



Handbook

BUSD2 – VTCT (Skillsfirst) Level 2 Diploma in Business Administration (RQF)

601/3518/9

Version 2

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, ITEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

All material in this publication is copyright of VTCT © Vocational Training Charitable Trust, 2023.

Contents

About Skillsfirst	2
Contents	3
1 Qualification at a glance.....	4
2 Qualification information.....	5
2.1 Qualification aim and design	5
2.2 Progression opportunities.....	5
3 Qualification structure	6
4 Centre requirements.....	9
4.1 Resources	9
4.2 SkillsCfA.....	9
4.3 Requirements of those who assess performance, and moderate and verify assessments.....	9
4.3.1 Assessors	9
4.3.2 Internal quality assurer (IQA/IV).....	10
4.4 Employer direct model.....	10
4.5 Continuous professional development (CPD).....	11
4.6 Total Qualification Time (TQT)	11
5 Assessment	12
5.1 Summary of assessment methods	12
5.2 Evidence from workplace performance.....	12
5.2 Characteristics of assessment guidance	12
5.2.1 Professional discussion	12
5.2.2 Realistic working environment (RWE)	13
5.3 Simulation and witness testimony.....	13
4.3.1 Simulation	13
5.3.2 Witness testimony	13
5.4 Recognition of prior learning (RPL)	14
6 Units – Group M.....	15
7 Units – Group A.....	41
8 Units – Group B.....	162

1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 2 Diploma in Business Administration (RQF)
Qualification number	601/3518/9
Product code	BUSD2
Age range	There are no age limits attached to learners undertaking this qualification unless this is a legal requirement of the process or the environment.
Credits	45
Total Qualification Time (TQT)	450
Guided Learning (GL) hours	229
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none">• Portfolio of evidence• Skills-based assessment (if applicable)
Entry requirements	There are no formal entry requirements for learners undertaking this qualification; however centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

This qualification has been developed to recognise the learners' skills, knowledge and overall performance within administrative functions and activities. It accredits learners' abilities to understand and carry out a range of administrative tasks and has been designed to accredit their achievements in a modern, practical way that is relevant to the work context and aids career progression.

The qualification is flexible, allowing learners to choose units that best fit their needs, whilst at the same time ensuring that essential areas of knowledge, skill and competence from the administrative sector are covered.

This qualification also serves as a core component of the VTCT (Skillsfirst) Level 2 Intermediate Apprenticeship in Business Administration.

2.2 Progression opportunities

On completion of the VTCT (Skillsfirst) Level 2 Diploma in Business Administration (RQF), learners may progress into employment or onto the following Skillsfirst qualifications:

- VTCT (Skillsfirst) Level 3 Diploma in Business Administration (RQF)
- VTCT (Skillsfirst) Level 3 Diploma in Customer Service (RQF)

or similar higher level qualifications.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 2 Diploma in Business Administration (RQF) learners must achieve all mandatory units.

- All **21** credits must be achieved from Group M
- A minimum of **14** credits must be achieved from Group A
- A maximum of **10** credits can only be achieved from Group B
- A maximum of **6** credits can only be achieved from Group C

A minimum of 36 credits must be at Level 2 or above.

The minimum TQT required to achieve this qualification is **450**.

Product code	Unit title	Level	Credit	Unit reference number
Mandatory units (Group M): 21 credits				
BUS34	Communication in a business environment	2	3	H/506/1893
BUS36	Principles of providing administrative services	2	4	J/506/1899
BUS37	Principles of business document production and information management	2	3	T/506/1901
BUS38	Understand employer organisations	2	4	A/506/1964
ML1	Manage personal performance and development	2	4	L/506/1788
ML2	Develop working relationships with colleagues	2	3	R/506/1789

Product code	Unit title	Level	Credit	Unit reference number
Optional units (Group A): A minimum of 14 credits must be achieved from Group A.				
BUS4	Health and safety in a business environment	1	2	D/506/1794
BUS6	Use a telephone and voicemail system	1	2	K/506/1796
BUS8	Meet and welcome visitors in a business environment	1	2	A/506/1799
BUS13	Manage diary systems	2	2	L/506/1807
BUS14	Produce business documents	2	3	Y/506/1809
BUS15	Collate and report data	2	3	L/506/1810
BUS16	Store and retrieve information	2	4	R/506/1811
BUS17	Produce minutes of meetings	2	3	Y/506/1812
BUS18	Handle mail	2	3	D/506/1813
BUS19	Provide reception services	2	3	H/506/1814
BUS20	Prepare text from notes using touch typing	2	4	K/506/1815
BUS21	Prepare text from shorthand	2	6	M/506/1816
BUS22	Prepare text from recorded audio instruction	2	4	T/506/1817
BUS24	Archive information	2	3	T/506/1865
BUS25	Maintain and issue stationery and supplies	2	3	Y/506/2295
BUS26	Use and maintain office equipment	2	2	J/506/1868
BUS27	Contribute to the organisation of an event	2	3	L/506/1869
BUS28	Organise business travel or accommodation	2	4	D/506/1875
BUS29	Provide administrative support for meetings	2	4	H/506/1876
BUS30	Administer human resource records	2	3	T/506/1879
BUS31	Administer the recruitment and selection process	2	3	A/506/1883
BUS32	Administer parking dispensations	2	3	R/506/1887
BUS33	Administer finance	2	4	R/506/1890
BUS35	Buddy a colleague to develop their skills	2	3	M/506/1895
BUS39	Employee rights and responsibilities	2	2	L/506/1905
BUS43	Develop a presentation	3	3	K/506/1913
BUS44	Deliver a presentation	3	3	M/506/1914
BUS46	Contribute to the development and implementation of an information system	3	6	A/506/1916
BUS47	Monitor information systems	3	8	F/506/1917
BUS61	Analyse and present business data	3	6	M/506/1945

Product code	Unit title	Level	Credit	Unit reference number
Optional units (Group B): A maximum of 10 credits can only be achieved from Group B				
B1	Processing customers financial transactions	2	4	F/601/8320
CUS7	Deliver customer service	2	5	A/506/2130
CUS13	Process information about customers	2	3	R/506/2134
CUS19	Develop customer relationships	2	3	Y/506/2149
EML2	Using email 2	2	3	M/502/4300
IT201	Bespoke software	2	3	F/502/4396
IT202	Data management software	2	3	J/502/4559
IT206	Presentation software	2	4	M/502/4622
IT208	Spreadsheet software	2	4	F/502/4625
IT210	Website software	2	4	R/502/4631
IT211	Word processing software	2	4	R/502/4628
ML23	Participate in a project	3	3	F/506/1934
PRP2	Payroll processing	2	5	T/505/1238

Product code	Unit title	Level	Credit	Unit reference number
Optional units (Group C): A maximum of 6 credits can only be achieved from Group C.				
BUS23	Understand the use of research in business	2	6	A/506/1818
BUS56	Understand the legal context of business	3	6	D/506/1939
CUS1	Understand working in a customer service environment	1	3	L/506/2083
ML6	Principles of team leading	2	5	R/506/2294
ML7	Principles of equality and diversity in the workplace	2	2	J/506/1806
PCR2	Principles of customer relationships	2	3	K/503/8194
PDM2	Principles of digital marketing	2	5	D/502/9931
MTP2	Principles of marketing theory	2	4	D/502/9928
SMB21	Know how to publish, integrate and share using social media	2	5	R/505/3515
SMB22	Exploring social media	2	2	F/505/6880
SMB23	Understand the safe use of online and social media platforms	3	4	L/505/3514

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 SkillsCfA

The Level 2 Diploma in Business Administration (RQF) is based on the units developed by SkillsCfA who are the sector skills council for customer service. Their contact details are:

SkillsCfA
Unit 110 Linton House
164 - 180 Union Street
London
SE1 0LH

Tel: 0207 091 9620
info@skillscfa.org

This handbook provides details from SkillsCfA assessment strategy, which centres will need to apply in order to assess and quality assure the Level 2 Diploma in Business Administration (RQF) and includes the:

- requirements of those who assess performance, and moderate and verify assessments
- continuous professional development
- summary of assessment methods

The complete assessment strategy is available for view and to download from the SkillsCfA website www.skillscfa.org

4.3 Requirements of those who assess performance, and moderate and verify assessments

4.3.1 Assessors

The primary responsibility of an assessor is to assess candidates' performance in a range of tasks and to ensure the evidence for the competence of knowledge based skills submitted by the candidate meets the requirements of the assessment criteria. It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in depth technical understanding related to the qualifications for which they are assessing candidates. It will be the responsibility of the approved centre to select and appoint assessors.

Assessors should:

- hold (or be working towards) an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence based units and qualifications. Assessors working towards an appropriate qualification must get their decisions countersigned by a suitably qualified assessor/verifier. Assessors holding older qualifications must be able to demonstrate that they are assessing to the current standards;

- be “occupationally competent” or have the necessary and sufficient experience of the role for which they intend to undertake assessments, including the level and scope of individual candidate performance at work or in RWEs; and judgements about the quality of assessment and the assessment process.

4.3.2 Internal quality assurer (IQA/IV)

A primary responsibility of an IQA/IV is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQA/IV s therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IQA/IVs

Potential IQA/IVs should:

- hold (or be working towards) an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence based assessments and candidates. If an IQA is working towards an appropriate qualification, their decisions must be countersigned by a suitably qualified IQA . IQAs holding older qualifications must be able to demonstrate that they are verifying to the current standards.
- be “occupationally competent or have the necessary and sufficient experience of the role for which they intend to verify assessments. This experience will provide potential verifiers with detailed knowledge of the functions described by the occupational standards that comprise the qualification and will also allow them to make judgements about the quality of assessment and the assessment process.

4.4 Employer direct model

SkillsCFA encourages the use of an employer direct model. The employer direct model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process.

In order to use this employer direct model:

An organisation must:

- have achieved or be in the process of achieving the appropriate regulatory body approved unit qualifications for assessment, moderation or verification; OR
- seek guidance and approval from an awarding organisation to demonstrate that they have:
 - appropriate processes in place to facilitate assessment, moderation or verification functions
 - carried out 100% mapping of the trainer, supervisor or managers assessment, moderation or verification skills and knowledge to the National Occupational Standards upon which the qualifications above are based.
- agree the mapping process with the awarding organisation/body involved
- demonstrate an equivalent level of rigour and robustness as the achievement of the unit qualification

Skillsfirst will:

- offer this model to employers only and
- supply information on the requirements for internal and external moderation/verification activities to assessment centres.

4.5 Continuous professional development (CPD)

Centres are responsible for ensuring that assessors and IVs plan and maintain their CPD.

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

Centres may have generic criteria and personnel specifications in addition to the above.

4.6 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of assessment methods

For this qualification, learners will be required to provide a portfolio of evidence for **each** unit.

5.2 Evidence from workplace performance

- Evidence of occupational competence of all units at any level should be generated and collected through performance under workplace conditions. This includes competence units which have knowledge learning outcomes and assessment criteria.
- These conditions would be those typical to the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works.

5.2 Characteristics of assessment guidance

The learner may produce evidence from a range of examples which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of all the units.

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

- meet all the learning outcomes of a unit
- pass all the assessment criteria of a unit

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

5.2.1 Professional discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed.

5.2.2 Realistic working environment (RWE)

It is essential that organisations wishing to operate a RWE operate in an environment which reflects a real work setting. This will ensure that any competence achieved in this way will be sustained in real employment. To undertake the assessment in a RWE the following guidelines must be met:

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

5.3 Simulation and witness testimony

Simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain in the work environment.

4.3.1 Simulation

- Simulation can be applied to all Level 1 units.
- Evidence may be produced through simulation solely in exceptional circumstances. The exceptional circumstances, under which simulation is possible, are those situations that are not naturally or readily occurring, such as response to emergencies.
- If a unit or part of a unit at any level is simulated, it must be undertaken in a 'realistic working environment' (RWE). A RWE is "an environment which replicates the key characteristics in which the skill to be assessed is normally employed". The RWE must provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working. Guidelines for using RWE can be found in Appendix A.
- Units which have been imported by Skills CFA into their apprenticeships or competence-based qualifications will be assessed in compliance with their relevant assessment strategies.

5.3.2 Witness testimony

Skillsfirst recognise the use of witness testimony and expert witness testimony as appropriate methods for assessors to collect evidence on candidate's performance.

Witness testimonies can be obtained from people that are occupationally competent and who may be familiar with the national occupational standards, such as the learner's line manager. They may also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards such as other people within the learner's workplace, customers and suppliers.

The assessor must judge the validity of the witness testimony and these may vary depending on the source. Witness testimonies can only support the assessment process and may remove or reduce the need to collect supplementary evidence. However, centres must comply with Skillsfirst guidance over the occupational competence and briefing of witnesses in the use of witness testimony.

5.4 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness.

Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process.

In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements

6 Units – Group M

Unit Handbook

BUS34 – Communication in a business environment

Unit reference number: H/506/1893

Level: 2

Credit value: 3

Guided Learning (GL) hours: 19

Unit aim

The aim of this unit is to provide learners with an understanding of the requirements of written and verbal business communication and the ability to produce written business communications and communicate verbally in business environments.

Learning outcomes

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

LO1 Understand the requirements of written and verbal business communication

LO2 Be able to produce written business communications

LO3 Be able to communicate verbally in business environments

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Audiences could include, but not be exclusive to:

- Internal – colleagues, managers, other departments
- External – individuals, companies

Conventions refer to specific presentation styles used by an organisation or sector

Communication channels are the means by which messages and information flow within organisations

Business communications should include emails, newsletters, social media, reports, letters/mailings

Simulation is not allowed.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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 Outcome	Assessment Criteria
LO3 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

BUS34 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

BUS36 – Principles of providing administrative services

Unit reference number: J/506/1899

Level: 2

Credit value: 4

Guided Learning (GL) hours: 25

Unit aim

The aim of this unit is to provide learners with an understanding of some of the key activities within administrative services. These include the organisation and administration of meetings, travel and accommodation, how to manage and use diary systems and office equipment, understanding the use of mail services in a business context and an awareness of customer service in a business environment.

