



**SVQ Business and Administration
Supplementary Assessment
Guidance**

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SVQ Business and Administration level 2 and level 3 Assessment Guidance

Introduction

This document has been provided to assist Assessors and Verifiers with the delivery of SVQs in Business and Administration at level 2 and level 3.

The guidance contained in this document is intended to be used in conjunction with existing assessment guidance for the SVQs that were accredited in 2005. It should be noted that this document will be updated throughout as incremental change occurs.

Whilst the guidance contained in this document is not mandatory, it illustrates the standard and range of evidence the external verifier expects to see.

Level 2

- Unit DP7D 04 Carry Out Your Responsibilities at Work 2
- Unit DP7A 04 Work within Your Business Environment 2
- Unit DP81 04 Manage Diary Systems
- Unit DJ5W 04 Use IT to Exchange Information 2
- Unit DJ60 04 Word Processing Software 2
- Unit DJ66 04 Specialist or Bespoke Software 2

Level 3

- Unit DP7E 04 Carry Out Your Responsibilities at Work 3
- Unit DP7C 04 Work Within Your Business Environment 3
- Unit DP70 04 Research, Analyse and Report Information
- Unit DP6J 04 Plan, Organise and Support Meetings
- Unit DJ6J 04 Word Processing Software 3

These Units have been chosen to exemplify the standards at each of the levels.

Each Unit contains guidance relating to the following aspects of each Unit:

- ◆ A general overview of each Unit
- ◆ Information on whether simulation is permitted or not
- ◆ Information on Contingencies
- ◆ Guidance on types of evidence
- ◆ Possible sources of evidence
- ◆ Possible cross referencing opportunities to other Units

Links to Core Units

The document aims to support and exemplify the good practice of using the Optional Units to generate evidence for the Core Units.

The guidance given in the document is not meant to be prescriptive — there may very well be other evidence appropriate to the job role of the candidate — this evidence may provide links to other Units.

DP7D 04 Carry out your responsibilities at work level 2

This Core Unit is concerned with the following areas:

- ◆ Communicating information
- ◆ Planning and being accountable for your work
- ◆ Improving your own performance
- ◆ Behaving in a way that supports effective working

The Optional Units chosen will be the main source of evidence for this Unit. Careful planning in the choice of Optional Units and careful thought relating to the type of evidence needed for this Unit is crucial. However some guidance is offered below to help supplement the evidence from the Optional Units.

Simulation

Is not permitted for evidence generated for this Unit.

Contingencies

- PI 10 If no problems arise during the assessment period, ‘what if’ questions may be asked to confirm competence.
- PI 13 If no mistakes arise during the assessment period, professional discussion should be used to explain how mistakes have been rectified previously.
- PI 14 If the organisation has no codes of practice ‘what if’ questions may be asked to confirm competence.

Communicating Information

The candidate is required to provide evidence that they can:

- ◆ Get verbal information and seek clarification if they do not understand the verbal instructions given
- ◆ Provide clear and structured information to others in a way that meets their needs.
- ◆ Make contributions to discussions
- ◆ Read and confirm material that holds information they need/require
- ◆ Extract key information from written material
- ◆ Provide written information to other people clearly and accurately.

In addition to evidence gathered via the Optional Units, possible evidence may include the candidate:

Keeping a note of occasions when they received or provided information both verbally and in writing.

Keeping a note of occasions when they made contributions to discussions.

Providing evidence of extraction of key information.

All of the above could also be captured in a professional discussion between the candidate and the assessor. Also witness testimony derived from the candidate's supervisor or colleagues to confirm competence.

Planning and being accountable for your work

The candidate is to provide evidence that they can:

- ◆ Agree targets and timescales for completion
- ◆ Prioritise
- ◆ Plan the best use of resources
- ◆ Deal with any issues that come up, using support when necessary
- ◆ Report on progress
- ◆ Meet deadlines or renegotiate timescales
- ◆ Take and accept responsibility

All of the above could be captured in a professional discussion between the candidate and the assessor. Also witness testimony derived from the candidate's supervisor or colleagues to confirm competence.

