be adequate, relevant and not excessive for the purpose
  - Personal information shall be accurate and, where necessary, kept up to date
  - Personal information shall not be kept for longer than is necessary for the purpose

- Personal information should be processed in accordance with the rights of data subjects

These rights are:

- Access to personal information
- Prevent processing likely to cause damage or distress
- Prevent processing for direct marketing
- Automated decision making
- Compensation
- Rectification, blocking, erasure & destruction
- Jurisdiction and procedure
- Appropriate measures shall be taken against unauthorised or unlawful processing of personal data and against accidental loss, destruction or damage to the data

The final principle refers to passing information to countries outside the EU who may not have the same levels of security.

6. Codes of Practice - sector codes of practice – many Trade Associations and Professional Bodies have a Code of Practice that guides members on how they should conduct their business. Most Codes of Practice include guidance on how to deal with customers. In particular they usually cover how members should deal with complaints and customer problems; guidance to customers on how to make a complaint/follow grievance procedure.

Ethical standards influence how decisions are made when resolving customer problems and the behaviour of employees towards customers.

Organisational ethics include personal qualities such as responsibility, integrity, and honesty, but also:

- openness
- ethical leadership
- pride in reputation
- social awareness

**Level:** 2  
**Credit value:** 7  
**UAN:** J/600/0658

**Unit aim**

To enable candidates to develop and apply the practical skills required to support the customer service environment.

**Learning outcomes**

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

1. Be able to apply the practical skills required to deliver effective customer service
2. Be able to demonstrate how to meet customer needs and expectations
3. Be able to communicate effectively with customers
4. Be able to apply customer service improvements and develop self

**Guided learning hours**

It is recommended that **65** hours should be allocated for this unit. This may be on a full-time or part-time basis.

**Details of the relationship between the unit and relevant National Occupational Standards**

This unit is linked to the ICS National Occupational Standards: NVQ Level 2 – 1, 5, 6, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 21, 22, 23, 31, 36, 37.

**Key Skills**

This unit contributes towards the Key Skills in the following areas:

- COM Level 1 – C1.1, C1.2, C1.3; Level 2 – C2.1a and 1b, C2.2
- AON Level 1 - N1.1
- ICT Level 1 – ICT1.1, ICT1.2

**Assessment and grading**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge

## **Unit 209                    Supporting the customer service environment**

### Learning outcomes and assessment criteria

#### **Outcome 1    Be able to apply the practical skills required to deliver effective customer service**

The learner can:

1. Identify the type of organisation
2. Identify the organisation's customers including internal and/or external and those with specific needs
3. Illustrate a customer service supply chain within an organisation
4. Maintain established customer records
5. Suggest a unique selling point or unique service offer for a product or service
6. Suggest ways of promoting a product or service to increase customer awareness
7. Compare the strengths and weaknesses of the promotional methods available

#### **Outcome 2    Be able to demonstrate how to meet customer needs and expectations**

The learner can:

1. Identify how customers demonstrate their own individual needs and expectations
2. Identify customers with special requirements
3. Identify how to adapt methods of communication and behaviour to meet the individual needs of specified customers
4. Identify and use methods of checking customer satisfaction
5. Identify ways in which an organisation might improve its reputation

#### **Outcome 3    Be able to communicate effectively with customers**

The learner can:

1. Use different methods of communication
2. Identify the interpersonal skills which are required for effective team-working
3. Describe how to adapt own behaviour to meet the individual needs of the team
4. Use the telephone system efficiently and effectively
5. Identify the personal qualities required to deal with customer problems
6. Describe the skills required to deal with potentially stressful situations
7. Apply problem solving theories to resolving a customer service problem
8. Identify the process of solving a customer problem or complaint

## **Outcome 4 Be able to apply customer service improvements and develop self**

The learner can:

1. Devise a method for obtaining customer feedback
2. Identify why it is important to give a positive impression to customers about changes made to customer service procedures
3. Identify how own behaviour might affect the behaviour of others
4. Identify how to obtain useful and constructive feedback from others about own performance
5. Identify own strengths and weaknesses in relation to working within a customer service role
6. Apply the techniques of self assessment to look at strengths and weaknesses
7. Produce a Training Needs Analysis (TNA) for self
8. Prepare an individual learning/development plan which could be used as a basis for discussion with a relevant person, e.g. tutor, line manager, HR, training department

# Unit 209 Supporting the customer service environment

## Guidance notes

### Outcome 1 Be able to apply the practical skills required to deliver effective customer service

1. Organisations are either in public, private or voluntary sectors.
  - Public sector – e.g. NHS organisations – surgeries, hospitals; housing departments, organisations which provide preventative or supportive services where money is not the goal
  - Private/commercial sector – e.g. retail – motivation is to increase profit, attract new customers and build on existing relationships
  - Voluntary/not-for profit organisation – e.g. charity – may still sell goods and services
2. A customer can be an individual or an organisation and is somebody who receives customer service from a service deliverer. Customers can be **internal** e.g. from another part of the same organisation or colleagues; **external** e.g. individuals; businesses including suppliers.

The candidate should be able to identify the chosen organisation's customers be they internal and/or external and also those who require special assistance for example those who have specific needs, e.g. health, language, age, cultural needs or who have specific learning difficulties.
3. It is essential to know who the people are in the organisation that contributes to the delivery of customer service. In a larger organisation it may be like a family tree – people and departments or different parts of the business have connections to one another. In a smaller organisation one person may have to take on many of the roles that are looked after by specialised departments in larger organisations. It is important to understand the roles of the people involved in the supply chain.
4. Candidates should demonstrate they can maintain existing customer records e.g. when customers:
  - notify a change in personal circumstances (i.e. change of address)
  - notify a change to a regular order
  - place a new order
  - complain or say 'thank-you'
  - give feedback on a product or service – user evaluation
  - make a warranty/guarantee claim
5. The candidate should suggest a USP (Unique Selling Point) or USO (Unique Service Offer) for a product or service. A USP is what makes a product different or better from its competitor(s) e.g. price, packaging, performance, market perception, quality, availability, meeting deadlines. A USO is what makes a service different or better from its competitor(s) e.g. 24 hour availability. USPs and USOs are used to differentiate what one organisation provides by way of products and/or services from another.

6. The candidate should be able to suggest methods of promoting products and /or services e.g.
  - Leaflets
  - Telephone calling
  - Demonstrations
  - Mailshots
  - Promotional videos
  - Newspaper (national and local) advertisements
  - Television advertisements
  - Local/national radio advertisements.
7. The candidate will demonstrate they can compare the factors that influence organisations to select a range of promotional methods by identifying their strengths and weaknesses in relation to cost, market penetration, method of communication and chose the most appropriate giving reasons for the choice.

## **Outcome 2 Be able to demonstrate how to meet customer needs and expectations**

1. The candidate will be able to identify how customers demonstrate their own individual needs and expectations identifying the service customers think they ought to have. They should also understand how expectations are formed by what people hear and see, what customers read in advertisements, catalogues, brochures, etc.; what happens during the customer experience and what has happened to them in other customer service experiences.
2. Some customers have special requirements, e.g. are angry, confused, hearing impaired, mobility impaired, sight impaired and these special requirements should be identified and their needs and expectations addressed.
3. The candidate should identify how they can adapt methods of communication and their behaviour to meet the individual needs of a range of customers e.g. those with language difficulties, health issues, different age groups, cultural differences, those with learning difficulties. It is always necessary to communicate in a clear, polite and confident way, e.g. where there are language difficulties it may require that the service deliverer talks more slowly, clearly and without the use of jargon. The service deliverer should recognise they need to treat the customer with respect at all times and work with the individual to meet their needs.
4. The candidate should identify that there are various ways of checking customer satisfaction through informal feedback e.g. asking the customers or noting feedback given by customers or through formal feedback e.g. questionnaires, surveys etc. Customer satisfaction could also be checked through sales figures, complaint records etc.
5. Building a strong reputation leads to customer loyalty. Having a poor reputation leads to loss of business and a downturn in profits. A strong reputation means that an organisation has to attract customers to use its products or services, put things right if they go wrong, create a positive impression and change its reputation over time. To improve its reputation an organisation has to listen to its customers and meet their needs and expectations.

## Outcome 3 Be able to communicate effectively with customers

1. Different methods of communication are used in organisations e.g.

- Face-to-face
- Written communication e.g. letter, email
- Telephone and text

The candidate will be required to use some or all of the different methods of communication and ensure they do so effectively.

Face-to-face – is about eye contact and active listening. ‘Normal’ eye contact may differ across cultures; ‘active listening is about head nodding, gestures and repeating back phrases that are heard and confirmation of understanding.

Written communication is e.g. letter, email, memos and reports. There will be guidelines on when and how to use written communication e.g. house styles, language to be used etc. Written communication will be necessary when a formal response is required.

Telephone communication requires being able to operate the equipment efficiently and effectively; making sure customers are regularly informed when the service deliverer is accessing information to provide responses, of if they are going to be on hold, etc.; speaking clearly and slowly to allow for the possibility that reception on the ‘phone line may not be perfect; adapting speech to meet individual needs of customer.

2. Maintaining effective working relationships requires people to:

- share workloads
- share information
- be able to work co-operatively with others
- show sensitivity to the needs and feelings of others
- work as a team to resolve customer problems and complaints
- apply teamwork to give good customer service
- work effectively with others to complete an allotted task
- respond positively to requests for help or support
- understand where and when to ask for help and support

Candidates will need to understand that they will need to use the following interpersonal skills:

- Oral communication skills
- Written communication skills
- Non-verbal communication skills (body language)
- Questioning skills
- Listening skills
- Decision-making skills
- Problem-solving skills
- Information-gathering skills
- Personal development skills
- Team working skills

3. There should always be awareness of the different personalities that could exist within a team e.g.

- Introvert
- confident
- assertive
- aggressive
- withdrawn

It should also be recognised that there may be a requirement to adapt personal behaviour to the needs and feelings of team members. There will also need to be an awareness of how an individual's behaviour can impact on team performance and that those individuals in the team may be working towards a common goal.

The candidate should consider they may need to be:

- Supportive
- Comfortable with disagreement and the ability to successfully overcome differences in opinion
- Able to discuss and listen
- Able to learn from experience, reviewing and improving performance in the light of both successes and failures

4. When making a telephone call the candidate should realise the importance of:

- making focused 'phone calls to customers
- preparing for the call
- checking to see if the call is to an existing customer or a potential or new customer
- knowing the organisation's guidelines and procedures for what should be said (which is particularly
- relevant if the organisation is a call centre where there may be a script)
- ensuring that equipment is available – pen, paper etc. for notes; specific information etc.

Also when receiving 'phone calls from customer's organisation's guidelines will dictate:

- how to greet the customer
- the stages of greeting
- answering within given rings
- identifying and selecting the options available to respond to the customer.

The candidate should appreciate:

- the importance of using the telephone system effectively
- being able to operate the equipment efficiently and effectively
- making sure customers are regularly informed about own actions when accessing information to provide appropriate responses of if customers are going to be on hold, etc.

It is also important to:

- recognise the need to speak clearly and slowly to allow for the possibility that reception on the 'phone line may not be perfect
- adapt own speech to meet individual needs of customer, particularly when responding to customers' problems
- always remembering the effects of 'smiling on the 'phone', particularly when dealing with a problem or complaint from a customer

5. The necessary qualities for dealing with customer problems are:

- Tact
- Good communication and listening skills
- Ability to gather information
- Problem solving skills
- Ability to work with others

6. Good communication, listening skills, problem solving skills as well as tact and the ability to remain calm are essential for dealing with potentially stressful situations.

To resolve a potentially stressful situation the candidate needs to appreciate it is essential to:

- focus your attention on the customer
- listen to the customer carefully and to make checks that the problem has been clearly understood
- ask the customer appropriate questions
- don't overload the questioning and ask one question at a time
- wait for the customer to answer
- listen actively and express empathy
- use non verbal cues (e.g. nodding the head)
- remain calm
- share problems where necessary within the team.

7. To solve customer service problems the candidate can work with others or on their own in order to:

- understand the problem
- identify the cause
- discuss possible solutions
- solve the problem, removing negative emotions.

8. Organisations have recognised systems and procedures for solving and dealing with customer problems and complaints.

- To resolve a problem it is essential to understand the problem; it is necessary to listen to the customer carefully and to make checks that the problem has been clearly understood; make sure the team is aware of problems and share the customer feedback with the team.
- Pick the best solution to resolve the problem by identifying the options and working with others to identify and confirm the options to resolve the customer service problem within the organisational guidelines. If it is not possible to think of a solution to the problem it may be necessary to consider alternatives.
- Ensuring the options for resolving the customer problem/complaint are discussed/communicated with the customer with a view to seeking their agreement to the proposed solution.
- Strategies to deal with complaints – reacting to possible anger from customer face-to-face, on the 'phone, in writing, etc.; avoiding conflict; keep your customers by taking the HEAT (Hear, Empathise, Apologise, Take Ownership).

## **Outcome 4 Be able to apply customer service improvements and develop self**

1. The candidate should recognise that there is formal and informal feedback. Each customer service deliverer has a responsibility for gathering spontaneous customer feedback (informal) e.g. chance remarks or comments, either verbal or in writing, made by customers without being asked.

Organisations may also have formal methods of gathering customer feedback e.g. questionnaires, surveys, service calls.

The candidate will be required to devise a method for obtaining customer feedback which will be appropriate for the needs of the organisation.

2. There has to be confidence that the person delivering customer service knows and understands the features and benefits of the products or services. In order to sustain a long-term relationship with a customer – a repeat customer – it is essential to build on the customer's confidence in the service offered. A customer's loyalty and long-term relationship rely on their being comfortable with the service and that they receive excellent customer service.

It is important for a customer service deliverer to be aware of:

- how customer feedback is obtained and how this affects the way service is delivered and influences possible change.
- how to work with others to identify and support change in the way service is delivered
- the importance of keeping product and service knowledge up-to-date.
- why it is important to give a positive impression to customers about changes made by the organisation and ensure there is effective communication to avoid customers feeling threatened by changes.
- the need for continuous improvement in delivering customer service, exploring ideas for delivery in new and innovative ways.
- the importance of involving front line staff and supporting staff in continuous improvement.

3. The customer service deliverer's own personal presentation, approach and attitude will influence the customer's perception of the service delivered. If the customer expects to see staff in uniform who make a friendly approach and have a positive attitude they will not be satisfied if they are faced with someone who makes no approach and appears to not care. A service deliverer's presentation, approach and attitude can create the first impression a customer has of the organisation and it is important to realise that creating a good first impression is vital – you don't get a second chance to make a good first impression.

Service deliverers should always be professional despite difficult circumstances e.g. being under pressure through lack of time, during busy periods. Being aggressive for example may cause an otherwise calm person to mirror that behaviour and become aggressive too.

4. Feedback on own performance can be formal and informal. Examples of formal feedback are appraisals, job performance review; informal could be lunch meetings, team meetings. Candidates should understand they can obtain information about their own performance and possible learning opportunities from the following:

- Feedback from others e.g. peers, superiors; 360 feedback
- The available learning and development opportunities
- Internal, e.g. training courses, job sharing, coaching, work-shadowing and external training

5. **Strengths and Weaknesses** – The candidate will need an understanding of the knowledge and skills required by a customer service deliverer and where they personally fit in relation to these.

The candidate should be able to identify their own strengths and development needs in relation to their customer service role. By understanding their own strengths and development needs, the candidate should be aware of how formal personal development and action planning with regular reviews of progress against objectives can assist with the development of their own inter-personal skills.

6. The candidate should apply the techniques of self assessment e.g. Strengths, Weaknesses, Opportunities and Threats – a SWOT analysis.
7. The candidate should produce a Training Needs Analysis (TNA). A Training/learning Needs Analysis (TNA) is a review of learning and development needs for an individual. It considers the skills, knowledge and behaviours that people need and how to develop them effectively.
8. Personal Development/Learning Plan (PDP) – after identifying own strengths, weaknesses and development needs it is essential the candidate puts the information into one document which can be a self-assessment document. Following this the candidate should work with an appropriate person to draw up a personal development plan. It is a document that records what the candidate intends to do to improve their customer service performance. It could include personal objectives; what they intend to do; the actions they will take; details of any support and resources needed, e.g. time and access to information; a target date for completion.

**Level:** 2  
**Credit value:** 3  
**UAN:** M/502/4300

### Unit aims

This is the ability to make the best use of e-mail software to safely and securely send, receive and store messages. On completion of this unit a candidate should be able to understand and make effective use of a range of intermediate e-mail software tools to send, receive and store messages for at times non-routine or unfamiliar activities.

E-mail tools and techniques will be defined as 'intermediate' because:

- the techniques required will involve a number of steps and at times be non-routine or unfamiliar.
- the software tools and functions will be at times non-routine or unfamiliar; and

**Examples of context:** Adding a signature to emails; changing settings to deal with junk mail effectively

### Learning outcomes

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

1. Be able to use e-mail software tools and techniques to compose and send messages
2. Be able to manage incoming e-mail effectively

### Guided learning hours

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

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

This unit is linked to the Level 2 the National Occupational Standards for IT users devised by e-Skills UK (Sector Skills Council for ICT)

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by e-Skills UK, the Sector Skills Council for ICT.

### Assessment

This unit will be assessed by:

- an assignment
- portfolio of evidence – classroom or work based
- professional discussion
- expert witness
- scenario

## **Unit 210            Using email**

### Learning outcomes and assessment criteria

#### **Outcome 1    Be able to use e-mail software tools and techniques to compose and send messages**

The learner can:

1. select and use software tools to compose and format e-mail messages, including attachments
2. determine the message size and how it can be reduced
3. send e-mail messages to individuals and groups
4. describe how to stay safe and respect others when using e-mail
5. use an address book to organise contact information

#### **Outcome 2    Be able to manage incoming e-mail effectively**

The learner can:

1. follow guidelines and procedures for using e-mail
2. read and respond to e-mail messages appropriately
3. use email software tools and techniques to automate responses
4. describe how to archive e-mail messages, including attachments
5. organise, store and archive e-mail messages effectively
6. respond appropriately to e-mail problems

# Unit 210      Using email

## Guidance notes

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

### **Outcome 1      Be able to use e-mail software tools and techniques to compose and send messages**

The learner should be able to and understand:

- **Compose and format e-mail:**
  - format text (font, size, colour)
  - format paragraphs (alignment, bullets, numbered list), spell check, priority
  - format (rtf, plain text, html), draft, signature, page set up, backgrounds, sound, movie, hyperlink, work on- and offline
- **Message size:**
  - managing attachments
  - mailbox restrictions
  - methods to reduce size
- **Send e-mail:**
  - to, from, cc, bcc, subject
  - reply, reply all, forward, distribution list, reply with history
  - options, set message flags for priority, confidentiality, response request, vote
- **Staying safe:**
  - avoid inappropriate disclosure of personal information
  - avoid misuse of images
  - use appropriate language, respect confidentiality
  - use copy lists with discrimination
- **Address book:**
  - add, edit, delete contact entries
  - contacts list, distribution list, sort, display selected fields

### **Outcome 2      Be able to manage incoming e-mail effectively**

The learner should be able to and understand:

- **Guidelines and procedures:**
  - set by employer or organisation, security, copyright
  - netiquette
  - password protection
- **E-mail responses:**
  - decide on priorities, gather information needed to respond, decide when and who to copy in, what to do about attachments

- **Automate responses:**
  - rules, automatic replies, changing settings to deal with junk mail, out of office
- **Organise and store e-mail:**
  - folders, subfolders, delete unwanted messages, backup, address lists, move after sending, rules, archive folders; attachments, file compression
- **Email problems:**
  - due to message size or number of attachments, messages from unknown users (SPAM, junk, chain-mails, 'phishing'), viruses, messages intended to cause problems, mailbox full

## Unit 211

## Using collaborative technologies

**Level:** 2  
**Credit value:** 4  
**UAN:** F/502/4379

### Unit aim

This is the ability to use IT tools and devices for collaborative working and communications, such as web or video conferencing, instant messaging/chat, online phone and video calls; online forums, social networking sites, wikis and other centralised depositories for documents, blogging, RSS and data feeds, bulk SMS or online work management tools.

On completion of this unit a candidate should be able to facilitate the use of appropriate combinations of IT tool and devices for groups to work collaboratively by:

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

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

**Examples of context:** Typical collaborative activities may include – setting up a group on a social networking site for a work team; inviting people to join an online conference

### Learning outcomes

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

1. Be able to stay safe and secure when working with collaborative technology
2. Be able to plan and set up IT tools and devices for collaborative working
3. Be able to prepare collaborative technologies for use
4. Be able to contribute to tasks using collaborative technologies

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to the Level 2 IT User NOS devised by e-Skills UK.

### Support of the unit by a sector or other appropriate body

This unit was developed by e-Skills UK.

### Assessment

This unit will be assessed as specified in the e-Skills IT User Assessment Strategy 2009.