Learning outcomes

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

LO1 Understand the organisation and administration of meetings

LO2 Understand the organisation of travel and accommodation

LO3 Understand how to manage diary systems

LO4 Understand how to use office equipment

LO5 Understand the use of mail services in a business context

LO6 Understand customer service in a business environment

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Different types of meetings may include descriptions of;

- Formal or informal
- Internal
- External
- Video conference

Mail services may include, but are not exclusive to:

- Electronic mail
- Webmail
- Postal service
- Courier services

Communication channels are the means by which messages and information flow within organisations

Simulation is not allowed.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the organisation and administration of meetings	1.1 Describe the features of different types of meetings
	1.2 Outline the different ways of providing administrative support for meetings
	1.3 Explain the steps involved in organising meetings

Learning Outcome	Assessment Criteria
LO2 Understand the organisation of travel and accommodation	2.1 Describe the features of different types of business travel and accommodation
	2.2 Explain the purpose of confirming instructions and requirements for business travel and accommodation
	2.3 Explain the purpose of keeping records of business travel and accommodation

Learning Outcome	Assessment Criteria
LO3 Understand how to manage diary systems	3.1 Describe the features of hard copy and electronic diary systems
	3.2 Explain the purpose of using diary systems to plan and co-ordinate activities and resources
	3.3 Describe the types of information needed to manage a diary system
	3.4 Explain the importance of obtaining correct information when making diary entries

Learning Outcome	Assessment Criteria
LO4 Understand how to use office equipment	4.1 Describe different types of office equipment
	4.2 Explain the uses of different types of office equipment
	4.3 Describe factors to be considered when selecting office equipment to complete tasks
	4.4 Describe how to keep waste to a minimum when using office equipment

Learning Outcome	Assessment Criteria
LO5 Understand the use of mail services in a business context	5.1 Describe the types of mail services used in business organisations
	5.2 Explain the need for different types of mail services
	5.3 Explain the factors to be considered when selecting mail services
	5.4 Explain the factors to be taken into account when choosing postage methods

Learning Outcome	Assessment Criteria
LO6 Understand customer service in a business environment	6.1 Describe different types of customers
	6.2 Describe the impact of their own behaviour on a customer
	6.3 Explain the impact of poor customer service

BUS36 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

BUS37 – Principles of business document production and information management

Unit reference number: T/506/1901

Level: 2

Credit value: 3

Guided Learning (GL) hours: 21

Unit aim

The aim of this unit is to provide learners with an understanding of how to prepare business documents and their distribution, as well as an understanding of how information is managed in business organisations.

Learning outcomes

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

LO1 Understand how to prepare business documents

LO2 Understand the distribution of business documents

LO3 Understand how information is managed in business organisations

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Different types of business documents may include:

- Minutes
- Agenda
- Memos
- Letters
- Presentations

Different types of information communication technology should cover ICT packages used in development

Accuracy should include information as well as spelling, grammar, etc.

Simulation is not allowed.

Evidence requirements

This unit is endorsed by SkillsCfA who are the SSC for business administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to prepare business documents	1.1 Describe different types of business documents that may be produced and the format to be followed for each
	1.2 Explain the use of different types of information communication technology (ICT) for document production
	1.3 Explain the reasons for agreeing the use, content, layout, quality standards and deadlines for document production
	1.4 Explain the importance of document version control and authorisation
	1.5 Explain how the requirements of security, data protection, copyright and intellectual property legislation may affect the production of business documents
	1.6 Explain how to check the accuracy of business documents

Learning Outcome	Assessment Criteria
LO2 Understand the distribution of business documents	2.1 Explain how the requirements of security, data protection, copyright and intellectual property legislation may affect the distribution and storage of business documents
	2.2 Describe different types of distribution channels

Learning Outcome	Assessment Criteria
LO3 Understand how information is managed in business organisations	3.1 Describe the types of information found in business organisations
	3.2 Explain the need for safe storage and efficient retrieval of information
	3.3 Describe the features of different types of systems used for storage and retrieval of information
	3.4 Describe the legal requirements for storing business information

BUS37 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

BUS38 – Understand employer organisations

Unit reference number: A/506/1964

Level: 2

Credit value: 4

Guided Learning (GL) hours: 40

Unit aim

The aim of this unit is to provide learners with an understanding of organisational structures and the organisational environment in which they operate.

Learning outcomes

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

LO1 Understand organisational structures

LO2 Understand the organisational environment

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Different models of analysis include SWOT (strengths, weaknesses, opportunities and threats) and PESTLE (political, economic, social, technological, legal and environment).

Simulation is not allowed.

Unit endorsement

This unit is endorsed by Instructus Skills who are the SSC for business administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand organisational structures	1.1 Explain the differences between the private sector, public sector and voluntary sector
	1.2 Explain the functions of different organisational structures
	1.3 Describe the features of different types of legal structures for organisations

Learning Outcome	Assessment Criteria
LO2 Understand the organisational environment	2.1 Describe the internal and external influences on organisations
	2.2 Explain the use of different models of analysis in understanding the organisational environment
	2.3 Explain why change in the business environment is important

BUS38 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

ML1 – Manage personal performance and development

Unit reference number: L/506/1788

Level: 2

Credit value: 4

Guided Learning (GL) hours: 18

Unit aim

The aim of this unit is to provide learners with the ability to manage their personal performance, as well as their own time and workload. It also provides learners with the ability to identify their own development needs and fulfil a personal development plan.

Learning outcomes

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

LO1 Be able to manage personal performance

LO2 Be able to manage their own time and workload

LO3 Be able to identify their own development needs

LO4 Be able to fulfil a personal development plan

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Simulation is not allowed.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to manage personal performance	1.1 Agree specific, measurable, achievable, realistic and time-bound (SMART) objectives that align with business needs with line manager
	1.2 Agree criteria for measuring progress and achievement with line manager
	1.3 Complete tasks to agreed timescales and quality standards
	1.4 Report problems beyond their own level of competence and authority to the appropriate person
	1.5 Take action needed to resolve any problems with personal performance

Learning Outcome	Assessment Criteria
LO2 Be able to manage their own time and workload	2.1 Plan and manage workloads and priorities using time management tools and techniques
	2.2 Take action to minimise distractions that are likely to limit the effective management of time and the achievement of objectives
	2.3 Explain the benefits of achieving an acceptable “work-life balance”

Learning Outcome	Assessment Criteria
LO3 Be able to identify their own development needs	3.1 Identify organisational policies relating to personal development
	3.2 Explain the need to maintain a positive attitude to feedback on performance
	3.3 Explain the potential business benefits of personal development
	3.4 Identify their own preferred learning style(s)
	3.5 Identify their own development needs from analyses of the role, personal and team objectives
	3.6 Use feedback from others to identify their own development needs
	3.7 Agree specific, measurable, achievable, realistic and time-bound (SMART) development objectives that align with organisational and personal needs

Learning Outcome	Assessment Criteria
LO4 Be able to fulfil a personal development plan	4.1 Agree a personal development plan that specifies actions, methods, resources, timescales and review mechanisms
	4.2 Make use of formal development opportunities that are consistent with business needs
	4.3 Use informal learning opportunities that contribute to the achievement of personal development objectives
	4.4 Review progress against agreed objectives and amend plans accordingly
	4.5 Share lessons learned with others using agreed communication methods

ML1 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

ML2 – Develop working relationships with colleagues

Unit reference number: R/506/1789

Level: 2

Credit value: 3

Guided Learning (GL) hours: 19

Unit aim

The aim of this unit is to provide learners with an understanding of the principles of effective team working and the ability to maintain effective working relationships with colleagues and to collaborate with colleagues to resolve problems

Learning outcomes

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

LO1 Understand the principles of effective team working

LO2 Be able to maintain effective working relationships with colleagues

LO3 Be able to collaborate with colleagues to resolve problems

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Feedback should not be restricted just to that normally given by a team leader or supervisor – it should focus on the interaction between team members – supporting each other.

Conflict management techniques might include, but is not limited to:

- Forcing
- Win-win – collaborating
- Compromising
- Withdrawing
- Smoothing
- Include the use of real life examples.

Simulation is not allowed.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles of effective team working	1.1 Outline the benefits of effective team working
	1.2 Describe how to give feedback constructively
	1.3 Explain conflict management techniques that may be used to resolve team conflicts
	1.4 Explain the importance of giving team members the opportunity to discuss work progress and any issues arising
	1.5 Explain the importance of warning colleagues of problems and changes that may affect them

Learning Outcome	Assessment Criteria
LO2 Be able to maintain effective working relationships with colleagues	2.1 Recognise the contribution of colleagues to the achievement of team objectives
	2.2 Treat colleagues with respect, fairness and courtesy
	2.3 Fulfil agreements made with colleagues
	2.4 Provide support and constructive feedback to colleagues

Learning Outcome	Assessment Criteria
LO3 Be able to collaborate with colleagues to resolve problems	3.1 Take others' viewpoints into account when making decisions
	3.2 Take ownership of problems within own level of authority
	3.3 Take action to minimise disruption to business activities within their own level of authority
	3.4 Resolve problems within their own level of authority and agreed contribution

ML2 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

7 Units – Group A

Unit Handbook

BUS4 – Health and safety in a business environment

Unit reference number: D/506/1794

Level: 1

Credit value: 2

Guided Learning (GL) hours: 10

Unit aim

The aim of this unit is to provide learners with an understanding of their own and their employers health and safety responsibilities in a business environment and to know how to work in a safe way in a business environment. It also provides them with the ability to comply with health and safety requirements in a business environment.

Learning outcomes

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

LO1 Understand health and safety responsibilities in a business environment

LO2 Know how to work in a safe way in a business environment

LO3 Be able to comply with health and safety requirements in a business environment

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Occupational health is an area concerned with protecting the health and welfare of people engaged in work or employment

Hazards should include, physical, chemical, biological and psychological, with reference to the Health and Safety at Work Act

Approved techniques may include, but are not limited to:

- Manual handling
- Safe working practices

Manufacturers' instructions may include, but are not limited to:

- Instruction leaflets
- Safe usage guidelines

Organisational instructions may include, but are not limited to:

- Occupational health assessments and guidelines
- Training sessions
- Manager's instructions
- Memoranda

Organisational procedures may include, but are not limited to:

- Processes
- Systems
- Directives

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

BUS4 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

BUS6 – Use a telephone and voicemail system

Unit reference number: K/506/1796

Level: 1

Credit value: 2

Guided Learning (GL) hours: 20

Unit aim

The aim of this unit is to provide learners with an understanding of how to use a telephone and voicemail system and the ability to make and receive telephone calls and use voicemail systems.

Learning outcomes

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

LO1 Know how to use a telephone and voicemail system

LO2 Be able to make telephone calls

LO3 Be able to receive telephone calls

LO4 Be able to use voicemail systems

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Simulation is not allowed.

Assessment guidance

Manufacturers' instructions may include, but are not exclusive to:

- Instruction leaflets
- Safe and best practice usage guidelines

Simulation is allowed

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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 Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 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

BUS6 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

BUS8 – Meet and welcome visitors in a business environment

Unit reference number: A/506/1799

Level: 1

Credit value: 2

Guided Learning (GL) hours: 20

Unit aim

The aim of this unit is to provide learners with an understanding of how to meet visitors in a business environment and the ability to carry out this activity.

Learning outcomes

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

LO1 Know how to meet visitors in a business environment

LO2 Be able to meet visitors in a business environment

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Visitors should cover both planned and unexpected

Health, safety and security requirements may include: signing in and out procedures, toilets location, making visitors aware of evacuation procedures or planned alarms and signage where appropriate

Simulation is allowed

Evidence requirements

This unit is endorsed by SkillsCfA who are the SSC for business administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

BUS8 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

BUS13 – Manage diary systems

Unit reference number: L/506/1807

Level: 2

Credit value: 2

Guided Learning (GL) hours: 12

Unit aim

The aim of this unit is to provide learners with an understanding of the management of diary systems and apply this understanding to manage diary systems.

Learning outcomes

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

LO1 Understand the management of diary systems

LO2 Be able to manage diary systems

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Diary systems include:

- Paper diaries
- Electronic diary systems

Simulation is not allowed.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the management of diary systems	1.1 Explain the importance of keeping diary systems up to date
	1.2 Describe the basis on which bookings and changes are prioritised
	1.3 Explain any constraints relating to making bookings for people or facilities
	1.4 Describe the types of problems that can occur when managing diaries

Learning Outcome	Assessment Criteria
LO2 Be able to manage diary systems	2.1 Obtain the information needed to make diary entries
	2.2 Make accurate and timely diary entries
	2.3 Respond to changes in a way that balances and meets the needs of those involved
	2.4 Communicate up-to-date information to everyone involved
	2.5 Keep diaries up-to-date
	2.6 Maintain the requirements of confidentiality

BUS13 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

BUS14 – Produce business documents

Unit reference number: Y/506/1809

Level: 2

Credit value: 3

Guided Learning (GL) hours: 24

Unit aim

The aim of this unit is to provide learners with an understanding of how to prepare business documents and the ability to prepare and distribute business documents

Learning outcomes

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

LO1 Understand how to prepare business documents

LO2 Be able to prepare business documents

LO3 Be able to distribute business documents

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Requirements include those of the organisation and the task at hand

Simulation is not allowed

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

BUS14 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

BUS15 – Collate and report data

Unit reference number: L/506/1810

Level: 2

Credit value: 3

Guided Learning (GL) hours: 19

Unit aim

The aim of this unit is to provide learners with an understanding of how to collate and report data and the ability to carry out these activities.

Learning outcomes

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

LO1 Understand how to collate and report data

LO2 Be able to collate data

LO3 Be able to report data

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Data can include, but is not exclusive to:

- Numerical
- Text
- Images

House style could be defined as the layout of documents specific to the organisation

Simulation is not allowed

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to collate and report data	1.1 Describe the different ways that data can be organised
	1.2 Explain why data should be presented and reported in different ways
	1.3 Explain the use of text and diagrams in helping readers to understand the presented data
	1.4 Explain the requirements relating to confidentiality, data protection, intellectual property and copyright legislations

Learning Outcome	Assessment Criteria
LO2 Be able to collate data	2.1 Ensure that data collected is complete, accurate and up-to-date
	2.2 Check the data against agreed criteria
	2.3 Organise data in a way that will enable meaningful analysis
	2.4 Meet agreed timescales in the collation of data

Learning Outcome	Assessment Criteria
LO3 Be able to report data	3.1 Present data in the agreed reporting format and house style
	3.2 Report data within agreed timescale
	3.3 Distribute data reports to authorised readers

BUS15 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

BUS16 – Store and retrieve information

Unit reference number: R/506/1811

Level: 2

Credit value: 4

Guided Learning (GL) hours: 19

Unit aim

The aim of this unit is to provide learners with an understanding of information storage and retrieval and the ability to gather, store and retrieve information.