Improve your own performance

The candidate is required to provide evidence that they can:

- ◆ Encourage and accept feedback
- ◆ Use feedback to improve performance
- ◆ Contribute to their own development plan review
- ◆ Review progress of their development plan

The candidate could provide evidence from any appraisals or performance discussions they have attended.

In addition, all of the above could be captured in a professional discussion between the candidate and the assessor. Also witness testimony derived from the candidate's supervisor or colleagues to confirm competence.

Behave in a way that supports effective working

The candidate is required to provide evidence that they are:

- ◆ Setting themselves high standards of work
- ◆ Understanding their own needs and rights
- ◆ Willing to take on new challenges
- ◆ Adapting to change
- ◆ Providing support and have a good attitude to colleagues

All of the above could be captured in a professional discussion between the candidate and the assessor. Also witness testimony derived from the candidate's supervisor or colleagues to confirm competence.

DP7A 04 Work within your business environment level 2

This Core Unit is concerned with the following areas:

- ◆ Work effectively within your organisation
- ◆ Apply your employment rights
- ◆ Respect diversity in its widest sense
- ◆ Support sustainability
- ◆ Maintain security and confidentiality within your environment

The Optional Units chosen will be the main source of evidence for this Unit. Careful planning in the choice of Optional Units and careful thought relating to the type of evidence needed for this Unit is crucial. However some guidance is offered below to help supplement the evidence from the Optional Units.

Simulation

Is not permitted for evidence generated for this Unit.

Contingencies

- PI 1, 3 and 5 If the organisation has no stated values, the assessor could ask detailed questions to ensure the candidate understands the underlying values that drive the organisation.
- PI 7 If there is no contract of employment then an agreement between the two parties should be in place to enable the candidate to demonstrate knowledge of current employment practice.
- PI 9 If no guidance is needed during the assessment period ‘what if’ questions may be asked to confirm competence.
- PI 12 If no procedures are in place during the assessment period ‘what if’ questions may be asked to confirm competence.
- PI 15 If no concerns arise during the assessment period ‘what if’ questions may be asked to confirm competence.

Work to achieve your organisation’s objectives

The candidate is required to provide evidence of:

- ◆ Supporting your organisation’s purpose and values
- ◆ Following your organisation’s policies and procedures
- ◆ Putting your organisation’s values into practice
- ◆ Protecting and improving the image of your organisation
- ◆ Seeking guidance when you are unsure of objectives, policies, procedures and values

In addition to evidence gathered via the Optional Units, possible evidence may include:

The candidate's job description

Description of the candidate's organisation

Organisation chart

Description of the candidate's job role

Professional discussion

Witness Testimony

The candidate's knowledge of information contained within organisational documents such as a staff handbook.

Employment Rights

The candidate is required to provide evidence of:

- ◆ Awareness of appropriate legislation and the candidate's rights within that legislation
- ◆ Awareness of the candidate's organisation's disciplinary and grievance procedures
- ◆ Seeking guidance when unsure about employment rights and responsibilities

In addition to evidence gathered via the Optional Units, possible evidence may include:

Professional Discussion

Witness Testimony

The candidate's knowledge of information contained within organisational documents such as a staff handbook.

