

Business and Administration NVQs/SVQs 2005

Assessment Guidance

Level 1

SQA September 2005



2005 Business & Administration
STANDARDS

City & Guilds

edexcel

Goal

Business & Administration NVQ/SVQs

Assessment Guide



THE INSTITUTE OF THE
MOTOR INDUSTRY

OCR 
RECOGNISING ACHIEVEMENT

August 2005

SCOTTISH
QUALIFICATIONS
AUTHORITY 

www.cfa.uk.com



INVESTOR IN PEOPLE

Contents

About this guide	6
Assessment Guide for NVQs/SVQs in Business and Administration	7
1. Purpose.....	7
2. Who can assess?.....	7
3. Proving Occupational Competence.....	7
3.a. Assessor and Verifier Qualifications	7
3.b. Business Administration occupational competence for assessors and verifiers	8
3.b.1 To assess or verify the level 1-3 Business and Administration NVQs/SVQs assessors and verifiers must:.....	8
3.b.2 Health and safety Units – levels 1–3.....	9
3.b.3 To assess or verify the level 4 Business and Administration NVQ/SVQ assessors and verifiers must:.....	9
3.c. Verifying the Occupational Competence of Assessors and Internal Verifiers ..	9
3.d. Competence and qualifications at a glance.....	10
4. Structure of the Business and Administration National Occupational Standards	10
5. Flexibility supports workplace assessment.....	10
6. Role of the Core Units	10
7. Assessing clusters of Performance Indicators.....	11
8. Removal of scope.....	11
9. Contingencies.....	11
10. Types of evidence	11
10.a. How we expect you to use each method.....	11
10.a.1 Performance Evidence: Observation.....	12
10.a.2 Performance Evidence: Work Products	12
10.a.3. Supporting Evidence: Questioning	12
10.a.4. Supporting Evidence: Professional Discussion	13
10.a.5. Supporting Evidence: Witness Testimony	13
11. Using other related qualifications as evidence.....	13
12. Holistic Assessment	13
13. Proxy qualifications	13
14. Quality in Assessment.....	14
15. Ensuring sufficiency of evidence.....	14
16. Separating training from assessment	14

17.	Where you can assess.....	15
17.a	Real work is best.....	15
17.b.	Realistic working environments	15
18.	The use of simulation.....	16
19.	Specific guidance for Assessors.....	16
20.	Specific guidance for Internal Verifiers.....	16
21.	How the Assessment Guide works	18
22.	Using the At a Glance table:	19
23.	Assessment overview.....	19

Level 1 Units	20
Unit 101 Carry out your responsibilities at work 1	21
Unit 102 Working within your business environment 1	23
Unit 103 Welcome visitors	26
Unit 104 Handle mail	28
Unit 105 Store and retrieve information	30
Unit 106 Use IT to exchange information 1	32
Unit 107 Use word processing software	34
Unit 108 Make and receive telephone calls	36
Unit 109 Use office equipment	38
Unit 110 Ensure your own actions to reduce risks to health and safety	40

About this guide

Levels 1 to 4 are available as separate documents. Each level is supported by this Assessment Guidance.

The Assessment Guide should be used in conjunction with your awarding body's scheme documentation.

This Assessment Guide has been jointly developed by the Council for Administration (CfA) and City & Guilds, Edexcel, IMI, LCCIEB, OCR and SQA. All partners have joint copyright¹.

Centres are strongly advised to consult the CfA website for updates.

¹ The national Training Organisation for Administration is the Council for Administration. The National Occupational Standards which form the basis of this award were developed by the Council for Administration — CfA.

Assessment Guide for NVQs/SVQs in Business and Administration

1. Purpose

This guidance is written for assessors and verifiers, and gives information about acceptable forms of assessment and types of evidence for each Unit. The guide also defines:

- ◆ the occupational competence needed to assess and verify
- ◆ which aspects of the standards must always be assessed through performance at work and
- ◆ guidance on assessing contingencies where these could occur

This guide cannot provide exhaustive guidance on every Unit and set of performance indicators but should allow assessors to gain confidence in assessing candidates producing evidence for the revised Units.

2. Who can assess?

Anyone assessing or verifying these NVQ/SVQs must be a qualified assessor or verifier. The assessment team is central to ensuring the consistent and effective assessment of standards. To perform this role successfully, it is essential that assessors and internal verifiers are themselves competent in the occupational area they assess or verify; we are also giving you definitions of what we mean by 'occupational competence'.

All assessors and verifiers must be occupationally competent and appropriately qualified to assess or verify the Business and Administration NVQs/SVQs. In publicly funded provision, teachers and trainers must also be occupationally competent and appropriately qualified to teach or train learners. Business and Administration teachers, trainers, assessors and verifiers are key to effective and consistent delivery. External verifiers are charged with specific responsibilities to ensure occupational competence requirements for assessors and verifiers are met at all times.

3. Proving Occupational Competence

The following information specifies the minimum requirements of occupational competence that assessors or verifiers must demonstrate.

3.a. Assessor and Verifier Qualifications

In line with the document, *The Code of Practice for NVQ Awarding Bodies (QCA)*, the following outlines the requirement for assessor and verifier qualifications. Please note assessors and verifiers in Scotland should refer to the document, *Implementing SVQs: A Guide for Awarding Bodies (SQA)*.