Learning outcomes

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

LO1 Understand information storage and retrieval

LO2 Be able to gather and store information

LO3 Be able to retrieve information

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Systems:

- Paper
- Electronic
- Organisational systems

Simulation is not allowed

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

BUS16 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

BUS17 – Produce minutes of meetings

Unit reference number: Y/506/1812

Level: 2

Credit value: 3

Guided Learning (GL) hours: 13

Unit aim

The aim of this unit is to provide learners with an understanding of how to take minutes of meetings and the ability to take notes and produce minutes of those meetings

Learning outcomes

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

LO1 Understand how to take minutes of meetings

LO2 Be able to take notes of meetings

LO3 Be able to produce minutes of meetings

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Minutes are an instant written record of a meeting or hearing

Meeting records may include, but are not limited to:

- Minutes
- Agendas
- Audio recordings
- Video recordings
- Secretary's notes

Formal minutes are a permanent, detailed record of business transacted and resolutions adopted at official meetings that must be approved at the next meeting as a true representation of the proceedings

Organisational conventions are the way in which something is usually done within a business.

To **transcribe** is to put into a written or printed form

Appendices are supplementary material at the end of a document, usually of an explanatory, statistical, or bibliographic nature.

Simulation is not allowed

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to take minutes of meetings	1.1 Explain the purpose of different types of minutes and other meeting records
	1.2 Explain the legal requirements of formal minutes
	1.3 Describe organisational conventions for producing minutes
	1.4 Describe the responsibilities of the minute taker in a meeting
	1.5 Explain why it is important to maintain confidentiality of meetings, discussions and actions
	1.6 Explain why it is necessary to record who proposed and seconded suggestions and changes

Learning Outcome	Assessment Criteria
LO2 Be able to take notes of meetings	2.1 Take accurate notes of the attendance, proceedings, areas of discussion and agreed actions of meetings
	2.2 Record allocated responsibilities for agreed actions

Learning Outcome	Assessment Criteria
LO3 Be able to produce minutes of meetings	3.1 Transcribe notes accurately into meeting minutes using correct language, grammar, punctuation and sentence structure and in the agreed style
	3.2 Include agreed attachments or appendices
	3.3 Obtain approval for the final documents
	3.4 Distribute minutes to the agreed distribution list
	3.5 Maintain the requirements of confidentiality

BUS17 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

BUS18 – Handle mail

Unit reference number: D/506/1813

Level: 2

Credit value: 3

Guided Learning (GL) hours: 15

Unit aim

The aim of this unit is to provide learners with an understanding of how to deal with mail and the ability to deal with incoming and outgoing mail.

Learning outcomes

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

LO1 Understand how to deal with mail

LO2 Be able to deal with incoming mail

LO3 Be able to deal with outgoing mail

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

For 3.2, this decision is made within limits of the learner's authority, e.g. if the organisation has a contract with a preferred supplier.

Simulation is not allowed.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to deal with mail	1.1 Explain how to deal with “junk” mail
	1.2 Describe what to do in the event of problems arising when dealing with incoming or outgoing mail
	1.3 Describe how to operate a franking machine
	1.4 Explain how to prepare packages for distribution
	1.5 State organisational policies and procedures on mail handling, security and the use of courier services
	1.6 Explain the process for reporting suspicious or damaged items in accordance with organisational procedures

Learning Outcome	Assessment Criteria
LO2 Be able to deal with incoming mail	2.1 Sort incoming mail in line with organisational procedures
	2.2 Distribute incoming mail and packages to the right people according to the agreed schedule
	2.3 Deal with incorrectly addressed and “junk” mail in accordance with organisational procedures

Learning Outcome	Assessment Criteria
LO3 Be able to deal with outgoing mail	3.1 Organise the collection of outgoing mail and packages on time
	3.2 Identify the best option for dispatching mail according to the required degree of urgency, size and value of the item
	3.3 Dispatch outgoing mail on time

BUS18 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

BUS19 – Provide reception services

Unit reference number: H/506/1814

Level: 2

Credit value: 3

Guided Learning (GL) hours: 15

Unit aim

The aim of this unit is to provide learners with an understanding of reception services and the ability to provide a reception service.

Learning outcomes

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

LO1 Understand reception services

LO2 Be able to provide a reception service

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Simulation is not allowed.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand reception services	1.1 Explain the receptionist's role in representing an organisation
	1.2 Explain an organisation's structure and lines of communication
	1.3 Describe an organisation's standards of presentation
	1.4 Explain the health, safety and security implications of visitors to a building
	1.5 Explain how to deal with challenging people

Learning Outcome	Assessment Criteria
LO2 Be able to provide a reception service	2.1 Welcome visitors in accordance with organisational standards
	2.2 Direct visitors to the person they are visiting in accordance with organisational standards
	2.3 Record visitors' arrivals and departures in accordance with organisational procedures
	2.4 Provide advice and accurate information within organisational guidelines on confidentiality
	2.5 Keep the reception area tidy and materials up-to-date
	2.6 Answer and deal with telephone calls within organisational standards
	2.7 Adhere to organisational procedures on entry, security, health and safety

BUS19 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

BUS20 – Prepare text from notes using touch typing

Unit reference number: K/506/1815

Level: 2

Credit value: 4

Guided Learning (GL) hours: 26

Unit aim

The aim of this unit is to provide learners with an understanding of how to create text from notes and the ability to produce text using touch typing and the ability to carry out this activity

Learning outcomes

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

LO1 Understand how to create text from notes

LO2 Be able to produce text using touch typing

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Technology features may refer to a function of an IT application or system

Simulation is not allowed

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to create text from notes	1.1 Explain the importance of confirming the purpose of the text and intended audience
	1.2 Describe the problems that may occur in transcribing notes written by others
	1.3 Explain the consequences of incorrect spelling, punctuation, grammar and sentence structure, and inaccurate content
	1.4 Explain how technology features can help to create, format and check the accuracy of text
	1.5 Describe ways of checking produced texts for accuracy and correctness
	1.6 Describe organisational procedures for the storage, security and confidentiality of information

Learning Outcome	Assessment Criteria
LO2 Be able to produce text using touch typing	2.1 Agree the purpose, format and deadlines for texts
	2.2 Touch type texts at the speed and level of accuracy required by the organisation
	2.3 Check that the text is accurate and the meaning is clear and correct
	2.4 Store texts and original notes safely and securely following organisational procedures
	2.5 Present texts in the required formats and within the agreed timescales

BUS20 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

BUS21 – Prepare text from shorthand

Unit reference number: M/506/1816

Level: 2

Credit value: 6

Guided Learning (GL) hours: 46

Unit aim

The aim of this unit is to provide learners with an understanding of how to use shorthand to create text and the ability to carry out this activity

Learning outcomes

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

LO1 Understand how to use shorthand to create text

LO2 Be able to use shorthand to prepare text

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit

Assessment guidance

Simulation is not allowed

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to use shorthand to create text	1.1 Explain the importance of confirming the purpose of the text and intended audience
	1.2 Describe techniques that may be used when taking shorthand notes
	1.3 Explain the consequences of incorrect spelling, punctuation, grammar and sentence structure, and inaccurate content
	1.4 Explain how technology features can help to create, format and check the accuracy of text
	1.5 Describe ways of checking produced texts for accuracy and correctness
	1.6 Describe organisational procedures for the storage, security and confidentiality of information

Learning Outcome	Assessment Criteria
LO2 Be able to use shorthand to prepare text	2.1 Agree the purpose, format and deadlines for texts
	2.2 Take dictation using shorthand at the speed required by the organisation
	2.3 Input and format text from shorthand notes
	2.4 Check that text is accurate and the meaning is clear and correct
	2.5 Store texts and original notes safely and securely following organisational procedures
	2.6 Present texts in the required formats and within the agreed timescales

BUS21 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

BUS22 – Prepare text from recorded audio instruction

Unit reference number: T/506/1817

Level: 2

Credit value: 4

Guided Learning (GL) hours: 15

Unit aim

The aim of this unit is to provide learners with an understanding of how to and the ability to carry out this activity

Learning outcomes

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

LO1 Understand the preparation of text from recorded notes

LO2 Be able to prepare text from recorded notes

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Types of technology could include, but not be exclusive of:

- Analogue recording
- Digital recording
- Dictation software
- Tape recorders
- Disk recorders

Speaking styles could include, but not be exclusive of:

- Accents
- Slang
- Abbreviations
- Mumbling

Simulation is not allowed.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the preparation of text from recorded notes	1.1 Explain the importance of confirming the purpose of the text and intended audience
	1.2 Describe the main features of the different types of technology that can be used for playing back recordings
	1.3 Explain how different speaking styles of those giving dictation can affect outputs
	1.4 Explain the consequences of incorrect spelling, punctuation, grammar and sentence structure, and inaccurate content
	1.5 Describe ways of checking produced texts for accuracy and correctness
	1.6 Describe organisational procedures for the storage, security and confidentiality of information

Learning Outcome	Assessment Criteria
LO2 Be able to prepare text from recorded notes	2.1 Agree the purpose, format and deadlines for texts
	2.2 Input and format text from audio recording
	2.3 Check that text is accurate and the meaning is clear and correct
	2.4 Store texts and original recordings safely and securely following organisational procedures
	2.5 Present texts in the required formats and within the agreed timescales

BUS22 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

BUS24 – Archive information

Unit reference number: T/506/1865

Level: 2

Credit value: 3

Guided Learning (GL) hours: 14

Unit aim

The aim of this unit is to provide learners with an understanding archiving requirements and the ability to archive information.

Learning outcomes

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

LO1 Understand archiving requirements

LO2 Be able to archive information

Version 1

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Information could be electronic or paper based

Offsite archives may include, but not be exclusive to:

- Cloud
- Commercial storage facilities

Simulation is not allowed

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand archiving requirements	1.1 Describe different ways of archiving information
	1.2 Describe how to retrieve archived information
	1.3 Describe organisational procedures for archiving, retrieving and deleting information
	1.4 Explain the importance of document retention policies to organisations'
	1.5 Describe the security and access requirements of offsite archives

Learning Outcome	Assessment Criteria
LO2 Be able to archive information	2.1 Confirm the information to be archived
	2.2 Identify the retention period post-archiving
	2.3 Archive information within the agreed timescale
	2.4 Keep archive records up-to-date and indexed
	2.5 Report problems to the right person
	2.6 Adhere to organisational policies and procedures, legal and ethical requirements when archiving information

BUS24 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

BUS25 – Maintain and issue stationery and supplies

Unit reference number: Y/506/2295

Level: 2

Credit value: 2

Guided Learning (GL) hours: 18

Unit aim

The aim of this unit is to provide learners with an understanding of the maintenance of stationery and supplies and the ability to maintain the stocks of stationery and supplies and to issue stationery and supplies to meet organisational requirements.

Learning outcomes

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

LO1 Understand the maintenance of stationery and supplies

LO2 Be able to maintain stocks of stationery and supplies

LO3 Be able to issue stock of stationery and supplies

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Problems may include but is not limited to: late, damaged or incorrect deliveries of ordered items

Factors may include but is not limited to:

- Urgency
- Budget
- Availability of products/delivery time
- Expected usage

Required levels may include but is not limited to: Based on statistical information, supply and demand estimation, and/or consideration from others such as managers

Simulation is not allowed.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the maintenance of stationery and supplies	1.1 Describe organisational policies, procedures and levels of authority in maintaining supplies
	1.2 Explain how to carry out a stock check of stationery
	1.3 Describe the types of problems that may occur with deliveries and stock items
	1.4 Explain how to deal with problems that occur with deliveries and stock items
	1.5 Explain the factors to take into account when ordering stationery
	1.6 Explain the benefits and limitations of different potential suppliers, against organisational requirements
	1.7 Explain how to calculate quantities of stationery and supplies to be ordered
	1.8 Describe how to dispose of or recycle waste

Learning Outcome	Assessment Criteria
LO2 Be able to maintain stocks of stationery and supplies	2.1 Maintain stocks of stationery and supplies at the required levels
	2.2 Maintain the requirements of storage and security
	2.3 Carry out stock checks in accordance with organisational policies and procedures
	2.4 Chase up late or incorrect orders with suppliers

Learning Outcome	Assessment Criteria
LO3 Be able to issue stock of stationery and supplies	3.1 Issue stationery and supplies in accordance with organisational requirements
	3.2 Maintain up-to-date records of stock issued, received and in storage
	3.3 Deal with unwanted or damaged stationery and supplies safely
	3.4 Recommend ways in which the system for receiving and issuing stock could be improved

BUS25 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

BUS26 – Use and maintain office equipment

Unit reference number: J/506/1868

Level: 2

Credit value: 2

Guided Learning (GL) hours: 10

Unit aim

The aim of this unit is to provide learners with an understanding of how to use office equipment and the ability to use and maintain it.

Learning outcomes

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

LO1 Understand how to use office equipment

LO2 Be able to use and maintain office equipment

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Office equipment could include but not be exclusive to: computer, printer, photocopier, laminator, scanner and any other equipment used in the learner's work place.

Manufacturers' instructions may include, but are not exclusive to:

- Instruction leaflets
- Safe and best practice usage guidelines

Organisational instructions may include, but are not exclusive to:

- Occupational health assessments and guidelines
- Training sessions
- Manager's instructions
- Memoranda

Simulation is not allowed

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to use office equipment	1.1 Describe organisational policies, procedures and levels of authority in maintaining office equipment
	1.2 Describe how to use different types of office equipment
	1.3 Explain the reasons for following manufacturer's and organisational instructions when operating equipment
	1.4 Describe the types of equipment faults likely to be experienced and the correct way of dealing with these

Learning Outcome	Assessment Criteria
LO2 Be able to use and maintain office equipment	2.1 Use the equipment that is appropriate to the task in accordance with the manufacturer's instructions
	2.2 Follow organisational procedures to keep waste to a minimum
	2.3 Maintain the equipment to the standard specified by the organisation or the manufacturer
	2.4 Make sure that equipment conforms with health and safety requirements
	2.5 Report problems that cannot be resolved to the right person

BUS26 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

BUS27 – Contribute to the organisation of an event

Unit reference number: L/506/1869

Level: 2

Credit value: 3

Guided Learning (GL) hours: 23

Unit aim

The aim of this unit is to provide learners with an understanding of event organisation and the ability to carry out pre-event actions, set up an event and to carry out post-event actions.