## **Unit 211            Using collaborative technologies**

### Learning outcomes and assessment criteria

#### **Outcome 1    Be able to stay safe and secure when working with collaborative technology**

The learner can:

1. Take appropriate steps to avoid risks when working with collaborative technology, in line with relevant guidelines
2. Explain what risks there may be in using collaborative technology and how to keep them to a minimum
3. Use appropriate methods to promote trust when working collaboratively
4. Carry out appropriate checks on others' online identities and different types of information
5. Identify and respond to inappropriate content and behaviour

#### **Outcome 2    Be able to plan and set up IT tools and devices for collaborative working**

The learner can:

1. Describe the purposes for using collaborative technologies
2. Describe what outcomes are needed from collaborative working and whether or not archiving is required
3. Describe the roles, IT tools and facilities needed for collaborative tasks and communication media
4. Describe the features, benefits and limitations of different collaborative technology tools and devices
5. Describe the compatibility issues in different combinations of collaborative tools and devices
6. Select an appropriate combination of IT tools and devices to carry out collaborative tasks
7. Connect and configure the combination of IT tools and devices needed for a collaborative task

#### **Outcome 3    Be able to prepare collaborative technologies for use**

The learner can:

1. Describe what access rights and issues others may have in using collaborative technologies
2. Assess what permissions are needed for different users and content
3. Set up and use access rights to enable others to access information
4. Set up and use permissions to filter information
5. Adjust settings so that others can access IT tools and devices for collaborative working
6. Select and use different elements to control environments for collaborative technologies
7. Select and join networks and data feeds to manage data to suit collaborative tasks

## **Outcome 4 Be able to contribute to tasks using collaborative technologies**

The learner can:

1. Describe rules of engagement for using collaborative technologies
2. Enable others to contribute responsibly to collaborative tasks
3. Present relevant and valuable information
4. Moderate the use of collaborative technologies
5. Archive the outcome of collaborative working
6. Assess when there is a problem with collaborative technologies and when to get expert help
7. Respond to problems with collaborative technologies

# Unit 211 Using collaborative technologies

## Guidance notes

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

### Outcome 1 Be able to stay safe and secure when working with collaborative technology

The learner should be able to and understand:

- **Guidelines for using collaborative technology:**
  - Guidelines set by your organisation or community of interest
  - About uses, security, safety, copyright, plagiarism, libel, confidentiality and data protection
- **Risks when working with collaborative technologies:**
  - Inappropriate disclosure of personal information
  - Misuse of images, appropriate language, respect confidentiality, copy lists
  - What to do in a power cut, about data loss
  - From unwanted or inappropriate content or access, back-ups, data exporting
- **Methods to promote trust:**
  - Contact information, membership of professional bodies, recommendations, links, policies, standards
- **Checks on others' online identities:**
  - Compare sources, cross references

### Outcome 2 Be able to plan and set up IT tools and devices for collaborative working

The learner should be able to and understand:

- **Purposes for collaborative working:**
  - Will vary according to the task, but may include:
    - sharing, displaying and recording information
    - discussing and reflecting, establishing identity, joining interest groups
    - developing ideas, contributing to research, carrying out research
    - exporting information to other formats
    - establishing communities of interest
    - managing identities, managing data
- **Outcomes of collaborative working:**
  - Measurable (e.g. document, minutes, notes, project plan, transcript)
  - Ephemeral (e.g. conversation, agreement)
  - Whether an audit trail is needed
- **Collaborative technology tools and devices:**
  - Hardware: mobile, laptop, desktop, peripherals (e.g. headset, handset, microphone, camera, 3G modem)

- Software: products, services, sites
- **Communication media:**
  - Text, audio/spoken, still/video/animated images
- **Connect and configure collaborative technologies:**
  - Connect to another site, check whether both sites are connected
  - Connect to multiple sites, check when multiple sites are connected
  - Adjust clarity
- **Compatibility issues:**
  - Between browser software, operating systems, plug-ins

### **Outcome 3 Be able to prepare collaborative technologies for use**

The learner should be able to and understand:

- **Access to collaborative technologies:**
  - Download software, agree terms and conditions, register or set up an ID
  - Accessibility issues, adjusting access settings
- **Adjust settings:**
  - Hardware: colour, type size, window size, volume
  - Browser: cookies, pop-ups
  - Security settings: firewall
- **Environments for collaborative technologies:**
  - User interface: choose skins, templates, widgets, wizards, cut and paste from other sources
  - Work environment: lighting, position of devices
- **Managing data for collaborative working:**
  - Sources, subscription details, terms and conditions
  - Aims of data management
  - Benefits, features and limitations of networks and feeds
- **Permissions:**
  - Web address, phone number, user name and password, set up user names and access codes

### **Outcome 4 Be able to contribute to tasks using collaborative technologies**

The learner should be able to and understand:

- **Contributing responsibly:**
  - Follow the rules of 'netiquette', respect others contributions, avoid dominating and not responding
  - Legal and cultural issues
- **Moderating collaborative working:**
  - Reporting inappropriate content
  - Checking posts
  - Archiving outcomes:
    - Cut, paste, save; record, transcribe
- **Problems with collaborative technologies:**
  - Routine (e.g. settings, software not responding, hardware connections)
  - Non-routine (e.g. access, transmission speed, bandwidth)

- **Respond to problems:**

- Follow on screen help, know who to ask for expert help
- Use diagnostic wizards, check bandwidth

**Level:** 2  
**Credit value:** 4  
**UAN:** R/502/4628

### Unit aim

This is the ability to use a software application designed for the creation, editing and production of largely text-based documents. On completion of this unit a candidate should be able to select and use a range of intermediate word processing software tools and techniques to produce documents that are at times non-routine or unfamiliar. Any aspect that is unfamiliar may require support and advice from others.

Word processing tools and techniques will be described as 'intermediate' because:

- the software tools and functions will be at times non-routine or unfamiliar;
- the choice of techniques will need to take account of a number of factors or elements; and
- the user will take some responsibility for the inputting, manipulating and outputting of the information.

**Examples of context:** Typical documents may include – business letters and invoices with automated content (e.g. AutoText, mail merge), more complex reports and content for web pages.

### Learning outcomes

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

- 1 Be able to enter and combine text and other information accurately within word processing documents
- 2 Be able to create and modify layout and structures for word processing documents
- 3 Be able to use word processing software tools to format and present documents effectively to meet requirements

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to the Level 2 IT User NOS devised by e-Skills UK.

### Support of the unit by a sector or other appropriate body

This unit was developed by e-Skills UK.

### Assessment

This unit will be assessed as specified in the e-Skills IT User Assessment Strategy 2009.

## **Unit 212            Word processing software**

### Learning outcomes and assessment criteria

#### **Outcome 1    Be able to enter and combine text and other information accurately within word processing documents**

The learner can:

1. identify what types of information are needed in documents
2. use appropriate techniques to enter text and other information accurately and efficiently
3. select and use appropriate templates for different purposes
4. identify when and how to combine and merge information from other software or other documents
5. select and use a range of editing tools to amend document content
6. combine or merge information within a document from a range of sources
7. store and retrieve document and template files effectively, in line with local guidelines and conventions where available

#### **Outcome 2    Be able to create and modify layout and structures for word processing documents**

The learner can:

1. identify the document requirements for structure and style
2. identify what templates and styles are available and when to use them
3. create and modify columns, tables and forms to organise information
4. select and apply styles to text

#### **Outcome 3    Be able to use word processing software tools to format and present documents effectively to meet requirements**

The learner can:

1. identify how the document should be formatted to aid meaning
2. select and use appropriate techniques to format characters and paragraphs
3. select and use appropriate page and section layouts to present and print documents
4. describe any quality problems with documents
5. check documents meet needs, using IT tools and making corrections as necessary
6. respond appropriately to quality problems with documents so that outcomes meet needs

# Unit 212 Word processing software

## Guidance notes

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

### **Outcome 1 Be able to enter and combine text and other information accurately within word processing documents**

The learner should be able to and understand:

- **Types of information:**
  - text, numbers, images, other graphic elements (e.g. lines, borders)
  - hyperlinks, charts, objects
- **Keyboard or other input method:**
  - keyboard skills: using the full range of keys, typing accurately and efficiently, keyboard shortcuts
  - other input methods: voice recognition, touch screen, stylus
- **Combine information:**
  - insert, size, position, wrap, order, group, link information in a document to another source
  - mail merge documents and labels
  - hyperlinks
- **Templates:**
  - existing templates (e.g. blank document, fax, letter, web page), create new templates for common documents
- **Editing tools:**
  - editing tools appropriate to the type of information, for example: select, copy, cut, paste, undo, redo, drag and drop, find, replace, insert, delete, size, crop, position
- **Store and retrieve:**
  - files (e.g. create, name, open, save, save as, print, close, find, share)
  - version control
  - import/export
  - file size; folders (e.g. create, name)

### **Outcome 2 Be able to create and modify layout and structures for word processing documents**

The learner should be able to and understand:

- **Requirements for structure and style:**
  - document layout, house style
- **Tables and forms:**
  - insert and delete cells, rows and columns, adjust row height and column width
  - add and amend table structure, merge cells, complete forms and tables, insert and modify form fields, convert text to table

- merge and split cells, horizontal and vertical text alignment, cell margin, add borders and shading, sort
- **Columns:**
  - add and delete columns, modify column width, add columns to whole document and part of a page
- **Styles:**
  - heading styles: apply or change existing styles to a word, line, paragraph or section
  - define styles for different elements of common documents
- **Page layouts:**
  - paper size and type, change page orientation, margins, page breaks, page numbering, section breaks
  - header and footer, date and time, adjust page set up for printing

### **Outcome 3 Be able to use word processing software tools to format and present documents effectively to meet requirements**

The learner should be able to and understand:

- **Format characters:**
  - size, font style (typeface), colour, bold, underline, italic, superscript, subscript, special characters and symbols
- **Format paragraphs:**
  - alignment, numbering, line spacing, widows and orphans
  - tabs and indents
  - borders, bullets, shading
- **Check word processed documents:**
  - spell check, grammar check, typeface and size, hyphenation
  - page layout, margins, line and page breaks, tables
  - print preview
  - accuracy, consistency, clarity
  - language and dictionary settings
- **Quality problems with documents:**
  - will vary according to the content, for example:
    - text (e.g. styles, structure, layout)
    - images (e.g. size, position, orientation)
    - numbers (e.g. decimal points, results of any calculations)

**Level:** 2  
**Credit value:** 4  
**UAN:** F/502/4625

### Unit aim

This is the ability to use a software application designed to record data in rows and columns, perform calculations with numerical data and present information using charts and graphs.

On completion of this unit a candidate should be able to select and use a wide range of intermediate spreadsheet software tools and techniques to produce, present and check spreadsheets that are at times non-routine or unfamiliar.

Spreadsheet software tools and techniques will be defined as 'intermediate' because:

- the range of data entry, manipulation and outputting techniques will be at times non-routine or unfamiliar;
- the tools, formulas and functions needed to analyse and interpret the data requires knowledge and understanding (for example, mathematical, logical, statistical or financial); and
- the user will take some responsibility for setting up or developing the structure and functionality of the spreadsheet.

**Examples of context:** Typical examples may include - monthly expenditure and sales figures, budgets, cash flow forecasts and graphs of results.

### Learning outcomes

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

- 1 Be able to use a spreadsheet to enter, edit and organise numerical and other data
- 2 Be able to select and use appropriate formulas and data analysis tools to meet requirements
- 3 Be able to select and use tools and techniques to present and format spreadsheet information

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to the Level 2 IT User NOS devised by e-Skills UK.

### Support of the unit by a sector or other appropriate body

This unit was developed by e-Skills UK.

### Assessment

This unit will be assessed as specified in the e-Skills IT User Assessment Strategy 2009.

## **Unit 213            Spreadsheet software**

### Learning outcomes and assessment criteria

#### **Outcome 1    Be able to use a spread sheet to enter, edit and organise numerical and other data**

The learner can:

1. identify what numerical and other information is needed in the spread sheet and how it should be structured
2. enter and edit numerical and other data accurately
3. combine and link data across worksheets
4. store and retrieve spread sheet files effectively, in line with local guidelines and conventions where available

#### **Outcome 2    Be able to select and use appropriate formulas and data analysis tools to meet requirements**

The learner can:

1. identify which tools and techniques to use to analyse and manipulate data to meet requirements
2. select and use a range of appropriate functions and formulas to meet calculation requirements
3. use a range of tools and techniques to analyse and manipulate data to meet requirements

#### **Outcome 3    Be able to select and use tools and techniques to present and format spread sheet information**

The learner can:

1. plan how to present and format spread sheet information effectively to meet needs
2. select and use appropriate tools and techniques to format spread sheet cells, rows, columns and worksheets
3. select and format an appropriate chart or graph type to display selected information
4. select and use appropriate page layout to present and print spread sheet information
5. check information meets needs, using spread sheet tools and making corrections as necessary
6. describe how to find errors in spread sheet formulas
7. respond appropriately to any problems with spread sheets

# Unit 213 Spreadsheet software

## Guidance notes

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

### **Outcome 1 Be able to use a spread sheet to enter, edit and organise numerical and other data**

The learner should be able to and understand:

- **Enter and edit:**
  - insert data into single and multiple cells, clear cells, edit cell contents, replicate data, find and replace, add and delete rows and columns
  - use absolute and relative cell references
  - add data and text to a chart
- **Numerical and other information:**
  - numbers, charts, graphs, text, images
- **Spreadsheet structure:**
  - spread sheet components (e.g. cells, rows, columns, tabs, pages, charts, ranges, workbooks, worksheets)
  - structure, design and layout
- **Store and retrieve:**
  - save, save as, find, open, close
  - open CSV file in spread sheet application, save spread sheet file as CSV
  - templates

### **Outcome 2 Be able to select and use appropriate formulas and data analysis tools to meet requirements**

The learner should be able to and understand:

- **Analyse and manipulate:**
  - totals, sub-totals and summary data
  - sorting and display order
  - lists, tables, graphs and charts
  - filter rows and columns
  - judgment of when and how to use these methods
- **Functions and formulas:**
  - design of formulas to meet calculation requirements
    - mathematical, statistical, financial, conditional
    - logical functions

### **Outcome 3 Be able to select and use tools and techniques to present and format spread sheet information**

The learner should be able to and understand:

- **Format cells:**
  - numbers, currency, percentages, number of decimal places, font and alignment, shading and borders; date and time formats, wrap text
- **Format rows and columns:**
  - height, width, borders and shading, hide, freeze,
- **Format charts and graphs:**
  - format charts and graphs: chart type (e.g. pie chart, bar chart, single line graph, area, column, x-y scatter, stock, radar, doughnut, surface), title, axis titles, legend, change chart type, move and resize chart
- **Page layout:**
  - size, orientation, margins, header and footer, page breaks, page numbers, date and time, adjust page set up for printing
- **Check spread sheet information:**
  - accuracy of numbers, formulas and any text
  - accuracy of results; suitability of charts and graphs
  - reveal formulae
  - layout and formatting
  - validity and accuracy of analysis
  - clarity of overall spread sheet
- **Problems with spread sheets:**
  - using help sorting out errors in formulas, circular reference

**Level:** 2  
**Credit value:** 4  
**UAN:** M/502/4555

### Unit aim

This is the ability to use a software application designed to organise and store structured information and generate reports.

On completion of this unit a candidate should be able select and use intermediate database software tools and techniques to:

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

They will also be able to create and modify single table, non-relational databases. Any aspects that are unfamiliar may require support and advice from others.

Database tools, functions and techniques will be described as ‘intermediate’ because:

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

**Examples of context:** Typical ‘more complex’ reports may be about – sales activities, order details or project management.

### Learning outcomes

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

- 1 Be able to create and modify non-relational database tables
- 2 Be able to enter, edit and organise structured information in a database
- 3 Be able to use database software tools to run queries and produce reports

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to the Level 2 IT User NOS devised by e-Skills UK.

### Support of the unit by a sector or other appropriate body

This unit was developed by e-Skills UK.

### Assessment

This unit will be assessed as specified in the e-Skills IT User Assessment Strategy 2009.

## **Unit 214          Database software**

### Learning outcomes and assessment criteria

#### **Outcome 1      Be able to create and modify non-relational database tables**

The learner can:

1. identify the components of a database design
2. describe the field characteristics for the data required
3. create and modify database tables using a range of field types
4. describe ways to maintain data integrity
5. respond appropriately to problems with database tables
6. use database tools and techniques to ensure data integrity is maintained

#### **Outcome 2      Be able to enter, edit and organise structured information in a database**

The learner can:

1. create forms to enter, edit and organise data in a database
2. select and use appropriate tools and techniques to format data entry forms
3. check data entry meets needs, using IT tools and making corrections as necessary
4. respond appropriately to data entry errors

#### **Outcome 3      Be able to use database software tools to run queries and produce reports**

The learner can:

1. create and run database queries using multiple criteria to display or amend selected data
2. plan and produce database reports from a single table non-relational database
3. select and use appropriate tools and techniques to format database reports
4. check reports meet needs, using IT tools and making corrections as necessary

## Unit 214 Database software

### Guidance notes

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

#### Outcome 1 Be able to create and modify non-relational database tables

The learner should be able to and understand:

- **Database design:**
  - what types of information are stored
  - use of data entry form, routine queries
  - how data is structured in a single table non-relational database
  - use of indexes and key field to organise data
- **Data integrity:**
  - unique not null primary key
  - field characteristics
  - data validation, consistency, completeness, accuracy
  - effect of malicious or accidental alteration
  - methods for maintaining integrity of existing data in a single table non-relational database
  - how field characteristics contribute to data validation
- **Modify database table:**
  - add, amend, delete field
  - field characteristics
- **Field types:**
  - data type, field name, field size, format, validation
  - primary key
- **Problems with database tables:**
  - redundant data, duplication, table structure, field characteristics and validation
  - sources of help

#### Outcome 2 Be able to enter, edit and organise structured information in a database

The learner should be able to and understand:

- **Enter, edit and organise data:**
  - select and update fields
  - create new records
  - locate and amend records: using wildcards, search operators
  - error checking
  - data validation

- **Format data entry forms:**
  - field characteristics and layout, tables, colour, lookups
- **Check data entry:**
  - spell check, format, accuracy, consistency, completeness, validity
  - security
- **Data entry errors:**
  - due to field size, data type
  - validation checks
  - using help: deal with data that does not fit parameters, alerts, reminders
  - problems with forms

### **Outcome 3 Be able to use database software tools to run queries and produce reports**

The learner should be able to and understand:

- **Database queries:**
  - alphanumeric sort, filter, single criteria, multiple criteria;
  - save queries and output
- **Database reports:**
  - using menus, wizards or shortcuts
  - selected fields, selected records
- **Formatting database reports:**
  - data fields
  - page and section layout
  - add text or images
  - adjust page setup for printing
- **Check reports:**
  - completeness, accuracy, security, sorting, formatting, layout

## Unit 215                      Presentation software

**Level:**                      2  
**Credit value:**            4  
**UAN:**                      M/502/4622

### Unit aim

This is the ability to use software applications to produce effective presentations, which include a combination of media (e.g. images, animation and sound) for education, entertainment or information sharing.

On completion of this unit a candidate should be able to select and use a wide range of intermediate presentation software tools and techniques effectively to produce presentations that are at times non-routine or unfamiliar. Any aspect that is unfamiliar may require support and advice from others.

Presentation tools and techniques will be described as 'intermediate' because:

- the software tools and functions used will be at times non-routine or unfamiliar;
- the choice and use of input, manipulation and output techniques will need to take account of a number of factors or elements; and
- the user will take some responsibility for inputting, structuring, editing and presenting the information, which at times may be non-routine or unfamiliar.

**Examples of context:** A slide show with animations, transitions, video, sound or linked to an external or web-based data source

### Learning outcomes

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

- 1        Be able to input and combine text and other information within presentation slides
- 2        Be able to use presentation software tools to structure, edit and format slide sequences
- 3        Be able to prepare slideshow for presentation

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to the Level 2 IT User NOS devised by e-Skills UK.

### Support of the unit by a sector or other appropriate body

This unit was developed by e-Skills UK.

### Assessment

This unit will be assessed as specified in the e-Skills IT User Assessment Strategy 2009.

## **Unit 215                      Presentation software**

### Learning outcomes and assessment criteria

#### **Outcome 1      Be able to input and combine text and other information within presentation slides**

The learner can:

1. identify what types of information are required for the presentation
2. enter text and other information using layouts appropriate to type of information
3. insert charts and tables into presentation slides
4. insert images, video or sound to enhance the presentation
5. identify any constraints which may affect the presentation
6. organise and combine information of different forms or from different sources for presentations
7. store and retrieve presentation files effectively, in line with local guidelines and conventions where available

#### **Outcome 2      Be able to use presentation software tools to structure, edit and format slide sequences**

The learner can:

1. identify what slide structure and themes to use
2. select, change and use appropriate templates for slides
3. select and use appropriate techniques to edit slides and presentations to meet needs
4. select and use appropriate techniques to format slides and presentations
5. identify what presentation effects to use to enhance the presentation
6. select and use animation and transition effects appropriately to enhance slide sequences

#### **Outcome 3      Be able to prepare slideshow for presentation**

The learner can:

1. describe how to present slides to meet needs and communicate effectively
2. prepare slideshow for presentation
3. check presentation meets needs, using IT tools and making corrections as necessary
4. identify and respond to any quality problems with presentations to ensure that presentations meet needs

# Unit 215      Presentation software

## Guidance notes

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

### **Outcome 1      Be able to input and combine text and other information within presentation slides**

The learner should be able to and understand:

- **Types of information:**
  - text, numbers, images, graphics, sound, video
- **Images, video or sound for presentations:**
  - clip-art, photo, scanned images, borders, create diagrams or graphics, image formats
  - pre-recorded audio/video clips, audio and video formats
- **Charts and tables for presentations:**
  - table, pie chart, graph, diagram, organisational chart, flowchart
- **Combine information for presentations:**
  - combine images, charts, tables with text by inserting, re-sizing and positioning; use of text boxes, presentation with audio and/or video, import information produced using other software
  - reference external information with hyperlinks
- **Constraints:**
  - on content: copyright law (e.g. on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism
  - equal opportunities, other local guidelines
  - on delivery (e.g. environment, timing)
- **Store and retrieve:**
  - save, save as, find, open, close
  - naming protocols
  - reducing file size, save presentation as a stand alone show or as web pages

### **Outcome 2      Be able to use presentation software tools to structure, edit and format slide sequences**

The learner should be able to and understand:

- **Slide structure:**
  - layout
  - use existing templates, designs and styles, organisational guidelines
  - adapt and create new templates

#### **Presentation effects:**

- video, sound, animation, slide transitions, visual and sound effects, hyperlinks

- **Edit slides:**
  - size, crop and position objects
  - wrap text, add captions and graphic elements, slide order
  - change orientation
- **Animation and transition effects:**
  - adding and removing hyperlinks
  - apply and create transitions, apply animations
- **Format slides:**
  - bullets, numbering, line spacing, alignment, colour, fonts, size, backgrounds, colour schemes, master slides
  - themes

### **Outcome 3 Be able to prepare slideshow for presentation**

The learner should be able to and understand:

- **Present slides:**
  - timing, content, meaning
  - organisation of information
  - audience needs, location
- **Prepare slides:**
  - view and re-order slides
  - rehearse timing and effects
  - set up and amend slide show settings
  - print slides, hand-outs and speaker notes
- **Check presentation:**
  - spell check; grammar check, orientation, layout, slide order, text alignment and formatting, accuracy, clarity, transitions and timings
- **Quality problems with presentations:**
  - will vary according to the content, for example:
    - text: formatting, styles
    - images: size, position, orientation
    - effects: timing, brightness, contrast, sound levels, order of animations

## Unit 216

## Data management software

**Level:** 2  
**Credit value:** 3  
**UAN:** J/502/4559

### Unit aim

This is the ability to use a software application designed to store and retrieve data needed for a variety of business functions. It also includes an understanding of the features and facilities of the software and the purpose for which the data is stored.