- ◆ external verifiers must have the V2 or D35 Unit. Unqualified external verifiers have twelve months to achieve the V2 qualification, during which time they should be supported by their awarding body throughout their training period
- ◆ internal verifiers must have the V1 or D34 Unit. Unqualified internal verifiers have eighteen months to achieve the V1 qualification, during which time they must be supported by a qualified internal verifier throughout their training period

- ◆ assessors must hold the A1 Unit or D32 and D33 Units. Unqualified assessors have eighteen months to achieve the A1 qualification, during which time they must be supported by a qualified assessor and internal verifier throughout their training period.

All assessors and verifiers must receive appropriate induction to the NVQ/SVQ standards. They must also have access to ongoing training and updating on current Business and Administration issues and maintain their occupational competence to NVQ/SVQ level 3 Business and Administration standards for levels 1-3 and level 4 Business and Administration standards for level 4 NVQs/SVQs.

3.b. Business Administration occupational competence for assessors and verifiers

External verifiers must demonstrate administration occupational competence in all the mandatory Units and a significant proportion of the optional Units, together with an industry awareness of, and familiarity with, the remaining optional Units. Awarding bodies must maintain a record of occupational competence across their external verifier team and provide expert support from within the team when required by other external verifiers.

Assessors and internal verifiers must possess the appropriate occupational competence to assess and verify the NVQs/SVQs in Business and Administration². Assessment centres are required to maintain continuous professional development records for all assessors and verifiers, showing how Business and Administration competence was originally acquired and is maintained and upgraded over time.

Assessors and internal verifiers must demonstrate occupational competence to assess or verify individual Units in line with the requirements set out below:

3.b.1 To assess or verify the level 1-3 Business and Administration NVQs/SVQs assessors and verifiers must:

- ◆ possess a level 3 NVQ/SVQ in Business and Administration
- or
- ◆ possess a vocational qualification closely related to the Business and Administration competences, at a minimum of level 3
- or
- ◆ for those Units they wish to assess or verify have at least one year's experience as a level 3 administrator in the last three years
- and
- ◆ a record of continuous professional development that is planned and reviewed on at least an annual basis.

² These should be viewed as minimum requirements.

3.b.2 Health and safety Units – levels 1–3

In line with guidance from the Employment National Training Organisation, where there is assessment and verification of the health and safety Units, assessors and verifiers must hold the relevant Unit themselves or demonstrate:

- ◆ a good understanding of health and safety issues and have attended a recognised health and safety training course
- and**
- ◆ experience of contributing to health and safety within the workplace within the last five years.

3.b.3 To assess or verify the level 4 Business and Administration NVQ/SVQ assessors and verifiers must:

- ◆ possess a level 4 Business and Administration NVQ/SVQ
- or**
- ◆ possess a vocational qualification closely related to the Business and Administration competences, at a minimum of level 4
- or**
- ◆ for those Units they wish to assess and verify have at least two years' experience as a level 4 administrator in the past five years
- and**
- ◆ a record of continuous professional development that is planned and reviewed on at least an annual basis.

3.c. Verifying the Occupational Competence of Assessors and Internal Verifiers

Before centres are approved to offer the NVQs/SVQs in Business and Administration, they must provide their awarding body with evidence of appropriate occupational competence for each member of the Business and Administration team in accordance with awarding body procedures.³

The Business and Administration NVQs/SVQs cover a broad range of occupational activities, and it is very unlikely that any one member of the team will be occupationally competent in every Unit.

After initial 'subject approval', external verification visits will investigate the maintenance and upgrading of the team's occupational competence in Business and Administration. Assessment centres must provide external verifiers with detailed records of continuous professional development for every member of the Business and Administration team.

³ Centres should engage in some form of discussion regarding the occupational competence of their assessors and verifiers to ascertain which aspects of the revised qualification they are now competent to assess or verify.

3.d. Competence and qualifications at a glance

Delivering Business and Administration assessment and verification	A1 or D32/33	V1 or D34	V2 or D35	H/S	BA N/SVQ 3 or BA N/SVQ 3 = or O/C	BA N/SVQ 4 or BA N/SVQ 4 = or O/C	CPD
Assessing level 1-3	E			E	E		E
Assessing level 4	E					E	E
Internally verifying level 1-3	D	E		E	E		E
Internally verifying level 4	D	E				E	E
Externally verifying level 1-3	D	D	E	E	E		E
Externally verifying level 4	D	D	E			E	E

E = essential
D = desirable.

4. Structure of the Business and Administration National Occupational Standards

Levels 1 to 4 now have the following structure:

Level	Number of Core Units	Number of Optional Units required	Number of Optional Units from which to choose
1	2	2	8
2	2	3	24
3	2	4	30
4	2	4	18

5. Flexibility supports workplace assessment

A further and important benefit of this new structure is that every candidate should now be able to choose a combination of Units to make up their NVQ/SVQ that accurately matches their job role and can therefore be assessed at work.