Learning outcomes

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

LO1 Understand event organisation

LO2 Be able to carry out pre-event actions

LO3 Be able to set up an event

LO4 Be able to carry out post-event actions

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

The **Event** may include, but is not limited to a:

- Meeting
- Announcement
- Celebration
- Social occasion
- Product launch

Resources may include but are not limited to:

- Human resource
- Equipment
- Materials
- Public address systems
- Information technology

Pre-event documentation may include, but is not limited to:

- Invitations
- Meeting requests
- Preparatory notes
- Agenda
- Menu
- Health & safety forms

Special requirements may include, but are not limited to:

- Mobility
- Translation or interpretation services
- Special dietary requirements
- Allergies
- Travel and accommodation bookings
- Religious or cultural requirements
- Security requirements

The **layout** includes the arrangement of furniture and other environmental features

Organisational values are the general principles or standards of behaviour that are expected within an organisation

Organisational standards are defined levels of expectation for a specific behaviour set by an organisation

Simulation is not allowed.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand event organisation	1.1 Explain the roles, responsibilities and accountabilities of individuals involved in the event
	1.2 Explain the purpose and features of different types of events
	1.3 Describe the type of resources needed for different types of events
	1.4 Describe the different needs attendees may have and how to meet these
	1.5 Explain the requirements of health, safety and security when organising events
	1.6 Describe the types of problems that may occur during events and how to deal with them

Learning Outcome	Assessment Criteria
LO2 Be able to carry out pre-event actions	2.1 Explain the roles, responsibilities and accountabilities of individuals involved in the event
	2.2 Explain the purpose and features of different types of events
	2.3 Describe the type of resources needed for different types of events
	2.4 Describe the different needs attendees may have and how to meet these
	2.5 Explain the requirements of health, safety and security when organising events
	2.6 Describe the types of problems that may occur during events and how to deal with them

Learning Outcome	Assessment Criteria
LO3 Be able to set up an event	3.1 Set up layout and resources in accordance with the event plan
	3.2 Confirm that all identified resources are in place and meet requirements
	3.3 Behave in a way that maintains organisational values and standards

Learning Outcome	Assessment Criteria
LO4 Be able to carry out post-event actions	4.1 Ensure the venue is restored to the required conditions in accordance with the terms of the contract
	4.2 Carry out follow-up actions in accordance with the event plan and agreements made at the event

BUS27 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

BUS28 – Organise business travel or accommodation

Unit reference number: D/506/1875

Level: 2

Credit value: 4

Guided Learning (GL) hours: 23

Unit aim

The aim of this unit is to provide learners with an understanding of the organisation of business travel or accommodation for others. It also provides learners with the ability to research business travel or accommodation options for others and make business travel or accommodation arrangements to meet the requested requirements.

Learning outcomes

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

LO1 Understand the organisation of business travel or accommodation for others

LO2 Be able to research business travel or accommodation options for others

LO3 Be able to make business travel or accommodation arrangements for others

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Simulation is not allowed.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the organisation of business travel or accommodation for others	1.1 Explain any budgetary or policy constraints relating to business travel or accommodation
	1.2 Describe financial arrangements relating to business travel or accommodation
	1.3 Explain how to make arrangements for visas and related foreign travel documentation
	1.4 Describe the procedures for obtaining or exchanging foreign currency

Learning Outcome	Assessment Criteria
LO2 Be able to research business travel or accommodation options for others	2.1 Identify different suppliers that are capable of delivering the services required within budget
	2.2 Recommend travel or accommodation arrangements that best meet the requirements
	2.3 Recommend suppliers of travel or accommodation that best meet the requirements

Learning Outcome	Assessment Criteria
LO3 Be able to make business travel or accommodation arrangements for others	3.1 Confirm the requirements for travel or accommodation
	3.2 Agree arrangements that specify any limitations, prohibitions or responsibilities and which meet the requirements
	3.3 Prepare and issue itinerary/schedule documentation that reflect agreed arrangements accurately
	3.4 Obtain travel or accommodation documentation within the required timescale
	3.5 Confirm the acceptability of payments to be made within the limits of their own authority
	3.6 Keep up-to-date records of travel or accommodation arrangements and agreed commitments
	3.7 Adhere to organisational policies and procedures, legal and ethical requirements when making business travel or accommodation arrangements for others

BUS28 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

BUS29 – Provide administrative support for meetings

Unit reference number: H/506/1876

Level: 2

Credit value: 4

Guided Learning (GL) hours: 28

Unit aim

The aim of this unit is to provide learners with an understanding of the administration of meetings and the ability to make administrative preparations and support the administration of meetings

Learning outcomes

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

LO1 Understand the administration of meetings

LO2 Be able to make administrative preparations for meetings

LO3 Be able to support the administration of meetings

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Simulation is not allowed.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the administration of meetings	1.1 Describe the purpose of the meeting and who needs to attend
	1.2 Explain why it is important to have a minimum number of attendees for a meeting
	1.3 Explain ways to achieve maximum attendance at meetings
	1.4 Explain the access, health, safety and security requirements relating to meetings
	1.5 Describe how to set up the resources needed for a meeting
	1.6 Explain the responsibilities of the meeting chair and meeting secretary
	1.7 Explain the difference between formal and informal meetings
	1.8 Explain the legal implications of formal meetings

Learning Outcome	Assessment Criteria
LO2 Be able to make administrative preparations for meetings	2.1 Book meeting venue, resources, and facilities in accordance with the brief
	2.2 Collate documents needed for a meeting
	2.3 Distribute meeting invitations, documents and other meeting-related requirements within the timescale
	2.4 Confirm meeting attendees and any special requirements

Learning Outcome	Assessment Criteria
LO3 Be able to support the administration of meetings	3.1 Take action to ensure that the equipment allocated for use at a meeting functions correctly
	3.2 Provide support to meetings in accordance with requests
	3.3 Ensure the venue is restored to the required conditions after the meeting
	3.4 Distribute meeting records promptly to the agreed distribution list
	3.5 Carry out any follow-up actions in accordance with the brief

BUS29 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

BUS30 – Administer human resource records

Unit reference number: T/506/1879

Level: 2

Credit value: 3

Guided Learning (GL) hours: 28

Unit aim

The aim of this unit is to provide learners with an understanding of human resource (HR) records and the ability to administer HR information.

Learning outcomes

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

LO1 Understand the administration of human resource (HR) records

LO2 Be able to administer HR information

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Organisational systems may be electronic or paper based

Simulation is not allowed.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the administration of human resource (HR) records	1.1 Explain what HR-related information needs to be kept and why
	1.2 Explain the relationship of HR to other parts of an organisation
	1.3 Describe the impact of other organisations on HR activities
	1.4 Describe the features and uses of organisational systems for managing human resource information
	1.5 Explain the requirements of confidentiality, data protection and system security
	1.6 Describe the information to be provided for different management reports
	1.7 Explain the limits of their own authority in administering HR records
	1.8 Explain the implications of not keeping HR records up-to-date
	1.9 Explain the actions to be taken in the event of problems arising or incomplete or inaccurate data

Learning Outcome	Assessment Criteria
LO2 Be able to administer HR information	2.1 Keep HR records up-to-date
	2.2 Process data in accordance with organisational procedures
	2.3 Provide information within the limits of confidentiality
	2.4 Adhere to organisational policies and procedures, legal and ethical requirements

BUS30 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

BUS31 – Administer the recruitment and selection process

Unit reference number: A/506/1883

Level: 2

Credit value: 3

Guided Learning (GL) hours: 25

Unit aim

The aim of this unit is to provide learners with an understanding of the recruitment and selection process and the ability to administer the recruitment and selection process

Learning outcomes

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

LO1 Understand the recruitment and selection process

LO2 Be able to administer the recruitment process

LO3 Be able to administer the selection process

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Legal requirements may include, but are not limited to:

- Employment Law
- Employment Rights Act
- Equality Act 2010
- Data Protection Act 1998
- National Minimum Wage Act 1998
- Working Time Regulations 1998
- Pensions Act
- Trade Unions and Labour Relations (Consolidation) Act 92

Pre-employment checks should cover DRB/CRB, reference requests as required for the organisation/role before commencement of employment.

Simulation is not allowed.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the recruitment and selection process	1.1 Explain the different administrative requirements of internal and external recruitment
	1.2 Describe the uses of a job description and a person specification
	1.3 Explain the administrative requirements of different methods of selection
	1.4 Explain the requirements of different pre-employment checks to be carried out
	1.5 Explain what information needs to be communicated to successful and unsuccessful applicants at each stage of the recruitment and selection process
	1.6 Explain the requirements of confidentiality, data protection and system security

Learning Outcome	Assessment Criteria
LO2 Be able to administer the recruitment process	2.1 Check that the job or role details are correct and are in accordance with the brief
	2.2 Place job advertisements in the agreed media in accordance with the timescales
	2.3 Record applicant responses within the timescale
	2.4 Provide requested information to applicants in accordance with organisational policies and procedures
	2.5 Adhere to organisational policies and procedures, legal and ethical requirements

Learning Outcome	Assessment Criteria
LO3 Be able to administer the selection process	3.1 Invite shortlisted applicants to participate in the selection process in accordance with organisational procedures
	3.2 Co-ordinate selection arrangements in accordance with the brief
	3.3 Carry out agreed pre-employment checks within the agreed timescale
	3.4 Inform applicants of the outcome of their application in accordance with organisational policies and procedures
	3.5 Keep selection records up-to-date

BUS31 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

BUS32 – Administer parking dispensations

Unit reference number: R/506/1887

Level: 2

Credit value: 3

Guided Learning (GL) hours: 25

Unit aim

The aim of this unit is to provide learners with an understanding of the administration of parking dispensations and the ability to process applications and to issue parking dispensations

Learning outcomes

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

LO1 Understand the administration of parking dispensations

LO2 Be able to process applications for parking dispensations

LO3 Be able to issue parking dispensations

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Legal and regulatory requirements will be specific to the relevant authority and could include:

- Timescales for processing applications
- Circumstances in which a dispensation can be issued
- Costs associated and charged for the dispensation

Eligibility criteria could include but not be exclusive to:

- Carrying out works
- Unloading goods/materials
- Funerals
- Blood transfusion services
- Health screening
- Domestic removal
- Disabled

Requirements of confidentiality and data will be specific to the authority but must include The Data Protection Act

Simulation is not allowed.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the administration of parking dispensations	1.1 Explain the scope and limits of their own responsibilities and authority in issuing parking dispensations
	1.2 Describe the legal and regulatory requirements relating to parking dispensations
	1.3 Describe the parking dispensation eligibility criteria and checks
	1.4 Describe organisational security and anti-fraud policies, procedures and processes
	1.5 Describe the features of software to manage the issues of permits, season tickets, suspensions, dispensations or waivers and blue badges
	1.6 Explain where to go for help when dealing with parking dispensations

Learning Outcome	Assessment Criteria
LO2 Be able to process applications for parking dispensations	2.1 Advise customers of the eligibility criteria for parking dispensations
	2.2 Determine whether customers are eligible by matching the case to the criteria
	2.3 Clarify any areas of doubt or confusion with customers
	2.4 Carry out relevant checks in accordance with organisational procedures and legislative procedures
	2.5 Record the reasons for the decision as to whether or not to grant parking dispensations
	2.6 Maintain the requirements of confidentiality and data protection

Learning Outcome	Assessment Criteria
LO3 Be able to issue parking dispensations	3.1 Communicate the decision and return related paperwork on parking dispensations to customers in accordance with organisational procedures
	3.2 Process payments and refunds in accordance with organisational procedures
	3.3 Keep records up-to-date
	3.4 Adhere to organisational policies and procedures, legal and ethical requirements

BUS32 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

BUS33 – Administer finance

Unit reference number: R/506/1890

Level: 2

Credit value: 4

Guided Learning (GL) hours: 21

Unit aim

The aim of this unit is to provide learners with an understanding of finance for administrators and the ability to administer finance.

Learning outcomes

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

LO1 Understand finance for administrators

LO2 Be able to administer finance

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Simulation is not allowed.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand finance for administrators	1.1 Describe organisational hierarchy and levels of authority for financial transactions
	1.2 Explain organisational systems for sales invoicing, purchasing, payments and receipts
	1.3 Describe the use of a purchase order, invoice, receipts and expenses

Learning Outcome	Assessment Criteria
LO2 Be able to administer finance	2.1 Record income and expenditure in accordance with organisational policies and procedures
	2.2 Process purchase orders, invoices or expenses in accordance with organisational policies and procedures
	2.3 Process outgoing payments to the correct recipient
	2.4 Accept or allocate incoming payments in accordance with organisational policies

BUS33 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

BUS35 – Buddy a colleague to develop their skills

Unit reference number: M/506/1895

Level: 2

Credit value: 3

Guided Learning (GL) hours: 19

Unit aim

The aim of this unit is to provide learners with an understanding of how to buddy a colleague and the ability to plan the buddying of a colleague and to support a buddy colleague carrying out their work activities.

Learning outcomes

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

LO1 Understand how to buddy a colleague

LO2 Be able to plan to buddy a colleague

LO3 Be able to support a buddy colleague carrying out work activities

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Techniques to give positive feedback may include:

- Giving praise
- Timing
- Location and approach

Techniques to establish rapport may include:

- Body language
- Listening actively
- Speech tone
- Understand strengths and weaknesses of each other
- Collaboration and partnership working
- Build objectives and aims

Simulation is not allowed.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to buddy a colleague	1.1 Describe what is expected of a buddy
	1.2 Explain techniques to give positive feedback and constructive criticism
	1.3 Explain techniques to establish rapport with a buddy

Learning Outcome	Assessment Criteria
LO2 Be able to plan to buddy a colleague	2.1 Agree which aspects of a colleague's work may benefit from buddying
	2.2 Confirm organisational requirements for standards of behaviour, presentation, communication and performance of a buddy colleague
	2.3 Agree a schedule of meetings that minimise disruption to business
	2.4 Agree specific, measurable, achievable, realistic and time-bound (SMART) buddying objectives

Learning Outcome	Assessment Criteria
LO3 Be able to support a buddy colleague carrying out work activities	3.1 Remain unobtrusive while a buddy colleague carries out their work activities
	3.2 Provide examples of how to carry out tasks correctly
	3.3 Identify instances of good practice and areas for improvement through observation
	3.4 Praise a buddy colleague on well completed tasks
	3.5 Give constructive feedback on ways in which a buddy could improve performance
	3.6 Offer a buddy hints and tips based on personal experience

BUS35 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

BUS39 – Employee rights and responsibilities

Unit reference number: L/506/1905

Level: 2

Credit value: 2

Guided Learning (GL) hours: 16

Unit aim

The aim of this unit is to provide learners with an understanding of the role of organisations and industries, employers' expectations and employees' rights and obligations.