On completion of this unit a candidate should be able to select and use intermediate data management software tools and techniques to:

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

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

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

**Examples of context:** Setting up a new query to interrogate a CRM system and output selected records to another application

### Learning outcomes

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

1. Be able to enter, edit and maintain data records in a data management system
2. Be able to retrieve and display data records to meet requirements

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to the Level 2 IT User NOS devised by e-Skills UK.

### Support of the unit by a sector or other appropriate body

This unit was developed by e-Skills UK.

### Assessment

This unit will be assessed as specified in the e-Skills IT User Assessment Strategy 2009.

## **Unit 216 Data management software**

### Learning outcomes and assessment criteria

#### **Outcome 1 Be able to enter, edit and maintain data records in a data management system**

The learner can:

1. Describe the risks to data security and procedures used for data protection
2. Enter data accurately into groups of records to meet requirements
3. Locate and amend data associated with groups of records
4. Check data records meet needs, using IT tools and making corrections as necessary
5. Respond appropriately to data entry and other error messages
6. Apply local and/or legal guidelines for the storage and use of data where available

#### **Outcome 2 Be able to retrieve and display data records to meet requirements**

The learner can:

1. Identify what queries and reports need to be run to output the required information
2. Select and use queries to search for and retrieve information to meet given requirements
3. Create and view reports to output information from the system to meet given requirements

# Unit 216 Data management software

## Guidance notes

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

### **Outcome 1 Be able to enter, edit and maintain data records in a data management system**

The learner should be able to and understand:

- **Benefits of data management system:**
  - Accessible, reliable, rapid access
  - Shared view, up-to-date, accurate, secure
  - Simplifies data handling
- **Enter data:**
  - Use of data entry form, create new record, add record to table
  - Select and update fields, groups of records
- **Amend data records:**
  - Find, search and replace
  - Edit record
  - Sort, filter, use wildcards and search operators
  - Category
- **Check data records:**
  - Spell check, format, accuracy, consistency, remove duplication
  - Verify data, data validation techniques
  - Record housekeeping
- **Error messages:**
  - Due to field size, data type, validation checks
  - Duplicate records, format
  - Using help
  - System access
  - Security risks and procedures:
  - Access control
  - Authorised use, confidentiality, personal data, password protection and management, user authentication
- **Guidelines for data storage and use:**
  - Set by employer or organisation or centre
  - Topics covered: security, backup, data format, compliance and reporting, data protection, confidentiality

## **Outcome 2 Be able to retrieve and display data records to meet requirements**

The learner should be able to and understand:

- **Search and retrieve:**
  - Alphanumeric sort, filter, single criteria, multiple criteria, save queries and output
- **Reports:**
  - Standard reports, customised reports
  - Reports with multiple parameters

## Unit 217

# Introduction to notice processing and information management

**Level:** 2  
**Credit value:** 2  
**UAN:** R/601/0772

### Unit aim

This unit covers the knowledge and understanding learners need to Manage Information within Notice Processing.

### Learning outcomes

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

1. Understand the roles of key organisations involved in private and public sector parking enforcement
2. Understand the background to current parking legislation
3. Understand the role of the Notice Processor
4. Know how to record accurately the necessary information for vehicle identification
5. Understand key tools to aid communication
6. Understand the concept & key principles of equality & diversity
7. Understand the Data Protection Act
8. Understand the Freedom of Information Act
9. Know how to process incoming correspondence
10. Understand how to process payments
11. Understand how to carry out audit activities.

### Guided learning hours

It is recommended that **16** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Relationship between the unit and relevant national standards

This unit is linked to the NOS 329/330/335/234 PKC4 SLP 13 CTV 13.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Standards Setting Body, The British Parking Association.

### Assessment

This unit will be assessed by:

- multiple choice examination.

## Unit 217 Introduction to notice processing and information management

Learning outcomes and assessment criteria

### Outcome 1 Understand the roles of key organisations involved in private and public sector parking enforcement

The learner can:

1. name the **key organisations** in parking enforcement
2. define the **role** of the key organisations within parking enforcement
3. identify the **key differences** between public and private sector parking enforcement and processing
4. explain the **key differences** between enforcement agents and debt recovery companies.

### Outcome 2 Understand the background to current parking legislation

The learner can:

1. explain the **key differences** between RTRA 1984 and RTA 1991 legislation
2. explain how the TMA 2004 impacted on civil parking enforcement
3. list **legislation** under which local Authorities currently enforce.

### Outcome 3 Understand the role of the Notice Processor

The learner can:

1. describe the **role** of the Notice Processor
2. state the importance of having an appeal process
3. state the importance of good customer service
4. state how to manage conflict **situations**.

### Outcome 4 Know how to record accurately the necessary information for vehicle identification

The learner can:

1. identify vehicle **registration marks**, including standard UK, foreign, diplomatic, trade plates and military vehicles
2. identify vehicle makes, vehicle manufacturers
3. identify vehicle classes
4. identify the information held on a tax disc
5. explain the importance of recording tax disc information accurately.

### Outcome 5 Understand key tools to aid communication

The learner can:

1. explain the purpose of the phonetic alphabet
2. state the phonetic alphabet
3. explain the importance of recording information received from callers against relevant cases.

## **Outcome 6 Understand the concept & key principles of equality & diversity**

The learner can:

1. explain the importance of equal opportunities and diversity
2. explain the difference between prejudice and discrimination
3. identify relevant **legislation** covering the areas of equality and diversity
4. explain the importance of non-discriminatory practices
5. identify typical diversity and social **issues** Notice Processors deal with
6. explain the **individual's responsibilities** for equality and diversity
7. explain **organisational responsibilities** for equality and diversity
8. identify **methods** used to tackle diversity and inclusion issues.

## **Outcome 7 Understand the Data Protection Act**

The learner can:

1. state the basic principles of the Data Protection Act
2. define what constitutes personal data
3. explain how personal data is managed in the following situations:
  - speaking to the customer/stakeholder
  - passing information to third parties
  - storing, protecting and destroying personal data
  - writing response letters to motorists.

## **Outcome 8 Understand the Freedom of Information Act**

The learner can:

1. state the organisations that are required to comply with Freedom of Information requests
2. know how to identify **requests** under Freedom of Information Act
3. explain what **information** is exempt from Freedom of Information requests
4. state the timescales for responding to Freedom of Information requests.

## **Outcome 9 Know how to process incoming correspondence**

The learner can:

1. describe ways in which audit trails and evidence can be preserved when receiving and processing incoming correspondence from motorists
2. identify correspondence and payments which are invalid and need to be returned to the motorist
3. identify the nature of an incoming item of **correspondence** and classify it correctly for further processing action
4. identify items of evidence submitted by motorists, which need to be returned to the motorist
5. explain the benefits of recording incoming and outgoing Correspondence against a case record on the IT system.

## **Outcome 10 Understand how to process payments**

The learner can:

1. explain the importance of **security** when processing payments
2. describe ways of working that minimise fraud
3. explain why it is important for payment records to be accurate and complete
4. identify data necessary to reconcile payments
5. identify actions to be taken when payments do not reconcile
6. explain the importance of timeliness when processing payments.

## **Outcome 11 Understand how to carry out audit activities.**

The learner can:

1. explain the importance of reconciling issued notices against uploaded notices
2. describe the importance of auditing the following:
  - missing parking notices
  - unallocated payments
  - VQ4/VQ5 responses
  - statutory documentation

## **Unit 217                    Introduction to notice processing and information management**

Range

### **Outcome 1    Understand the roles of key organisations involved in private and public sector parking enforcement**

- **key organisations**
  - British Parking Association (BPA), Department of Transport (DFT), Police, Traffic
  - Enforcement Centre (TEC), County Courts, Traffic Penalty Tribunal, (TPT), Parking and
  - Traffic Appeals Service London (PATAS), DVLA
- **role**
  - Negotiating, lobbying, production of best practice, guidance, legislation
- **key differences**
  - British Parking Association Code of Practice for Parking Enforcement on Private Land (Part 1 and Part 2), Traffic Management Act 2004 (TMA)
- **key differences**
  - legislation.

### **Outcome 2    Understand the background to current parking legislation**

- **key differences**
  - RTRA 1984 and RTA 1991
  - RTRA 1984 Section 34
  - RTRA 1998 Article 26
  - RTA 1991 Section 66, 76, 77 and schedule 6. (as amended)
- **legislation**
  - Traffic Management Act 2004, Road Traffic Regulation Act 1984
  - 16 Level 3 Award in Notice Processing (1916-02)

### **Outcome 3    Understand the role of the Notice Processor**

- **role**
  - customers/correspondence/ payments/ permits, administer life-cycle of parking permits
- **situations**
  - phone/ face to face/letter/email.

### **Outcome 4    Know how to record accurately the necessary information for vehicle identification**

- **registration marks**
  - international/ cherished/ personal/ military vehicles/ diplomatic/ historic/ re-registered.

## **Outcome 6 Understand the concept & key principles of equality & diversity**

- **legislation**
  - Equality act 2010
- **issues**
  - prejudice/ diversity/ discrimination, conscious & unconscious acts/ individual/ perceived and organisational
- **individual responsibilities**
  - not to discriminate/ to respect the rights of other individuals
- **organisational responsibilities**
  - to devise and enforce non-discriminatory policies/ to develop a non-discriminatory
  - organisational culture/ to evaluate and monitor equal opportunities issues
- **methods**
  - promotion of multi-culturalism/ development of anti-oppressive policies/ promotion of
  - social justice/ empowerment of individuals/ provision of training.

## **Outcome 8 Understand the Freedom of Information Act**

- **requests**
  - chargeable, non-chargeable request
- **information**
  - business, commercially sensitive information, personal data.

## **Outcome 9 Know how to process incoming correspondence**

- **correspondence**
  - challenges, representations, appeals, payments.

## **Outcome 10 Understand how to process payments**

- **security**
  - Payment Card Industry compliance (PCI).

## Unit 301

# Principles of personal responsibilities and how to develop and evaluate own performance at work

**Level:** 3  
**Credit value:** 4  
**UAN:** D/601/7644

### Unit aim

This unit is about understanding one's own responsibilities for action in a business environment, including legislative and contractual responsibilities and ways of managing and evaluating own work effectively.

### Learning outcomes

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

1. Understand the employment rights and responsibilities of the employee and employer and their purpose
2. Understand the purpose of health, safety and security procedures in a business environment
3. Understand how to manage own work
4. Understand how to evaluate and improve own performance in a business environment
5. Understand the types of problems that may occur with own work and how to deal with them
6. Understand the decision making process

### Guided learning hours

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to the Business and Administration NOS BAA626; BAC312; BAF172.

### Support of the unit by a sector or other appropriate body

This unit was developed by the Council for Administration.

### Assessment

This unit will be assessed by:

- an externally set and internally marked assignment
- an online test

# **Unit 301 Principles of personal responsibilities and how to develop and evaluate own performance at work**

Learning outcomes and assessment criteria

## **Outcome 1 Understand the employment rights and responsibilities of the employee and employer and their purpose**

The learner can:

1. identify the main points of contracts of employment and their purpose
2. outline the main points of legislation affecting employers and employees and their purpose, including anti-discrimination and entitlement legislation
3. identify where to find information on employment rights and responsibilities both internally and externally
4. explain the purpose and functions of representative bodies that support employees
5. explain employer and employee responsibilities for equality and diversity in a business environment
6. explain the benefits of making sure equality and diversity procedures are followed in a business environment.

## **Outcome 2 Understand the purpose of health, safety and security procedures in a business environment**

The learner can:

1. explain employer and employee responsibilities for health, safety and security in a business environment
2. explain the purpose of following health, safety and security procedures in a business environment.

## **Outcome 3 Understand how to manage own work**

The learner can:

1. explain the reasons for planning and prioritising own work
2. identify ways of planning and prioritising own work
3. explain the purpose of keeping other people informed about progress
4. describe methods of dealing with pressure in a business environment.

## **Outcome 4 Understand how to evaluate and improve own performance in a business environment**

The learner can:

1. explain the purpose of continuously evaluating and improving own performance in a business environment
2. describe ways of evaluating and improving own performance in a business environment
3. explain the purpose of encouraging and accepting feedback from others
4. explain different types of career pathways and roles available.

## **Outcome 5 Understand the types of problems that may occur with own work and how to deal with them**

The learner can:

1. describe the types of problems that may occur with own work
2. explain ways of dealing with problems that may occur with own work
3. explain how and when to refer problems to relevant colleagues.

## **Outcome 6 Understand the decision making process**

The learner can:

1. explain key stages in the decision- making process
2. explain the purpose of not exceeding own limits of authority in making decisions.

# Unit 301 Principles of personal responsibilities and how to develop and evaluate own performance at work

## Guidance notes

### Outcome 1 Understand the employment rights and responsibilities of the employee and employer and their purpose

1. The main points to be included in a contract of employment are job title, place of work, the duties of the job, the pay, how payments will be made, hours of work, holiday entitlement, sick pay entitlement, any pension scheme arrangements, terms of notice.  
The candidate needs to consider the purpose of a contract from both employer and employee perspectives, and what constitutes a breach of contract.

2. Equal opportunities legislation, e.g.:
- The Sex Discrimination Act 1975 and 1986
  - The Race Relations Act 1976
  - The Equal Pay Act 1970
  - The Disability Discrimination Act 1995 (DDA)

Note that the above will gradually be absorbed into the Equality Act 2010.

Employment legislation, e.g.:

- Employment Rights Act 1996
- Employment Relations Act 1999
- Working Time Regulations 1998
- Employment Act 2002/2004

Health and safety legislation, e.g.:

- Health and Safety at Work Act 1974
- Reporting of Injuries, Disease and Dangerous Occurrences Regulations (RIDDOR) 1992
- The Management of Health and Safety at Work Regulations 1999
- Workplace (Health, Safety and Welfare) Regulations 1992
- Display Screen Equipment Regulations 1992
- The Provision and Use of Work Equipment Regulations 1998
- Control of Substances Hazardous to Health (COSHH) 1999

Data and intellectual property protection, e.g.:

- The Data Protection Act
- The Copyright, Designs and Patents Act 1988

Organisation legislation, e.g. Companies Act 1985

3. Information on employment rights and responsibilities:

- internal sources, e.g. line manager, HR/personnel department, union representative, intranet.
- external sources, e.g. Health and Safety Executive (HSE), Department of Trade and Industry (DTI), ACAS, TUC, trade unions, Citizens' Advice Bureaux, internet, library, government agencies.

4. Representative bodies such as

- trade unions
- professional associations
- health and safety officers

The candidate will need to explain the purpose and function in terms of

- advice
- information
- legal assistance
- financial help.

5. The candidate will need to explain how employers and employees ensure equality and diversity in practice by

- complying with discrimination legislation
- creating equal opportunities/diversity policies
- using Equal Opportunities Commission's guidelines.

6. Elements that create 'diversity' are gender, age, background, culture, ethnicity, disability, religion, sexual orientation, personality and work style. Candidates will need to explain how these differences can be of benefit to an organisation, e.g.:

- workforce reflects the public community it is dealing with.
- employees feel valued and respected and perform better.
- recognition of the needs and preferences of a wider sector of the public.
- wider pool of skilled talent to choose from.
- lower staff costs/turnover.

## **Outcome 2 Understand the purpose of health, safety and security procedures in a business environment**

1. Responsibilities of both employer and employee in

- complying with health and safety legislation (as in learning outcome 1)
- risk assessment
- appointing and knowing the role and duties of a first-aider or appointed person
- maintaining environmental issues such as heating, lighting, ergonomics, ventilation, décor
- having and complying with emergency and evacuation procedures
- maintaining the security and confidentiality of data stock and personnel
- health and safety training.

2. Purpose of procedures covering:

- the use of safe working methods and equipment
- the safe use of hazardous substances
- what to do in the event of an emergency
- accident reporting / first aid
- security regarding data, stock and personnel
- reporting of hazards/risk assessment.

## Outcome 3 Understand how to manage own work

1. The candidate will need to explain how to organise their own work and why this is important in terms of

- meeting deadlines
- achieving objectives
- being accountable to others.

They should be able to describe circumstances when deadlines cannot be met through, e.g.:

- interruptions
- distractions
- taking on extra work
- staff absence
- technical breakdown
- lack of resources
- unforeseen circumstances such as inclement weather, transport strikes.

They should be aware of the impact of not meeting deadlines on:

- their colleagues
- their manager
- the organisation as a whole.

2. Different planning tools and techniques such as use of SMART techniques, to prioritise and plan own workload as well as the use of, e.g.:

- diaries
- schedulers
- planners
- organisers/PDAs
- timesheets
- to do lists.

3. The candidate needs to explain why it is important to keep others informed about progress, in terms of e.g.

- meeting deadlines/targets
- accessing support when required
- to anticipate and plan for problems/delays
- the effect on colleagues' work loads/patterns.

Ways of progress reporting may be through, e.g.:

- regular progress reports
- one-to-one update meetings
- progress/team meetings
- shared project planners.

4. The candidate will need to describe the

- relationship between pressure and stress
- symptoms of not coping
- necessary action to take to reduce pressure and therefore avoid stress developing
- factors at work and at home that lead to stress.

## **Outcome 4 Understand how to evaluate and improve own performance in a business environment**

1. Benefits that result from continuously improving own performance in terms of, e.g.
  - improving weak areas and gaining new skills
  - motivation
  - increased ability to embrace changes/challenges
  - possible financial reward/promotion
  - increased employability.
2. Methods of assessing own performance, e.g. SWOT analysis and training needs analysis (TNA), as well as observation and feedback, one-to-one meetings/appraisal and performance reviews, and how to create a Personal Development Plan using SMART techniques.
3. Range of training and development opportunities:
  - coaching
  - mentoring
  - work-shadowing
  - training courses
  - in-house training
  - performance appraisals
  - e-learning.
4. The candidate needs to explain how feedback, both formal and informal, can result in personal growth and development, e.g. from
  - managers/supervisors
  - colleagues – 360°
  - customers.
5. The candidate should explain career paths/progression routes available both inside and outside the organisation and the possible sources of information on these.

## **Outcome 5 Understand the types of problems that may occur with own work and how to deal with them**

1. Problems may be both
  - minor, i.e. that can be solved by making adjustments and with little or no assistance;
  - major, i.e. those that have resource or financial implications.Types of problems e.g.:
  - financial
  - resource related
  - equipment/systems failure
  - staff-related
  - unforeseen (weather, industrial action).

2. Possible methods e.g.:
  - re-planning/reprioritising own work
  - gaining the support of others
  - identifying a solution and implementing it.
3. The candidate should be able to explain how to assess a problem for seriousness in terms of impact on
  - finance
  - meeting target/deadline
  - colleagues
  - external customers/organisation's reputation
  - security, health or safety.

The candidate should be able to explain the limits of their own authority in finding solutions to problems and procedures for referring problems, and to whom they should be referred.

## **Outcome 6 Understand the decision making process**

1. The candidate should be able to explain key stages in the decision-making process, e.g.:
  - analysis
  - consultation
  - negotiation
  - feedback.

and show an awareness of whom in an/their organisation has responsibility for different types of decisions, e.g.:

- strategic
- operational
- related to individual roles and responsibilities.

They will also need to describe the factors that may affect decisions, e.g.

- sector regulations and codes of practice
- organisation size and structure
- organisational culture.

2. The candidate needs to explain their span of control and the impact of decisions on their role set colleagues. They should be able to identify decisions that are within and outside their limit of authority.

## Unit 302

# Principles of working with and supervising others in a business environment

**Level:** 3  
**Credit value:** 3  
**UAN:** H/601/7645

### Unit aim

This unit is about the knowledge and understanding needed to work effectively with others in a business environment, including communication, working in and supervising a team, and providing customer service.

### Learning outcomes

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

1. Understand the purpose of working with others in a team
2. Understand how to behave in a way that supports positive working with others
3. Understand the purpose and methods of communicating effectively with others in a team
4. Understand how to assess own work and the work of a team

### Guided learning hours

It is recommended that **24** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to the Business and Administration NOS BAG131; BAC121; BAC122.

### Support of the unit by a sector or other appropriate body

This unit was developed by the Council for Administration.

