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Qualification Specification

Highfield Level 1 Certificate in Business Administration (RQF)

Qualification Number: 601/4028/8

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Highfield Level 1 Certificate in Business Administration (RQF)

Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager.

Qualification regulation and support

The Highfield Level 1 Certificate in Business Administration (RQF) is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF is an English framework regulated by Ofqual. It is also suitable for delivery in Wales and Northern Ireland and is regulated by Qualifications Wales and CCEA Regulation respectively.

It is supported by Skills CFA, the Sector Skills Council for occupations in business and administration, customer service, enterprise and business support, human resources and recruitment, industrial relations, leadership and management, marketing and sales (also includes contact centres and third sector).

Key facts

Qualification number:	601/4028/8
Learning aim reference:	60140288
Credit value:	25
Assessment method:	Portfolio of evidence
Guided learning hours (GLH):	150
Total qualification time (TQT):	250

Qualification overview and objective

The objective of this qualification is to support a role in the workplace. This qualification is aimed at learners who may be new to working within a business and administration role and wish to improve their knowledge and understanding of the topics it covers. It is designed for learners who work in a variety of work environments and sectors.

Entry requirements

It is recommended that learners have a basic level of literacy and numeracy before enrolling onto this course.

This qualification is approved for delivery to learners aged 14+.

Guidance on delivery

The total qualification time for this qualification is 250 hours, of which, a minimum of 150 (depending on units selected) are recommended as guided learning hours.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

Guidance on assessment

This qualification is assessed through completion of a portfolio of evidence, which will be internally assessed and internally quality assured by the centre. A portfolio of evidence gives centres flexibility in how individual assessment criteria are assessed. Suggested paperwork is available from the Download Area of the Highfield website in the Assessment Pack. If a centre would like to use alternative paperwork, this must be sent to the External Quality Support (EQS) team for approval before commencement of the course.

Appendix 2 contains all units and any specific references to simulation.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Guidance on quality assurance

Highfield require centres to have in place a robust mechanism for internal quality assurance. Internal quality assurance must be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring. EQS visits from Highfield will take place until Direct Claim Status (DCS) is achieved.

Highfield Qualifications will support centres by conducting ongoing engagements to ensure and verify the effective and efficient delivery, assessment and IQA of the qualification.

Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent preparing the learner for assessment.

For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) policy in the members' area of the Highfield website. This policy should be read in conjunction with this specification and all other relevant Highfield documentation.

Assessor requirements

The primary responsibility of an assessor is to assess learners' performance in a range of tasks and to ensure the evidence submitted by the learner meets the requirements of the assessment criteria. It is important that an assessor can recognise occupational competence as specified by the national standard.

Highfield requires nominated assessors for this qualification meet the following requirements:

- have occupational experience in the qualification sector
- hold, or be working towards, a recognised assessor qualification, which could include any of the following:
  - Level 3 Award in Assessing Competence in the Work Environment
  - A1/A2
  - D32/D33
- maintain appropriate continued professional development for the subject area

Internal quality assurance (IQA) requirements

A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. Highfield requires internal quality assurers for this qualification meet the following requirements:

- have occupational experience in the qualification sector
- hold, or be working towards, a recognised internal quality assurance qualification, which could include any of the following:
  - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
  - D34
- maintain appropriate continued professional development for the subject area

Countersigning strategy

While it is a minimum requirement for centres to have the appropriately qualified workforce in place, it is understood that centres may have new personnel that are working towards those requirements. During this period, centres are required to have a robust countersigning strategy in place that supports and validates unqualified assessment/quality assurance decisions, until the point where they meet the requirements as detailed above.

Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card or travel card

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card.

Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.

Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:

- Highfield Level 2 Diploma in Business Administration (RQF)
- Highfield Level 3 Diploma in Business Administration (RQF)
- Highfield Level 1 Certificate in Customer Service (RQF)
- Highfield Level 2 Diploma in Customer Service (RQF)
- Highfield Level 3 Diploma in Customer Service (RQF)
- Highfield Level 2 Diploma in Team Leading (RQF)
- Highfield Level 3 Diploma in Management (RQF)

Useful documents

The Skills CFA's Assessment Strategy and E-Skills IT User Assessment Strategy can be accessed via the Business Administration Download Area, within a separate section for Highfield Level 1 Certificate in Business Administration (RQF) Appendices:
https://centres.highfieldqualifications.com/Approved/Downloads.aspx?CategoryID=165

Useful websites

Instructus Skills (formerly Skills CFA) - https://www.instructus-skills.org/

Appendix 1: Qualification structure

In order to achieve the **Highfield Level 1 Certificate in Business Administration (RQF)** learners must achieve a minimum of **25 credits** overall. In order to complete this, learners must achieve the following rules of combination:

- **all units** in Mandatory Group **A** totaling **17 credits**
- a **minimum of 8 credits** from Optional Group **B**

Mandatory Group A

Learners must achieve **all units** in this group.

Unit reference	Unit Title	Level	Credit
L/506/1791	Principles of personal performance and development	1	3
R/506/1792	Principles of working in a business environment	1	4
Y/506/1793	Work with others in a business environment	1	2
D/506/1794	Health and safety in a business environment	1	2
A/506/1804	Principles of business communication	1	3
F/506/1805	Principles of business administration	1	3

Optional Group B

Learners must achieve a **minimum** of **8 credits** from this group.

Unit reference	Unit Title	Level	Credit
H/506/1795	Manage time and workload	1	1
K/506/1796	Use a telephone and voicemail system	1	2
M/506/1797	Prepare text from notes	1	2
A/506/1799	Meet and welcome visitors in a business environment	1	2
K/506/1801	Handle mail	1	1
T/506/1803	Use office equipment	1	2
Y/506/1809	Produce business documents	2	3
R/506/1811	Store and retrieve information	2	4
H/506/1893	Communication in a business environment	2	3
L/506/1905	Employee rights and responsibilities	2	2
A/506/2113	Deal with customer queries, requests and problems	1	3
J/502/4299	Using email	1	2
L/502/4627	Word processing software	1	3

Appendix 2: All Units

Unit 1: Principles of personal performance and development

Unit number: L/506/1791
Credit: 3
GLH: 30
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know employees' rights and employers' expectations	1.1. State an organisation's expectations for the conduct of its employees 1.2. State an employee's rights in relation to their employment 1.3. State why it is important to work within employees' rights and employers' expectations 1.4. State where to find information and advice on employees' rights and employers' expectations
2. Know how to manage their own work	2.1. Describe ways of managing allocated tasks to ensure they are completed on time 2.2. State the purpose of keeping other people informed of progress and problems with work activities 2.3. Explain the importance of accepting responsibility for one's own work 2.4. State the limits of their own responsibilities at work 2.5. State what to do when a problem arises with work activities
3. Know ways of managing and improving personal performance and development	3.1. State the purpose and benefits of personal development at work 3.2. Describe the purpose of individual and team goals and targets 3.3. Explain the use of personal development plans 3.4. Explain the importance of fulfilling a personal development plan 3.5. Outline a manager's role in an individual's personal development 3.6. Outline relevant personal development opportunities and career paths within the organisation 3.7. Describe how acting on feedback can benefit a team and organisation

Unit 2: Principles of working in a business environment

Unit number: R/506/1792
Credit: 4
GLH: 25
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know the purpose and structure of business organisations	1.1. State the purposes of different types of business organisations 1.2. Explain why it is important for a business to be financially secure 1.3. State the purposes of an organisational chart 1.4. Describe the role of the main functional areas of business organisations
2. Know how to contribute to environmental sustainability within an organisation	2.1. State what is meant by "environmental sustainability" 2.2. Explain why it is important to keep waste to a minimum 2.3. Describe practices that may be used to minimise waste in a business environment 2.4. State the standard procedures to be followed when recycling and disposing of waste
3. Know how to support equality and diversity within an organisation	3.1. State the meaning of the terms "equality" and "diversity" 3.2. State why it is important to support equality and diversity in the work environment 3.3. Describe ways of behaving that show sensitivity and respect for other people 3.4. State the legal requirements relating to equality and diversity
4. Know the requirements of confidentiality and security in an organisation	4.1. State the importance of maintaining organisational standards of confidentiality 4.2. Outline how confidentiality requirements affect the workplace 4.3. State the importance of maintaining organisational standards of security 4.4. Outline how security requirements affect the workplace