Supporting sustainability

The candidate is required to provide evidence of:

- ◆ Minimising waste and following procedures for recycling and disposal of hazardous waste
- ◆ Following procedures for the maintenance of equipment
- ◆ Using technology to work in an efficient way

Supporting Diversity

The candidate is required to provide evidence of:

- ◆ Interacting with people in a sensitive way
- ◆ Respecting their diversity
- ◆ Learning from other people and use this to improve the way the candidate works
- ◆ Knowledge of organisation's procedures in relating to discrimination legislation

In addition to evidence gathered via the Optional Units, possible evidence may include:

Professional Discussion

Witness Testimony

Assessor Observation

Log of interaction with people

Maintaining security and confidentiality

The candidate is required to provide evidence of:

- ◆ Ensuring the security of property and the security and confidentiality of information
- ◆ Reporting any concerns about security and confidentiality of information

In addition to evidence gathered via the Optional Units, possible evidence may include:

Carry out a security check (if appropriate and within the guidelines provided by the organisation)

Professional Discussion

Witness Testimony

Assessor Observation

DP81 04 Manage diary systems level 2

General overview

This Optional Unit is about using a manual or electronic diary to manage activities and resources. Within the maintenance of that diary the candidate should be able to evidence the organisation of her/his own and others' commitments. The diary system could be electronic or paper based, the manual diary may include wall planner, appointment book or calendar

A key piece of evidence could be a comprehensive storyboard supported by performance evidence (observation and work product) and supplementary evidence (professional discussion, witness testimony and questioning). Good practice would be to include those items of knowledge not evident from performance into the storyboard.

If a storyboard is not used to place the evidence in context then the work product mentioned above would have to be well annotated and personal statements used. Items of knowledge not evident from performance could be addressed in the personal statements or through the use of appropriate questions.

While gathering evidence against this Unit, please refer to the Core Units and try to gather evidence to cover these. Further details are given below.

Remember all evidence must be triangulated — observation, work product, witness testimony and supplementary evidence.

Simulation

Is not permitted for evidence generated for this Unit.

Contingencies

PI 5 If no problems arise during the assessment period then 'what if' questions may be asked to confirm competence.

Performance Indicators (PI Cluster 1–8)

The types of evidence that may be used could include:

- ◆ Emails or notes relating to requests
- ◆ Printout/Screendump of electronic diary before and after changes
- ◆ Photocopy of manual diary showing changes
- ◆ Storyboard
- ◆ Email explaining changes
- ◆ Assessor observation
- ◆ Witness testimony
- ◆ Professional discussion/oral questioning/written questioning

Knowledge and understanding

Depending on the type of evidence generated, some of the knowledge and understanding may be covered by performance evidence — 1, 2, 5, 6, 7, 8, 9, 12, 13, 14. The following items will probably have to be evidenced through questioning or other supplementary evidence (storyboard/personal statement) — 3, 4, 10, 11.

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following Units — 110, 201, 202, 205, 209, 211, 212, 213, 216, 219, 224, 225 and 301, 302, 303, 308, 311, 313, 320.

Core Unit DP7D 04**Carry out your responsibilities at work 2**

Performance Indicators	Reason for Link
1–6	<p>While evidence is being gathered for Unit DP81 04, it may also be possible for the candidate to provide appropriate evidence for the Core Unit, if s/he can:</p> <ul style="list-style-type: none"> ◆ Provide accurate, clear and structured information to different audiences ◆ Question any points they are unsure of ◆ Make useful contributions to discussions ◆ Read written material ◆ Extract the main points ◆ Provide accurate and clear written information
7–8	<ul style="list-style-type: none"> ◆ Agree realistic targets for their work ◆ Plan how you will make the best use of their time and other resources ◆ Agree achievable timescales
10	<ul style="list-style-type: none"> ◆ Identify and report problems as they arise using appropriate support where necessary
11 and 12	<ul style="list-style-type: none"> ◆ Keep other people informed of their progress ◆ Try to meet their deadlines or renegotiate timescales in good time
13 and 14	<ul style="list-style-type: none"> ◆ Take responsibility for their own work and accept responsibility for any mistakes you make ◆ Follow organisational procedures
20 and 22–25	<ul style="list-style-type: none"> ◆ Set a high standard for their work ◆ Show a willingness to take on new challenges ◆ Adapt readily to change ◆ Help and support other people and treat them with honesty, respect and consideration
9 and 15–19 and 21	<p>Any involvement in Performance Appraisal could provide evidence for these PIs rather than trying to link these specifically to this Diary Unit.</p>