### Assessment

This unit will be assessed by:

- an externally set and internally marked assignment
- an online test

## **Unit 302 Principles of working with and supervising others in a business environment**

Learning outcomes and assessment criteria

### **Outcome 1 Understand the purpose of working with others in a team**

The learner can:

1. describe how team working can help to achieve goals and objectives
2. explain the purpose of sharing work goals and plans when working in a team.

### **Outcome 2 Understand how to behave in a way that supports positive working with others**

The learner can:

1. explain the purpose of agreeing and setting standards for own work and the work of a team
2. identify how to allocate work to a team so the best use is made of strengths and abilities
3. explain the purpose of treating others with honesty and consideration.

### **Outcome 3 Understand the purpose and methods of communicating effectively with others in a team**

The learner can:

1. explain the purpose of effective communication with other people in a team
2. compare different methods of communication within and to teams and when to use them
3. explain the purpose of encouraging contributions from others.

### **Outcome 4 Understand how to assess own work and the work of a team**

The learner can:

1. explain the purpose of assessing own work and the work of a team
2. describe ways of assessing own work and the work of a team
3. explain the purpose of giving and receiving constructive feedback
4. describe ways of giving and receiving constructive feedback.

# **Unit 302 Principles of working with and supervising others in a business environment**

## Guidance notes

### **Outcome 1 Understand the purpose of working with others in a team**

1. The candidate should be able to describe the differences between groups and teams and the benefits of team working, e.g.
  - support
  - shared working
  - efficiency.

The candidate should be able to describe the dynamics of team working, the characteristics of an effective team e.g. good communication, trust, honesty, and the characteristics of an ineffective team and the potential consequences of these.

2. They should be able to explain team working in terms of e.g.:
  - meeting deadlines and targets
  - motivation
  - sharing workloads
  - support and advice.

### **Outcome 2 Understand how to behave in a way that supports positive working with others**

1. In terms of, e.g.:
  - deadlines/targets
  - quality of work
  - type of work
  - available resources.

The candidate should be able to identify techniques for maintaining an effective team e.g.:

- regular communication
  - individual/group/team involvement
  - clear roles and responsibilities
  - strong leadership/lead by example.
2. The candidate should have an understanding of the different team roles according to theorists such as Belbin, in order to delegate tasks when planning and managing resources.
  3. The candidate should be able to explain how to create and maintain a good working relationship with others e.g.:
    - communicate
    - support
    - co-operate
    - empathise
    - be loyal.

They should be able to explain the importance of good working relationships in terms of e.g.:

- meeting deadlines and targets
- motivation
- sharing workloads
- support and advice.

### **Outcome 3 Understand the purpose and methods of communicating effectively with others in a team**

1. The candidate should be able to explain what constitutes effective communication in a team and the role it plays in
  - setting and achieving targets/standards
  - monitoring progress/standards
  - team cohesion
  - consultation/contribution
  - presenting information.

2. Both formally and informally:
  - written – letters, memos, reports
  - face-to-face – one-to-ones, meetings, presentations
  - electronically – email, telephone, video/teleconferencing.

The candidate should be able to select the most suitable method in terms of

- purpose
- formality
- speed
- confidentiality.

3. The candidate will need to show an awareness of different personalities and behaviours and methods of encouraging contributions and their impact on
  - achieving targets
  - improving working methods
  - team cohesion.

### **Outcome 4 Understand how to assess own work and the work of a team**

1. The candidate should be able to describe the importance of assessing their own and the team's work, e.g.
  - to ensure standards are met
  - in achieving targets/deadlines
  - to identify improvements.
2. Ways of assessing and monitoring this, e.g. through
  - SWOT analysis
  - performance management systems
  - achievement of objectives
  - observation/feedback
  - appraisals/reviews.

3. The candidate should be able to explain what constitutes constructive feedback, both formal and informal, positive and negative, and the benefits to both employer and employee in terms of improvement and motivation.
4. The candidate should be able to describe the appraisal/performance review process.

## Unit 303

# Principles of managing information and producing documents in a business environment

**Level:** 3  
**Credit value:** 4  
**UAN:** M/601/7647

### Unit aim

This unit is about knowing and understanding how to manage information and design and produce documents securely when working in a business environment.

### Learning outcomes

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

1. Understand how to design and monitor information systems
2. Understand how to research information
3. Understand how to organise, report and evaluate the relevance of information
4. Understand how to store information
5. Understand how to design and produce documents
6. Understand how to maintain security and confidentiality in a business environment

### Guided learning hours

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to the Business and Administration NOS BAA212; BAD321; BAD322; BAD323; BAD332.

### Support of the unit by a sector or other appropriate body

This unit was developed by the Council for Administration.

### Assessment

This unit will be assessed by:

- an externally set and internally marked assignment.

## **Unit 303 Principles of managing information and producing documents in a business environment**

Learning outcomes and assessment criteria

### **Outcome 1 Understand how to design and monitor information systems**

The learner can:

1. describe the types of information that need to be managed in a business environment
2. describe ways of contributing to the design and development of an information system
3. explain the purpose and benefits of monitoring the use of an information system and ways of doing so.

### **Outcome 2 Understand how to research information**

The learner can:

1. explain the purpose of agreeing objectives and deadlines for researching information
2. explain how to identify and select sources of information
3. identify methods of checking information for reliability and accuracy
4. identify restrictions that apply to the use of researched information.

### **Outcome 3 Understand how to organise, report and evaluate the relevance of information**

The learner can:

1. explain different ways of organising and reporting information
2. explain how to evaluate the relevance of information.

### **Outcome 4 Understand how to store information**

The learner can:

1. explain different ways of storing information and the purpose of doing so
2. compare different information storage and archive systems and their main features.

### **Outcome 5 Understand how to design and produce documents**

The learner can:

1. identify reasons for designing and producing high quality and attractive documents
2. compare different types and styles of documents that may be designed and produced and ways of doing so
3. describe reasons for agreeing the purpose, content, layout, style, quality standards and deadlines for the design and production of documents
4. describe ways of researching, organising and checking content needed for documents.

### **Outcome 6 Understand how to maintain security and confidentiality in a business environment**

The learner can:

1. explain the purpose of maintaining security and confidentiality in a business environment
2. describe ways of maintaining security and confidentiality in a business environment.

## Unit 303

# Principles of managing information and producing documents in a business environment

## Guidance notes

### Outcome 1 Understand how to design and monitor information systems

1. Information may be both routine and exceptional relating to

- customers
- products/services
- personnel
- finance
- performance
- industry sector
- legislation.

The candidate should be aware of the use of MIS (Management Information Systems), the data they may contain and how they are used.

2. The candidate should be aware of both electronic and manual information systems and the advantages/disadvantages of each. In either case, consideration needs to be given to

- type of information to be stored
- volume of information
- purpose of storage
- access – level and frequency
- updating
- how to keep it safe and secure
- how to classify e.g. alphabetically, numerical etc.
- cross referencing methods
- legislative requirements in terms of protection and storage of data
- method of storage.

They should be able to explain the purpose of monitoring systems in terms of

- ease of use
- reliability
- security/access
- improvements
- compliance with legislation.

## **Outcome 2 Understand how to research information**

1. In terms of, e.g.:

- detail required
- end use of information
- available time
- available resources.

The candidate should explain the importance of gaining full information in order to carry out research efficiently, accurately and to deadline.

2. Sources of information:

- paper-based
- electronic
- people.

The candidate should be able to explain how to use search terms/key words and indices to search for relevant information and how to keep a list of sources and check it is, e.g.

- accurate
- reliable/credible
- current
- factual and not over-biased.

They should be able to bookmark information in order to find it again easily.

3. The candidate should be aware of the restrictions on use of intellectual property under the Copyright, Designs and Patents Act.

## **Outcome 3 Understand how to organise, report and evaluate the relevance of information**

1. The candidate needs to consider the purpose of the information being reported, e.g.:

- to inform
- to explain/educate
- to persuade
- to entertain.

Information may be reported as, e.g.:

- reports
- oral presentation
- charts, diagrams and graphs
- tables
- brochures, leaflets
- verbally
- notices/display board.

2. The candidate needs to be able to evaluate material in terms of:

- facts/truthfulness
- reliability/credibility
- age/currency
- opinion/bias
- validity of source.

## **Outcome 4 Understand how to store information**

1. Both electronically and using paper-based methods.

The candidate should be able to explain the principal filing classification systems, understand their use and the advantages and disadvantages of each. The classification systems include: alphabetical, numerical, alpha-numerical, subject, geographical and chronological.

They will need to be aware of conventions for grouping and naming electronic files for easy retrieval and how to protect them against unauthorised access.

They will need to consider purposes in terms of

- legal requirements
- record keeping
- auditing.

2. The candidate will need to be able to compare both electronic and manual methods, with advantages/disadvantages of each. They should be able to explain the purpose of a file retention policy.

## **Outcome 5 Understand how to design and produce documents**

1. In terms of, e.g.:

- readability
- accuracy
- ease of use
- impact
- organisation's reputation.

2. Documents may be

- minutes of meetings
- letters
- reports
- memos
- e-mails
- faxes
- newsletters
- flyers/posters
- notices.

The candidate will need to be aware of conventional formats as well as house styles required by the organisation.

3. The candidate should describe the importance of gaining full information in order to produce documents efficiently, accurately and to deadline across the range identified in learning outcome 5.2. They should be aware of the purpose, use and design of document templates.

Reasons in terms of:

- efficiency
- accuracy
- organisation's reputation.

4. Both electronically and using paper-based methods.

The candidate will need to consider the purpose of the document, e.g.:

- to inform
- to explain/educate
- to persuade
- to entertain

and organise the information appropriately to meet this purpose.

Content should be checked for reasons of:

- efficiency
- accuracy
- organisation's reputation.

## **Outcome 6 Understand how to maintain security and confidentiality in a business environment**

1. The candidate will need to be aware of the types of information that are sensitive in terms of

- individuals, whether customers or employees
- the organisation

and the requirements of the Data Protection Act.

They should be able to explain the implications of what may happen if sensitive information is disclosed.

2. The candidate should be able to describe practical procedures to take to keep confidential information secure both paper-based and electronic.

## Unit 304

# Principles of providing and maintaining administrative services

**Level:** 3  
**Credit value:** 4  
**UAN:** M/601/7650

### Unit aim

This unit is about providing and maintaining specific administrative services, including ordering goods and services, minimising waste and delivering effective customer service.

### Learning outcomes

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

1. Understand how to order products and services
2. Understand how to keep waste to a minimum in a business environment
3. Understand the purpose of delivering effective customer service
4. Know how to take minutes
5. Understand how to organise meetings
6. Understand how to organise events
7. Understand how to manage diary systems

### Guided learning hours

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to the Business and Administration NOS BAA112.

### Support of the unit by a sector or other appropriate body

This unit was developed by the Council for Administration.

### Assessment

This unit will be assessed by:

- an externally set and internally marked assignment
- an online test

## **Unit 304 Principles of providing and maintaining administrative services**

### Learning outcomes and assessment criteria

#### **Outcome 1 Understand how to order products and services**

The learner can:

1. describe procedures for the ordering and supply of products and services for an organisation
2. describe how to write a specification for a product or service
3. explain the purpose of selecting products and services that represent best value for money
4. explain the benefits of reviewing procedures for ordering products and services.

#### **Outcome 2 Understand how to keep waste to a minimum in a business environment**

The learner can:

1. explain the main causes of waste that may occur in a business environment
2. explain ways of keeping waste to a minimum in a business environment.

#### **Outcome 3 Understand the purpose of delivering effective customer service**

The learner can:

1. explain why customer service should meet or exceed customer expectations
2. explain the purpose of building positive working relationships with customers
3. explain the purpose of identifying customer needs and expectations
4. explain the purpose of agreeing quality standards and timescales with customers
5. describe methods of reviewing customer service provision within a business environment.

#### **Outcome 4 Know how to take minutes**

The learner can:

1. explain the purpose of minutes as an accurate record of discussions and decisions
2. describe legal and organisational requirements that may apply to minute taking
3. describe how to take notes during discussions held at meetings
4. explain the purpose of, and how to, listen actively when taking minutes
5. describe different types and styles of minutes and their purpose.

#### **Outcome 5 Understand how to organise meetings**

The learner can:

1. describe different types of meetings and their main features
2. describe the sources and types of information needed to organise meetings
3. describe the types of information needed by individuals before, during and after meetings.

#### **Outcome 6 Understand how to organise events**

The learner can:

1. describe different types of events and their main features
2. explain how to select appropriate types of venues and resources
3. examine the sources and types of information needed to organise events
4. describe the types of information needed by individuals before, during and after events.

## **Outcome 7 Understand how to manage diary systems**

The learner can:

1. explain the purpose of managing diary systems to plan and co-ordinate activities and resources
2. compare different types of diary systems and the situations for which they are appropriate
3. describe the information needed to maintain diary systems.

**Outcome 1 Understand how to order products and services**

1. The candidate should be able to explain the purpose of the documents involved e.g.

- purchase requisitions
- letters of enquiry, price-lists, quotations, estimates
- purchase orders
- invoices
- advice/delivery notes
- statements.

They should be able to describe procedures used for ordering and receiving office goods and services, including comparing quotations and the appropriate security and authorisation procedures.

2. Types of specification:

- performance
- technical
- standard.

The candidate will need to consider:

- financial restrictions/budget
- user requirements/performance
- location
- organisational policies
- timescale
- quality standards
- health and safety requirements
- equality of opportunity.

They should be able to describe how to write a specification that expresses clearly, concisely and unambiguously the essential features required with enough information for potential suppliers to design and cost the products and services they will offer.

3. When selecting products, the following should be taken into consideration:

- suitability
- price
- discounts
- delivery charges
- after-sales service charges
- reliability/reputation
- guarantees/warranty.

4. In terms of
  - efficiency
  - economy
  - ease of use
  - compliance, legal or organisational

## **Outcome 2 Understand how to keep waste to a minimum in a business environment**

1. Both economically and environmentally.  
The candidate should be able to explain the types and causes of waste, in terms of
  - consumables
  - time
  - energy.
2. The candidate should be able to explain practical methods of reducing waste, e.g.
  - proof-reading
  - not printing emails
  - reusing paper for scrap pads/envelopes for internal mail
  - making test copies before photocopying
  - reuse folders
  - replace lids on marker pens/correcting fluid
  - correct storage of consumables to prevent spoilage
  - solar/rechargeable batteries for equipment
  - recycling
  - over-ordering.

## **Outcome 3 Understand the purpose of delivering effective customer service**

1. The candidate will need to explain what is meant by customer expectations and how they are formed, e.g. through
  - own experience
  - what they see or hear
  - word of mouth.They should be able to explain how an individual can contribute to meeting customer expectations positively and professionally, e.g.:
  - interacting effectively with customers and clients
  - using appropriate verbal and non-verbal communication skills
  - using questioning and listening skills
  - identifying potential communication problems and solutionsand the ways they exceed them through, e.g.
  - their personal presentation
  - their attitude and behaviour
  - the level of service offered.They will need to explain what is meant by customer satisfaction and the effect this has on an organisation's success.

2. The candidate should be able to identify different types of internal and external customers. They should be aware of the customer service chain in an/their organisation.  
They should be able to explain the importance of establishing and maintaining effective customer relationships, e.g.:
  - customer focused business
  - organisational benefits
  - increased customer satisfaction
  - improving image and reputation of organisation
  - reduction in complaints
  - individual satisfaction.They should have an understanding of the ways in which an organisation can create and maintain effective customer relationships e.g.:
  - mission statements/customer charters
  - written and verbal communications
  - acting on customer feedback
  - quality management systems e.g. Investors in People, ISO.
3. The candidate should be able to explain what the needs of their customers may be in terms of e.g.: for product information, assistance, advice and special requirements such as hearing or sight impairment, language, age, cultural needs or specific learning difficulties. They will need to know how to establish customer needs and to meet expectations positively and professionally, e.g.:
  - interacting effectively with customers and clients
  - using appropriate verbal and non-verbal communication skills
  - using questioning and listening skills
  - identifying potential problems and solutions.
4. Purposes in terms of, e.g.
  - service level
  - reputation
  - compliance with service standards, codes of practice, legislation.e.g. through:
  - customer charters
  - service level agreements
  - Investors in People
  - ISO.
5. The candidate should be able to explain why it is important for an organisation to review and continually improve the provision, as well as describing methods that can be used via
  - performance indicators
  - feedback
  - analysis of records
  - industry benchmarks
  - self-assessment.

## **Outcome 4 Know how to take minutes**

1. The candidate should be aware of the different purposes of minutes/note taking depending on the meeting/organisation, e.g. whether it is formal/informal, internal/external.  
They should understand the standard items that are to be included in minutes, how to summarise main points and when verbatim notes are required.
2. Legal and organisational requirements in terms of:
  - what is recorded
  - who has access to them
  - when alterations are required
  - how long they should be stored.

## **Outcome 5 Understand how to organise meetings**

1. The candidate should be able to describe different types of meetings and their main features both formal and informal e.g. Annual General Meeting, Extraordinary General Meeting, Board Meeting, departmental meetings, management meetings, committee meetings, team and progress meetings.
2. Different features of both formal and informal meetings, in terms of:
  - Regulations, e.g. frequency, period of notice, validity, voting
  - Documentation required, e.g. notice, agenda, notes/minutes, attendance register
  - Personnel involved, e.g. Chair, treasurer, secretary
3. Information needed to organise meeting in terms of e.g.:
  - date, time and duration
  - venue e.g. location
  - type of meeting
  - number of delegates
  - refreshments/catering facilities
  - equipment required
  - room layouts
  - special requirements/disabled access.
4. The candidate should be able to describe the:
  - documentation e.g. notice, agenda, Chairperson's agenda minutes, reports, briefings and correspondence
  - personnel involved and their duties, e.g. chairperson, secretary, treasurer
  - legal requirements.

## Outcome 6 Understand how to organise events

1. Types of events, e.g.:
  - meetings
  - team building events
  - conferences
  - exhibitions
  - seminars
  - presentations/launches.
  
2. The candidate should be able to identify and describe the advantages and disadvantages of different venues and identify organisational policies and procedures that apply to arranging events. They should consider the following when selecting a venue:
  - budget
  - timing/season
  - size
  - purpose of event
  - location
  - facilities
  - health, safety and welfare considerations.
  
3. The candidate should be able to describe types of information and their sources needed to organise an event e.g.:
  - date, time and duration
  - venue
  - guests/speakers
  - catering and accommodation
  - equipment required
  - room layouts
  - special requirements.
  
4. The candidate should be able to describe documentation such as information packs, agendas, delegate lists, location maps.

The candidate should be able to use planning and monitoring tools to check progress of event preparation e.g. task lists, schedules, tracking logs, checklist of follow-up actions.

The candidate should be able to identify techniques for evaluating the success of an event, e.g. questionnaires, and describe the reasons for event evaluation.

## Outcome 7 Understand how to manage diary systems

1. Both manual, e.g.

- desk diary
- appointments book
- wall chart/planner

and electronic, e.g.

- diary programs/schedulers
- electronic appointments systems
- PDAs

and the features, advantages and disadvantages of each for

- recording and co-ordinating both regular and one-off events
- bookings
- scheduling
- planning

in different situations and with different users.

2. Information in terms of:

- dates/times
- venues
- personnel
- contact details.

Maintaining by:

- making new entries
- amending/deleting entries
- setting up regular/repeat appointments.

**Level:** 3  
**Credit value:** 2  
**UAN:** A/601/7652

**Unit aim**

This unit is about the background knowledge and understanding needed to take part in or run a project in a business environment.

**Learning outcomes**

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

1. Know the difference between routine work and taking part in a project
2. Understand how to prepare for and plan a project
3. Understand how to monitor a project
4. Understand the purpose of evaluating a project and ways of doing so

**Guided learning hours**

It is recommended that **16** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to the Business and Administration NOS BAA151.

**Support of the unit by a sector or other appropriate body**

This unit was developed by the Council for Administration.

**Assessment**

This unit will be assessed by:

- an externally set and internally marked assignment
- an online test

## **Unit 305 Principles of project management**

### Learning outcomes and assessment criteria

#### **Outcome 1 Know the difference between routine work and taking part in a project**

The learner can:

1. describe the difference between routine work and taking part in a project.

#### **Outcome 2 Understand how to prepare for and plan a project**

The learner can:

1. explain why it is important to agree the purpose, scope, timescale, resource requirements, budget, aims and objectives of a project
2. describe how to identify and plan for project issues and risks in an area of work.

#### **Outcome 3 Understand how to monitor a project**

The learner can:

1. identify methods that can be used to monitor the progress of a project
2. explain the purpose of reporting progress during a project
3. explain the purpose of meeting agreed targets within a project.

#### **Outcome 4 Understand the purpose of evaluating a project and ways of doing so**

The learner can:

1. explain the purpose of evaluating a project
2. identify ways of evaluating a project.

# Unit 305 Principles of project management

## Guidance notes

### Outcome 1 Know the difference between routine work and taking part in a project

1. The candidate should be able to describe the general characteristics of any project i.e.:
  - must have goal
  - be initiated by someone
  - be managed
  - be a unique task.

Routine work is an on-going process which may not have these characteristics.

### Outcome 2 Understand how to prepare for and plan a project

1. The candidate should be able to explain why it is essential to establish the project specification, i.e.:
  - the purpose of the project
  - the scope and timescale
  - the project method, business case, business approval, project sponsor, project manager
  - what the tracking mechanism will be.

In order to be clear about:

- its aims and objectives
- the deliverables
- what is needed and any limitations e.g. timescales set or agreed stages involved
- resource requirements, including human resources
- how the team will work, e.g. meetings, decision-making process
- the progress review points and how the results will be measured.

Planning tools, e.g.:

- critical path analysis
- Gantt chart
- spreadsheet
- project management software.