6. Role of the Core Units

Though the content of core Units is largely the same they should be assessed at the appropriate level. The core Units have been designed to be assessed with evidence from the optional Units. Core Units should not be assessed separately and assessors should plan well to ensure that all the core Units' performance and knowledge indicators are covered by evidence produced from the optional Units. Therefore, CfA stress that the choice of optional Units is critical and the wrong choice of Units might result in candidates not having enough evidence to meet the demands of the core Units. In addition, given that evidence for the core Units need to be obtained from candidates' choice of optional Units it is envisaged that completion of the core Units will probably extend to the length of candidates' programmes. The other role of the core Units is to assess candidates' behaviours and attitudes in their workplace. During the consultation process it was clear from stakeholders that they wanted to see their employees show wider competence than is contained in the optional Units and assessors will need to be aware of this approach when assessing the core Units.

7. Assessing clusters of Performance Indicators

In order to reduce the assessment burden on the assessor the Units in the 2005 NVQ/SVQs have been designed to assess a larger amount of evidence than in the last NVQ/SVQ Units. The reasoning behind this is to dissuade assessors from assessing individual performance indicators or a few performance indicators at a time. In some Units, the cluster of performance indicators cover the whole Unit and you will effectively be assessing the whole Unit at one time. When you are planning for assessment opportunities, you will need to bear in mind that you are assessing a larger cluster of performance indicators or possibly a whole Unit at one time.

8. Removal of scope

The last National Occupational Standards contained scope that defines the different contexts within which a candidate must demonstrate competence. The revised National Occupational Standards no longer contain scope. Assessors must ensure candidates can demonstrate competence at work and transfer that competence to a different work environment. This will involve the use of 'what-if' questions and/or a range of alternative questioning techniques.

However Units imported from AOSG (Units 306 and 307) do contain 'range' which is similar to scope and assessment guidance has been written for the Units in question.

9. Contingencies

Though scope has been removed there are a number of areas in the revised standards that require some flexibility in the assessment of evidence. These largely occur in the core Units and Units assessing 'soft skills' such as working as part of a team. For example in Unit 302 Work within your business environment Performance Indicator number 5 asks candidates to seek guidance on 'objectives, policies, systems, procedures and values'. This is not much of an issue if the candidate works in a medium or large organisation where all of the above would be in place, but could well be an issue if the candidate works for a SME or micro organisation where not all of the above will be available. The assessor will need to ask the candidate a series of 'what-if' questions that cover the same Performance Indicators for Levels 1 and 2 or through professional discussion and an assignment or case study at Levels 3 and 4 to ensure that the candidate is competent.

10. Types of evidence

There are two major categories of evidence used in NVQ/SVQ assessment. These are:

- ◆ **Performance Evidence** – this includes the outcomes of performance (**work products**) and **observation** of performance
- ◆ **Supporting Evidence** – the answers that candidates give to **questions** (either written or spoken) and the **witness testimony** of other people with whom they work

For work-based qualifications, candidates should be aiming to provide **performance evidence** for Performance Indicator clusters.

Witness testimony is a particularly useful form of evidence in peripatetic assessment centres. It can also be used to support performance evidence but cannot be a substitute for performance evidence for clusters of Performance Indicators.

10.a. How we expect you to use each method

In line with good practice as determined by the Lifelong Learning Sector Skills Council (the standards setting body for Training and Development) we expect:

10.a.1 Performance Evidence: Observation

Observation of all performance evidence at work will be carried out by a qualified and occupationally competent assessor, in a way that makes it clear how the performance relates to the national standards (for example by producing a written record describing the observed performance). Assessors should also provide some detail about the context of assessment.

10.a.2 Performance Evidence: Work Products

Work products, such as copies of work produced by the candidate (reports, letters, memos, printouts, etc) are also valuable items of performance evidence. However, candidates and assessors may also want to present a claim of competence through evidence recorded in what is generally referred to as a “paperless” portfolio. This method, although not in fact entirely paperless, does reduce the amount of product evidence collected in a portfolio. The assessor examines the evidence on site and records where it can be found within the candidate’s workplace. Assessors and verifiers who propose to present evidence in this way should discuss this first with their awarding body.

10.a.3. Supporting Evidence: Questioning

Questioning includes all forms of written and oral questions. Observation of the candidate in the workplace and examination of products by the assessor will generate productive conversations between the assessor and candidate where questions are asked. It is very likely that these activities will cover all, or much, of the knowledge and understanding for each Unit so specific questions need only be asked to fill the gaps. This style of assessment still requires the assessor to confirm how knowledge and understanding has been addressed but avoids over assessment of the candidate. Questioning also includes “personal statements” produced by the candidate, if these are in effect answering questions about why a candidate did what they did in the way that they did it.

10.a.4. Supporting Evidence: Professional Discussion

Professional discussions are:

A series of structured, planned and in-depth discussions recorded in writing by the assessor, or on audio or video tape. Evidence from these discussions can drive the overall assessment process and corroborate observation reports, examination of work products, witness testimony, other questioning techniques (as well as filling any gaps there may be in assessment records).