Core Unit DP7A 04

Work within your Business Environment level 2

Performance Indicators	Reason for Link
4	<p>While evidence is being gathered for Unit DP81 04, it may also be possible for the candidate to provide appropriate evidence for the Core Unit, if s/he can:</p> <ul style="list-style-type: none"> ◆ Work with outside organisations and customers in a way that protects and improves the image of their organisation
7	<ul style="list-style-type: none"> ◆ Carry out their responsibilities in a way that is consistent with their contract of employment
10, 11 and 12	<ul style="list-style-type: none"> ◆ Keep waste to a minimum and follow procedures for recycling and the disposal of hazardous materials ◆ Follow procedures for the maintenance of equipment ◆ Make best use of technology to work in an efficient way
13 and 14	<ul style="list-style-type: none"> ◆ Interact with other people in a way that is sensitive to their needs and respects any diversity ◆ Learn from other people and use this to improve the way they work and interact with other people
16, 17 and 18	<ul style="list-style-type: none"> ◆ Maintain the security and confidentiality of information in a way that is consistent with their organisation’s procedures and legal requirements ◆ Report any concerns they have about security and confidentiality
1–3 and 5–6 and 8–9 and 15	<p>If the candidate is working within their contract of employment and her/his job description it could be inferred that s/he is working to achieve their organisation’s purpose and values. This would have to be exemplified during a professional discussion and/or evidenced through performance appraisal and/or exemplified by witness testimony.</p> <p>Likewise through professional discussion the candidate could exemplify circumstances where they have applied their employment rights and responsibilities.</p>

DJ5W 04 Use IT to exchange information level 2

General overview

This Optional Unit is imported from the e-Skills UK IT User Standards and is about sending and receiving messages, accessing and receiving information using browser software from the Internet, intranets and the world-wide web.

A key piece of evidence could be a comprehensive storyboard supported by performance evidence (observation and work product) and supplementary evidence (professional discussion, witness testimony and questioning). Good practice would be to include those items of knowledge not evident from performance into the storyboard.

If a storyboard is not used to place the evidence in context then the work product mentioned above would have to be well annotated and personal statements used. Items of knowledge not evident from performance could be addressed in the personal statements or through the use of appropriate questions.

While gathering evidence against this Unit, please refer to the Core Units and try to gather evidence to cover these. Further details are given below.

Remember all evidence must be triangulated — observation, work product and supplementary evidence.

Simulation

Is permitted for evidence generated for this Unit. Simulation applies only to the simulation of work tasks or activities and not to the use of IT.

Contingencies

No contingencies are contained within this Unit.

Send and receive e-mails (PI Cluster 1–7)

The types of evidence that may be used could include:

- ◆ Emails to individuals
- ◆ Emails to groups
- ◆ Emails with a compressed attachment
- ◆ Emails with an uncompressed attachment
- ◆ Emails with cc.
- ◆ Screendumps of inbox, sent box
- ◆ Evidence of receiving, replying and forwarding emails
- ◆ Screendumps of address book showing contact names and distribution lists
- ◆ Customise email formats e.g. adding a signature and contact details automatically to email, change from HTML to plain text, change background wallpaper.
- ◆ Instant messaging evidenced through observation, screenprint
- ◆ Storyboard

- ◆ Assessor observation
- ◆ Witness testimony
- ◆ Professional discussion/oral questioning/written questioning

Search for information on the web (PI Cluster 8–12)

Evidence against this cluster could include:

- ◆ Screenshot of search engine search show Boolean notation
- ◆ Screenshot showing results of searches
- ◆ Screenshot of favourites or bookmarks
- ◆ Screenshot or printout showing web pages or web-links emailed to others
- ◆ Storyboard
- ◆ Assessor observation
- ◆ Witness testimony
- ◆ Professional discussion/oral questioning/written questioning

The creation of a specific folder to retain the evidence for this Unit may be appropriate

Knowledge and understanding

Depending on the type of evidence generated, some of the knowledge and understanding may be covered by performance evidence — 2, 3, 4, 5, 6. The following will probably have to be evidenced through questioning or incorporation into storyboard — 1, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20.