The candidate will need to understand the relationship of the three main aspects involved – the budget, timescale and resources available.

2. Types of risk involved e.g.:
  - business risks
  - viability of business case
  - changes in legislation
  - project risks

- changes in market
- problems with suppliers
- shortage of skills
- unfamiliar roles and tasks for project members.

Risk management should continue for the life of project and involves:

- how to plan at beginning of project for source of risks
- risk identification
- evaluation of probability and impact
- prevention or reduction of risk
- minimising impact, contingency plans
- transferring risk to an insurer if necessary.

### **Outcome 3 Understand how to monitor a project**

1. Methods for monitoring progress, e.g.

- activity schedules
- Gantt chart
- regular progress reports
- highlight and exception reports
- project team meetings
- project status reports
- end of stage/project reports.

The candidate should understand the role of the project executive/board and the project documentation required, e.g.:

- project file
- quality file
- risk log
- stage files.

2. The candidate should be able to explain why on-going progress checks are necessary, e.g.: to

- keep overall project on target
- compare achievement with the plan
- review the plan in the light of future situations
- detect problems and identify risks
- initiate corrective action
- authorise further work.

How this may be achieved e.g.

- by using formal/informal checkpoints – status reports, update meetings
- effective flow of information
- control mechanisms for time, costs, resources
- change management.

3. Importance of meeting targets, e.g.:
  - to meet overall project deadline
  - tasks are likely to be inter-dependent on each other
  - if tasks run over there are likely to be financial implications.

How to do so, e.g.

- quantitative measures
- progress reporting/tracking mechanisms
- cost review
- update of business case
- review of targets
- forward planning.

## **Outcome 4    Understand the purpose of evaluating a project and ways of doing so**

1. Purpose of evaluation, e.g.:
  - assessment of project's effectiveness
  - review performance of project team
  - review of management and quality processes
  - analysis of handling of issues and unexpected events
  - for reference e.g. for similar work in the future.
2. Evaluation methods e.g.:
  - update project plan
  - end of project report with lessons learned and recommendations
  - post project review
  - analysis of any surveys.

**Level:** 3  
**Credit value:** 2  
**UAN:** J/601/7654

### Unit aim

This unit is about understanding how to make contributions to improving ways of working and the reasons for change occurring in a business environment.

### Learning outcomes

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

1. Understand the purpose of innovation in a business environment
2. Understand how to contribute to innovation
3. Understand the reasons for and implications of change in a business environment
4. Understand the process of change in a business environment

### Guided learning hours

It is recommended that **16** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to the Business and Administration NOS BAA112.

### Support of the unit by a sector or other appropriate body

This unit was developed by the Council for Administration.

### Assessment

This unit will be assessed by:

- an externally set and internally marked assignment
- an online test

## **Unit 306 Principles of contributing to innovation and change**

Learning outcomes and assessment criteria

### **Outcome 1 Understand the purpose of innovation in a business environment**

The learner can:

1. explain the purpose of innovation in a business environment.

### **Outcome 2 Understand how to contribute to innovation**

The learner can:

1. explain the purpose of reviewing existing ways of working and positive ways of doing so
2. explain the benefits of working with others when contributing to innovation
3. identify behaviours and attitudes which support innovation.

### **Outcome 3 Understand the reasons for and implications of change in a business environment**

The learner can:

1. explain the reasons for change in a business environment
2. examine the implications of change for an organisation, teams and individuals.

### **Outcome 4 Understand the process of change in a business environment**

The learner can:

1. explain the purpose of planning change
2. explain the purpose of effective communication when making changes
3. describe types of problems that occur when making changes and ways of dealing with them
4. explain the purpose of reviewing and evaluating change.

**Outcome 1 Understand the purpose of innovation in a business environment**

1. Purpose of innovation in a business environment e.g.:
  - creating value from ideas
  - making something in a different way
  - new ways of satisfying customers
  - new ways of carrying out routine activities
  - new approaches to work
  - new organisation structure
  - improving efficiency or product design
  - maintaining and increasing market position.

**Outcome 2 Understand how to contribute to innovation**

1. Purpose and benefits of reviewing e.g.:
  - increased efficiency
  - increased profitability
  - increased productivity
  - greater competitiveness
  - better use of resources
  - reduced costs
  - better response to customer requirements
  - increased customer satisfaction
  - reduction in waste
  - more employee involvement.

Positive ways of doing so, e.g. customer feedback, effective communication, employee survey, forums, team meetings, staff suggestion schemes, employee involvement.
2. The candidate should be able to explain the benefits e.g.: team feedback, effective communication so that team 'buy in' to innovation by being involved, utilise existing staff, extra resources needed can be identified, team will be convinced of benefits to organisation and to themselves, sharing of ideas breaks down barriers.
3. Behaviours and attitudes, e.g. positive, motivated, 'can do' attitude, enthusiastic, open-minded, with a willingness to be involved.

### **Outcome 3 Understand the reasons for and implications of change in a business environment**

1. Reasons for change, e.g. mergers, acquiring new companies, new ownership, loss of revenue, legislative changes, rising costs, new strategies, sales review, new technology, economic/political changes, relocation.
2. Positive and negative implications, e.g.:
  - new challenges and work roles/responsibilities
  - redeployment – changes to team and line manager
  - promotion
  - higher productivity required
  - job losses and redundancies
  - fear of the unknown
  - stress
  - retraining
  - issues with staff retention.

### **Outcome 4 Understand the process of change in a business environment**

1. Purpose of planning change, e.g. identifying:
  - strategic aim – where is the organisation now, where is it going
  - what needs to be done – resources, timescale and implementation
  - possible problems and contingency plans to deal with them
  - how to maintain day-to-day operations.
2. Reasons for effective communication, e.g.:
  - team will understand reasons for change
  - allaying fears about change
  - increasing motivation
  - addressing issues/problems as they arise
  - ineffective communication may increase resistance to change.
3. Problems relating to individuals, e.g.:
  - lack of leadership
  - lack of motivation
  - increased stress levels amongst staff.

To organisations, e.g.:

- controlling costs – delays and unexpected problems
  - introducing new technology
  - staff training
  - maintaining the impetus of change
  - ineffective communication
  - loss of staff motivation and absenteeism.
4. Ways of dealing with problems e.g. good planning and budgeting, effective communication, stress management, staff development and training, using contingency plans.

5. Explain the purpose of reviewing and evaluating change i.e. establishing the organisation's position after change and whether the change has been effective in relation to finance, customers, market and employees.

**Level:** 3  
**Credit value:** 7  
**UAN:** M/602/1536

**Unit aim**

The unit provides learners with the knowledge and understanding needed to operate in a public sector environment, covering the aims, role, finances, monitoring and working mechanisms of the public sector and service delivery.

**Learning outcomes**

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

1. Understand the characteristics of the public sector
2. Understand how the public sector interacts with the UK political system and the purpose of accountability
3. Understand the role of the public sector in providing services and how an individual's role contributes to provision
4. Understand finances in the public sector
5. Understand how public sector organisations work together and with other organisations
6. Understand how performance is monitored and measured in the public sector and the purpose of doing so

**Guided learning hours**

It is recommended that **56** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to the Business & Administration NOS and Professional Skills for Government NOS.

**Support of the unit by a sector or other appropriate body**

This unit was developed by the Council for Administration.

**Assessment**

This unit will be assessed by:

- an externally set and internally marked assignment
- an online test

# Unit 307 Principles of working in the public sector

## Learning outcomes and assessment criteria

### **Outcome 1 Understand the characteristics of the public sector**

The learner can:

1. describe the types of organisations that operate within the public sector
2. describe the main differences between organisations that operate within the public sector
3. describe how a public sector organisation's aims feed into the wider objectives of the public sector
4. describe how local and central government work together to provide public services
5. compare the key features of public, private and not-for profit sectors
6. explain the key points of legislation relating to a public sector organisation.

### **Outcome 2 Understand how the public sector interacts with the UK political system and the purpose of accountability**

The learner can:

1. explain the role of elected members in determining public sector policy and activity
2. explain how decisions of elected members affect a public sector organisation's activities
3. explain the purpose of accountability in the public sector.

### **Outcome 3 Understand the role of the public sector in providing services and how an individual's role contributes to provision**

The learner can:

1. describe the customers of the public sector and an individual public sector organisation
2. describe how to identify the needs of a public sector organisation's customers
3. explain the purpose of responding to the needs of a public sector organisation's customers
4. explain how public service provision can adapt to changes in customer needs
5. explain the difference between 'statutory' and 'non-statutory' requirements when providing public services
6. describe how to take equality and diversity into account when providing public services
7. explain the purpose of ensuring equality and diversity is reflected in public service provision and how to do so
8. describe how a diverse workforce can contribute to the work of the public sector in providing public services
9. explain how an individual's work contributes to the work of their organisation and the wider public sector.

### **Outcome 4 Understand finances in the public sector**

The learner can:

1. explain how the public sector and a chosen public sector organisation are financed
2. explain the importance of ensuring money is spent efficiently in the public sector
3. describe how budgets and limited resources impact upon planning decisions and service provision.

## **Outcome 5 Understand how public sector organisations work together and with other organisations**

The learner can:

1. explain the purposes of partnership working within the public sector and public-private partnerships
2. describe the types of organisations that a public sector organisation works with to meet customer needs
3. describe how a public sector organisation works with other public sector and non-public sector organisations and the purpose of doing so.

## **Outcome 6 Understand how performance is monitored and measured in the public sector and the purpose of doing so**

The learner can:

1. explain the purposes of measuring performance in the public sector
2. explain how, and by which organisations, the performance of a chosen public sector organisation or department is monitored
3. explain how individual performance can be monitored within a public sector organisation and the purpose of doing so
4. explain how evaluation of service provision is used to drive improvements in a public sector organisation.

# Unit 307 Principles of working in the public sector

## Guidance notes

### Outcome 1 Understand the characteristics of the public sector

1. Organisations, e.g.
  - government departments
  - non-ministerial government departments (e.g. Ofsted, HMRC, Charity Commission)
  - Executive Agencies
  - Non-Departmental Public Bodies (NDPB) (executive and advisory)
  - Local Authorities (all types e.g. county councils, district councils, unitary authorities).
2. Differences in terms of:
  - purpose
  - size
  - budget
  - service provided
  - customers e.g. clients, service users, patients, residents
  - governance
  - values and ethics.
3. Aims in relation to type of service, values etc. and how these relate to the objectives of the public sector, i.e. to provide accessible, efficient and effective public services, carry out policy and comply with legislation.
4. In terms of how central government determines the overall policy and local organisations work within that policy – e.g. health policy is determined by central government and interpreted and implemented by the National Health Service. This may also include how some central government departments have local offices through an executive agency e.g. Department for Work and Pensions and Job Centre Plus.
5. Key features in terms of purpose (e.g. profit-making, providing public services, charitable), sources of finance, utilisation of surpluses. (NB Not-for-profit sector is also frequently referred to as the Community and Voluntary Sector or as the Third Sector). Not all not-for-profit organisations operate within the Third Sector. Compare – in terms of explaining why different types of organisations, the way they are structured and financed etc. are appropriate for different purposes.
6. Key legislation that defines the type of organisation, the powers of the organisation and its key services and the values by which it must operate, e.g.
  - Local Government Act 2000
  - Sustainable Communities Act 2007
  - Education and Skills Act 2008
  - Clean Neighbourhoods and Environment Acts 2005
  - Equality Act 2010
  - Health and Safety at Work Act 1974.

## **Outcome 2 Understand how the public sector interacts with the UK political system and the purpose of accountability**

1. Elected members e.g. elected representatives (members of Parliament – at national level), elected members (councillors in local government) and appointed non-executive members (e.g. boards of non-departmental public bodies, police authorities, NHS Trusts etc.).  
Roles, e.g.
  - to represent the interests of their constituents, their political party, or the organisation that nominated them
  - contribute to informed decision making and debate on public sector policy and activity
  - comply with and uphold standards of public behaviour e.g. need to act within statutory powers
  - comply with common law
  - be well informed – consult with public regarding requirements; consult with appropriate authorities for information
  - follow procedure
  - take legal advice
  - recognise that all documentation is potentially in the public domain
  - demonstrate that the process leads to well-reasoned decisions.
2. Explain with reference to the non-executive members of public sector organisations that the organisation has to respond to the decisions made e.g. activities have to be developed, amended or discontinued to comply with the decisions made.
3. Purpose – e.g. to ensure organisations behave in the way described, i.e. make well-reasoned decisions, publicise and explain their decisions, consult, behave impartially, spend public money wisely, deliver services efficiently and to agreed standards etc.  
Transparency – being open about actions, where money has been spent – maintains public confidence in the organisation.

Accountability – managerial accountability through structural arrangements such as committee structures, separation of powers (e.g. small ‘cabinets’ or executive committees and scrutiny committees in local government); political accountability, to the electorate, and to Parliament.

Civil Service Code – to work with integrity, honesty, objectivity and impartiality.

## **Outcome 3 Understand the role of the public sector in providing services and how an individual’s role contributes to provision**

1. Different organisations may use different terms for their customers e.g. citizens, members of the public, service users, clients, patients, residents. Customers may also be funders and other organisations that have significant working relationships with the organisation. Customers may be internal or external to the organisation.
2. Identify needs in terms of e.g. through public consultations, surveys and local research, feedback from service users/customers etc.; analysis of relevant data.
3. Explain in terms of supplying essential services paid for with public money, protecting and enhancing organisation’s reputation, meeting customer needs, complying with legislation, satisfying quality standards.
4. Explain In terms of adapting existing services, improving accessibility, altering priorities, allocating staff or resources differently, introducing new services.

5. Explain differences in terms of e.g. legally required as opposed to discretionary. Candidates should understand why some requirements are statutory and be able to give examples.
6. Describe in terms of e.g. knowing what the elements of diversity are and ensuring the service meets the needs of the diverse client group, through fair processes, flexibility or special arrangements in service delivery, e.g. translators or multi-lingual literature.
7. Explain in terms of e.g. to comply with legislation (Equality Act 2010), applying frameworks (e.g. Equality Framework for Local Government), to protect the organisation from legal action, poor inspection grades etc. To meet the needs of all customers, whatever their gender, age, values, ethnicity, sexual orientation, special needs or disabilities etc.
8. Describe in terms of e.g. having a range of experience, better understanding of the needs of a diverse population or service user/customer group, drawing on the full range of skills and knowledge in the workforce when recruiting.
9. Explain in terms of, e.g.:
  - understanding the aims and objectives of the organisation and the sector
  - supporting the ethos and values of public service provision
  - meeting targets
  - working efficiently and effectively
  - using resources wisely
  - fulfilling all aspects of their job role
  - being flexible
  - working independently and with other people.

Also through representative bodies such as staff associations, work councils, trade unions.

## **Outcome 4 Understand finances in the public sector**

1. Sources of funding e.g.
  - central taxation (e.g. income tax, VAT, duty on petrol, tobacco etc.)
  - government borrowing
  - local taxation (business rates, council tax etc.)
  - local borrowing (e.g. local authorities)
  - funding to central government
  - revenue raising by local authorities (parking fees, letting of leisure facilities etc.)
  - European Union funding.

How the funding is made available i.e. either directly to the organisation through its own sources or provided through direct grants from the Treasury via government departments etc., through commissioning and competitive tendering process. How monies are allocated through annual budgeting cycles and Government spending reviews.

2. Explain in terms of duty to spend public money effectively, (i.e. to comply with legislation) ensure environmentally-friendly use of resources and to contribute to sustainable economies and communities; to ensure value for money, to get maximum returns possible in terms of quantity and quality of services provided and to secure continued funding and work within budget.

3. How allocated funding impacts on planning in a general sense for all services e.g. need for policy-makers to consider alternatives and options and agree priorities; to ensure those most in need receive the support they require; that public money is spent as effectively as possible; that services are prioritised, adjusted or removed where necessary; that savings through effective partnerships and working practices are maximised.

## **Outcome 5 Understand how public sector organisations work together and with other organisations**

1. Purposes – e.g. to align and pool resources, share expertise and resources etc., involve services users in planning and evaluating services, to draw on voluntary support from third sector organisations, in order to integrate and improve services, e.g. Jobcentre Plus working with other Government agencies to administer benefits, tackle fraud, Public-private partnerships, through Government finance initiatives, to secure additional finance from the private sector.
2. Organisations in the public, private and third (voluntary and community) sector. Describe in terms of e.g. partnerships within the public sector e.g. between local authorities in having joint arrangements for e.g. policing, fire services, public transport, waste management; a local authority and housing association; a primary care trust, and a strategic health authority; the probation service, the police, the fire and rescue service; Jobcentre Plus and other government business partners etc. Public-private partnerships such as academies.
3. How in terms of e.g. nature of the relationship (formal or informal); key financial arrangements e.g. how Government private finance initiatives work; through planning and co-ordinating networks etc.

Purpose e.g. in terms of the benefits of integrated or holistic services that are easier for members of the public/customers to access (e.g. one-stop-shops); drawing on the expertise of different services working together; cost-effective use of resources through shared facilities; tackling fraud or abuse of services etc.

## **Outcome 6 Understand how performance is monitored and measured in the public sector and the purpose of doing so**

1. Explain the purposes of measuring performance e.g. in terms of providing assurance to Ministers and the public about the safe and proper delivery of services; ensuring services are delivered to a quality standard, economically and effectively, to identify and remedy problems etc.; the drive to improve performance and value for money; to comply with legal and auditing requirements.
2. For example in terms of how the performance is currently measured e.g. through internally or externally set targets, benchmarking of performance standards, results, processes; internal or external audit; inspection.
3. Organisations e.g. The National Audit Office, inspectorates and commissions, (such as Ofsted, Monitor, the Care Quality Commission).
4. For example in terms of the performance management system e.g. appraisal system in use in the chosen public sector organisation.
5. Purpose to ensure high performance across the organisation, to identify training, CPD and career opportunities for the individual.

6. Evaluation e.g. information through feedback (qualitative and quantitative) about the effective and ineffective use of resources, performance of staff; numbers and types of complaints or appeals; levels of satisfaction with how complaints and appeals are dealt with. Use of this information to plan future service delivery including possible cessation of services and reprioritisation of services, and to identify improvements in how services could be delivered.

## Unit 308

# Principles of budgets in a business environment

**Level:** 3  
**Credit value:** 2  
**UAN:** F/601/7653

### Unit aim

This unit gives the background knowledge and understanding needed to develop, manage and monitor a budget within an organisation.

### Learning outcomes

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

1. Understand the purpose of budgets in a business environment
2. Understand how to develop budgets
3. Understand how to manage budgets

### Guided learning hours

It is recommended that **16** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to the Business and Administration NOS BAA531; BAA533.

### Support of the unit by a sector or other appropriate body

This unit was developed by the Council for Administration.

### Assessment

This unit will be assessed by:

- an externally set and internally marked assignment
- an online test

## **Unit 308 Principles of budgets in a business environment**

Learning outcomes and assessment criteria

### **Outcome 1 Understand the purpose of budgets in a business environment**

The learner can:

1. explain the purpose of budgets for managing financial resources to meet business requirements.

### **Outcome 2 Understand how to develop budgets**

The learner can:

1. explain the purpose of agreeing the format in which a budget will be presented
2. explain the purpose of using estimations when developing a budget and ways of doing so
3. explain the purpose of identifying timescales, priorities and financial resources needed when preparing a budget and ways of doing so
4. describe the purpose of negotiating and agreeing a budget.

### **Outcome 3 Understand how to manage budgets**

The learner can:

1. explain the purpose of monitoring, controlling and recording income and expenditure
2. describe situations in which revisions to the budget and/or plans may be needed.

# **Unit 308 Principles of budgets in a business environment**

## Guidance notes

### **Outcome 1 Understand the purpose of budgets in a business environment**

1. The candidate should explain the purposes of budgets, i.e.:

- manage financial resources effectively
- provide a framework for responsibility and control
- translate aims and objectives into financial terms
- authorise and delegate authority
- communicate plans
- co-ordinate activities
- define standards and targets of performance
- encourage precision in expressing and quantifying plans
- generate a clear plan for action for a period of time
- motivate management and staff
- to meet legal requirements.

Candidates should understand the difference between capital and operational budgets and what a master budget is.

### **Outcome 2 Understand how to develop budgets**

1. Purpose of agreeing the format:

- to fulfil the needs of all users of the budget
- the format should be 'fit for purpose', i.e. the focus of the budget
- to ensure clear communication between levels of authority
- to facilitate understanding of management responsibilities and authority at functional level of content and details (e.g. budget categories).
- to facilitate co-ordination of effort, monitoring, control and feedback in respect of the deployment of resources.

Types of budget format, e.g. line item, performance/programme.

2. Purpose of estimations, e.g. to:

- provide as accurate a forecast as possible
- encourage the consideration of all costs
- identify potential variables
- consider necessary and non-essential expenses
- identify priorities and key elements of the budget to make best use of resources
- establish best price/value for money.

Ways of doing so, e.g.:

- using breakdowns on a task-by-task or person-by-person basis
- obtaining quotations from external and internal sources
- calculations on recent past experience with allowance for inflation and contingencies.

Estimates can be subjected to sensitivity analysis to develop flexible budgets.

3. Purpose, e.g.:

- for accurate planning and resources allocation
- timescales and priorities can affect the level of financial resources required
- financial resources available can affect timescales, priorities and the scheduling of income and expenses within budgets.

The candidate will need to understand the relationship of the three aspects involved – the priorities, timescale and resources available.

Planning tools such as Gantt charts, Critical Path Analysis and Project Evaluation and Review Technique (PERT) are useful in identifying priorities and defining timescales.