Unit 3: Work with others in a business environment

Unit number: Y/506/1793
Credit: 2
GLH: 18
Level: 1

All Assessment Criteria must be met and assessed in line with Skills CFA's Assessment Strategy. Simulation can be applied to this unit.

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how to work with others in a business environment	1.1. Describe how their own role fits in with the role of others in their team 1.2. Describe how their own behaviour can affect teamwork 1.3. Describe behaviours that show trust, respect and consideration for others 1.4. Outline the importance of following instructions when completing tasks 1.5. State the importance of understanding authority at work 1.6. State why it is important to behave in a way that does not cause conflict 1.7. State what to do if problems occur when working with others 1.8. Describe different ways to help colleagues with work activities
2. Be able to work with others in a business environment	2.1. Meet agreed deadlines, targets and quality standards 2.2. Maintain expected standards of performance 2.3. Act positively on feedback on own performance 2.4. Treat others with courtesy and respect 2.5. Follow organisational policies and procedures and legal requirements whilst working with others

Unit 4: Health and safety in a business environment

Unit number: D/506/1794
Credit: 2
GLH: 10
Level: 1

All Assessment Criteria must be met and assessed in line with Skills CFA's Assessment Strategy. Simulation can be applied to this unit.

Learning Outcomes	**Assessment Criteria**
The learner will	***The learner can***
1. Understand health and safety responsibilities in a business environment	1.1. State health and safety responsibilities of employers 1.2. State their own responsibilities for health and safety in the business environment 1.3. State the occupational health and safety guidelines to be followed when using a keyboard and visual display unit 1.4. Explain the importance of complying with health and safety requirements
2. Know how to work in a safe way in a business environment	2.1. Identify possible health and safety hazards in the business environment 2.2. Describe ways in which accidents can be avoided in the business environment 2.3. Outline why it is important to report hazards and accidents that occur in the business environment 2.4. Outline organisational emergency health and safety procedures
3. Be able to comply with health and safety requirements in a business environment	3.1. Use approved techniques to prevent strain or injury when carrying out work activities 3.2. Take action to ensure that their own conduct does not endanger others 3.3. Follow manufacturers or organisational instructions for the use of equipment, materials and products 3.4. Follow organisational procedures and legal requirements to minimise risks to health and safety

Unit 5: Principles of business communication

Unit number: A/506/1804
Credit: 3
GLH: 15
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how to use a telephone and voicemail system in a business environment	1.1. State the features of a telephone and voicemail system 1.2. State how a telephone and voicemail system should be used 1.3. State expected standards of behaviour when using a telephone 1.4. Identify the type of information that should be given when transferring calls and leaving messages
2. Know how to communicate with others in a business environment	2.1. Outline different methods of business communication 2.2. State why it is necessary to use different methods of communication 2.3. Outline the importance of accuracy and clarity when writing and speaking
3. Know how to produce business documents	3.1. State the purpose of different types of business documents 3.2. State the different techniques for producing business documents 3.3. Outline the importance of using correct spelling, punctuation, grammar and word order in documents
4. Know how to store and retrieve information	4.1. Describe different types of information storage and backup systems 4.2. State the different ways in which information can be indexed and stored 4.3. Describe the different ways in which information can be retrieved and presented 4.4. State the purpose of cross-referencing information 4.5. Outline the possible consequences of poor information storage