This approach ensures that candidates' can:

- ◆ show the assessor the range of their experience
- ◆ confidently present evidence of competence
- ◆ locate sources of evidence at work
- ◆ demonstrate knowledge and understanding to the national standard

10.a.5. Supporting Evidence: Witness Testimony

Witness testimony can provide valuable evidence for a candidate. In line with established principles it must be authentic, for example:

- ◆ consist of a clear statement indicating how the candidate carries out their job
- ◆ evidence must be dated and signed and include information about the job title of the witness

11. Using other related qualifications as evidence

Other qualifications can be used as supporting evidence in a candidate portfolio, providing the qualification is current and benchmarks to the national standards of work, or knowledge and understanding, for one or more Units. However, it will only be supporting evidence, as assessors must make judgements about how the candidate demonstrates competence at work.

12. Holistic Assessment

Holistic assessment is simply assessing as many different parts of your candidate's NVQ/SVQ at one time through identifying 'evidence-rich' opportunities.

By focusing on the candidate's job and the tasks he or she carries out, opportunities for assessment of larger quantities of the NVQ/SVQ become easier to identify. Matching assessment opportunities to the content of national standards should provide a 'map', against which assessment can be planned and achievement measured. We must stress that assessment using this approach is not an easy option but rather one that can be offered as a streamlined and efficient alternative to other assessment models.

13. Proxy qualifications

The CfA has begun to approve qualifications as proxy qualifications, of which a full list will be available in due course on the CfA website at www.cfa.uk.com. You may use the qualification as evidence of competence in one or more CfA Units. No separate assessment of competence at work is required. Where candidates have achieved one or more of the qualifications, assessors are required to verify original certificates and keep a certified copy of the certificate(s) in the candidate's portfolio.

14. Quality in Assessment

You will notice that this new version of the Administration standards does not generally specify a minimum number of times that a candidate should have evidence of performing a task before they can be deemed competent. Experience has shown that merely asking for multiple items of the same evidence does not actually guarantee competence. We are looking to you, as the assessor, to make professional judgements about the quantity and quality of evidence needed, bearing in mind the golden rules about evidence for NVQ/SVQs. In every case you must ensure that the evidence you assess is:

- ◆ authentic
- ◆ valid
- ◆ sufficient
- ◆ current
- ◆ reliable

15. Ensuring sufficiency of evidence

In our view, it is better for the candidate and assessor to present a number of different but related items of evidence, rather than essentially the same item in duplicate or triplicate. For example, if you were assessing how well a candidate communicated with colleagues, it would be best to present a variety of evidence, for example:

- ◆ observation of the candidate interacting with colleagues, giving instructions and feedback
- ◆ work products – memos, emails, notes
- ◆ questions – keep a record of the questions asked
- ◆ testimony – get a line manager to confirm candidate communication skills

Combining different sorts of evidence in this way is referred to as “triangulation”, and is essentially what qualified assessment is all about – making judgments based on diverse evidence. For each Unit or cluster of Performance Indicators, assessors assess evidence from a variety of sources. True competence means consistent performance over time. As an assessor, you must be sure that the evidence you assess confirms consistent competence. Both the assessment centre and external verifier need to have a high level of confidence in the quality of assessment undertaken, and the consistent performance of the candidates to the standards. The administration standards do not specify minimum timescales, preferring to rely on the professional judgement of assessors and verifiers and your ability to work within the quality requirements outlined above. Some of the imported Units, however, do specify timescales and you must ensure that these requirements are met.

16. Separating training from assessment

Materials used for training, or evidence of the outcomes of training, are not evidence of competence and **must be** separated from the summative assessment process. Only assessed evidence of competence should be presented for the NVQ/SVQ. The roles of assessor and trainer must also be separate. QCA and SQA prefer the candidate’s trainer or lecturer to be a different person from their assessor but the CfA is aware that this practice is not always possible. Where the same person delivers training and assessment the centre must ensure that the roles are clearly delineated. Both assessor and candidate must understand the importance of separating these roles. The centre must also implement sufficient risk management strategies to ensure risks to the integrity of the assessment practice are minimised.

17. Where you can assess

17.a Real work is best

If your candidates are to demonstrate that they can perform their job to the national standards, the best way they can do this is by being assessed performing **real work**, in their workplace. By **real work** we mean:

'where the candidate is engaged in activities that contribute to the aims of the organization by whom they are employed', e.g. administrators in paid employment, administrators working in a voluntary capacity or on extensive work experience programmes.

17.b. Realistic working environments

A realistic working environment (RWE) is: 'where the candidate is subjected to a work environment and is producing performance evidence subject to all of the following conditions:

- ◆ time pressures
- ◆ work problems
- ◆ accountabilities
- ◆ office environment
- ◆ tools to do the job'

eg learners in a model or virtual office

External verifiers will need to approve RWEs on an individual basis before any assessment can begin. Authenticity is essential and approval needs to be endorsed on an annual basis by the external verifier.

18. The use of simulation

The use of simulation is not permitted in the revised Business and Administration NVQs/SVQs **unless** it is allowed in an imported Unit and whether or not that sector allows any form of simulated assessment activity. This guide will indicate if a Unit has been imported from another occupational sector. Units imported from the E-skills UK standards all allow simulation.