4. The candidate should describe the iterative nature of the budget-setting process and the role negotiation plays in allocating limited resources. After identifying the key or limiting factor, negotiations then enable management to ensure needs of budget holders are met effectively in order to meet organisational objectives.

Any estimations within the budget presented will need to be justified and agreed as realistic/achievable. Agreement includes agreeing responsibilities and accountabilities.

Agreement is likely to promote acceptance of the budget and provide for smooth implementation.

### **Outcome 3 Understand how to manage budgets**

1. Purpose of monitoring, e.g.:

- to ensure actual results match the budget
- to identify any variances and take prompt action
- to encourage managers to consider how to improve efficiency within their areas of responsibility
- to develop awareness of the impact of decisions on colleagues and associated activities.

Purpose of controlling income and expenditure against the budget, e.g.:

- assists the organisation in making the most effective use of resources
- to obtain value for money.

Purpose of recording, e.g.:

- for the reliability of budget information
- to assist decision making based on budget analysis
- to track income and out-goings.

Recording and tracking may be by use of cost coding.

There may be regulatory or organisational reasons for monitoring, recording and controlling income and expenditure.

2. External factors which may lead to revisions to budget and/or plans, e.g.:

- future business
- inflation
- recession/growth
- employment market
- legislative
- political factors.

Internal factors, e.g.:

- new product development
- industrial relations
- relocation
- restructure
- errors in budget preparation/estimations.

**Level:** 3  
**Credit value:** 6  
**UAN:** L/600/0659

**Unit aim**

To enable the candidate to understand how customer service delivery and legislation affects customer expectations.

**Learning outcomes**

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

1. Be able to describe the principles which impact on customer expectations
2. Be able to identify how behaviour, communication and interpersonal skills affect customer expectations and satisfaction
3. Be able to describe solutions to customer service problems and complaints within organisational constraints
4. Be able to explain how legislation affects the customer service process

**Guided learning hours**

It is recommended that **50** hours should be allocated for this unit. This may be on a full-time or part-time basis.

**Details of the relationship between the unit and relevant National Occupational Standards**

This unit is linked to the ICS National Occupational Standards: NVQ Level 3 – 301.1.4/9/10/11/12, 301.2.1/5, 301 ku 7, 302. 2.1/2/3/4/5, 302 ku 7-11.

**Key Skills**

This unit contributes towards the Key Skills in the following areas:

- COM Level 2 – C2.1, C 2.2, C2.3; Level 3 – C3.1a and 1b, C3.2
- AON Level 1 – N/A
- ICT Level 2 – ICT2.1, ICT2.2

**Assessment and grading**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge

## **Unit 309 Principles of customer service delivery**

### Learning outcomes and assessment criteria

#### **Outcome 1 Be able to describe the principles which impact on customer expectations**

The learner can:

1. Identify the differences in working in a customer service role within different sectors
2. Explain what is meant by customer expectations and how these are formed
3. Describe how to balance the needs and expectations of the customer with those of the organisation

#### **Outcome 2 Be able to identify how behaviour, communication and interpersonal skills affect customer expectations and satisfaction**

The learner can:

1. Describe how the individual's and the customer's behaviours affect expectations
2. Identify and use different methods of communication to meet a range of customer expectations
3. Identify different types of non verbal communication and their impact
4. Explain the interpersonal skills which can be used to achieve customer satisfaction
5. Identify possible barriers to effective communication

#### **Outcome 3 Be able to describe solutions to customer service problems and complaints within organisational constraints**

The learner can:

1. Describe techniques for dealing with customer service problems or complaints
2. Describe the factors that need to be considered when finding a solution to a customer service problem
3. Identify solutions to customer problems and complaints
4. Explain why a complaint should be viewed in a positive manner
5. Describe how the use of record keeping systems helps manage and support the customer service process

#### **Outcome 4 Be able to explain how legislation affects the customer service process**

The learner can:

1. Identify and explain how relevant legislation affects the customer service process
2. Identify and explain the relevant legislation relating to customer record keeping and its implications
3. Explain the importance of maintaining security and confidentiality of data
4. Define different forms of contracts and describe what makes a contract binding
5. Explain the purpose of codes of practice and describe their relationship to customer service

# Unit 309 Principles of customer service delivery

## Guidance notes

### Outcome 1 Be able to describe the principles which impact on customer expectations

1. The sectors are public, private or voluntary and it is important to understand the similarities and differences in planning customer service offers in each sector.

**Public sector** – e.g. NHS organisations – surgeries, hospitals, housing departments, organisations which provide preventative or supportive services where money is not the goal.

**Private/commercial sector** – e.g. retail. Here the motivation is to increase profit, attract new customers and build on existing relationships.

**Voluntary/a not-for profit organisation** – e.g. charity. It may still sell goods and services and aims to attract customers and make money for the charity but it is not profit motivated.

2. Customer expectations are what customers think should happen and how they believe they should be treated when asking for or receiving customer service. Expectations are formed:
  - through what customers hear and see
  - what they read and the messages the organisation sends (i.e. via its reputation and brand)
  - by what actually happens to them when dealing now and in the past with an organisation

Customer expectations are heavily influenced by word of mouth (e.g. friends and family) and the media.

Customers may have experiences with similar organisations which impact upon their overall impression and expectations of that particular service industry e.g. hotels and restaurants, supermarkets, banking, insurance.

3. The candidate should understand customer service is not just about saying 'yes' to customers. They should understand it is necessary to balance the needs of both customer and organisation. This may involve them in influencing the customer and negotiating with the customer in order to reach agreement.

The candidate should be able to describe how to explain to a customer their needs and expectations cannot be met.

### Outcome 2 Be able to identify how behaviour, communication and interpersonal skills affect customer expectations and satisfaction

1. Different behaviours in a range of customers will require a service deliverer to adapt their own behaviour e.g. when dealing with:

- aggressive behaviour
- confused behaviour
- people who are upset
- frustrated
- worried
- people with special needs
- cultural needs

It is important that negative feelings do not show. Producing positive behaviours in turn produces positive attitudes. By adapting body language one can achieve customer satisfaction. Negative behaviour on the part of the service provider can affect the customer satisfaction and mean their expectations have not been met.

Each customer transaction impacts upon longer term customer service relationships. Misunderstanding behaviour and making assumptions potentially leads to customer dissatisfaction.

2. The most effective methods of communication are e.g.:

- face-to-face
- written communication e.g. letter, email
- telephone and text

Face-to-face – is about eye contact and active listening. Service providers must understand 'normal' eye contact may differ across cultures; active listening is about head nodding, gestures and repeating back phrases that are heard confirming understanding so that customers feel the service provider is giving full attention.

Written communication is e.g. letter, email, memos and reports. There will be guidelines on when and how to use written communication e.g. house styles, language to be used etc. Written communication will be necessary when a formal response is required.

Telephone communication requires being able to operate the equipment efficiently and effectively; making sure customers are regularly informed when the service deliverer is accessing information to provide responses, or if they are going to be on hold, etc.; speaking clearly and slowly to allow for the possibility that reception on the 'phone line may not be perfect; adapting speech to meet individual needs of customer. Telephone communication is used when an immediate response is needed or when more detail needs to be obtained or when negotiation is necessary.

Customer expectations are what customers think should happen and how they believe they should be treated when asking for or receiving customer service. Expectations are formed e.g.

- through what customers hear and see
- what they read and the messages the organisation sends (i.e. via its reputation and brand)
- what actually happens to them when dealing now, and what has happened in the past, with an organisation.

Customer expectations are also heavily influenced by word of mouth (e.g. friends and family) and also the media.

It is important therefore to use the correct method of communication in order that the customer is communicated with in a way that they would expect.

3. Body language including:

- smiling
- posture
- folded arms

It is important to realise that verbal communication can be affected by non verbal i.e. the spoken word can be enhanced by body language for example a word of congratulation can be enhanced by a handshake and a smile; or it could be that words of encouragement are not matched by the body language for example when told work is good but the body language is negative with no smile, folded arms and an aggressive stance.

4. A variety of interpersonal skills which can be used to achieve customer satisfaction include:

- Listening skills
- Body language
- Assertiveness
- Appropriate use of language
- Eye contact
- Questioning techniques
- Personal presentation.

5. Barriers to effective communication include:

- Poor listening skills
- Language problems
- Lack of communication
- Lack of discussion
- Misunderstandings
- Technology breakdowns
- Environmental constraints

There are various obstacles which may impact upon effective communication e.g. poor listening skills where the individual hears words but doesn't listen to the content and meaning; language problems which need not necessarily be where the language is different but also where the individual has speech problems or a strong accent; lack of communication of essential information; lack of discussion between parties. Where there is language problems there could be misunderstandings or just no understanding of what each is saying. Technology breakdowns can also increasingly now cause communication problems.

### **Outcome 3 Be able to describe solutions to customer service problems and complaints within organisational constraints**

1. To deal with problems or complaints an understanding of the problem solving cycle is necessary:

- understanding the problem
- identifying the cause
- discussing the solution
- solving the problem

The candidate should understand the techniques for dealing with customers who have problems or who have complained and who have a variety of expectations as a result e.g.

- using calming techniques
- effective listening
- diffusing negative emotions
- assertiveness skills
- negotiation

2. Factors to be considered when finding a solution to a customer service problem include:

- picking the best solution within the organisation's guidelines to resolve the problem
- the cost to the organisation
- trying to meet the customer's needs and expectations
- the time it takes to find the solution

Consider the strategies to deal with complaints – avoid reacting to possible customer anger whether face-to face, on the 'phone or in writing; avoid conflict; keep customers by using the HEAT approach (Hear, Empathise, Apologise, Take Ownership)

Analysis of customer service problems and complaints should be used to identify areas for action and improvement. Any areas for improvement/action should take into account the benefits of change to customers, the organisation and employees.

3. Candidates should be able to show they can analyse problems and complaints and their causes and find solutions.

To solve the problem or complaint the candidate will need to understand the problem or complaint and work with the customer to find a solution. This may not always be possible and this is when negotiation will be necessary. Deliverers of customer service also have to be aware of their own authority when solving customer service problems and the factors which limit their authority to act e.g. financial, organisational policies, legal, resources.

4. Complaints should be viewed in a positive manner as they provide early warning signals and an opportunity to improve the customer relationship and the service given.

5. Organisations have record keeping systems to help support and manage the customer services process.

The records retained may include:

- personal data – customer's name, address, account details, previous purchases
- customer feedback on a product or service – user evaluation; warranty/guarantee records
- records of complaints.

Records of complaints can show the need to make improvements while data held on customers can be used to contact them about new products.

## **Outcome 4 Be able to explain how legislation affects the customer service process**

1. Organisations have a range of contractual duties and statutory duties which affect the way products or services can be delivered and which affect how customers are treated.

The relevant legislation which affects the customer service process e.g.

- Sale of Goods Act
- Supply of Goods and Services Act
- Unsolicited Goods and Services Act
- Trade Descriptions Act
- Consumer Protection Act
- Consumer Credit Act
- The Consumer Protection Regulations
- Disability Discrimination Act 1995
- Sex Discrimination Act 1975 and Race Relations Act 1976
- Health and Safety at Work Act (HASWA) 1974
- Data Protection Act

Sale of Goods Act – this relates to goods which are sold. They must be of merchantable (i.e. satisfactory) quality; as described; fit for purpose; there are likely to be organisational procedures in relation to rights to refund under the Act.

Supply of Goods and Services Act – this deals with the supply of goods or services to customers e.g. work done, and products supplied by tradesmen and professionals e.g. dentists, builders, plumbers, gardeners and the fact there is a 'duty of care'.

Unsolicited Goods and Services Act – this covers goods or services that have not been ordered by customers. It ensures traders cannot charge for goods or services they have sent to customers which have not been ordered.

Trade Descriptions Act – organisations must not falsely describe something for sale; must not make false claims for services, accommodation or facilities.

Consumer Protection Act – customers can claim compensation for death, injury or damage to property of over a certain amount, if a product they use turns out to be faulty; producers and distributors of goods are required to ensure that their products are safe; it is an offence to display or to give a customer misleading information.

Consumer Credit Act – protects customers when they buy or borrow on credit. It gives customers a wide range of rights.

The Consumer Protection Regulations – this offers protection to customers who shop by 'phone, mail order via the Internet or digital TV.

The equal opportunities legislation that relates to providing customer service is e.g.

Disability Discrimination Act 1995 – complex legislation where customer service must not be seen to discriminate against customers with disabilities. The obligations of the organisation are different according to the size of the organisation and the products or services being offered. It also influences customers' rights of access to goods, facilities, services and premises.

Sex Discrimination Act 1975 and Race Relations Act 1976 (as amended) aims to prevent people being discriminated against to ensure that all are treated fairly and equally. Sex Discrimination Act 1975 – influences customers' rights of access to goods, facilities, services and premises. It should be remembered that different people have different needs, expectations, opportunities and responsibilities. Therefore, it is important to remember that treating people fairly means recognising their differences.

Health and Safety at Work Act (HASWA) 1974 covers the responsibilities of employers to their employees and also to customers who are on the premises. It ensures that safe working practices are in place and common risks and hazards e.g. slippery or uneven floors, excessive noise and/or moving parts in machinery, chemicals are dealt with.

Finally, legislation exists that controls the use of data and ensures organisations and their staff always respect customer and organisation confidentiality as lack of confidentiality could result in a loss of the customer. This legislation is the Data Protection Act which recommends organisational procedures for collecting, storing and supplying information about customers/clients i.e. types of customer/client personal information - names and addresses; products and/or services that customers have chosen, account details, banking details, doctor's notes, etc.

2. The Data Protection Act is the legislation that covers the retention of data. The Act has 8 principles which are:

- Personal information shall be processed fairly and lawfully and, in particular, shall not be processed unless conditions are met
- Personal information be obtained only for specified and lawful purposes and shall not be further processed in a manner incompatible with those purposes
- Personal information shall be adequate, relevant and not excessive for the purpose
- Personal information shall be accurate and, where necessary, kept up to date
- Personal information shall not be kept for longer than is necessary for the purpose
- Personal information should be processed in accordance with the rights of data subjects

These rights are:

- access to personal information
- prevent processing likely to cause damage or distress
- prevent processing for direct marketing
- automated decision making
- compensation
- rectification, blocking, erasure & destruction
- jurisdiction and procedure

Appropriate measures shall be taken against unauthorised or unlawful processing of personal data and against accidental loss, destruction or damage to the data.

The final principle refers to passing information to countries outside the EU who may not have the same levels of security.

The potential impact of the Act on recordkeeping is that organisations are required to have their own guidelines for maintaining the security and confidentiality of data and to ensure they are adhered to. Also records must not be kept for longer than necessary and should always be accurate and kept up to date. It should also be noted that organisations need to be aware that appropriate measures can be taken when there is unauthorised or unlawful processing of personal data.

3. It is important to maintain the security and confidentiality of data to comply with the Data Protection Act. Maintaining security and confidentiality of data is a business requirement and in many cases also an ethical and legal requirement.

Any loyalty and goodwill between customers and organisations could be lost if confidentiality is breached. The organisation could also be found to have broken the law.

4. There are various types of contract e.g. verbal, written, service level agreements, memorandum of understanding.

A Service Level Agreement (SLA) is a formally negotiated agreement between two parties. It is a contract that exists between customers and their service providers, their client or between service providers.

A memorandum of understanding is most often used in cases where parties either do not imply a legal commitment or in situations where the parties cannot create a legally enforceable agreement. It is a more formal alternative to a gentleman's agreement.

A contract is an agreement (either verbal or written) between two or more persons i.e. individuals, businesses etc. to do (or to not do) something in exchange for something of value. The terms of the contract detail the binding promises of each party to the contract i.e. who, where, what, when, how.

5. A Code of Practice is generally produced by Trade Associations and Professional Bodies and guide member organisations on how they should conduct their business. Most include guidance on how to deal with customers and usually cover how members should deal with complaints and customer problems; guidance to customers on how to make a complaint/follow grievance procedure.

## Unit 310

# Developing and improving the customer service process

**Level:** 3  
**Credit value:** 7  
**UAN:** F/600/0660

### Unit aim

To enable the candidate to understand how the customer service process can be developed and improved through customer feedback, promotion of products and services and effective teamwork.

### Learning outcomes

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

1. Be able to explain how customer feedback can improve the customer service process
2. Be able to describe the process of promoting products and services
3. Be able to explain the importance of effective teamwork and the monitoring of performance

### Guided learning hours

It is recommended that **55** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Details of the relationship between the unit and relevant National Occupational Standards

This unit is linked to the ICS National Occupational Standards: NVQ Level 3 – 301.1.1/4/5/8/9/11/12/14, 301.2.2/4/5 KU 3/5/6/8, 302 KU 1/2/4/5/6.

### Key Skills

This unit contributes towards the Key Skills in the following areas:

- COM Level 2 – C2.1, C2.2, C2.3; Level 3 – C3.1a and 1b, C3.2
- AON Level 1 – N1.1, N1.2 and N1.3
- ICT Level 2 – ICT2.1, ICT2.2

### Assessment and grading

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge

# **Unit 310            Developing and improving the customer service process**

Learning outcomes and assessment criteria

## **Outcome 1    Be able to explain how customer feedback can improve the customer service process**

The learner can:

1. Describe the benefits of evaluating the customer service experience
2. Describe and compare a range of techniques used in monitoring customer service delivery
3. Design a method of obtaining customer feedback
4. Explain how the outcome of an organisational SWOT analysis can be used to promote a cycle of continuous improvement
5. Explain the techniques used to monitor and review the impact of any changes introduced in an organisation to customers, employees and the organisation

## **Outcome 2    Be able to describe the process of promoting products and services**

The learner can:

1. Explain how Unique Selling Points (USP) can influence the customer choice of products and services
2. Define what a Unique Service Offer (USO) is and how it is used to differentiate service offers from that of competitors
3. Explain how organisations promote their products and services
4. Describe how cost benefit analysis would influence the method used to promote a product or service
5. Describe the importance of evaluating promotions

## **Outcome 3    Be able to explain the importance of effective teamwork and the monitoring of performance**

The learner can:

1. Identify different communication techniques used when managing a team
2. Describe the inter-personal skills required for effective team working
3. Explain the importance of effective service partnerships for the delivery of excellent customer service
4. Explain the dynamics of team working
5. Explain why it is important to agree set goals with team members
6. Explain the methods used by organisations to set levels of customer service performance
7. Identify methods for monitoring the performance of individual and teams
8. Explain how team members can self-assess and develop their customer service skills and knowledge
9. Complete a personal development plan

# Unit 310      Developing and improving the customer service process

## Guidance notes

### Outcome 1      Be able to explain how customer feedback can improve the customer service process

1. The evaluation of any customer service process benefits organisations because:
  - good customer service is vital for the survival of an organisation
  - excellent customer service can make an organisation more successful than its competitors
  - they can check customer needs and expectations are being met
  - they can act upon the evaluation and make improvements
  
2. A range of techniques can be used to monitor customer service delivery e.g.:
  - Any feedback collected, recorded and analysed contributes towards continuous customer service improvement. Customer feedback can be collected using a range of methods e.g. informal - asking questions verbally during discussion either face-to-face or on the telephone; recording unsolicited customer comments; spontaneous customer feedback or formal -, formal interviews, one to one, or in a group; written questionnaires; focus groups; street surveys; telephone surveys; direct mailings; mystery shoppers; suggestion boxes. The effectiveness of each would depend on the situation it was used in. Cost and percentage of response for example would have to be considered.
  - Analysis of records can help to identify trends in customer service delivery. These can be records of sales, results from advertising etc. These trends might link to a need for process improvement or they might suggest individuals' performance needs addressing
  - Record keeping system for customer complaints, feedback on products, purchase trends can also be used to monitor customer service delivery e.g. a drop in sales may indicate the customer service offered is not meeting expectations. However, this would need to be backed by e.g. a customer survey as the fall in sales may be due to the product being unpopular rather than poor customer service.
  
3. The methods available to obtain customer feedback are e.g.:
  - asking questions (verbally, face-to-face or on the 'phone)
  - formal interviews, 1:1 or in a group
  - written questionnaires
  - street surveys
  - telephone surveys
  - direct mailings
  - service calls

Formal feedback is where set questions are asked to find out specific detail while informal feedback tends to be spontaneous and while useful information can be obtained it is not gathering data on specifics.

Formal methods of gathering feedback can be aimed at a specific group of customers and will be structured to ensure it gathers the feedback required.

4. A SWOT analysis considers the strengths, weaknesses, opportunities and threats of an organisation.

A SWOT analysis groups key pieces of information into two main categories:

- Internal factors – The strengths and weaknesses internal to the organisation
- External factors – The opportunities and threats presented by the external environment to the organisation.

Through the use of a SWOT analysis the key internal and external factors that are important to achieving an objective can therefore be identified. The final outcome of the SWOT analysis allows an organisation to assess whether or not it is successful, whether a project can work or an objective be met and where changes should be made. An organisation can use the SWOT to continually assess its success (or otherwise) and decide what is working and what isn't, what is affecting them as an organisation and what the threats are and make improvements/ changes as required and then evaluate whether these have worked.

5. An organisation should be able to analyse the impact of any change through customer feedback obtained from different sources, e.g. observation, questionnaires, reduction in complaints etc. Any change should be monitored and reviewed. Any monitoring or review must consider the impact the change has had on customers, employees, the organisation and further improvements may be needed before a change can be deemed successful.