Unit 6: Principles of business administration

Unit number: F/506/1805
Credit: 3
GLH: 13
Level: 1

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how to meet and welcome visitors in a business environment	1.1. State the different ways in which to make visitors welcome 1.2. State the importance of dealing with visitors promptly and courteously 1.3. Outline the purpose of recording visitors' arrival and departure 1.4. Describe possible health, safety and security requirements relevant to visitors' arrival 1.5. Describe the different types of needs that visitors may have 1.6. Describe ways of dealing with challenging behaviour from visitors
2. Know how provide mail services	2.1. State what is meant by "junk" mail 2.2. State the factors to be taken into account when choosing postage methods 2.3. Describe different methods of paying postage charges 2.4. Outline the purpose of a franking machine 2.5. State the different types of mail used in business 2.6. State why it is important to distribute and dispatch mail efficiently and to the correct persons
3. Know how to use office equipment	3.1. Describe the features and uses of different types of office equipment 3.2. State why it is important to adhere to manufacturers' instructions and organisational procedures when using office equipment 3.3. Describe how equipment and the work area should be left after use 3.4. Describe ways to minimise waste in the use of resources

Unit 7: Manage time and workload

Unit number: H/506/1795
Credit: 1
GLH: 10
Level: 1

All Assessment Criteria must be met and assessed in line with Skills CFA's Assessment Strategy. Simulation can be applied to this unit.

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how to manage their own time and workload	1.1. Describe ways of managing time and workload 1.2. State why it is important to the organisation and the individual that time and workload are managed effectively 1.3. State why it is important to seek work and offer help to others 1.4. Describe how seeking help from colleagues can help in managing workload 1.5. Describe why it is important to accept responsibility for their own mistakes
2. Be able to manage time and workload	2.1. Use time management techniques to manage the completion of tasks 2.2. Finish tasks within the allotted timescale 2.3. Inform team members of progress and developments of work activities 2.4. Ask for work when existing tasks have been completed 2.5. Report problems beyond their own level of authority to the appropriate person 2.6. Follow organisational procedures and legal requirements when managing time and workload

Unit 8: Use a telephone and voicemail system

Unit number: K/506/1796
Credit: 2
GLH: 20
Level: 1

All Assessment Criteria must be met and assessed in line with Skills CFA's Assessment Strategy. Simulation can be applied to this unit.

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how to use a telephone and voicemail system	1.1. Outline how a caller's experiences affect their view of an organisation 1.2. Outline organisational standards and procedures for communicating on the telephone 1.3. State the importance of following organisational standards and procedures when making and receiving telephone calls 1.4. State organisational fault reporting procedures 1.5. Describe why it is important to follow security and data protection procedures when using a telephone system 1.6. State the information to be given out when transferring calls, taking or leaving messages 1.7. State organisational guidelines for deleting voicemail messages
2. Be able to make telephone calls	2.1. Identify the reason for making a call 2.2. Obtain the name and number(s) of the person to be contacted 2.3. Communicate information to achieve the call objective(s) 2.4. Communicate in a way that meets organisational standards and guidelines

Learning Outcomes	Assessment Criteria
The learner will	*The learner can*
3. Be able to receive telephone calls	3.1. Identify the caller in accordance with organisational procedures 3.2. Deal with calls in accordance with organisational procedures 3.3. Pass calls to the right person/department 3.4. Take messages when the person to be contacted is unavailable 3.5. Represent an organisation in a way that meets the required standards and guidelines
4. Be able to use voicemail systems	4.1. Use voicemail systems in accordance with manufacturers' instructions 4.2. Keep the voicemail message system up to date 4.3. Pass on accurate messages in accordance with organisational policies

Unit 9: Prepare text from notes

Unit number: M/506/1797
Credit: 2
GLH: 10
Level: 1

All Assessment Criteria must be met and assessed in line with Skills CFA's Assessment Strategy. Simulation can be applied to this unit.

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how to prepare text from notes	1.1. Describe the different types of business documents that can be produced from notes 1.2. Describe responsibilities and procedures for agreeing, producing and checking text 1.3. State the potential consequences of producing inaccurate text 1.4. State organisational procedures for the storage, security and confidentiality of text
2. Be able to produce text from own or others' notes	2.1. Produce accurate text from notes in the required format and to agreed timescales 2.2. Check that the text is an accurate depiction of the notes 2.3. Check that the text has correct spelling, punctuation, grammar and sentence structure 2.4. Store texts and original notes in accordance with organisational procedures

Unit 10: Meet and welcome visitors in a business environment

Unit number: A/506/1799
Credit: 2
GLH: 20
Level: 1

All Assessment Criteria must be met and assessed in line with Skills CFA's Assessment Strategy. Simulation can be applied to this unit.