Learning outcomes

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

LO1 Understand the role of organisations and industries

LO2 Understand employers' expectations and employees' rights and obligations

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Simulation is not allowed.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

BUS39 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

BUS43 – Develop a presentation

Unit reference number: K/506/1913

Level: 3

Credit value: 3

Guided Learning (GL) hours: 11

Unit aim

The aim of this unit is to provide learners with an understanding of how to develop a presentation and the ability to develop one.

Learning outcomes

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

LO1 Understand how to develop a presentation

LO2 Be able to develop a presentation

Unit content

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Presentations can be electronic, paper based or verbal

Communication media refers to the manner in which the information is to be presented:

- Visually – on screen, flip chart, white board, paper
- Verbally – face to face, teleconference

Audiences could include, but not be exclusive to:

- Internal – colleagues, managers, other departments
- External – individuals, companies

Materials can include, but not be exclusive to:

- Handouts
- Models

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to develop a presentation	1.1 Explain best practice in developing presentations
	1.2 Explain who needs to be consulted on the development of a presentation
	1.3 Explain the factors to be taken into account in developing a presentation
	1.4 Analyse the advantages and limitations of different communication media

Learning Outcome	Assessment Criteria
LO2 Be able to develop a presentation	2.1 Identify the purpose, content, style, timing and audience for a presentation
	2.2 Select a communication media that is appropriate to the nature of a presentation, message and audience
	2.3 Tailor a presentation to fit the timescale and audience's needs
	2.4 Prepare a presentation that is logically structured, summarises the content and addresses the brief
	2.5 Take action to ensure that a presentation adheres to organisational guidelines and policies
	2.6 Develop materials that support the content of a presentation

BUS43 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebrand from skillsfirst handbooks	Qualifications administrator

Unit Handbook

BUS44 – Deliver a presentation

Unit reference number: M/506/1914

Level: 3

Credit value: 3

Guided Learning (GL) hours: 17

Unit aim

The aim of this unit is to provide learners with an understanding of the principles underpinning the delivery of presentations. It also provides learners with the ability to prepare and to deliver a presentation

Learning outcomes

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

LO1 Understand the principles underpinning the delivery of presentations

LO2 Be able to prepare to deliver a presentation

LO3 Be able to deliver a presentation

Unit content

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration

Evidence requirements

Learners must provide a portfolio of evidence for this unit

Assessment guidance

Methods/media may include:

- Chalk and talk
- OHP (Overhead projection)
- Powerpoint
- Video clips
- Interactive white board
- Handouts

Contingencies may cover:

- Equipment faults
- Venue or room layout
- Insufficient resources

Factors may include:

- Timing
- Listening
- Understanding
- Considering
- Responding
- Referring

Contingency plans may include;

- Agreement for post event hand outs
- Use of USB sticks
- Secondary emergency equipment
- Pre event testing of equipment

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles underpinning the delivery of presentations	1.1 Analyse the advantages and limitations of different methods of, and media for, making presentations
	1.2 Explain how the type and size of the audience affects the delivery of a presentation
	1.3 Explain the factors to be taken into account in developing contingency plans when delivering presentations
	1.4 Explain voice projection and timing techniques when delivering presentations
	1.5 Explain the factors to be taken into account in responding to questions from an audience
	1.6 Explain different methods for evaluating the effectiveness of a presentation

Learning Outcome	Assessment Criteria
LO2 Be able to prepare to deliver a presentation	2.1 Confirm the layout of the venue and correct functioning of equipment and resources prior to making a presentation
	2.2 Develop contingency plans for potential equipment and resource failure
	2.3 Take action to ensure that the presentation fits the time slot available

Learning Outcome	Assessment Criteria
LO3 Be able to deliver a presentation	3.1 Speak clearly and confidently, using language that is appropriate for the topic and the audience
	3.2 Vary their voice tone, pace and volume appropriately when delivering a presentation
	3.3 Use body language in a way that reinforces messages
	3.4 Use equipment and resources effectively when delivering a presentation
	3.5 Deliver a presentation within the agreed time frame
	3.6 Respond to questions in a way that meets the audience's needs
	3.7 Evaluate the effectiveness of a presentation

BUS44 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

BUS46 – Contribute to the development and implementation of an information system

Unit reference number: A/506/1916

Level: 3

Credit value: 6

Guided Learning (GL) hours: 21

Unit aim

The aim of this unit is to provide learners with an understanding of the design and implementation of an information system and the ability to contribute to the development and implementation of an information system.

Learning outcomes

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

LO1 Understand the design and implementation of an information system

LO2 Be able to contribute to the development of an information system

LO3 Be able to contribute to the implementation of an information system

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Simulation is not allowed.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the design and implementation of an information system	1.1 Explain the types of information to be managed by a system
	1.2 Explain how information will be used and by whom
	1.3 Explain who needs to be consulted in the design and implementation of an information system and why
	1.4 Explain the impact of legal and organisational security and confidentiality requirements for the design and implementation of an information system

Learning Outcome	Assessment Criteria
LO2 Be able to contribute to the development of an information system	2.1 Confirm the purpose, use and features of an information system
	2.2 Identify the information that will be managed by the system
	2.3 Confirm requirements for reporting information
	2.4 Recommend the functions that will be used to manipulate and report information
	2.5 Develop guidance for the use of an information system that is accurate and easy to understand
	2.6 Recommend user access and security levels for the information system
	2.7 Make contributions to the development of an information system that are consistent with business objectives and values and within budgetary constraints
	2.8 Participate in system tests in accordance with the specification

Learning Outcome	Assessment Criteria
LO3 Be able to contribute to the implementation of an information system	3.1 Implement the information system in accordance with the plan, minimising disruption to business
	3.2 Confirm that staff are trained to use the system prior to its launch
	3.3 Resolve or report problems or faults with the information system within the limits of their own authority
	3.4 Adhere to organisational policies and procedures, and legal and ethical requirements in the implementation of an information system

BUS46 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

BUS47 – Monitor information systems

Unit reference number: F/506/1917

Level: 3

Credit value: 8

Guided Learning (GL) hours: 43

Unit aim

The aim of this unit is to provide learners with an understanding of how information systems are used and the ability to monitor information systems

Learning outcomes

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

LO1 Understand how information systems are used

LO2 Be able to monitor information systems

Unit content

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration

Evidence requirements

Learners must provide a portfolio of evidence for this unit

Assessment guidance

Information systems may include:

- Hardware
- Software
- Infrastructure

Consequences cover the effects on,

- The individual
- The organisation
- The stakeholders

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how information systems are used	1.1 Explain how the intended use of reports affects the choice of format and language
	1.2 Explain how the audience of reports affects the choice of format and language
	1.3 Explain the features of different problem-solving techniques related to information systems
	1.4 Evaluate the suitability of possible problem-solving actions related to information systems
	1.5 Explain techniques to validate the reliability of information
	1.6 Analyse the suitability of different evaluation techniques related to information systems
	1.7 Assess the potential consequences of breaches of confidentiality
	1.8 Evaluate the potential consequences of publishing reports containing inaccurate or unsubstantiated information

Learning Outcome	Assessment Criteria
LO2 Be able to monitor information systems	2.1 Develop a plan to monitor information systems that specifies objectives, scope, timescale, resource implications, the techniques to be used and reporting requirements
	2.2 Carry out monitoring activities in accordance with the plan
	2.3 Provide training and support to system users that is appropriate to their needs
	2.4 Identify the cause of problems with an information system
	2.5 Suggest solutions to problems with an information system
	2.6 Recommend adaptations to the system in response to identified problems or developments
	2.7 Adhere to organisational policies and procedures, and legal and ethical requirements when monitoring information systems

BUS47 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

BUS61 – Analyse and present business data

Unit reference number: M/506/1945

Level: 3

Credit value: 6

Guided Learning (GL) hours: 24

Unit aim

The aim of this unit is to provide learners with an understanding of the analysis and presentation of business data and the ability to analyse quantitative and qualitative business data and to present the analysis of that business data in the agreed reporting format and house style.

Learning outcomes

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

LO1 Understand the analysis and presentation of business data

LO2 Be able to analyse quantitative and qualitative business data

LO3 Be able to present the analysis of business data

Unit content

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Techniques may include,

- Comparing
- Contrasting
- Measuring
- Monitoring

Conclusions:

- Within limits of own responsibility
- Linked to original brief
- In agreed format

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the analysis and presentation of business data	1.1 Explain the uses and limitations of primary and secondary data
	1.2 Explain the uses and limitations of quantitative and qualitative data
	1.3 Evaluate the issues relating to the validity and reliability of data and its analysis
	1.4 Explain the use of IT tools to carry out research
	1.5 Assess the risks attached to making judgments based on limited or unrepresentative samples
	1.6 Assess the risks attached to generalising research findings
	1.7 Explain different formats and techniques for the presentation of the analysis

Learning Outcome	Assessment Criteria
LO2 Be able to analyse quantitative and qualitative business data	2.1 Agree the parameters of the analysis
	2.2 Clarify any ethical requirements of the analysis
	2.3 Organise the data in a way that will facilitate its analysis
	2.4 Select valid and reliable data analysis methods and techniques that are appropriate to the data and analysis objectives
	2.5 Apply analytical techniques that are appropriate to the purpose of the research and the nature of the data
	2.6 Confirm the accuracy of data analysis and make necessary adjustments
	2.7 Draw conclusions that are valid and supported by evidence

Learning Outcome	Assessment Criteria
LO3 Be able to present the analysis of business data	3.1 Present data in the agreed reporting format and house style
	3.2 Acknowledge the limitations of the analysis
	3.3 Reference data sources

BUS61 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

8 Units – Group B

Unit Handbook

B1 – Processing customers' financial transactions

Unit reference number: F/601/8320

Level: 2

Credit value: 4

Guided Learning (GL) hours: 8

Unit aim

This unit may be suitable for learners whose work involves receiving from and/or making payments to customers and monitoring customers' payments. The learner will make sure that the amount and documentation are accurate, that all procedures are carried out in line with the organisation's requirements and that customer payments are made on time.

Learning outcomes

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

LO1 Be able to deal with customer transactions and documentation

LO2 Be able to comply with all codes, laws and regulatory requirements

Unit content

Assessment requirements

Simulation is not permitted for this unit.

Details of the relationship to NOS, other qualifications and frameworks

This unit relates to National Occupational Standards for the Financial Services Sector Bank and Building Society Accounts CP01: Process customers' financial transactions

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Financial Skills Partnership, the sector skills council for financial services

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to deal with customer transactions and documentation	1.1 Receive payments from and/or make payments to customers
	1.2 Confirm that amounts and balances are accurate
	1.3 Process payments accurately in accordance with the organisation's procedures
	1.4 Recognise discrepancies in documentation and take appropriate action
	1.5 Make sure that all documentation, entries and records are accurate and legible

Learning Outcome	Assessment Criteria
LO2 Be able to comply with all codes, laws and regulatory requirements	2.1 Follow the organisation's systems, procedures and organisational timescales
	2.2 Explain the organisation's customer service and complaints procedure
	2.3 Act within personal authority limits and recognising when to refer to others
	2.4 Explain the sources of information and advice within the organisation
	2.5 Identify the different methods of receiving financial information
	2.6 Comply with legal requirements, industry regulations, organisational policies and professional codes
	2.7 Explain the organisation's requirements relating to the application of codes, laws and regulatory requirements and their impact on the job role

B1 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

CUS7 – Deliver customer service

Unit reference number: A/506/2130

Level: 2

Credit value: 5

Guided Learning (GL) hours: 27

Unit aim

The aim of this unit is to provide learners with an understanding of customer service delivery and the relationship between customer service and a brand. It will also provide learners with an ability to prepare to deal with customers, to provide customer service and to support improvements to customer service delivery.

Learning outcomes

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

LO1 Understand customer service delivery

LO2 Understand the relationship between customer service and a brand

LO3 Be able to prepare to deal with customers

LO4 Be able to provide customer service

LO5 Be able to support improvements to customer service delivery

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Features - Characteristics, attributes and qualities of a product or service

Benefits - Advantages, uses, plusses and pros of a service or product

Methods of measuring their own effectiveness may include, but are not limited to:

- Customer feedback
- Peer feedback
- Reviewing performance against targets

Brand is a type of product /service provided by a particular company under a specific name

Customer service language could include phrases such as:

- “My pleasure”
- “No problem”
- “Have a good day”
- “Thank you for your custom”

Simulation is not allowed.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for customer service.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand customer service delivery	1.1 Explain the relationship between customers' needs and expectations and customer satisfaction
	1.2 Describe the features and benefits of an organisation's products and/or services
	1.3 Explain the importance of treating customers as individuals
	1.4 Explain the importance of balancing promises made to customers with the needs of an organisation
	1.5 Explain when and to whom to escalate problems
	1.6 Describe methods of measuring their own effectiveness in the delivery of customer service

Learning Outcome	Assessment Criteria
LO2 Understand the relationship between customer service and a brand	2.1 Explain the importance of a brand to an organisation
	2.2 Explain how a brand affects an organisation's customer service offer
	2.3 Explain the importance of using customer service language that supports a brand promise
	2.4 Identify their own role in ensuring that a brand promise is delivered

Learning Outcome	Assessment Criteria
LO3 Be able to prepare to deal with customers	3.1 Keep up to date with an organisation's products and/or services
	3.2 Prepare resources that are necessary to deal with customers before starting work

Learning Outcome	Assessment Criteria
LO4 Be able to provide customer service	4.1 Maintain organisational standards of presentation and behaviour when providing customer service
	4.2 Adapt their own behaviour to meet customers' needs or expectations
	4.3 Respond to customers' requests in line with organisational guidelines
	4.4 Inform customers of the progress of their requests
	4.5 Confirm that customers' expectations have been met in line with the service offer
	4.6 Adhere to organisational policies and procedures, legal and ethical requirements when providing customer service

Learning Outcome	Assessment Criteria
LO5 Be able to support improvements to customer service delivery	5.1 Identify ways that customer service could be improved for an organisation and individuals
	5.2 Share information and ideas with colleagues and/or service partners to support the improvement of service delivery

CUS7 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

CUS13 – Process information about customers

Unit reference number: R/506/2134

Level: 2

Credit value: 3

Guided Learning (GL) hours: 14

Unit aim

The aim of this unit is to provide learners with an understanding of how to process customer information and then apply this understanding to process customer information.