## **Outcome 2 Be able to describe the process of promoting products and services**

1. A unique selling point or proposition (USP) defines an organisation's competitive advantage. An organisation must identify what makes it different from the competitors and emphasise these advantages in marketing thus influencing the customer's choice of products and services.
2. A USO (Unique Service Offer) is used to differentiate a service offer from that of competitors or comparable organisations. USOs are directly related to why customers choose to do business with organisations.
3. Many methods of promotion are available to organisations e.g. advertising, word of mouth, print media such as local and national papers, telesales, TV, radio and other advertising campaigns.  
Organisations will also use techniques such as selling benefits NOT features to promote their product/ services to customers.
4. Cost-benefit analysis is a term that refers to the process involved in weighing the total expected costs against the total expected benefits of one or more actions in order to choose the best or most profitable option.  
This means that the cost of any promotion method will be weighed against the likely benefits before a decision is made on the best or most cost effective one.
5. It is important to evaluate promotions to assess the impact of a promotional campaign on an organisation's ability to increase market share and/or customer satisfaction and to ensure there has been value for money.

### **Outcome 3 Be able to explain the importance of effective teamwork and the monitoring of performance**

1. When managing a team use of the correct method of communication is vital.

There are a number of ways in which a team can be communicated with e.g.:

- Team briefing – a team briefing allows management to inform staff on subjects that are important, give an explanation on a regular basis.
- One to one communication which allows the two parties to ask questions and ensure understanding. Good face to face communication allows immediate feedback on what the person is hearing and understanding or not hearing and understanding. It also allows those communicating to adapt their technique to meet the situation.
- Emails and memos which allow quick and regular communication often to large groups ensuring a consistent message is put across.

Good communication with a team requires that it is managed and timed. Poor team management will occur if the team is not given the correct information at the correct time. Good team management is about ensuring communication is planned, with clear intention.

It is important that the communication is presented in a direct, simple language.

2. A range of interpersonal skills can be used to maintain effective team working e.g. oral communication skills; written communication skills; non-verbal communication skills (body language); telephone skills; questioning skills; listening skills; decision-making skills; problem-solving skills; information-gathering skills; personal development skills.

It is necessary at times to adapt e.g.

- body language to suit the situation for example when trying to motivate
- problem solving skills where for example it is necessary to work with others to reach a solution instead of working in isolation

For effective team working, oral communication skills are very important to ensure there is clear communication with the others in the team.

3. A service partnership can be formed between two organisations or two departments of the same organisation in order to provide more effective customer service.

The service partnership model encourages service teamwork and co-operation rather than identifying one party as the internal customer of the other. For a service partnership all those involved in the delivery of a product or service must work together. If one person, department or organisation does not work as part of the team there will be a 'break' in the partnership and so the flow of effective and reliable customer service can fail.

4. All team members should be made aware of organisational goals and guidelines and how to access them. The team has to fit in with other parts of the organisation. Each team should have clear objectives that are linked to the overall organisation objectives. This is likely to mean meetings with other teams, sections or departments to understand other teams' roles. A team may be only two people working together, but the principles of good communication skills and an open approach to people and ideas are the same.

Team dynamics are the unseen forces that operate in a team between different people or groups. Personality styles, job roles, organisational culture, technology, procedures, office layout can all affect the dynamics of a team.

5. A team requires a team leader who will need to have good listening and questioning skills and the ability to develop these skills in team members. The team leader also needs to agree and set goals with team members and know exactly what the team is expected to achieve. Without this knowledge and leadership the team is likely to find difficulties in working together as a group to achieve common goals.

6. Levels of performance are set by e.g.:

- Key Performance Indicators (KPI) - they can help an organisation define and measure progress toward organisational goals. They could be sales targets, number of complaints etc.
- Service Level Agreements (SLA) - a contract that exists between customers and their service provider, or between service providers. It records the common understanding about services, priorities, responsibilities, guarantee, and such, collectively states the level of service. The service offer sets the basis on which the organisation will provide a service to its customers. Customers will know this is what they can expect while organisations know what they must deliver.
- Customer charter – is the organisation's statement about the level of service they will offer e.g. some customer charters will set out how they will compensate a customer when customer service has not been delivered in line with the charter; or it will clearly state the timescales for responses.

These are the levels of performance that must be known and worked towards by all those in an organisation to ensure the level of customer service expected is delivered.

7. The methods of assessing and monitoring individual and team performance include e.g. observation, psychometric testing, training needs analysis (TNA), feedback, questioning, one-to-one meeting. The appropriateness of the method used will need to be considered e.g. cost implications, interpersonal problems, time, and access to resources.

Additionally it is possible to benchmark achievement against targets, SLA, industry codes of practice, NOS (National Occupational Standards), KPIs and so monitor achievement

In deciding on the method to be used the advantages and disadvantages of each will need to be considered e.g. cost implications, time, access to resources.

8. In any team, individual team members need knowledge and skills, as defined by an appropriate role profile, to support the achievement of their own aims and objectives and those of the organisation.

To help team members assess and then plan how they can improve their customer service skills and knowledge it is essential to:

- establish the required skills and knowledge
- carry out a Training Needs Analysis on individuals
- consider individual learning styles
- consider development opportunities available

The development opportunities could include: coaching, mentoring, work-shadowing, feedback opportunities, in-house training, formal performance appraisals and e-learning.

9. A personal development plan is a tool to:

- list agreed areas for development
- list the activities to be undertaken to achieve this development
- who may assist you with this development
- when it should be achieved or reviewed
- indicate the evidence that will show achievement of the learning in your plan

Any development plan should follow SMART criteria i.e. be Specific, Measurable, Achievable, Realistic and Time bound.

**Level:** 3  
**Credit value:** 6  
**UAN:** Y/502/4629

### Unit aim

This is the ability to use a software application designed for the creation, editing and production of largely text-based documents. On completion of this unit a candidate should be able to select and use a range of advanced word processing software tools and techniques to produce complex and non-routine documents.

Word processing tools and techniques will be described as ‘advanced’ because:

- the software tools and functions will be complex and at times require new learning, which will involve having the idea that there may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying;
- the techniques required will be complex, and the process of selecting appropriate techniques may involve research, identification and application; and
- the user will take full responsibility for the inputting, manipulating and outputting of the information.

**Examples of context:** Typical documents will require problem solving and creative thinking and may include – complex reports and content for publications such as web pages, journals, newsletters or other printed materials.

### Learning outcomes

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

- 1 Be able to enter and combine text and other information accurately within word processing documents
- 2 Be able to create and modify appropriate layouts, structures and styles for word processing documents
- 3 Be able to use word processing software tools and techniques to format and present documents effectively to meet requirements

### Guided learning hours

It is recommended that **45** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to the Level 3 IT User NOS devised by e-Skills UK.

### Support of the unit by a sector or other appropriate body

This unit was developed by e-Skills UK.

### Assessment

This unit will be assessed as specified in the e-Skills IT User Assessment Strategy 2009.

# Unit 311      Word processing software

## Learning outcomes and assessment criteria

### **Outcome 1      Be able to enter and combine text and other information accurately within word processing documents**

The learner can:

1. summarise what types of information are needed for the document and how they should be linked or integrated
2. use appropriate techniques to enter text and other types of information accurately and efficiently
3. create, use and modify appropriate templates for different types of documents
4. explain how to combine and merge information from other software or multiple documents
5. combine and merge information within a document from a range of sources
6. store and retrieve document and associated files effectively, in line with local guidelines and conventions where available
7. select and use tools and techniques to work with multiple documents or users
8. customise interface to meet needs

### **Outcome 2      Be able to create and modify appropriate layouts, structures and styles for word processing documents**

The learner can:

1. analyse and explain the requirements for structure and style
2. create, use and modify columns, tables and forms to organise information
3. define and modify styles for document elements
4. select and use tools and techniques to organise and structure long documents

### **Outcome 3      Be able to use word processing software tools and techniques to format and present documents effectively to meet requirements**

The learner can:

1. explain how the information should be formatted to aid meaning
2. select and use appropriate techniques to format characters and paragraphs
3. select and use appropriate page and section layouts to present and print multi-page and multi-section documents
4. check documents, meet needs, using IT tools and making corrections as necessary
5. evaluate the quality of the documents produced to ensure they are fit for purpose
6. respond appropriately to any quality problems with documents to ensure that outcomes meet needs and are fit for purpose

# Unit 311 Word processing software

## Guidance notes

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

### **Outcome 1 Be able to enter and combine text and other information accurately within word processing documents**

The learner should be able to and understand:

- **types of information:**
  - text, numbers, images, other graphic elements (e.g. lines, borders), hyperlinks, charts, objects
  - templates:
    - use existing templates
    - create, amend and delete templates
- **combine information:**
  - insert, size, position, wrap, order, group
  - link information in a document to another source, link information from one type of software to information produced using different software
  - mail merge documents and labels, merge fields
  - hyperlinks
- **store and retrieve:**
  - file properties, protection, password protection
  - versions, storage and backup locations
  - file formats, open rtf file in application, save file as text, rtf or html
  - methods to reduce file size
  - templates, style sheets
- **work with multiple documents or users:**
  - version control, audit and track changes, compare and merge documents
  - document sharing and collaboration
- **customise interface:**
  - shortcuts, toolbars, menus
  - default settings
  - start-up, language

## **Outcome 2 Be able to create and modify appropriate layouts, structures and styles for word processing documents**

The learner should be able to and understand:

- **requirements for structure and style:**
  - document layout, house style, branding
- **tables and forms:**
  - insert and delete cells, rows and columns, adjust row height and column width
  - add table, complete forms and tables, convert text to table
  - create and amend forms, merge and split cells, horizontal and vertical text alignment, cell margin, add borders and shading, sort, position, headings, totals; heading rows
  - embedded spread sheet data
- **format columns:**
  - modify column number and width, add column breaks, add columns to whole document and part of a page
- **styles:**
  - heading styles: apply or change existing styles to a word, line, paragraph or section
  - define, organise and use new styles
- **page layout:**
  - paper size and type, change page orientation, margins, header and footer, page and section breaks, page numbering, date and time, columns, adjust page set up for printing or web publishing, facing pages, booklets
- **document structure:**
  - page breaks, columns, sections, Bookmarks, cross referencing using indexes and contents page, outlines, master and sub-documents

## **Outcome 3 Be able to use word processing software tools and techniques to format and present documents effectively to meet requirements**

The learner should be able to and understand:

- **format characters:**
  - size, font style (typeface), colour, bold, underline, italic, superscript, subscript, special characters and symbols, spacing, position
- **format paragraphs:**
  - alignment, numbering, line spacing, paragraph spacing
  - indents, tabs, widows and orphans, outline
  - borders, bullets, shading, sub-numbering
  - custom styles, style sheet
  - graphics, objects, text wrap
- **automate routines:**
  - keyboard shortcuts, auto text, customise menus, macros
- **check word processed documents:**
  - spell check, grammar check, typeface and size, hyphenation
  - page layout, margins, line and page breaks, tables
  - print preview, accuracy, consistency, clarity
  - language and dictionary settings
  - cross referencing

- **quality problems with documents:**
  - will vary according to the content, for example:
    - text (e.g. styles, structure, layout)
    - images (e.g. size, position, orientation)
    - numbers (e.g. decimal points, results of any calculations)
    - links, cross references, versions

**Level:** 3  
**Credit value:** 6  
**UAN:** J/502/4626

### Unit aim

This is the ability to use a software application designed to record data in rows and columns, perform calculations with numerical data and present information using charts and graphs.

On completion of this unit a candidate should be able to select and use a wide range of advanced spreadsheet software tools and techniques to produce, present and check complex and non-routine spreadsheets.

Spreadsheet software tools and techniques will be defined as 'advanced' because:

- the range of data entry, manipulation and outputting techniques will be complex and non-routine;
- the tools, formulas and functions needed to analyse and interpret the required information require complex and non-routine knowledge and understanding (for example, data restrictions, data validation using formula, pivot tables, data maps); and
- the user will take full responsibility for setting up and developing the functionality of the spreadsheet.

**Examples of context:** Typical examples may include - cost benefit analysis, analysis of results from a questionnaire or survey, developing summary reports from a large data set, creating a personalised customer quotation from a standard price list.

### Learning outcomes

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

- 1 Be able to use a spreadsheet to enter, edit and organise numerical and other data
- 2 Be able to select and use appropriate formulas and data analysis tools and techniques to meet requirements
- 3 Be able to use tools and techniques to present, and format and publish spreadsheet information

### Guided learning hours

It is recommended that **45** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to the Level 3 IT User NOS devised by e-Skills UK.

### Support of the unit by a sector or other appropriate body

This unit was developed by e-Skills UK.

### Assessment

This unit will be assessed as specified in the e-Skills IT User Assessment Strategy 2009.

## **Unit 312            Spreadsheet software**

### Learning outcomes and assessment criteria

#### **Outcome 1    Be able to use a spread sheet to enter, edit and organise numerical and other data**

The learner can:

1. identify what numerical and other information is needed in the spread sheet and how it should be structured
2. enter and edit numerical and other data accurately
3. combine and link data from different sources
4. store and retrieve spread sheet files effectively, in line with local guidelines and conventions where available

#### **Outcome 2    Be able to select and use appropriate formulas and data analysis tools and techniques to meet requirements**

The learner can:

1. explain what methods can be used to summarise, analyse and interpret spread sheet data and when to use them
2. select and use a wide range of appropriate functions and formulas to meet calculation requirements
3. select and use a range of tools and techniques to analyse and interpret data to meet requirements
4. select and use forecasting tools and techniques

#### **Outcome 3    Be able to use tools and techniques to present, and format and publish spread sheet information**

The learner can:

1. explain how to present and format spread sheet information effectively to meet needs
2. select and use appropriate tools and techniques to format spread sheet cells, rows, columns and worksheets effectively
3. select and use appropriate tools and techniques to generate, develop and format charts and graphs
4. select and use appropriate page layout to present, print and publish spread sheet information
5. explain how to find and sort out any errors in formulas
6. check spread sheet information meets needs, using IT tools and making corrections as necessary
7. use auditing tools to identify and respond appropriately to any problems with spread sheets

# Unit 312 Spreadsheet software

## Guidance notes

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

### **Outcome 1 Be able to use a spread sheet to enter, edit and organise numerical and other data**

The learner should be able to and understand:

- **numerical and other data:**
  - numbers, charts, graphs, text, images, linked and embedded objects, references, lists
- **spread sheet structure:**
  - spread sheet components (e.g. cells, rows, columns, tabs, pages, charts, ranges, workbooks, worksheets), structure, design and layout
  - spread sheet templates
- **enter and edit:**
  - insert data into single and multiple cells , clear cells, edit cell contents, replicate data, find and replace, add and delete rows and columns, use absolute and relative cell references, add data and text to a chart, hide and protect cells, create, modify and merge multiple copies of a shared workbook
  - data validation
  - shortcuts
  - data entry forms, lists
- **combine and link data:**
  - across worksheets and files
  - consolidate data
  - shared or collaborative workspaces
- **store and retrieve:**
  - save, save as, find, open, close, open CSV file in spread sheet application, save spread sheet file as CSV; templates
  - selective data import and export; file properties
  - password protection

### **Outcome 2 Be able to select and use appropriate formulas and data analysis tools and techniques to meet requirements**

The learner should be able to and understand:

- **analysis and interpretation methods:**
  - totals, sub-totals and summary data, automatic sub-totals, group and outline
  - sorting and display order; lists, tables, graphs and charts
  - filter rows and columns
  - forms, data restrictions, data validation, adding messages to data, using formulae to determine valid entries for cells

- displaying by interest
- pivot tables and charts
- judgment of when and how to use these methods
- functions and formulas:
- **design of formulas to meet calculation requirements:**
  - mathematical, statistical, financial, logical, look-up, arguments, arrays and formulas for validating data
- **forecasting tools:**
  - what-if scenarios, goal seek
  - data tables
  - views

### **Outcome 3 Be able to use tools and techniques to present, and format and publish spread sheet information**

The learner should be able to and understand:

- **browser tools:**
  - enter, back, forward, refresh, history, bookmark, new window, new tab
- **format cells:**
  - numbers, currency, percentages, number of decimal places, font and alignment, borders and shading
  - date and time
  - custom formats
  - conditional formatting
  - styles, cell protection
  - workbook protection
  - format rows and columns:
  - height, width, borders and shading, hide, freeze
- **format charts and graphs:**
  - chart type (including custom types, 2 graphs types on 1 axis );
    - title, axis titles, legend, change chart type, move and resize chart, axis scale, annotation, layout, pivot table reports
- **page layout:**
  - size, portrait, landscape, margins, header and footer, page breaks, page numbering, date and time, adjust page set up for printing
  - selective printing or publishing of spread sheet information
- **check spread sheet information:**
  - accuracy of numbers, formulas and any text; suitability of charts and graphs; reveal formulae; layout and formatting, validity, relevance and accuracy of analysis, interpretation of calculations and results
  - clarity of overall spread sheet
  - check links
- **problems with spread sheets:**
  - Using help; sorting out errors in formulas, calculations and results
  - data validation, locate invalid data

## Unit 313                      Presentation software

**Level:**                      3  
**Credit value:**            6  
**UAN:**                      T/502/4623

### Unit aim

This is the ability to use software applications to produce effective presentations, which include a combination of media (e.g. images, animation and sound) for education, entertainment or information sharing.

On completion of this unit a candidate should be able to select and use a wide range of advanced presentation software tools and techniques effectively to produce presentations that are complex or non-routine.

Presentation tools and techniques will be described as 'advanced' because:

- the software tools and functions used will be complex and at times require new learning, which will involve having the idea that there may be a tool or function to do something (e.g. improve efficiency or create an effect), exploring technical support, self-teaching and applying;
- the inputting, manipulating and outputting techniques will be complex, and will involve research, identification and application; and
- the user will take full responsibility for inputting, structuring, editing and presenting the information.

**Examples of context:** An interactive or multi-media presentation.

### Learning outcomes

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

- 1        Be able to input and combine text and other information within presentation slides
- 2        Be able to use presentation software tools to structure, edit and format presentations
- 3        Be able to prepare interactive slideshow for presentation

### Guided learning hours

It is recommended that **45** hours should be allocated for this unit, although patterns of delivery are likely to vary.

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

This unit is linked to the Level 3 IT User NOS devised by e-Skills UK.

### Support of the unit by a sector or other appropriate body

This unit was developed by e-Skills UK.

### Assessment

This unit will be assessed as specified in the e-Skills IT User Assessment Strategy 2009.

## **Unit 313                      Presentation software**

### Learning outcomes and assessment criteria

#### **Outcome 1      Be able to input and combine text and other information within presentation slides**

The learner can:

1. explain what types of information are required for the presentation
2. enter text and other information using layouts appropriate to type of information
3. insert charts and tables and link to source data
4. insert images, video or sound to enhance the presentation
5. identify any constraints which may affect the presentation
6. organise and combine information for presentations in line with any constraints
7. store and retrieve presentation files effectively, in line with local guidelines and conventions where available

#### **Outcome 2      Be able to use presentation software tools to structure, edit and format presentations**

The learner can:

1. explain when and how to use and change slide structure and themes to enhance presentations
2. create, amend and use appropriate templates and themes for slides
3. explain how interactive and presentation effects can be used to aid meaning or impact
4. select and use appropriate techniques to edit and format presentations to meet needs
5. create and use interactive elements to enhance presentations
6. select and use animation and transition techniques appropriately to enhance presentations

#### **Outcome 3      Be able to prepare interactive slideshow for presentation**

The learner can:

1. explain how to present slides to communicate effectively for different contexts
2. prepare interactive slideshow and associated products for presentation
3. check presentation meets needs, using IT tools and making corrections as necessary
4. evaluate presentations, identify any quality problems and discuss how to respond to them
5. respond appropriately to quality problems to ensure that presentations meet needs and are fit for purpose

## Unit 313 Presentation software

### Guidance notes

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

#### **Outcome 1 Be able to input and combine text and other information within presentation slides**

The learner should be able to and understand:

- **types of information:**
  - text, numbers, images, graphics, sound, video, animated sequences
- **images, video or sound for presentations:**
  - clip-art, photo, scanned images, borders, create diagrams or graphics
  - image formats: pre-recorded audio/video clips, capturing audio or video, audio and video formats
- **charts and tables for presentations:**
  - table, pie chart, graph, diagram, organisational chart, flowchart; linked and embedded spread sheet elements
- **combine information for presentations:**
  - combine images, charts, tables with text by inserting, re-sizing and positioning
  - use of text boxes, presentation with audio and/or video, import information produced using other software
  - reference external information with hyperlinks, object linking or embedding
  - merge versions or slides from different files or users
- **constraints:**
  - on content: copyright law (e.g. on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism
  - equal opportunities, other local guidelines
  - on delivery (e.g. environment, timing)
- **store and retrieve:**
  - save, save as, find, open, close; naming protocols
  - reducing file size; save presentation as a stand alone show or as web pages, formats for export
  - file properties, password protection

## **Outcome 2 Be able to use presentation software tools to structure, edit and format presentations**

The learner should be able to and understand:

- **slide structure:**
  - layout, templates, design and style, organisational guidelines
  - adapt and create new templates
- **presentation effects:**
  - video, sound, animation, slide transitions, visual and sound effects, hyperlinks
  - interactive elements
- **edit presentation:**
  - size, crop and position objects
  - wrap text; add captions and graphic elements
  - slide order; change orientation
  - animation and transition effects:
  - adding and removing hyperlinks
  - apply and create transitions, apply animations, action buttons
- **format slides:**
  - bullets, numbering, line spacing, alignment, colour, fonts, size, backgrounds, colour schemes, master slides, themes

## **Outcome 3 Be able to prepare interactive slideshow for presentation**

The learner should be able to and understand:

- **present slides:**
  - timing, content, meaning
  - organisation of information
  - audience needs
  - location, contexts
- **prepare slides:**
  - view and re-order slides
  - rehearse timing and effects
  - set up and amend slide show settings
  - print slides, hand-outs, speaker notes
  - export formats
- **check presentations:**
  - spell check; grammar check, word count, orientation, layout, slide order, text alignment and formatting, accuracy, clarity, transitions and timings
  - choice and suitability of effects, actions and links
- **quality problems with presentations:**
  - will vary according to the content, for example:
    - text: formatting, styles, structure
    - images: size, position, orientation, unwanted content
    - effects: timing, brightness, contrast, sound levels, wrong order of animations, action buttons that do not work, sound clip out of sync

## Appendix 1 Relationships to other qualifications

### Links to other qualifications and frameworks

City & Guilds has identified connections to the expired 4413 Level 2 and 3 Certificates in Business and Administration and the new 4428 Level 2-3 NVQs in Business and Administration. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications.