Learning Outcomes	**Assessment Criteria**
The learner will	***The learner can***
1. Know how to meet visitors in a business environment	1.1. State an organisation's procedures for dealing with visitors 1.2. Describe the standards of personal behaviour and presentation that an organisation should expect from staff that meet and welcome visitors 1.3. Identify any organisational health, safety and security requirements relevant to visitors 1.4. Describe what to do and who to contact when problems with visitors arise
2. Be able to meet visitors in a business environment	2.1. Welcome visitors politely in accordance with organisational standards 2.2. Confirm the identity of visitors and the reasons for their visit 2.3. Check that any health, safety and security actions are carried out 2.4. Record visitors' arrival and departure in accordance with organisational procedures 2.5. Inform those who are being visited of the arrival of their visitor(s) in accordance with organisational standards 2.6. Present a positive personal image in accordance with organisational standards

Unit 11: Handle mail

Unit number: K/506/1801
Credit: 1
GLH: 10
Level: 1

All Assessment Criteria must be met and assessed in line with Skills CFA's Assessment Strategy. Simulation can be applied to this unit.

Learning Outcomes	**Assessment Criteria**
The learner will	***The learner can***
1. Know how to deal with mail	1.1. State to whom in an organisation mail should be delivered 1.2. State what to do in the event of problems arising when dealing with mail 1.3. State organisational policies on mail handling and security 1.4. Describe the organisational procedures for reporting suspicious or damaged items
2. Be able to deal with incoming mail	2.1. Sort incoming mail according to addressees' details 2.2. Distribute incoming mail to the right people within the agreed schedule 2.3. Deal with incorrectly addressed and "junk" mail in accordance with organisational procedures
3. Be able to deal with outgoing mail	3.1. Collect outgoing mail on time 3.2. Prepare packages for distribution 3.3. Despatch outgoing mail on time

Unit 12: Use office equipment

Unit number: T/506/1803
Credit: 2
GLH: 10
Level: 1

All Assessment Criteria must be met and assessed in line with Skills CFA's Assessment Strategy. Simulation can be applied to this unit.

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how to use office equipment	1.1. State how to choose equipment and resources for a task 1.2. Describe organisational procedures for keeping equipment clean, hygienic and replenished with consumables
2. Be able to use office equipment	2.1. Follow manufacturers' instructions and organisational procedures when using office equipment 2.2. Keep equipment clean, hygienic and replenished with consumables 2.3. Minimise wastage in the use of resources 2.4. Take action to ensure the work area is left to agreed standards ready for the next user 2.5. Report faults and problems to the right person promptly

Unit 13: Produce business documents

Unit number: Y/506/1809
Credit: 3
GLH: 24
Level: 2

All Assessment Criteria must be met and assessed in line with Skills CFA's Assessment Strategy.

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand how to prepare business documents	1.1. Explain the requirements for language, tone, image and presentation for different documents 1.2. Explain how to integrate images into documents 1.3. Describe how corporate identity impacts upon document production 1.4. Explain the requirements of data protection, copyright and intellectual property legislation relating to document production 1.5. Describe organisational procedures for version control 1.6. Describe security requirements relating to document production
2. Be able to prepare business documents	2.1. Identify the purpose, audience, content, style, format and deadlines of a document 2.2. Use document production resources in line with organisational guidelines 2.3. Use correct grammar, spelling, punctuation and sentence structure 2.4. Produce documents that meet the requirements within the agreed timescale
3. Be able to distribute business documents	3.1. Provide final documents in the appropriate medium for authorised readers 3.2. Specify restrictions and distribution lists in accordance with the requirements 3.3. Maintain the requirements of security in the production, distribution and storage of documents

Unit 14: Store and retrieve information

Unit number: R/506/1811
Credit: 4
GLH: 19
Level: 2

All Assessment Criteria must be met and assessed in line with Skills CFA's Assessment Strategy.