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following Units — 110, 201, 202, 210, 212, 225 and 301, 302, 310.

Core Unit DP7D 04**Carry out your Responsibilities at Work 2**

Performance Indicators	Reason for Link
1–6	<p>While evidence is being gathered for Unit DJ5W 04, it may also be possible for the candidate to provide appropriate evidence for the Core Unit, if s/he can:</p> <ul style="list-style-type: none"> ◆ Provide accurate, clear and structured information to different audiences ◆ Question any points they are unsure of ◆ Make useful contributions to discussions ◆ Read written material ◆ Extract the main points ◆ Provide accurate and clear written information
7–8	<ul style="list-style-type: none"> ◆ Agree realistic targets for their work ◆ Plan how they will make the best use of their time and other resources ◆ Agree achievable timescales
10	<ul style="list-style-type: none"> ◆ Identify and solve problems as they arise using appropriate support where necessary
11 and 12	<ul style="list-style-type: none"> ◆ Keep other people informed of their progress ◆ Try to meet their deadlines or renegotiate timescales in good time
13 and 14	<ul style="list-style-type: none"> ◆ Take responsibility for their own work and accept responsibility for any mistakes they make ◆ Follow organisational procedures
20 and 22–25	<ul style="list-style-type: none"> ◆ Set a high standard for their work ◆ Show a willingness to take on new challenges ◆ Adapt readily to change ◆ Help and support other people and treat them with honesty, respect and consideration
9 and 15–19 and 21	<p>Any involvement in Performance Appraisal could provide evidence for these PIs rather than trying to link these specifically to this Word Processing Unit.</p>

Core Unit DP7A 04**Work within your Business Environment level 2**

Performance Indicators	Reason for Link
4	<p>While evidence is being gathered for Unit DJ5W 04, it may also be possible for the candidate to provide appropriate evidence for the Core Unit, if s/he can:</p> <ul style="list-style-type: none">◆ Work with outside organisations and customers in a way that protects and improves the image of their organisation
7	<ul style="list-style-type: none">◆ Carry out their responsibilities in a way that is consistent with their contract of employment
10 and 11	<ul style="list-style-type: none">◆ Interact with other people in a way that is sensitive to their needs and respects and diversity◆ Learn from other people and use this to improve the way they work and interact with other people
14 and 15	<ul style="list-style-type: none">◆ Maintain the security and confidentiality of information in a way that is consistent with their organisation's procedures and legal requirements◆ Report any concerns they have about security and confidentiality
1–3 and 5–6 and 8–9 and 12 and 13	<p>If the candidate is working within their contract of employment and her/his job description it could be inferred that s/he is working to achieve their organisation's purpose and values. This would have to be exemplified during a professional discussion and/or evidenced through performance appraisal and/or exemplified by witness testimony.</p> <p>Likewise through professional discussion the candidate could exemplify circumstances where they have applied their employment rights and responsibilities.</p>

DJ6J 04 Word processing software level 2

General overview

This Optional Unit is imported from e-Skills UK IT User Standards and is about the creating and editing of documents using word-processed skills. Much of the unit focuses on the skills required to create and edit documents — inputting text, editing text, formatting text, changing layout. Please refer to the e-Skills Assessment Strategy when undertaking this Unit.

A key piece of evidence could be a comprehensive storyboard supported by performance evidence (observation and work product) and supplementary evidence (professional discussion, witness testimony and questioning). Good practice would be to include those items of knowledge not evident from performance into the storyboard.

If a storyboard is not used to place the evidence in context then the work product mentioned above would have to be well annotated and personal statements used. Items of knowledge not evident from performance could be addressed in the personal statements or through the use of appropriate questions.