19. Specific guidance for Assessors

The assessment requirements for these NVQs/SVQs do bring with them some change of practice and emphasis for assessors. The major changes are:

- ◆ **Establishing occupational competence.** Assessors must be able to demonstrate their occupational competence for the Units they wish to assess. Because the revised Business and Administration NVQ/SVQs contain a broad range of optional Units, it may not be possible for one assessor to cover the full range of Units within each qualification.
- ◆ **The importance of CPD.** Assessors can identify any areas where their occupational competence is not adequate or sufficiently current, by benchmarking their current skills and knowledge to the national standards. They must ensure that they maintain their occupational competence in a way that can be demonstrated through a CPD record. If they are no longer working in a job covered by the standards, they may do this through a period of industrial placement, time spent on real work or in a realistic working environment, or by achieving appropriate NVQ/SVQ Units themselves.
- ◆ **The use of simulation.** There are no opportunities for candidates to produce evidence through simulation. This means assessors must work closely with candidates to identify an appropriate selection of optional Units which properly reflect the candidate's job role, so that the NVQ/SVQ is achieved in the workplace.
- ◆ The assessment strategy, and this assessment guidance, makes it clear that assessors must use their professional judgement in coming to decisions about candidate evidence. Assessors must be able to justify their claim that candidate evidence not only meets the standards, but also meets all the criteria for quality evidence.

20. Specific guidance for Internal Verifiers

The assessment requirements for these new standards do also bring with them some change of practice and emphasis for internal verifiers. The major changes are listed below.

Internal verifiers are responsible for monitoring the occupational competence of new and existing assessors. They can do this by:

- ◆ keeping copies of assessor/IV CVs and written statements
- ◆ maintaining records of personal interviews, e.g. appraisal or development interviews, and observations of administrative competence at work
- ◆ benchmarking current skills/practice to Business Administration NVQ/SVQ standards
- ◆ implementing CPD to maintain assessor/IV currency of occupational competence
- ◆ maintaining quality records of relevant assessor work experience
- ◆ seeing and recording original evidence of relevant qualifications

Internal verifiers must also maintain the currency of their own occupational competence to verify.

This guidance gives clear criteria for the definition of realistic working environments. It is the responsibility of internal verifiers to ensure that any assessment that takes place outside real work is in a context that meets these criteria. Again, external verifiers will monitor this closely.

Considerable emphasis has been placed within this guidance on the professional judgements of assessors. This is key to ensuring quality in the determination and presentation of evidence. Research indicates that assessors do this best when they receive regular observations, ongoing support, constructive feedback and, when necessary, coaching from their internal verifier. Assessment centres should ensure that individual and collective confidence is built in judging evidence and making assessment decisions. This is most easily achieved through the systematic provision of opportunities for assessors and IVs to meet with each other - to share experiences and good practice, learn new skills, identify areas for individual and team development, and plan to use new techniques or increase understanding. These could be standardisation meetings, risk management workshops and regular updates on good practice elsewhere as highlighted in OfSTED and ALI inspection reports or from reports from awarding bodies or in CoVEs appointed in the Business and Administration area.

21. How the Assessment Guide works

The assessment guidance provided for each Unit has been designed to give you all the key information that you need. The first section tells you “at a glance”:

- ◆ whether the Unit is core or option
- ◆ the minimum performance evidence requirements for each cluster of Performance Indicators
- ◆ the Performance Indicators that are deemed to be contingencies; and
- ◆ the methods of assessment that can be used

The methods of assessment are represented by a set of icons. These are:

Icon	Translation	When to use	Evidence type
	Observation	To confirm that the candidate can provide evidence through performance	Observing candidate performing a task or series of tasks
	Work products	Recorded evidence	Paper-based documentation or computer or audio-visual evidence
	Questioning	To confirm competence through questioning the candidate	When the assessor wants to check understanding of skills and knowledge
	Witness testimony	Speaking to line managers and supervisors, colleagues or customers	When assessor wishes to check validity of third-party evidence

22. Using the At a Glance table:

Each Unit contains a table that allows you to determine quickly if the Unit is a core or optional Unit, whether the Unit contains possible contingencies and what occupational area competence the assessor needs. It will also state if simulation is acceptable or not for the Unit.

Core	✓	Optional	X
Simulation	X	Occupational Competence	Administration
Contingencies			
P I 1	If the organisation has no stated mission the candidate should ask their employer for guidance.		
P I 4	If the organisation has no stated values the candidate should ask their employer for guidance.		
P I 7	If no guidance is needed during the assessment period 'what if' questions may be asked to confirm competence.		
P I 10	If no procedures are in place during the assessment period 'what if' questions may be asked to confirm competence.		

23. Assessment overview

Each Unit contains a statement (example below) that provides an overview of what needs to be assessed in that Unit. The overview covers all of the Performance Indicators in that Unit; these have been condensed into a smaller number than the total Performance Indicators for convenience. Realistic Working Environment RWE only applies to Levels 1 and 2.

You have to assess your candidate doing **four** things at work or in an approved Realistic Working Environment:

- ◆ plan and prioritise work
- ◆ seek ways to improve their own performance
- ◆ behave in a professional manner
- ◆ take part in discussions with individuals and groups

Level 1 Units

SQA codes	Unit	
DP79 04	Unit 101	Carry out your responsibilities at work 1
DR36 04	Unit 102	Work within your business environment 1
DP77 04	Unit 103	Welcome visitors
DP7P 04	Unit 104	Handle mail
DP72 04	Unit 105	Store and retrieve information
DJ59 04	Unit 106	Use IT to exchange information 1
DJ5D 04	Unit 107	Word processing software 1
DP7V 04	Unit 108	Make and receive telephone calls
DP76 04	Unit 109	Use office equipment
DD56 04	Unit 110	Ensure your own actions reduce risks to health and safety

Unit 101 Carry out your responsibilities at work 1

About this Unit:

This is a **core** unit. The unit is about the way the candidate communicates, plans their work, uses feedback on their performance and behaves appropriately in the workplace or Realistic Working Environment.