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand information storage and retrieval	1.1. Describe systems and procedures for storing and retrieving information 1.2. Outline legal and organisational requirements for information security and retention 1.3. Explain how to create filing systems to facilitate information identification and retrieval 1.4. Explain how to use different search techniques to locate and retrieve information 1.5. Describe what to do when problems arise when storing or retrieving information
2. Be able to gather and store information	2.1. Gather the information required within the agreed timescale 2.2. Store files and folders in accordance with organisational procedures 2.3. Store information in approved locations 2.4. Adhere to organisational policies and procedures, legal and ethical requirements
3. Be able to retrieve information	3.1. Confirm information to be retrieved and its intended use 3.2. Retrieve the required information within the agreed timescale

Unit 15: Communication in a business environment

Unit number: H/506/1893
Credit: 3
GLH: 19
Level: 2

All Assessment Criteria must be met and assessed in line with Skills CFA's Assessment Strategy.

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the requirements of written and verbal business communication	1.1. Explain why different communication methods are used in the business environment 1.2. Describe the communication requirements of different audiences 1.3. Explain the importance of using correct grammar, sentence structure, punctuation, spelling and conventions in business communications 1.4. Explain the importance of using appropriate body language and tone of voice when communicating verbally
2. Be able to produce written business communications	2.1. Identify the nature, purpose, audience and use of the information to be communicated 2.2. Use communication channels that are appropriate to the information to be communicated and the audience 2.3. Present information in the format that meets the brief 2.4. Adhere to agreed business communication conventions and degree of formality of expression when producing documents 2.5. Produce business communications that are clear, accurate and correct 2.6. Meet agreed deadlines in communicating with others

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
3. Be able to communicate verbally in business environments	3.1. Identify the nature, purpose, recipient/s and intended use of the information to be communicated 3.2. Use language that is appropriate for the recipient's needs 3.3. Use body language and tone of voice to reinforce messages 3.4. Identify the meaning and implications of information that is communicated verbally 3.5. Confirm that a recipient has understood correctly what has been communicated 3.6. Respond in a way that is appropriate to the situation and in accordance with organisational policies and standards

Unit 16: Employee rights and responsibilities

Unit number: L/506/1905
Credit: 2
GLH: 16
Level: 2

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Understand the role of organisations and industries	1.1. Explain the role of their own occupation within an organisation and industry 1.2. Describe career pathways within their organisation and industry 1.3. Identify sources of information and advice on an industry, occupation, training and career pathway 1.4. Describe an organisation's principles of conduct and codes of practice 1.5. Explain issues of public concern that affect an organisation and industry 1.6. Describe the types, roles and responsibilities of representative bodies and their relevance to their own role
2. Understand employers' expectations and employees' rights and obligations	2.1. Describe the employer and employee statutory rights and responsibilities that affect their own role 2.2. Describe an employer's expectations for employees' standards of personal presentation, punctuality and behaviour 2.3. Describe the procedures and documentation that protect relationships with employees 2.4. Identify sources of information and advice on employment rights and responsibilities

Unit 17: Deal with customer queries, requests and problems

Unit number: A/506/2113
Credit: 3
GLH: 11
Level: 1

All Assessment Criteria must be met and assessed in line with Skills CFA's Assessment Strategy. Simulation can be applied to this unit.