Learning outcomes

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

LO1 Understand how to process customer information

LO2 Be able to process customer information

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

The description should be in relation to the **customer information systems** in use at the learner's place of employment.

The explanation should specifically identify appropriate **legislation and regulatory requirements**.

The learner should be able to explain their own **responsibilities and level of authority** and have an understanding of when and what to refer to others.

It is expected that the learner will be able to give examples of **sources of information** and make comparisons about their respective **reliability**.

Where possible, adherence to **organisational standards, policies and procedures** should be confirmed by a line manager or experienced colleague.

The learner should be able to differentiate between **authorised** and unauthorised **people**.
Timely manner, in line with organisational procedures

Where an organisation adopts a standardised **format**, over which the learner has no control, this AC can be met by 'what if' scenarios.

Learners should also have an understanding of *which* **legal requirements** affect their activities.

Simulation is not allowed.

Unit endorsement

This unit is endorsed by Instructus Skills who are the SSC for customer service.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to process customer information	1.1 Describe the functions of customer information systems
	1.2 Explain the way in which legislation and regulatory requirements affect the processing of customer information
	1.3 Explain different responsibilities and levels of authority for processing customer service information
	1.4 Explain the reliability of sources of customer information
	1.5 Explain the validity of customer information

Learning Outcome	Assessment Criteria
LO2 Be able to process customer information	2.1 Record information about customers in line with organisational standards and procedures
	2.2 Keep customer information up to date
	2.3 Respond to requests for customer information from authorised people in a timely manner
	2.4 Retrieve customer information that meets the requirements of the request
	2.5 Supply customer information in a format appropriate for the recipient
	2.6 Adhere to organisational policies and procedures, legal and ethical requirements when processing customer information

CUS13 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

CUS19 – Develop customer relationships

Unit reference number: Y/506/2149

Level: 2

Credit value: 3

Guided Learning (GL) hours: 18

Unit aim

The aim of this unit is to provide learners with an understanding of how to develop customer relationships and then apply this understanding to develop relationships with customers.

Learning outcomes

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

LO1 Understand how to develop customer relationships

LO2 Be able to develop relationships with customers

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Customer expectations are what customers think should happen; and how they think they should be treated when asking for, or receiving customer service.

Alternative service offers may include, but not be limited to:

- Product replacement or upgrade
- Refund
- Compensation
- Additional support
- Extended warranties

Customer Relationship Management systems may be software applications or paper-based systems to manage customer data

Customer expectations are what people think should happen and how they think they should be treated when asking for or receiving customer service

Others may include colleagues, supervisors and managers

Simulation is not allowed.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for customer service.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to develop customer relationships	1.1 Describe the importance of developing relationships with customers
	1.2 Explain the value of customer loyalty and retention
	1.3 Explain how customers' expectations may change over time
	1.4 Explain the use of customer feedback as a means of developing customer relationships
	1.5 Explain the limits of their own authority to make alternative service offers to customers
	1.6 Describe the use of Customer Relationship Management systems and processes to meet customers' expectations
	1.7 Explain the importance of regular communication in the development of both internal and external customer relationships

Learning Outcome	Assessment Criteria
LO2 Be able to develop relationships with customers	2.1 Give help and information that meets or exceeds customers' expectations
	2.2 Identify new ways of helping customers based on their feedback
	2.3 Share feedback from customers with others
	2.4 Identify added value that the organisation could offer customers
	2.5 Bring to customers' attention products or services that may interest them

CUS19 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

EML2 – Using email 2

Unit reference number: M/502/4300

Level: 2

Credit value: 3

Guided Learning (GL) hours: 20

Unit aim

This unit is about the skills and knowledge to 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. This is the ability to make the best use of e-mail software to safely and securely send, receive and store messages.

Learning outcomes

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

LO1 Use e-mail software tools and techniques to compose and send messages

LO2 Manage incoming email effectively

Version 1

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)

Endorsement of the unit by a sector or other appropriate body

Unit developed by e-skills UK SSC Ltd and endorsed by CfA.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Use e-mail software tools and techniques to compose and send message	1.1 Select and use software tools to compose and format e-mail messages, including attachments
	1.2 Determine the message size and how it can be reduced
	1.3 Send e-mail messages to individuals and groups
	1.4 Describe how to stay safe and respect others when using e-mail
	1.5 Use an address book to organise contact information

Learning Outcome	Assessment Criteria
LO2 Manage incoming email effectively	2.1 Follow guidelines and procedures for using e-mail
	2.2 Read and respond to e-mail messages appropriately
	2.3 Use email software tools and techniques to automate responses
	2.4 Describe how to archive e-mail messages, including attachments
	2.5 Organise, store and archive e-mail messages effectively
	2.6 Respond appropriately to e-mail problems

EML2 Document History

Version	Issue Date	Changes	Role
V1.0	10/02/2023	Rebranded	Qualifications Administrator

Unit Handbook

IT201 – Bespoke software 2

Unit reference number: F/502/4396

Level: 2

Credit value: 3

Guided Learning (GL) hours: 20

Unit aim

This unit is about the skills and knowledge needed by an IT User to select and use a wide range of intermediate bespoke software tools and techniques for information that is at times non-routine or unfamiliar. Any aspect that is unfamiliar may require support and advice from others.

This is the ability to select and use a suitable bespoke software application to carry out an appropriate data processing task. It includes understanding the capabilities of the software and the types of tasks for which it is suitable, as well as the skills and techniques needed to use the software application appropriately and effectively.

Learning outcomes

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

LO1 Input and combine information using bespoke applications

LO2 Use appropriate structures to organise and retrieve information efficiently

LO3 Use the functions of the software effectively to process and present information

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

Assessment guidance

Bespoke software tools and techniques will be defined as 'intermediate' because:

- the software tools and functions involved will at times be 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 at times be multi-step;
- the user will take some responsibility for inputting, manipulating and outputting the information

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Council for Administration (CfA), the sector skills council for business and administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Input and combine information using bespoke applications	1.1 Input relevant information accurately so that it is ready for processing
	1.2 Select and use appropriate techniques to link and combine information of different forms or from different sources within the software
	1.3 Respond appropriately to data entry error messages

Learning Outcome	Assessment Criteria
LO2 Use appropriate structures to organise and retrieve information efficiently	2.1 Describe what functions to apply to structure and layout information effectively
	2.2 Select and use appropriate structures and/or layouts to organise information
	2.3 Apply local and/or legal guidelines and conventions for the storage and use of data where available

Learning Outcome	Assessment Criteria
LO3 Use the functions of the software effectively to process and present information	3.1 Select and use appropriate tools and techniques to edit, process and format information
	3.2 Check information meets needs, using IT tools and making corrections as necessary
	3.3 Select and use appropriate methods to present information

IT201 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

IT202 – Data management software

Unit reference number: J/502/4559

Level: 2

Credit value: 3

Guided Learning (GL) hours: 20

Unit aim

This unit is about the skills and knowledge required by an IT user to select and use intermediate data management software tools and techniques to:

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

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. Data management software is often implemented on relational database systems by providing predefined file and record structures, processes, reports and data-entry screens. This is about the use of these predefined objects.

Learning outcomes

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

LO1 Enter, edit and maintain data records in a data management system

LO2 Retrieve and display data records to meet requirements

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

Assessment guidance

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

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

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Council for Administration (CfA), the sector skills council for business and administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Enter, edit and maintain data records in a data management system	1.1 Describe the risks to data security and procedures used for data protection
	1.2 Enter data accurately into groups of records to meet requirements
	1.3 Locate and amend data associated with groups of records
	1.4 Check data records meet needs, using IT tools and making corrections as necessary
	1.5 Respond appropriately to data entry and other error messages
	1.6 Apply local and/or legal guidelines for the storage and use of data where available

Learning Outcome	Assessment Criteria
LO2 Retrieve and display data records to meet requirements	2.1 Identify what queries and reports need to be run to output the required information
	2.2 Select and use queries to search for and retrieve information to meet given requirements
	2.3 Create and view reports to output information from the system to meet given requirements

IT202 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

IT206 – Presentation software

Unit reference number: M/502/4622

Level: 2

Credit value: 4

Guided Learning (GL) hours: 30

Unit aim

This unit is about the skills and knowledge required by an IT user 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.

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.

Learning outcomes

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

LO1 Input and combine text and other information within presentation slides

LO2 Use presentation software tools to structure, edit and format slide sequences

LO3 Prepare slideshow for presentation

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

Assessment guidance

Presentation tools and techniques at this level 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

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

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Council for Administration (CfA), the sector skills council for business and administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Input and combine text and other information within presentation slides	1.1 Identify what types of information are required for the presentation
	1.2 Enter text and other information using layouts appropriate to type of information
	1.3 Insert charts and tables into presentation slides
	1.4 Insert images, video or sound to enhance the presentation
	1.5 Identify any constraints which may affect the presentation
	1.6 Organise and combine information of different forms or from different sources for presentations
	1.7 Store and retrieve presentation files effectively, in line with local guidelines and conventions where available

Learning Outcome	Assessment Criteria
LO2 Use presentation software tools to structure, edit and format slide sequences	2.1 Identify what slide structure and themes to use
	2.2 Select, change and use appropriate templates for slides
	2.3 Select and use appropriate techniques to edit slides and presentations to meet needs
	2.4 Select and use appropriate techniques to format slides and presentations
	2.5 Identify what presentation effects to use to enhance the presentation
	2.6 Select and use animation and transition effects appropriately to enhance slide sequences

Learning Outcome	Assessment Criteria
LO3 Prepare slideshow for presentation	3.1 Describe how to present slides to meet needs and communicate effectively
	3.2 Prepare slideshow for presentation
	3.3 Check presentation meets needs, using IT tools and making corrections as necessary
	3.4 Identify and respond to any quality problems with presentations to ensure that presentations meet needs

IT206 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

IT208 – Spreadsheet software

Unit reference number: F/502/4625

Level: 2

Guided Learning (GL) hours: 30

Unit aim

This unit is about the skills and knowledge required by an IT user 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. It covers recording data in rows and columns, performing calculations with numerical data and presenting information using charts and graphs.

Learning outcomes

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

LO1 Use a spreadsheet to enter, edit and organise numerical and other data

LO2 Select and use appropriate formulas and data analysis tools to meet requirements

LO3 Select and use tools and techniques to present and format spreadsheet information

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

Assessment guidance

Spreadsheet software tools and techniques will be described 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

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

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Council for Administration (CfA), the sector skills council for business and administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Use a spreadsheet to enter, edit and organise numerical and other data	1.1 Identify what numerical and other information is needed in the spreadsheet and how it should be structured
	1.2 Enter and edit numerical and other data accurately
	1.3 Combine and link data across worksheets
	1.4 Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available

Learning Outcome	Assessment Criteria
LO2 Select and use appropriate formulas and data analysis tools to meet requirements	2.1 Identify which tools and techniques to use to analyse and manipulate data to meet requirements
	2.2 Select and use a range of appropriate functions and formulas to meet calculation requirements
	2.3 Use a range of tools and techniques to analyse and manipulate data to meet requirements

Learning Outcome	Assessment Criteria
LO3 Select and use tools and techniques to present and format spreadsheet information	3.1 Plan how to present and format spreadsheet information effectively to meet needs
	3.2 Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets
	3.3 Select and format an appropriate chart or graph type to display selected information
	3.4 Select and use appropriate page layout to present and print spreadsheet information
	3.5 Check information meets needs, using spreadsheet tools and making corrections as necessary
	3.6 Describe how to find errors in spreadsheet formulas
	3.7 Respond appropriately to any problems with spreadsheets

IT208 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

IT210 – Website software

Unit reference number: R/502/4631

Level: 2

Credit value: 4

Guided Learning (GL) hours: 30

Unit aim

This unit is about the skills and knowledge required by an IT user to select and use a wide range of intermediate website software tools and techniques to produce multiple-page websites. This is the ability to use a software application designed for planning, designing and building websites.

Learning outcomes

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

LO1 Create structures and styles for websites

LO2 Use website software tools to prepare content for websites

LO3 Publish websites

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

Assessment guidance

Website software tools and techniques will be described as 'intermediate' because:

- the software tools and functions involved will at times be non-routine or unfamiliar;
- the choice and use of development techniques will need to take account of a number of factors or elements; and
- the user will take some responsibility for planning the website, creating or altering the template, inputting, manipulating, linking and uploading the content

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

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Council for Administration (CfA), the sector skills council for business and administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Create structures and styles for websites	1.1 Describe what website content and layout will be needed for each page
	1.2 Plan and create web page templates to layout
	1.3 Select and use website features and structures to help the user navigate round web pages within the site
	1.4 Create, select and use styles to keep the appearance of web pages consistent and make them easy to understand
	1.5 Describe how copyright and other constraints may affect the website
	1.6 Describe what access issues may need to be taken into account
	1.7 Describe what file types to use for saving content
	1.8 Store and retrieve files effectively, in line with local guidelines and conventions where available

Learning Outcome	Assessment Criteria
LO2 Use website software tools to prepare content for websites	2.1 Prepare content for web pages so that it is ready for editing and formatting
	2.2 Organise and combine information needed for web pages including across different software
	2.3 Select and use appropriate editing and formatting techniques to aid both clarity and navigation
	2.4 Select and use appropriate development techniques to link information across pages
	2.5 Change the file formats appropriately for content
	2.6 Check web pages meet needs, using IT tools and making corrections as necessary

Learning Outcome	Assessment Criteria
LO3 Publish websites	3.1 Select and use appropriate testing methods to check that all elements of websites are working as planned
	3.2 Identify any quality problems with websites and how to respond to them
	3.3 Select and use an appropriate programme to upload and publish the website
	3.4 Respond appropriately to problems with multiple page websites

IT210 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

IT211 – Word processing software

Unit reference number: R/502/4628

Level: 2

Credit value: 4

Guided Learning (GL) hours: 30

Unit aim

This unit is about the skills and knowledge required by an IT user 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. This is the ability to use a software application designed for the creation, editing and production of largely text-based documents.