At a Glance:

Core	✓	Optional	X
Simulation	X	Occupational Competence	Administration
Contingencies			
P I 6	If no problems arise during the assessment period 'what if' questions may be asked to confirm competence.		
P I 9	If the organisation has no codes of practice 'what if' questions may be asked to confirm competence.		
Performance Evidence		Supplementary Evidence	
 Observation	 Work products	 Questions	 Witness testimony
Observation	Work products	Questions	Witness testimony

You have to assess your candidate doing **four** things at work or in an approved Realistic Working Environment:

- ◆ plan and prioritise work
- ◆ seek ways to improve their own performance
- ◆ behave in a professional manner
- ◆ take part in discussions with individuals and groups

Examples of evidence:



Observation

Observing the candidate's behaviour towards others while collecting evidence for optional units; also observing that the candidate takes part in conversations with colleagues and others to the standards required by the organisation.



Work Product



Appraisals, reviews, minutes of meetings, to-do lists, memos, personal development plan.



Questioning

Responses to questions to confirm the candidate's competence which should include checking the candidate understands the importance of behaving in an appropriate manner.



Witness Testimony

Witness testimonies from the candidate's line-manager or colleagues to confirm consistent performance.

Evidence **will** be generated for this unit while gathering evidence for optional units at Level 1.

Unit 102 Working within your business environment 1

About this Unit:

This is a **core** unit. The unit is about the way the candidate works within the organisation to promote its aims while being aware of their own rights and responsibilities, the need to actively support diversity and to protect information in the workplace or Realistic Working Environment.

At a Glance:

Core	✓	Optional	X
Simulation	X	Occupational Competence	Administration
Contingencies			
P I 1	If the organisation has no stated mission the candidate should ask his or her employer for guidance.		
P I 4	If the organisation has no stated values the candidate should ask their employer for guidance.		
P I 7	If no guidance is needed during the assessment period 'what if' questions may be asked to confirm competence.		
P I 10	If no procedures are in place during the assessment period 'what if' questions may be asked to confirm competence.		
Performance Evidence		Supplementary Evidence	
 Observation	 Work Product	 Questioning	 Witness Testimony
Observation	Work products	Questions	Witness testimony

You have to assess your candidate doing **four** things at work or in an approved Realistic Working Environment:

- ◆ work towards the organisation's objectives
- ◆ act within their responsibilities and rights
- ◆ interact with others sensitively, respecting their diversity
- ◆ preserve the security of property and confidentiality of information

Examples of evidence:



Observation

Observing the candidate's behaviour towards others while collecting evidence for optional units; also observing that the candidate works in a way that promotes the organisation's aims and maintains security and confidentiality to the standards required by the organisation.



Work Product

Work completed to meet targets, notes from meetings, memos, re. security or confidentiality.



Questioning

Responses to questions to confirm the candidate's competence. This should include checking the candidate understands issues surrounding diversity if their workplace does not readily provide performance evidence, and legislation relevant to the workplace.



Witness Testimony

Witness testimonies from the candidate's line-manager or colleagues to confirm consistent performance.

Evidence **will** be generated for this unit while gathering evidence for optional units at Level 1. Assessment should be planned alongside the appropriate optional units.

Unit 103 Welcome visitors

About this Unit:

This is an **optional** unit about providing a reception service to visitors to the workplace or Realistic Working Environment.

At a Glance:

Core	X	Optional	✓
Simulation	X	Occupational Competence	Administration
Contingencies			
P I 4	If the workplace does not expect colleagues to be informed of a visitor's arrival, 'what if' questions should be asked to confirm competence.		
Performance Evidence		Supplementary Evidence	
 Observation	 Work Product	 Questioning	 Witness Testimony
Observation	Work products	Questions	Witness testimony

You have to assess your candidate doing **two** things at work or in an approved Realistic Working Environment:

- ◆ receive visitors in a professional way
- ◆ meet the visitors' needs

Examples of evidence:



Observation

Observe the candidate receiving visitors to the standards required by the organisation.



Work Product

Work products produced by the candidate whilst performing their job e.g. log books, messages for colleagues, other evidence relating to the candidates particular role.



Questioning

Responses to questions to confirm the candidate's competence, particularly for knowledge and contingencies.



Witness Testimony

Witness testimonies from the candidate's line-manager, colleagues or visitors to confirm consistent performance.

While gathering evidence for this unit, evidence **may** be generated for units 101, 102, 105, 108 and 110.

Unit 104 Handle mail

About this Unit:

This is an **optional** unit about handling incoming and outgoing mail in the workplace or Realistic Working Environment.