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Know how to deal with customer queries, requests and problems	1.1. List queries and requests that customers are likely to have 1.2. Describe how to identify customers' queries, requests and problems 1.3. Describe how to behave and communicate with customers who are dissatisfied 1.4. Describe the kinds of behaviour and communication that could make a situation worse 1.5. Describe when, why and from whom to obtain information or help 1.6. State to whom and when problems should be referred
2. Be able to deal with customers' queries and requests	2.1. Deal with queries and requests in a professional way 2.2. Provide customers with responses to their queries within the limits of their own authority 2.3. Obtain information or help when queries or requests cannot be answered 2.4. Keep customers informed of progress
3. Be able to deal with customers' problems	3.1. Identify the nature of customers' problems 3.2. Communicate with customers calmly and confidently 3.3. Resolve problems within the limits of their own authority 3.4. Brief colleagues when referring problems 3.5. Check that customers are satisfied with the actions taken 3.6. Adhere to organisational policies and procedures, legal and ethical requirements when dealing with customers' problems

Unit 18: Using Email

Unit number: J/502/4299
Credit: 2
GLH: 15
Level: 1

See IT User Assessment Strategy available from E-Skills.

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Use e-mail software tools and techniques to compose and send messages	1.1. Use software tools to compose and format e-mail messages 1.2. Attach files to e-mail messages 1.3. Send e-mail messages 1.4. Identify how to stay safe and respect others when using e-mail 1.5. Use an address book to store and retrieve contact information
2. Manage incoming email effectively	2.1. Follow guidelines and procedures for using e-mail 2.2. Identify when and how to respond to e-mail messages 2.3. Read and respond to e-mail messages appropriately 2.4. Identify what messages to delete and when to do so 2.5. Organise and store e-mail messages 2.6. Respond appropriately to common e-mail problems

Unit 19: Word Processing Software

Unit number: L/502/4627
Credit: 3
GLH: 20
Level: 1

See IT User Assessment Strategy available from E-Skills.

Learning Outcomes	Assessment Criteria
The learner will	***The learner can***
1. Enter, edit and combine text and other information accurately within word processing documents	1.1. Identify what types of information are needed in documents 1.2. Identify what templates are available and when to use them 1.3. Use keyboard or other input method to enter or insert text and other information 1.4. Combine information of different types or from different sources into a document 1.5. Enter information into existing tables, forms and templates 1.6. Use editing tools to amend document content 1.7. Store and retrieve document files effectively, in line with local guidelines and conventions where available
2. Structure information within word processing documents	2.1. Create and modify tables to organise tabular or numeric information 2.2. Select and apply heading styles to text
3. Use word processing software tools to format and present documents	3.1. Identify what formatting to use to enhance presentation of the document 3.2. Select and use appropriate techniques to format characters and paragraphs 3.3. Select and use appropriate page layout to present and print documents 3.4. Check documents meet needs, using IT tools and making corrections as necessary

Appendix 3: Sample assessment material

Assessment/Action Plan Sheet

Learner Name		Assessor Name	

Target set Learning Outcome/ Assessment Criteria	Agreed activity/evidence	Target date	Assessment Method	Target Achieved	Completed (assessor signature)

Learner Signature		Date		Planned next visit:	
Assessor Signature		Date			

Assessment Record Sheet

Learner		Assessor	
Date		Location	
Assessment Method			

EV Ref	Details of the type of evidence and assessment criteria covered

Assessor Signature:

Learner/Witness Signature:

Assessment method key:					
Obs	Observation	Sim	Simulation/assignment	O	Other
Pe	Product evidence	Wt	Witness testimony	PD	Professional Discussion
Q	Questioning	R	RPL		

Evidence Tracking Sheet

Learner Name	
Centre Name	

Unit name: **Unit no:**

Learning Outcome	Assessment Criteria	Evidence Type	Evidence Reference	Date
		Assessment Criteria		
1.	1.1			
	1.2			
	1.3			
	1.4			
	1.5			
	1.6			
	1.7			
	1.8			
2.	2.1			
	2.2			
	2.3			
	2.4			
	2.5			
	2.6			
	2.7			
	2.8			
3.	3.1			
	3.2			
	3.3			

Assessment method key:

Obs	Observation	Wt	Witness testimony
Pe	Product evidence	R	RPL
Q	Questioning	O	Other
Sim	Simulation/assignment	PD	Professional Discussion

Learner Signature **Date:**

Assessor Signature **Date:**

IQA Signature (if sampled) **Date:**

EQS Signature (if sampled) **Date:**