Learning outcomes

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

LO1 Enter and combine text and other information accurately within word processing documents

LO2 Create and modify layout and structures for word processing documents

LO3 Use word processing software tools to format and present documents effectively to meet requirements

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

Assessment guidance

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

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

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Council for Administration (CfA), the sector skills council for business and administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Enter and combine text and other information accurately within word processing documents	1.1 Identify what types of information are needed in documents
	1.2 Use appropriate techniques to enter text and other information accurately and efficiently
	1.3 Select and use appropriate templates for different purposes
	1.4 Identify when and how to combine and merge information from other software or other documents
	1.5 Select and use a range of editing tools to amend document content
	1.6 Combine or merge information within a document from a range of sources
	1.7 Store and retrieve document and template files effectively, in line with local guidelines and conventions where available

Learning Outcome	Assessment Criteria
LO2 Create and modify layout and structures for word processing documents	2.1 Identify the document requirements for structure and style
	2.2 Identify what templates and styles are available and when to use them
	2.3 Create and modify columns, tables and forms to organise information
	2.4 Select and apply styles to text

Learning Outcome	Assessment Criteria
LO3 Use word processing software tools to format and present documents effectively to meet requirements	3.1 Identify how the document should be formatted to aid meaning
	3.2 Select and use appropriate techniques to format characters and paragraphs
	3.3 Select and use appropriate page and section layouts to present and print documents
	3.4 Describe any quality problems with documents
	3.5 Check documents meet needs, using IT tools and making corrections as necessary
	3.6 Respond appropriately to quality problems with documents so that outcomes meet needs

IT211 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator



Unit Handbook

ML23 – Participate in a project

Unit reference number: F/506/1934

Level: 3

Credit value: 3

Guided Learning (GL) hours: 19

Unit aim

The aim of this unit is to provide learners with an understanding of how to manage a project and apply that understanding to support the delivery of a project.

Learning outcomes

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

LO1 Understand how to manage a project

LO2 Be able to support the delivery of a project

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Project lifecycle explanations should include,

- Initiation
- Planning
- Execution
- Evaluation

Project monitoring techniques may include but are not exclusive to,

- Pulse meetings
- Variance reports
- Programme reviews
- Technical reviews
- Project forecasting
- Problem-solving
- Management reviews
- Use of dashboards/logs

Ways to motivate people may include, but are not exclusive to:

- Team building
- Goal setting / clear targets
- Performance measurement
- Encouragement and feedback
- Rewarding
- Inspiring
- Empowering
- Supporting
- Coaching
- Promoting creativity
- Provide meaningful and challenging work
- Training and development

Simulation is not allowed.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to manage a project	1.1 Explain the features of a project business case
	1.2 Explain the stages of a project lifecycle
	1.3 Explain the roles of people involved in a project
	1.4 Explain the uses of project-related information
	1.5 Explain the advantages and limitations of different project monitoring techniques
	1.6 Analyse the interrelationship of project scope, schedule, finance, risk, quality and resources

Learning Outcome	Assessment Criteria
LO2 Be able to support the delivery of a project	2.1 Fulfil their role in accordance with a project plan
	2.2 Collect project-related information in accordance with project plans
	2.3 Use appropriate tools to analyse project information
	2.4 Report on information analysis in the agreed format and timescale
	2.5 Draw issues, anomalies and potential problems to the attention of project managers
	2.6 Adhere to organisational policies and procedures, legal and ethical requirements in supporting the delivery of a project

ML23 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

PRP2 – Payroll processing

Unit reference number: T/505/1238

Level: 2

Credit value: 5

Guided Learning (GL) hours: 20

Unit aim

The aim of this unit is to provide learners with the ability to use HMRC approved tools to calculate income tax and to determine national insurance contributions to be deducted from gross pay. It also provides learners with the ability to determine voluntary deductions and non-standard statutory deductions and to use these to produce relevant pay period reports and to record and reconcile payments and deductions to employees and external agencies.

Learning outcomes

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

LO1 Be able to use HMRC approved tools to calculate income tax

LO2 Be able to determine national insurance contributions to be deducted from gross pay

LO3 Be able to determine voluntary deductions and non-standard statutory deductions

LO4 Be able to produce relevant pay period reports

LO5 Record and reconcile payments and deductions to employees and external agencies

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Simulation is not allowed.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to use HMRC approved tools to calculate income tax	1.1 Apply the tax code for an employee from given information
	1.2 Process pre-tax deductions correctly
	1.3 Calculate accurately income tax manually or using HMRC CD Rom for: <ul style="list-style-type: none"> • standard suffix codes operated on a cumulative or non-cumulative basis • BR code operated on a cumulative basis • NT • OT • D0 • D1
	1.4 Identify the authority required to change an employee's tax code and process the change accurately

Learning Outcome	Assessment Criteria
LO2 Be able to determine national insurance contributions to be deducted from gross pay	2.1 Calculate accurately for NI categories A, C and D, using approved HMRC tools: <ul style="list-style-type: none"> • Employee NI contributions • Employer NI contributions

Learning Outcome	Assessment Criteria
LO3 Be able to determine voluntary deductions and non-standard statutory deductions	3.1 Process voluntary deductions in an appropriate way
	3.2 Process other statutory deductions: <ul style="list-style-type: none"> • Deductions from earnings orders • Scottish arrestment orders • Student loan repayments

Learning Outcome	Assessment Criteria
LO4 Be able to produce relevant pay period reports	4.1 Produce a P11 or equivalent
	4.2 Produce payslips or equivalent, to detail statutory, non-statutory and organisational information regarding employees' individual pay
	4.3 Produce payment schedules for different methods of making payments to employees

Learning Outcome	Assessment Criteria
LO5 Record and reconcile payments and deductions to employees and external agencies	5.1 Produce an internal payroll summary to record and itemise payments and deductions, including employer's NIC
	5.2 Reconcile payments and deductions made from employees pay with the total payroll
	5.3 Prepare Employer Payment Summaries in line with the tax authority's requirements

PRP2 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

9 Units – Group C

Unit Handbook

BUS23 – Understand the use of research in business

Unit reference number: A/506/1818

Level: 2

Credit value: 6

Guided Learning (GL) hours: 40

Unit aim

The aim of this unit is to provide learners with an understanding of the research process and how to use research in business.

Learning outcomes

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

LO1 Understand the research process

LO2 Understand how to use research in business

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Simulation is not allowed.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the research process	1.1 Describe the main stages in the research process
	1.2 Explain the importance of scoping research and setting the research objectives
	1.3 Explain the importance of identifying the limitations of research methods
	1.4 Explain the difference between primary and secondary research
	1.5 Describe the difference between quantitative and qualitative research methods
	1.6 Describe the advantages and disadvantages of different research methods
	1.7 Describe the use of different analytical techniques in the research process
	1.8 Explain the importance of validity and reliability in the research process

Learning Outcome	Assessment Criteria
LO2 Understand how to use research in business	2.1 Outline the limitations of applying research outcomes
	2.2 Explain why and how to use sources of current and archived business information
	2.3 Explain how to validate research information
	2.4 Describe the purpose and applications of research in business
	2.5 Describe organisational conventions and formats for presenting research reports
	2.6 Explain the organisational policy for acknowledging sources of information
	2.7 Explain ways in which ethics can affect the conduct and use of research

BUS23 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

BUS56 – Understand the legal context of business

Unit reference number: D/506/1939

Level: 3

Credit value: 6

Guided Learning (GL) hours: 44

Unit aim

The aim of this unit is to provide learners with an understanding of the legal framework within which businesses operate and the principles of business governance. It also provides learners with an understanding of how contract law affects a business and the requirements of employment law.

Learning outcomes

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

LO1 Understand the legal framework within which businesses operate

LO2 Understand the principles of business governance

LO3 Understand how contract law affects a business

LO4 Understand the requirements of employment law

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit

Assessment guidance

Simulation is not allowed

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for business administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the legal framework within which businesses operate	1.1 Explain the legal requirements of different types of business
	1.2 Describe the roles and powers of government departments and agencies in regulating business
	1.3 Explain the legal provisions relating to intellectual property

Learning Outcome	Assessment Criteria
LO2 Understand the principles of business governance	2.1 Explain the corporate governance statutory framework of a business
	2.2 Explain the roles and responsibilities of an organisation's governing body
	2.3 Explain the financial reporting requirements of an organisation

Learning Outcome	Assessment Criteria
LO3 Understand how contract law affects a business	3.1 Explain the elements of a valid business contract
	3.2 Analyse different types of contracts
	3.3 Explain the difference between negligence and liability
	3.4 Explain the liabilities and entitlements of sellers and purchasers of goods and services

Learning Outcome	Assessment Criteria
LO4 Understand the requirements of employment law	4.1 Describe the sources, institutions and enforcement systems for individual employment rights
	4.2 Explain the features of types of worker and employment contracts for service
	4.3 Explain the implications of contracts of service and contracts for service
	4.4 Explain the implications of different types of employment status
	4.5 Explain the requirements for an organisation for health and safety
	4.6 Explain the requirements for an organisation for equality and diversity
	4.7 Explain the implications for an organisation of wrongful dismissal, unfair dismissal and redundancy
	4.8 Describe the impact of human rights legislation on the employment relationship

BUS56 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

CUS1 – Understand working in a customer service environment

Unit reference number: L/506/2083

Level: 1

Credit value: 3

Guided Learning (GL) hours: 25

Unit aim

The aim of this unit is to provide learners with an understanding of the importance of customer service, the factors that affect it and how to work in a customer service role. It also provides learners with an understanding of how to refer customer queries and problems to others

Learning outcomes

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

LO1 Know the importance of customer service

LO2 Know the factors affecting customer service

LO3 Know how to work in a customer service role

LO4 Know how to refer customer queries and problems to others

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Customer expectations are what customers think should happen; and how they think they should be treated when asking for, or receiving customer service.

Customer satisfaction is the feeling that a customer gets when he or she is happy with the customer service that has been provided

A service offer defines the extent and limits of the customer service that an organisation is offering

Different types of organisation requires the learner to provide more than one example from their sector

Legislation and organisational requirements will depend on the industry and organisation.

Problems in customer service happen when the customer service does not meet customer expectations

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for customer service.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the importance of customer service	1.1 State what is meant by “customer service”
	1.2 State why effective customer service is important to an organisation

Learning Outcome	Assessment Criteria
LO2 Know the factors affecting customer service	2.1 Outline the difference between an internal and an external customer
	2.2 State how to identify customers’ needs and expectations
	2.3 List information sources needed to deliver reliable customer service
	2.4 Describe the relationship between customer expectations and customer satisfaction

Learning Outcome	Assessment Criteria
LO3 Know how to work in a customer service role	3.1 Identify personal behaviours that can positively affect customers’ perceptions of an organisation and its products and/or services
	3.2 Identify the job roles within a team delivering customer service
	3.3 State the standards of personal presentation and behaviour expected by customer service staff in different organisations
	3.4 State standards and practices that relate to a service offer within different types of organisation
	3.5 Describe how legislation and organisational requirements affect what can be promised or carried out in a customer service role
	3.6 Describe the procedures for protecting customers’ personal information and safety
	3.7 State the importance of protecting the safety of customers’ personal information and safety

Learning Outcome	Assessment Criteria
LO4 Know how to refer customer queries and problems to others	4.1 Describe types of customer behaviour that show when a customer is dissatisfied
	4.2 State the procedures to be followed when dealing with customer queries or problems
	4.3 State to whom to refer customer queries and problems

CUS1 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

ML6 – Principles of team leading

Unit reference number: R/506/2294

Level: 2

Credit value: 5

Guided Learning (GL) hours: 37

Unit aim

The aim of this unit is to provide learners with an understanding of leadership styles in organisations, team motivation and the impact of change management within a team. It also provides learners with an understanding of team dynamics and the techniques used to manage the work of teams.

Learning outcomes

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

- LO1 Understand leadership styles in organisations
- LO2 Understand team dynamics
- LO3 Understand techniques used to manage the work of teams
- LO4 Understand the impact of change management within a team
- LO5 Understand team motivation

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Leadership styles may include:

- Authoritarian
- Paternalistic
- Democratic
- Laissez-faire

Different ways to motivate people may include, but are not exclusive to:

- Team building
- Goal setting / clear targets
- Performance measurement
- Encouragement and feedback
- Rewarding
- Inspiring
- Empowering
- Supporting
- Coaching
- Promoting creativity
- Provide meaningful and challenging work
- Training and development

Types of teams may include:

- Strategic
- Management
- Operational
- Support
- Temporary
- Virtual

Team role theory referring to theorists including Belbin

Simulation is not allowed.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand leadership styles in organisations	1.1 Describe characteristics of effective leaders
	1.2 Describe different leadership styles
	1.3 Describe ways in which leaders can motivate their teams
	1.4 Explain the benefits of effective leadership for organisations

Learning Outcome	Assessment Criteria
LO2 Understand team dynamics	2.1 Explain the purpose of different types of teams
	2.2 Describe the stages of team development and behaviour
	2.3 Explain the concept of team role theory
	2.4 Explain how the principle of team role theory is used in team building and leadership
	2.5 Explain typical sources of conflict within a team and how they could be managed

Learning Outcome	Assessment Criteria
LO3 Understand techniques used to manage the work of teams	3.1 Explain the factors to be taken into account when setting targets
	3.2 Describe a range of techniques to monitor the flow of work of a team
	3.3 Describe techniques to identify and solve problems within a team

Learning Outcome	Assessment Criteria
LO4 Understand the impact of change management within a team	4.1 Describe typical reasons for organisational change
	4.2 Explain the importance of accepting change positively
	4.3 Explain the potential impact on a team of negative responses to change
	4.4 Explain how to implement change within a team

Learning Outcome	Assessment Criteria
LO5 Understand team motivation	5.1 Explain the meaning of the term 'motivation'
	5.2 Explain factors that affect the level of motivation of team members
	5.3 Describe techniques that be used to motivate team members
	5.4 Explain how having motivated staff affects an organisation

ML6 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

ML7 – Principles of equality and diversity in the workplace

Unit reference number: J/506/1806

Level: 2

Credit value: 2

Guided Learning (GL) hours: 10

Unit aim

The aim of this unit is to provide learners with an understanding of the implications of equality legislation and the organisational standards and expectations for equality and diversity and context in the workplace.