### Connections to the 4413 Level 2 and 3 Certificates in Business and Administration:

| Unit number/title |   | Unit number/outcome and underpinning knowledge refs |   |
|-------------------|---|---|---|
| Units (4475)      |   | NQF units (4413)                                    |   |
| 201               | Principles of personal responsibilities and working in a business environment                   | 201   | LO1: PS 3, 4, 5 UK 2, 3, 4<br>LO2: PS 1, 2, 3, 4 UK 1, 7, 8, 11<br>LO3: PS 1, 4 UK 1, 3, 4, 8 |
|                   |   | 202   | LO1: PS 2, 3 UK 2<br>LO2: PS 4<br>LO4: UK 4, 5  |
| 202               | Principles of providing administrative services   | 201   | LO1: PS 4 UK 3, 4, 5<br>LO1: PS 3, 4  |
|                   |   | 202   | LO2: UK 1, 2<br>LO3: UK 1   |
| 203               | Principles of managing information and producing documents                                      | 201   | LO2: UK 5<br>LO2: PS 1, 2, 3 UK 4, 5, 6, 7, 8, 9, 10  |
|                   |   | 202   | LO3: UK 1, 2, 3, 4, 5   |
| 204               | Principles of supporting change in a business environment                                       | 201   | LO3: UK 6   |
|                   |   | 202   | LO1: UK 6   |
| 205               | Principles of supporting business events  | 202   | LO1: PS 4   |
| 206               | Principles of maintaining stationery stock  | n/a   | n/a   |
| 207               | Principles of working in the public sector  | 201   | LO1: PS 1, 2 UK 1, 5<br>LO2 PS 2, 3 UK 1, 5, 11<br>LO3 PS 1, 2 UK 1                           |
| 301               | Principles of personal responsibilities and how to develop and evaluate own performance at work | 301   | LO1: PS 1, 3 UK 2<br>LO2: PS 2, 3 UK 1, 7, 8, 10, 11<br>LO3: PS 1, 3, 4, 5                    |
|                   |   | 302   | LO1: UK 1, 2, 3, 8<br>LO4: PS 1, 3 UK 1, 2, 6, 7  |

| <b>Unit number/title</b> |  | <b>Unit number/outcome and underpinning knowledge refs</b> |   |
|--------------------------|--|--|---|
| 302                      | Principles of working with and supervising others in a business environment          | 302  | LO1: UK 8, 9<br>LO2: PS 1 UK 5<br>LO4: PS 1 UK 1, 2, 6      |
| 303                      | Principles of managing information and producing documents in a business environment | 301  | LO2: UK 5, 6  |
|                          |  | 302  | LO2: PS 2, 4 UK 2, 4<br>LO3: UK 1, 4                        |
| 304                      | Principles of providing and maintaining administrative services                      | 301  | LO1: UK 5, 6<br>LO2: UK 5<br>LO3 :PS 3 UK 9                 |
|                          |  | 302  | LO1 UK 4  |
| 305                      | Principles of project management   | 302  | LO1: PS 2 UK 1, 3, 5, 6, 9                                  |
| 306                      | Principles of contributing to innovation and change                                  | 301  | LO1: PS 3<br>LO3: PS 1, 2, 5 UK 2                           |
|                          |  | 302  | LO1: UK 6   |
| 307                      | Principles of working in the public sector   | 301  | LO1: UK 5, 6<br>LO2: PS 1, 2 UK 1, 2, 3, 5, 6, 7, 8, 10, 11 |
|                          |  | 302  | LO1: PS 2 UK 5, 9<br>LO4: PS 4                              |
| 308                      | Principles of budgets in a business environment                                      | n/a  | n/a   |

### **Links to the new 4428 NVQs in Business and Administration – knowledge and understanding assessment criteria**

| <b>Unit number/title</b>                                   |   | <b>Unit number/outcome and assessment criteria refs</b>        |                                     |
|--|---|--|-------------------------------------|
| <b>4475 Level 2/3 units in Business and Administration</b> |   | <b>4428 Level 2/3 NVQ units in Business and Administration</b> |                                     |
| 201  | Principles of personal responsibilities and working in a business environment | 201  | LO1: 1.5, 1.6<br>LO2: 2.1, 2.3, 2.5 |
|  |   | 202  | LO1: 1.1, 1.3, 1.4                  |
|  |   | 203  | LO1: 1.1, 2.1                       |
|  |   | 204  | LO1: 1.1, 1.2, 1.3                  |
|  |   | 205  | LO1: 1.1<br>LO2: 2.1, 2.3           |
|  |   | 206  | LO2: 2.3<br>LO5: 5.1, 5.2           |
|  |   | 211  | LO2: 2.5, 2.6                       |

| Unit number/title |   | Unit number/outcome and assessment criteria refs |  |
|-------------------|---|--|--|
| 202               | Principles of providing administrative services   | 203  | L03: 3.1, 3.2, 3.3   |
|                   |   | 208  | L01: 1.1, 1.3<br>L02: 2.1                                  |
|                   |   | 210  | L02: 2.3, 2.5  |
|                   |   | 211  | L01: 1.1, 1.2, 1.3<br>L02: 2.3, 2.4                        |
|                   |   | 221  | L01: 1.1<br>L02: 2.1, 2.5<br>L03: 3.2, 3.3<br>L06: 6.1     |
|                   |   | 225  | L01: 1.1, 1.5  |
|                   |   | 226  | L01: 1.2, 1.4, 1.7   |
|                   |   | 229  | L01: 1.3, 1.4  |
|                   |   | 203  | Principles of managing information and producing documents |
| 203               | L02: 2.2, 2.3   |  |  |
| 212               | L01: 1.1, 1.2<br>L02: 2.3   |  |  |
| 213               | L01: 1.1<br>L02: 2.1, 2.3, 2.5, 2.6   |  |  |
| 214               | L01: 1.1<br>L02: 2.1, 2.3, 2.5, 2.6   |  |  |
| 215               | L01: 1.2<br>L02: 2.1, 2.2, 2.4, 2.5   |  |  |
| 216               | L01: 1.1, 1.3<br>L02: 2.1, 2.2, 2.4, 2.5  |  |  |
| 217               | L01: 1.1, 1.2, 1.3  |  |  |
| 218               | L01: 1.1  |  |  |
| 219               | L01: 1.2, 1.3   |  |  |
| 220               | L01: 1.3, 1.4, 1.6, 1.7, 1.8  |  |  |
| 204               | Principles of supporting change in a business environment                                       |  |  |
|                   |   | 227  | L01: 1.1<br>L02: 2.4<br>L03: 3.3                           |
|                   |   |  |  |
| 205               | Principles of supporting business events  | 205  | L01: 1.1, 1.2<br>L02: 2.1, 2.2                             |
|                   |   | 223  | L01: 1.2   |
|                   |   | 224  | L01: 1.1, 1.3  |
| 206               | Principles of maintaining stationery stock  | 222  | L01: 1.4<br>L02: 2.1, 2.2                                  |
| 207               | Principles of working in the public sector  | n/a  | n/a  |
| 301               | Principles of personal responsibilities and how to develop and evaluate own performance at work | 301  | L01: 1.1, 1.4, 1.5<br>L02: 2.3                             |
|                   |   | 302  | L01: 1.1, 1.2, 1.3, 1.6                                    |
|                   |   | 303  | L01: 1.4<br>L02: 2.1, 2.3                                  |
|                   |   | 306  | L06: 6.1   |
|                   |   | 307  | L01: 1.2<br>L02: 2.3                                       |

| <b>Unit number/title</b> |  | <b>Unit number/outcome and assessment criteria refs</b> |  |     |          |
|--------------------------|--|---|--|-----|----------|
| 302                      | Principles of working with and supervising others in a business environment          | 301   | L02: 2.1, 2.8  |     |          |
|                          |  | 302   | L01: 1.2   |     |          |
|                          |  | 304   | L01: 1.1, 1.4<br>L04: 4.1, 4.2                                     |     |          |
|                          |  | 306   | L02: 2.1, 2.3, 2.6<br>L03: 3.2<br>L06: 6.1, 6.2                    |     |          |
|                          |  | 309   | L01: 1.1<br>L02: 2.1<br>L03: 3.1<br>L04: 4.2<br>L05: 5.1, 5.2, 5.4 |     |          |
| 303                      | Principles of managing information and producing documents in a business environment | 303   | L02: 2.1, 2.2  |     |          |
|                          |  | 304   | L02: 2.1, 2.5, 2.6, 2.11   |     |          |
|                          |  | 312   | L01: 1.1, 1.3<br>L03: 3.1, 3.2, 3.5, 3.6                           |     |          |
|                          |  | 316   | L01: 1.2<br>L02: 2.3   |     |          |
|                          |  | 317   | L01: 1.4, 1.5  |     |          |
|                          |  | 318   | L01: 1.1, 1.2, 1.6<br>L02: 2.1                                     |     |          |
| 304                      | Principles of providing and maintaining administrative services                      | 303   | L04: 4.2, 4.3<br>L06: 6.1, 6.3                                     |     |          |
|                          |  | 319   | L01: 1.3, 1.5<br>L02: 2.1<br>L03: 3.1                              |     |          |
|                          |  | 320   | L01: 1.6<br>L03: 3.2, 3.3  |     |          |
|                          |  | 322   | L01: 1.2, 1.8, 1.12  |     |          |
|                          |  | 328   | L03: 3.1, 3.2, 3.4<br>L04: 4.1<br>L06: 6.1                         |     |          |
|                          |  | 329   | L03: 3.1, 3.2, 3.4<br>L04: 4.1<br>L06: 6.1                         |     |          |
|                          |  | 305   | Principles of project management                                   | 303 | L03: 3.1 |
|                          |  | 327   | L01: 1.1, 1.5, 1.6, 1.7, 1.8<br>L02: 2.1, 2.3, 2.5<br>L03: 3.2     |     |          |
| 306                      | Principles of contributing to innovation and change                                  | 304   | L01: 1.1<br>L02: 2.4   |     |          |
|                          |  | 306   | L03: 3.3   |     |          |
|                          |  | 326   | L01: 1.1, 1.2<br>L02: 2.1, 2.6                                     |     |          |
| 307                      | Principles of working in the public sector   | 303   | L01: 1.3, 1.4  |     |          |
| 306                      | L01: 1.3   |   |  |     |          |
| 308                      | Principles of budgets in a business environment                                      | 308   | L01: 1.3<br>L03: 3.1, 3.2  |     |          |
|                          |  | 330   | L01: 1.3, 1.4  |     |          |

## Appendix 2 Unit allocation per qualification matrix

The following matrix shows whether each unit is included as mandatory or optional in the Level 2 and 3 Award, Certificate and Diploma.

M – indicates mandatory unit

O – indicates optional unit

| <b>UAN</b> | <b>City &amp; Guilds unit</b> | <b>Unit title</b>   | <b>Credit value</b> | <b>GLH</b> | <b>L2 Award</b> | <b>L3 Award</b> | <b>L2 Certificate</b> | <b>L3 Certificate</b> | <b>L2 Diploma</b> | <b>L3 Diploma</b> | <b>Excluded combinations</b> | <b>Assessment method</b>   |
|------------|-------------------------------|---|---------------------|------------|-----------------|-----------------|-----------------------|-----------------------|-------------------|-------------------|------------------------------|----------------------------|
| T/502/4296 | 101                           | Using the Internet  | 3                   | 20         | -               | -               | -                     | -                     | 0                 | -                 |                              | Assignment                 |
| J/502/4299 | 102                           | Using email   | 2                   | 15         | 0               | -               | -                     | -                     | 0                 | -                 | 210                          | Assignment                 |
| A/502/4378 | 103                           | Using collaborative technologies  | 3                   | 20         | 0               | -               | -                     | -                     | 0                 | -                 | 211                          | Assignment                 |
| L/502/4627 | 104                           | Word processing software  | 3                   | 20         | 0               | -               | -                     | -                     | 0                 | -                 | 212, 311                     | Assignment                 |
| A/502/4624 | 105                           | Spread sheet software   | 3                   | 20         | 0               | -               | -                     | -                     | 0                 | -                 | 213, 321                     | Assignment                 |
| H/502/4553 | 106                           | Database software   | 3                   | 20         | -               | -               | -                     | -                     | 0                 | -                 | 214                          | Assignment                 |
| K/502/4621 | 107                           | Presentation software   | 3                   | 20         | 0               | -               | -                     | -                     | 0                 | -                 | 313, 215                     | Assignment                 |
| Y/502/4565 | 108                           | Desktop publishing software   | 3                   | 20         | -               | -               | -                     | -                     | 0                 | -                 |                              | Assignment                 |
| F/502/4558 | 109                           | Data management software  | 2                   | 15         | 0               | -               | -                     | -                     | 0                 | -                 | 216                          | Assignment                 |
| L/601/7638 | 201/ 501                      | Principles of personal responsibilities and working in a business environment | 4                   | 32         | 0               | -               | M                     | -                     | M                 | -                 |                              | Assignment/ MC online test |
| R/601/7639 | 202/ 502                      | Principles of providing administrative services                               | 4                   | 32         | M               | -               | M                     | -                     | M                 | -                 |                              | Assignment/ MC online test |
| J/601/7640 | 203/ 503                      | Principles of managing information and producing documents                    | 3                   | 24         | 0               | -               | M                     | -                     | M                 | -                 |                              | Assignment/ MC online test |

| <b>UAN</b> | <b>City &amp; Guilds unit</b> | <b>Unit title</b>   | <b>Credit value</b> | <b>GLH</b> | <b>L2 Award</b> | <b>L3 Award</b> | <b>L2 Certificate</b> | <b>L3 Certificate</b> | <b>L2 Diploma</b> | <b>L3 Diploma</b> | <b>Excluded combinations</b> | <b>Assessment method</b>   |
|------------|-------------------------------|---|---------------------|------------|-----------------|-----------------|-----------------------|-----------------------|-------------------|-------------------|------------------------------|----------------------------|
| L/601/7641 | 204/504                       | Principles of supporting change in a business environment | 1                   | 8          | -               | -               | 0                     | 0                     | 0                 | 0                 | 306                          | Assignment/ MC online test |
| R/601/7642 | 205/ 505                      | Principles of supporting business events                  | 1                   | 8          | 0               | -               | 0                     | -                     | 0                 | -                 | 307                          | Assignment/ MC online test |
| Y/601/7643 | 206/ 506                      | Principles of maintaining stationery stock                | 1                   | 8          | 0               | -               | 0                     | 0                     | 0                 | 0                 |                              | Assignment/ MC online test |
| K/602/1535 | 207/ 507                      | Principles of working in the public sector                | 5                   | 40         | -               | -               | 0                     | 0                     | 0                 | 0                 |                              | Assignment/ MC online test |
| J/600/1003 | 208                           | Delivery of effective customer service                    | 6                   | 50         | -               | -               | -                     | -                     | 0                 | 0                 |                              | MC online test             |
| J/600/0658 | 209                           | Supporting the customer service environment               | 7                   | 65         | -               | -               | -                     | -                     | 0                 | 0                 |                              | Assignment                 |
| M/502/4300 | 210                           | Using email   | 3                   | 20         | 0               | 0               | -                     | -                     | 0                 | 0                 | 102                          | Assignment                 |
| F/502/4379 | 211                           | Using collaborative technologies                          | 4                   | 30         | 0               | 0               | -                     | -                     | 0                 | 0                 | 103                          | Assignment                 |
| R/502/4628 | 212                           | Word processing software                                  | 4                   | 30         | 0               | 0               | -                     | -                     | 0                 | 0                 | 104                          | Assignment                 |
| F/502/4625 | 213                           | Spread sheet software                                     | 4                   | 30         | 0               | 0               | -                     | -                     | 0                 | 0                 | 105, 312                     | Assignment                 |
| M/502/4555 | 214                           | Database software   | 4                   | 30         | -               | -               | -                     | -                     | 0                 | 0                 | 106                          | Assignment                 |
| M/502/4622 | 215                           | Presentation software                                     | 4                   | 30         | 0               | 0               | -                     | -                     | 0                 | 0                 | 107, 215                     | Assignment                 |

| <b>UAN</b> | <b>City &amp; Guilds unit</b> | <b>Unit title</b>   | <b>Credit value</b> | <b>GLH</b> | <b>L2 Award</b> | <b>L3 Award</b> | <b>L2 Certificate</b> | <b>L3 Certificate</b> | <b>L2 Diploma</b> | <b>L3 Diploma</b> | <b>Excluded combinations</b> | <b>Assessment method</b>  |
|------------|-------------------------------|---|---------------------|------------|-----------------|-----------------|-----------------------|-----------------------|-------------------|-------------------|------------------------------|---------------------------|
| J/502/4559 | 216                           | Data management software  | 3                   | 20         | 0               | 0               | -                     | -                     | 0                 | 0                 | 109                          | Assignment                |
| R/601/0772 | 217                           | Introduction to Notice Processing and Information Management                                    | 2                   | 16         | -               | -               | -                     | -                     | -                 | 0                 |                              | MC online test            |
| D/601/7644 | 301/ 601                      | Principles of personal responsibilities and how to develop and evaluate own performance at work | 4                   | 32         | -               | 0               | -                     | M                     | -                 | M                 |                              | Assignment/MC online test |
| H/601/7645 | 302/ 602                      | Principles of working with and supervising others in a business environment                     | 3                   | 24         | -               | 0               | -                     | M                     | -                 | M                 |                              | Assignment/MC online test |
| M/601/7647 | 303/ 603                      | Principles of managing information and producing documents in a business environment            | 4                   | 32         | -               | 0               | -                     | M                     | -                 | M                 |                              | Assignment/MC online test |
| M/601/7650 | 304/ 604                      | Principles of providing and maintaining administrative services                                 | 4                   | 32         | -               | M               | -                     | M                     | -                 | M                 |                              | Assignment/MC online test |
| A/601/7652 | 305/ 605                      | Principles of project management  | 2                   | 16         | -               | 0               | 0                     | 0                     | 0                 | 0                 |                              | Assignment/MC online test |
| J/601/7654 | 306/ 606                      | Principles of contributing to innovation and change   | 2                   | 16         | -               | 0               | 0                     | 0                     | 0                 | 0                 |                              | Assignment/MC online test |
| M/602/1536 | 307/ 607                      | Principles of working in the public Sector  | 7                   | 56         | -               | -               | 0                     | 0                     | 0                 | 0                 |                              | Assignment/MC online test |
| F/601/7653 | 308/ 608                      | Principles of budgets in a business environment   | 2                   | 16         | -               | 0               | 0                     | 0                     | 0                 | 0                 |                              | Assignment/MC online test |

| <b>UAN</b> | <b>City &amp; Guilds unit</b> | <b>Unit title</b>                                     | <b>Credit value</b> | <b>GLH</b> | <b>L2 Award</b> | <b>L3 Award</b> | <b>L2 Certificate</b> | <b>L3 Certificate</b> | <b>L2 Diploma</b> | <b>L3 Diploma</b> | <b>Excluded combinations</b> | <b>Assessment method</b> |
|------------|-------------------------------|---|---------------------|------------|-----------------|-----------------|-----------------------|-----------------------|-------------------|-------------------|------------------------------|--------------------------|
| L/600/0659 | 309                           | Principles of customer service delivery               | 6                   | 50         | -               | -               | -                     | -                     | 0                 | 0                 |                              | Assignment               |
| F/600/0660 | 310                           | Developing and improving the customer service process | 7                   | 55         | -               | -               | -                     | -                     | 0                 | 0                 |                              | Assignment               |
| Y/502/4629 | 311                           | Word processing software                              | 6                   | 45         | -               | -               | -                     | -                     | 0                 | 0                 | 104, 212                     | Assignment               |
| J/502/4626 | 312                           | Spread sheet software                                 | 6                   | 45         | -               | -               | -                     | -                     | 0                 | 0                 | 105, 213                     | Assignment               |
| T/502/4623 | 313                           | Presentation software                                 | 6                   | 45         | -               | -               | -                     | -                     | 0                 | 0                 | 107, 215                     | Assignment               |

## Appendix 3 Sources of general information

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

**Centre Manual – Supporting Customer Excellence** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

**Our Quality Assurance Requirements** encompasses all of the relevant requirements of key regulatory documents such as:

- SQA 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
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

**City & Guilds**  
Believe you can



[www.cityandguilds.com](http://www.cityandguilds.com)

## Useful contacts

### UK learners

#### General qualification information

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**T: +44 (0)844 543 0033**

**E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)**

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### International learners

#### General qualification information

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T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

**E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)**

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### Centres

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

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T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

**E: [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)**

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### 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

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T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

**E: [singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)**

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### International awards

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

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T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

**E: [intops@cityandguilds.com](mailto:intops@cityandguilds.com)**

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### Walled Garden

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

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T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

**E: [walledgarden@cityandguilds.com](mailto:walledgarden@cityandguilds.com)**

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### Employer

Employer solutions, Mapping,  
Accreditation, Development Skills,  
Consultancy

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T: +44 (0)121 503 8993

**E: [business@cityandguilds.com](mailto:business@cityandguilds.com)**

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### Publications

Logbooks, Centre documents, Forms,  
Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

**If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: [feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)**

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