At a Glance:

Core	X	Optional	✓
Simulation	X	Occupational Competence	Administration
Contingencies			
PI 3	If no suspicious or damaged items are received during the assessment period, 'what if' questions may be asked to confirm competence.		
PI 7	If no items for urgent or special delivery are despatched during the assessment period, 'what if' questions may be asked to confirm competence.		
PI 8	Performance evidence of franking or stamping mail should be gathered; supporting evidence that the candidate knows the alternative is required.		
Performance Evidence		Supplementary Evidence	
 Observation	 Work Product	 Questioning	 Witness Testimony
Observation	Work products	Questions	Witness testimony

You have to assess your candidate doing **four** things at work or in an approved Realistic Working Environment:

- ◆ receive incoming mail
- ◆ sort incoming mail
- ◆ distribute incoming mail
- ◆ despatch outgoing mail

Examples of evidence:



Observation

Observing the candidate receiving, sorting and distributing incoming mail and collecting, sorting, franking or stamping and despatching outgoing mail to the standards required by the organisation.



Work
Product



Incoming/outgoing post book, organisation chart.



Questioning

Responses to questions to confirm the candidate's competence, particularly for knowledge and contingencies.



Witness
Testimony

Witness testimonies from the candidate's line-manager or colleagues to confirm consistent performance.

While gathering evidence for this unit, evidence **may** be generated for units 101, 102, 105, 108, 109 and 110.

Unit 105 Store and retrieve information

About this Unit:

This is an **optional** unit about filing and retrieving information in either a paper-based or electronic system in the workplace or Realistic Working Environment

At a Glance:

Core	X	Optional	✓
Simulation	X	Occupational Competence	Administration
Contingencies			
P I 3	The candidate may use manual or electronic systems. Where either is not in use 'what if' questions may be asked to confirm competence.		
P I 8	If no problems arise during the assessment period 'what if' questions may be asked to confirm competence.		
Performance Evidence		Supplementary Evidence	
 Observation	 Work Product	 Questioning	 Witness Testimony
Observation	Work products	Questions	Witness testimony

You have to assess your candidate doing **three** things at work or in an approved Realistic Working Environment:

- ◆ file information
- ◆ update information
- ◆ retrieve information

Examples of evidence:



Observation

Observe the candidate collecting, storing, updating and retrieving information to the standards required by the organisation.



Work
Product



Documents amended by the candidate, file list, system for signing out files.



Questioning

Responses to questions to confirm the candidate's competence, particularly for knowledge and contingencies.



Witness
Testimony

Witness testimonies from the candidate's line-manager or colleagues to confirm consistent performance.

While gathering evidence for this unit, evidence **may** be generated for units 101, 102, 107 and 110.

Unit 106 Use IT to exchange information 1

About this Unit:

This is an **optional** unit imported from the E-skills UK IT User Standards about sending and receiving messages, accessing and receiving information using browser software from the Internet, intranets and the world-wide web in the workplace or Realistic Working Environment.

At a Glance:

Core	X	Optional	✓
Simulation	✓	Occupational Competence	IT
Contingencies			
None			
Performance Evidence		Supplementary Evidence	
 Observation	 Work Product	 Questioning	 Witness Testimony
Observation	Work products	Questions	Witness testimony

You have to assess your candidate doing **three** things at work or in an approved Realistic Working Environment:

- ◆ send e-mails
- ◆ receive e-mails
- ◆ search for information on the internet

Examples of evidence:



Observation

Observe the candidate receiving, sending and replying to e-mails and using a search engine to the standards required by the organisation.



Work Product



Saved copies of sent and received e-mails, results of searches, bookmarks or favourites, attachments etc. These need only be printed if this is required by the organisation, otherwise the assessor should record where they can be found on the system.



Questioning

Responses to questions to confirm the candidate's competence, particularly for knowledge and contingencies. This should include checking the candidate understands the organisation's policies on avoiding viruses etc.



Witness Testimony

Witness testimonies from the candidate's line-manager or colleagues to confirm consistent performance with particular reference to the use of search engines, bookmarking websites and using tools such as favourites.

Simulation:

Simulation refers to the simulation of work tasks and activities, not to the use of IT. The techniques involved in using IT must always be assessed at least in part through evidence gained from practical tasks or activities. All assessment must be based on the use of real IT software and hardware to carry out tasks and activities that may be simulated. Where tasks and activities are simulated they must be undertaken in an approved Realistic Working Environment.

While gathering evidence for this unit, evidence **may** be generated for units 101, 102, 105, 109 and 110.

Unit 107 Word processing software 1

About this Unit:

This is an **optional** unit imported from the E-skills UK IT User Standards about producing simple word processing documents in the workplace or Realistic Working Environment.

At a Glance:

Core	X	Optional	✓
Simulation	✓	Occupational Competence	IT
Contingencies			
None			
Performance Evidence		Supplementary Evidence	
 Observation	 Work Product	 Questioning	 Witness Testimony
Observation	Work products	Questions	Witness testimony

You have to assess your candidate doing **six** things at work or in an approved Realistic Working Environment:

- ◆ handle files
- ◆ combine information
- ◆ enter and edit text
- ◆ format text
- ◆ lay out document
- ◆ check text

Examples of evidence:



Observation

Observe the candidate producing documents from word processing software to the standards required by the organisation.



Work
Product

Copies of documents produced. These need only be printed if this is required by the organisation, otherwise the assessor should record where they can be found on the system.