Learning outcomes

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

LO1 Understand the implications of equality legislation

LO2 Understand organisational standards and expectations for equality and diversity and context in the workplace

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Benefits include those relating to the employer, employees and customers

Consequences could include those which are legal, reputational and relating to profits

Equality Legislation will include but is not exclusive to the Equality Act 2010

Simulation is not allowed.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for management.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the implications of equality legislation	1.1 Define the concept 'equality and diversity'
	1.2 Describe the legal requirements for equality of opportunity
	1.3 Describe the role and powers of organisations responsible for equality
	1.4 Explain the benefits of equal opportunities and diversity
	1.5 Explain the potential consequences for an organisation of failing to comply with equality legislation

Learning Outcome	Assessment Criteria
LO2 Understand organisational standards and expectations for equality and diversity and context in the workplace	2.1 Explain how organisational policies on equality and diversity translate into day to day activity in the workplace
	2.2 Describe their own responsibilities for equality and diversity in the workplace
	2.3 Describe behaviours that support equality, diversity and inclusion in the workplace

ML7 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

PCR2 – Principles of customer relationships

Unit reference number: K/503/8194

Level: 2

Credit value: 3

Guided Learning (GL) hours: 18

Unit aim

The aim of this unit is to provide learners with an understanding of customers and their needs. It also provides learners with an understanding of the principles of customer relationship management and an organisation's responses to customer relationships.

Learning outcomes

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

LO1 Understand customers and their needs

LO2 Understand an organisation's responses to customer relationships

LO3 Understand the principles of customer relationship management

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for customer service.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand customers and their needs	1.1 Describe the importance of understanding customers' wants and needs
	1.2 Explain the role of segmentation in identifying customers' likely wants and needs
	1.3 Describe the factors that motivate customers to buy
	1.4 Explain the importance of seeking customer feedback on performance, products and/or services

Learning Outcome	Assessment Criteria
LO2 Understand an organisation's responses to customer relationships	2.1 Describe an organisation's marketing objectives and activities
	2.2 Explain the importance of developing customer service plans and customer relationship plans
	2.3 Describe an organisation's system for relationship management
	2.4 Describe an organisation's customer care programme
	2.5 Describe the system for communicating with customers
	2.6 Explain the importance of a consistent level of service
	2.7 Explain the link between customer satisfaction and sales growth
	2.8 Explain the importance of using customer feedback to enhance performance, products and/or services

Learning Outcome	Assessment Criteria
LO3 Understand the principles of customer relationship management	3.1 Explain the concept and principles of relationship management
	3.2 Explain the importance of keeping promises made to customers
	3.3 Explain the importance of balancing customers' needs with those of the organisation
	3.4 Explain the importance of keeping customers informed of progress, problems, issues and the actions undertaken in support of them
	3.5 Explain how to identify added value that could be offered to customers

PCR2 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

PDM2 – Principles of digital marketing

Unit reference number: D/502/9931

Level: 2

Credit value: 5

Guided Learning (GL) hours: 40

Unit aim

The aim of this unit is to provide learners with an understanding of the role of digital marketing, the uses of digital marketing devices and messages and how to use digital technology for marketing purposes. It also provide learners with an understanding of the use of search engine optimisation (SEO) and the requirements of marketing research using the internet.

Learning outcomes

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

LO1 Understand the role of digital marketing

LO2 Understand the use of search engine optimisation (SEO)

LO3 Understand the requirements of marketing research using the internet

LO4 Understand the uses of digital marketing devices and messages

LO5 Understand how to use digital technology for marketing purposes

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for sales.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the role of digital marketing	1.1 Explain the role of digital marketing within the overall marketing strategy
	1.2 Explain the strengths and weaknesses of digital marketing
	1.3 Explain the importance of targeted digital marketing
	1.4 Describe the sources of data lists for use in targeting customers and potential customers
	1.5 Explain the legal requirements and implications of digital marketing
	1.6 Describe the importance of digital data capture systems for digital marketing

Learning Outcome	Assessment Criteria
LO2 Understand the use of search engine optimisation (SEO)	2.1 Describe the use of SEO
	2.2 Explain the importance of SEO
	2.3 Explain the advantages and disadvantages of links to other websites

Learning Outcome	Assessment Criteria
LO3 Understand the requirements of marketing research using the internet	3.1 Explain how to use search-related internet facilities to enable the identification and retrieval of targeted information
	3.2 Explain the advantages and disadvantages of different internet data collection sources
	3.3 Explain the importance of confirming the accuracy of information retrieved from the internet

Learning Outcome	Assessment Criteria
LO4 Understand the uses of digital marketing devices and messages	4.1 Describe the potential uses of a Customer Relationship Management (CRM) system
	4.2 Explain the importance of data cleansing
	4.3 Describe the use of digital marketing devices
	4.4 Describe the use of digital response systems
	4.5 Explain the advantages and disadvantages of different tracking systems

PDM2 Document History

Version	Issue Date	Changes	Role
V1.0	31/012023	Rebranded	Qualifications Administrator

Unit Handbook

MTP2 – Principles of marketing theory

Unit reference number: D/502/9928

Level: 2

Credit value: 4

Guided Learning (GL) hours: 30

Unit aim

The aim of this unit is to provide learners with an understanding of the value of marketing and the principles of socially responsible marketing. It also provide learners with an understanding of how to segment the market.

Learning outcomes

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

LO1 Understand how to segment the market

LO2 Understand the value of marketing

LO3 Understand the principles of socially responsible marketing

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for sales.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to segment the market	1.1 Explain the importance of defining market segments
	1.2 Describe the difference between market segments and customer classifications
	1.3 Explain how to cluster customers with similar characteristics
	1.4 Describe how a range of products may appeal to different market segments
	1.5 Describe the importance of valid and reliable marketing data to segmenting the market
	1.6 Explain the strengths and weaknesses of different marketing data collection methods
	1.7 Describe the use of Customer Relationship Management (CRM) activities and systems

Learning Outcome	Assessment Criteria
LO2 Understand the value of marketing	2.1 Describe the role of marketing in enhancing the sale of products and/or services
	2.2 Explain the significance of customer loyalty to the achievement of marketing objectives
	2.3 Explain the role of performance indicators and evaluation arrangements
	2.4 Describe the factors to be taken into account when assessing the cost and value of marketing activities
	2.5 Explain the significance of brand and reputation to sales performance

Learning Outcome	Assessment Criteria
LO3 Understand the principles of socially responsible marketing	3.1 Explain the scope and purpose of socially responsible marketing
	3.2 Explain the importance of involving stakeholders in socially responsible marketing activities
	3.3 Explain how core values are expressed through coherent branding and chosen communication methods
	3.4 Explain the requirements of socially responsible marketing campaigns

MTP2 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

SMB21 – Know how to publish, integrate and share using social media

Unit reference number: R/505/3515

Level: 2

Credit value: 5

Guided Learning (GL) hours: 40

Unit aim

The aim of this unit is to provide learners with an understanding of the current social networks used to publish, integrate and share online and how social media is used by individuals, organisations/businesses, governments and social groups. It also provides learners with an understanding of best practices for safe social networking and the need for safety and security practices. This unit will also provide learners with the ability to use browser software to communicate information online.

Learning outcomes

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

LO1 Know the current social networks used to publish, integrate and share online

LO2 Understand how social media is used by individuals, organisations/businesses, governments and social groups

LO3 Understand best practices for safe social networking

LO4 Use browser software to communicate information online

LO5 Understand the need for safety and security practices

Version 1

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for sales and social media.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the current social networks used to publish, integrate and share online	1.1 Identify the main social media networks in current use
	1.2 Describe the main features of each social media network identified
	1.3 Describe why they would use each of the social media networks identified
	1.4 Explain the purpose of a 'social aggregator' tool
	1.5 Describe how blogs give individuals a voice on the Web
	1.6 Explain how professionals make connections using social media networks

Learning Outcome	Assessment Criteria
LO2 Understand how social media is used by individuals, organisations/businesses, governments and social groups	2.1 Describe why <ul style="list-style-type: none"> • individuals • organisations/businesses • governments • social groups use social media networking site
	2.2 Explain the advantages and typical components of a social media user profile
	2.3 Identify the benefits of using social media networking for: <ul style="list-style-type: none"> • individuals • organisations/businesses • governments • social groups
	2.4 Identify the risks of using social media networking for: <ul style="list-style-type: none"> • individuals • organisations/businesses • governments • social groups
	2.5 Describe how social media networks monitor engagement with their websites
	2.6 Describe the advantages of podcasting
	2.7 Explain why organisations have social media policies

Learning Outcome	Assessment Criteria
LO3 Understand best practices for safe social networking	3.1 Describe appropriate precautions to ensure their own safety and privacy
	3.2 Describe how to protect personal information when engaging with social media websites
	3.3 Identify legal constraints on the uploading and downloading of software and other digital content

Learning Outcome	Assessment Criteria
LO4 Use browser software to communicate information online	4.1 Select and use appropriate tools and techniques to communicate information online
	4.2 Use browser tools to share information sources with others
	4.3 Submit information online
	4.4 Identify opportunities to create, post or publish material to social media websites

Learning Outcome	Assessment Criteria
LO5 Understand the need for safety and security practices	5.1 Describe the danger of computer viruses and how to minimise risks
	5.2 Describe how to minimise threats to information security when online
	5.3 Describe how to minimise the threats to user safety when online
	5.4 Describe where to access online help and information when using social media networks

SMB21 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

SMB22 – Exploring social media

Unit reference number: F/505/6880

Level: 2

Credit value: 2

Guided Learning (GL) hours: 16

Unit aim

The aim of this unit is to provide learners with an understanding of the application, opportunities and threats associated with using social media.

Learning outcomes

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

LO1 Understand the opportunities and threats associated with using social media

LO2 Understand the application of social media

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for sales and social media.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the opportunities and threats associated with using social media	1.1 Describe the positive and negative aspects of using social media
	1.2 Describe how to minimise risks associated with using social media

Learning Outcome	Assessment Criteria
LO2 Understand the application of social media	2.1 Describe how various social media sites may be used by groups, individuals, businesses and organisations
	2.2 Demonstrate the use of various social media sites to communicate and upload content including: <ul style="list-style-type: none"> • Facebook • Blogging • Twitter • YouTube
	2.3 Describe how businesses and organisations may use social media to promote products and services

SMB22 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

SMB23 – Understand the safe use of online and social media platforms

Unit reference number: L/505/3514

Level: 2

Credit value: 4

Guided Learning (GL) hours: 35

Unit aim

The aim of this unit is to provide learners with an understanding that information stored on personal computers and mobile devices must be safeguarded, that their online devices must be protected against fraud and security attacks and the nature of the threats to their personal safety when using the Internet. It also provides learners with an understanding of entering personal information onto social media networking sites and the legal measures that address the protection of data.

Learning outcomes

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

LO1 Understand that information stored on personal computers and mobile devices must be safeguarded

LO2 Know how to select and use appropriate security methods to safeguard systems and data

LO3 Understand the threats to personal safety when using the Internet

LO4 Know how to protect their online devices against fraud and security attacks

LO5 Understand the implications of entering personal information onto social media networking sites

LO6 Understand legal measures that address the protection of data

Version 1

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Unit endorsement

This unit is endorsed by SkillsCfA who are the SSC for sales and social media.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand that information stored on personal computers and mobile devices must be safeguarded	1.1 Identify the potential risks to information security of using personal computers and mobile devices for: <ul style="list-style-type: none"> • using email • web browsing • banking online • shopping online • social networking
	1.2 Describe the security risks associated with: <ul style="list-style-type: none"> • hardware • software • social media networking • access to malicious websites • access to inappropriate material published on the Internet • corrupted or infected email attachments
	1.3 Explain the importance of controlling access to hardware, software and stored data
	1.4 Describe the common types of scams and frauds: <ul style="list-style-type: none"> • phishing • pharming • hacking
	1.5 Explain the importance of developing and maintaining safe ICT user habits

Learning Outcome	Assessment Criteria
LO2 Know how to select and use appropriate security methods to safeguard systems and data	2.1 Describe security techniques/measures that can protect personally accessed software and data, such as login identity and passwords
	2.2 Describe common ways of controlling access to hardware, software and data
	2.3 Identify ways to protect data and software
	2.4 Describe the term 'virus' and give examples of different types
	2.5 Describe the purpose of anti-virus software
	2.6 Explain why anti-virus software should be regularly updated
	2.7 Explain the importance of backing up and safely storing data

Learning Outcome	Assessment Criteria
LO3 Understand the threats to personal safety when using the Internet	3.1 Describe the forms and features of: <ul style="list-style-type: none"> • cyberbullying • grooming • stalking • criminal activities • inappropriate contact • inappropriate content
	3.2 Identify when and how to report online safety issues
	3.3 Describe the risks and consequences of: <ul style="list-style-type: none"> • identity theft • identity fraud
	3.4 Describe how user accounts can be used as a security measure when computers are used by more than one person
	3.5 Explain the importance of setting parental controls on personal computers, mobile and media devices
	3.6 Explain how to set up parental controls on: <ul style="list-style-type: none"> • personal computers • tablets • mobile phones

Learning Outcome	Assessment Criteria
LO4 Know how to protect their online devices against fraud and security attacks	4.1 Set up security measures to protect their personal computers and mobile devices against fraud and security threats
	4.2 Describe measures that can help to protect their personal information
	4.3 Describe the risks posed by unsolicited email and measures that can reduce the risks
	4.4 Identify the security threats when accessing public WiFi networks

Learning Outcome	Assessment Criteria
LO5 Understand the implications of entering personal information onto social media networking sites	5.1 Explain the concept of no 'take backs' once information is posted online
	5.2 Identify who can view information posted onto social media networking websites
	5.3 Explain the privacy issues of using social media websites
	5.4 Describe formal and informal conventions, or netiquette, which should be observed when communicating online
	5.5 Describe the potential consequences of posting their personal information onto social media websites
	5.6 Identify the security risks of adding geographic identity or location to material they upload to the Internet

Learning Outcome	Assessment Criteria
LO6 Understand legal measures that address the protection of data	6.1 Identify relevant legislation and guidelines relating to <ul style="list-style-type: none"> • downloading images and files from the Internet • data protection
	6.2 Identify data protection issues around the use of social media
	6.3 Describe what is meant by the following terms: <ul style="list-style-type: none"> • copyright • plagiarism • intellectual property
	6.4 Explain why organisations develop and adopt policies for the acceptable use of ICT
	6.5 Describe the common components of an Acceptable Use Policy

SMB23 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

BUSD2 Document History

Version	Issue Date	Changes	Role
v2.0	31/01/2023	Formatting and re-branding. No content amendment.	Data Administrator