While gathering evidence against this Unit, please refer to the Core Units and try to gather evidence to cover these. Further details are given below.

Remember all evidence must be triangulated — observation, work product and supplementary evidence.

Simulation

Is permitted for evidence generated for this Unit. Simulation refers to the simulation of work tasks and activities not to the use of IT.

Contingencies

No contingencies are contained within this Unit.

Performance Indicators

The types of evidence that may be used could include:

- ◆ Producing accurate word processed documents for different audiences
- ◆ Why you have chosen a particular format
- ◆ Being able to handle and save files
- ◆ Combining information
- ◆ Entering, editing, saving and printing text
- ◆ Formatting documents:
 - Bold/italics/underline
 - Changing line spacing and margins
 - Changing font, size and colour
 - Aligning text — left, right, centre and fully justified

- Using special characters and symbols
- Inserting page breaks, page numbers, headers and footers
- ◆ Use of tabs and presentation in columns
- ◆ Creating, formatting and editing tables
- ◆ Mail merge
- ◆ Applying styles
- ◆ Creating templates

The types of evidence that may be used include:

- ◆ Any written instructions relating to how you have to present your work
- ◆ Screenshot showing how you have organised and saved your files
- ◆ Screenshots of files converted to other suitable formats, eg html, rtf, .txt, .pdf to Word etc
- ◆ Storyboard identifying who, why, what, how
- ◆ Work product content showing:
 - Word Processed documents showing the content listed above
 - Combining information between word processing files and between word processing and other software packages
 - Evidence of using file extensions
 - Making use of shortcuts
 - Creating and editing templates
 - Creating, editing and sorting tables
 - Creating documents showing tabs and columns
 - Mail merge — showing source documents and merged documents
 - Evidence of applying styles
- ◆ Assessor observation
- ◆ Storyboard
- ◆ Witness testimony
- ◆ Professional discussion/oral questioning/written questioning

Knowledge and understanding

Depending on the type of evidence generated, some of the knowledge and understanding may be covered by performance evidence — 2, 3, 4, 5, 6, 7, 8, 10. The following will probably have to be evidenced through questioning or incorporation into storyboard — 1, 9, 11.

Cross referencing

While gathering evidence for this Unit, evidence may be generated for Units 110, 201, 202, 209, 210, 212, 221, 222, 223, 224 and 225.

Core Unit DP7D 04**Carry Out your Responsibilities at Work level 2**

Performance Indicators	Reason for Link
1–6	<p>While evidence is being gathered for Unit DJ6J 04, it may also be possible for the candidate to provide appropriate evidence for the Core Unit, if s/he can:</p> <ul style="list-style-type: none"> ◆ Provide accurate, clear and structured information to different audiences ◆ Question any points they are unsure of ◆ Make useful contributions to discussions ◆ Read written material ◆ Extract the main points ◆ Provide accurate and clear written information
7–8	<ul style="list-style-type: none"> ◆ Agree realistic targets for their work ◆ Plan how they will make the best use of their time and other resources ◆ Agree achievable timescales
10	<ul style="list-style-type: none"> ◆ Identify and report problems as they arise using appropriate support where necessary
11 and 12	<ul style="list-style-type: none"> ◆ Keep other people informed of their progress ◆ Try to meet their deadlines or renegotiate timescales in good time
13 and 14	<ul style="list-style-type: none"> ◆ Take responsibility for their own work and accept responsibility for any mistakes they make ◆ Follow organisational procedures
20 and 22–25	<ul style="list-style-type: none"> ◆ Set a high standard of their work ◆ Show a willingness to take on new challenges ◆ Adapt readily to change ◆ Help and support other people and treat them with honesty, respect and consideration
9 and 15–19 and 21	<p>Any involvement in Performance Appraisal could provide evidence for these PIs rather than trying to link these specifically to this Unit.</p>