Questioning

Responses to questions to confirm the candidate's competence. This should include checking the candidate's understanding of techniques not regularly used within the organisation.



Witness
Testimony

Witness testimonies from the candidate's line-manager or colleagues to confirm consistent performance over a period of time.

Simulation:

Simulation refers to the simulation of work tasks and activities, not to the use of IT. The techniques involved in using IT must always be assessed at least in part through evidence gained from practical tasks or activities, All assessment must be based on the use of real IT software and hardware to carry out tasks and activities that may be simulated. Where tasks and activities are simulated they must be undertaken in an approved Realistic Working Environment.

While gathering evidence for this unit, evidence **may** be generated for units 101, 102, 105, 109 and 110.

Unit 108 Make and receive telephone calls

About this Unit:

This is an **optional** unit about using the telephone in the workplace or Realistic Working Environment to communicate with others both within the organisation and outside.

At a Glance:

Core	X	Optional	✓
Simulation	X	Occupational Competence	Administration
Contingencies			
P I 11	Whether the transfer is from one extension to another or by handing the phone to a colleague, the candidate must demonstrate that they pass the information gathered from the caller to the recipient.		
Performance Evidence		Supplementary Evidence	
 Observation	 Work Product	 Questioning	 Witness Testimony
Observation	Work products	Questions	Witness testimony

You have to assess your candidate doing **three** things at work or in an approved Realistic Working Environment:

- ◆ make calls
- ◆ receive calls
- ◆ transfer calls

Examples of evidence:



Observation

Observe the candidate making, receiving and transferring internal and external calls to the standards required by the organisation.



Work
Product



Telephone messages taken by the candidate and passed on to colleagues, notes made before and during calls, telephone log.



Questioning

Responses to questions to confirm the candidate's competence, particularly for knowledge and contingencies.



Witness
Testimony

Witness testimonies from the candidate's line-manager or colleagues to confirm consistent performance.

While gathering evidence for this unit, evidence **may** be generated for units 101, 102, 109 and 110.

Unit 109 Use office equipment

About this Unit:

This is an **optional** unit about using various items of office equipment in the workplace or Realistic Work Environment.

At a Glance:

Core	X	Optional	✓
Simulation	X	Occupational Competence	Administration
Contingencies			
P I 5	If no problems arise during the assessment period 'what if' questions may be asked to confirm competence.		
Performance Evidence		Supplementary Evidence	
 Observation	 Work Product	 Questioning	 Witness Testimony
Observation	Work products	Questions	Witness testimony

You have to assess your candidate doing **three** things at work or in an approved Realistic Working Environment:

- ◆ prepare to use a variety of office equipment
- ◆ use the equipment to produce work
- ◆ ensure the equipment is ready for the next user

Examples of evidence:



Observation

Observe the candidate producing work using the available office equipment to the standards required by the organisation.



Work
Product



Samples of work produced using the relevant equipment.



Questioning

Responses to questions to confirm the candidate's competence, particularly for knowledge and contingencies. This should include checking the candidate's understanding of the use of equipment commonly found in offices but not in use in the candidate's organisation.



Witness
Testimony

Witness testimonies from the candidate's line-manager or colleagues to confirm consistent performance with particular reference to the Performance Indicators which are not evidenced by product.

While gathering evidence for this unit, evidence **may** be generated for units 101, 102, 108 and 110.

Unit 110 Ensure your own actions to reduce risks to health and safety

About this Unit:

This **optional** unit is imported from ENTO. It is about identifying and dealing with health and safety hazards and reducing risks to health and safety at work.

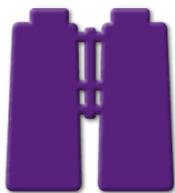
At a Glance:

Core	X	Optional	✓
Real Work	✓	Approved RWE	✓
Simulation	X	Occupational Competence	Health and Safety
Contingencies			
PI 10	If there are no risks for the candidate to put right, 'what if' questions may be asked to confirm competence.		
PI 11	If there are no risks, the candidate can make suggestions for reducing risks to 'what if' questions to confirm competence.		
PI 14	If there are no differences between workplace policies and suppliers' or manufacturers' instructions 'what if' questions may be asked to confirm competence.		
Performance Evidence		Supplementary Evidence	
 Observation	 Work products	 Questions	 Witness testimony
Observation	Work products	Questions	Witness testimony

You have to assess your candidate doing **three** things at work or in an approved Realistic Working Environment:

- ◆ identify hazards
- ◆ evaluate risks
- ◆ take action to reduce risks.

Examples of evidence:



Observation

Observe the candidate working in a manner that shows they consider and respond to possible risks to themselves and others. Also that they deal with any hazards that arise to the standard required by their organisation.



Work Product



Entry in the accident book, health and safety risk assessment, memo reporting hazards and/or suggesting improvements.



Questioning

Responses to questions to confirm the candidate's competence, particularly for knowledge and contingencies. This should include checking the candidate's understanding of relevant legislation and their own responsibilities in regard to health and safety.



Witness Testimony

Witness testimonies from the candidate's line-manager or colleagues to confirm consistent performance.

While gathering evidence for this unit, evidence **may** be generated for units 101 and 102, 201 and 202 or 301 and 302.