Core Unit DP7A 04**Work within your Business Environment level 2**

Performance Indicators	Reason for Link
4	<p>While evidence is being gathered for Unit DJ6J 04, it may also be possible for the candidate to provide appropriate evidence for the Core Unit, if s/he can:</p> <ul style="list-style-type: none"> ◆ Work with outside organisations and individuals in a way that protects and improves the image of their organisation
7	<ul style="list-style-type: none"> ◆ Carry out their responsibilities in a way that is consistent with their contract of employment
10, 11 and 12	<ul style="list-style-type: none"> ◆ Keep waste to a minimum and follow procedures for recycling and the disposal of hazardous materials ◆ Follow procedures for the maintenance of equipment ◆ Make best use of technology to work in an efficient way
13 and 14	<ul style="list-style-type: none"> ◆ Interact with other people in a way that is sensitive to their needs and respects and diversity ◆ Learn from other people and use this to improve the way they work and interact with other people
16, 17 and 18	<ul style="list-style-type: none"> ◆ Maintain the security and confidentiality of information in a way that is consistent with their organisation's procedures and legal requirements ◆ Report any concerns they have about security and confidentiality
1-3 and 5-6 and 8-9	<p>If the candidate is working within their contract of employment and her/his job description it could be inferred that s/he is working to achieve their organisation's purpose and values. This would have to be exemplified during a professional discussion and/or evidenced through performance appraisal and/or exemplified by witness testimony.</p> <p>Likewise through professional discussion the candidate could exemplify circumstances where they have applied their employment rights and responsibilities.</p>

DJ66 04 Specialist or bespoke software level 2

General Overview

This Optional Unit is imported from the e-Skills UK IT User Standards about using specialist or bespoke software. Please refer to the e-skills Assessment Strategy when undertaking this Unit.

A key piece of evidence could be a comprehensive storyboard supported by performance evidence (observation and work product) and supplementary evidence. Good practice would be to include those items of knowledge not evident from performance into the storyboard.

If a storyboard is not used to place the evidence in context then the work product mentioned above would have to be well annotated and personal statements used. Items of knowledge not evident from performance could be addressed in the personal statements or through the use of appropriate questions.

While gathering evidence against this Unit, please refer to the Mandatory Units and try to gather evidence to cover these. Further details are given below.

Remember all evidence must be triangulated — observation, witness testimony, work product and questioning.

Simulation

Is permitted for evidence generated for this Unit. Simulation refers to the simulation of work tasks and activities not to the use of IT.

Contingencies

No contingencies are contained within this Unit.

Performance Indicators (PI Cluster 1–5)

The types of evidence that may be used could include:

- ◆ Screen prints of process undertaken including files and folders directory
- ◆ Print of combined information
- ◆ Assessor observation
- ◆ Storyboard
- ◆ Witness testimony
- ◆ Professional discussion/oral questioning/written questioning

Knowledge and understanding

Depending on the type of evidence generated, some of the knowledge and understanding may be covered by performance evidence — 2, 3 In our opinion, the following will probably have to be evidenced through questioning or incorporation into storyboard — 1, 2, 3.

Core Unit DP7D 04**Carry Out your Responsibilities at Work level 2**

Performance Indicators	Reason for Link
1–6	<p>While evidence is being gathered for Unit DJ66 04, it may also be possible for the candidate to provide appropriate evidence for the Core Unit, if s/he can:</p> <ul style="list-style-type: none"> ◆ Provide accurate, clear and structured information to different audiences ◆ Question any points they are unsure of ◆ Make useful contributions to discussions ◆ Read written material ◆ Extract the main points ◆ Provide accurate and clear written information
7–8	<ul style="list-style-type: none"> ◆ Agree realistic targets for their work ◆ Plan how they will make the best use of their time and other resources ◆ Agree achievable timescales
10	<ul style="list-style-type: none"> ◆ Identify and report problems as they arise using appropriate support where necessary
11 and 12	<ul style="list-style-type: none"> ◆ Keep other people informed of their progress ◆ Try to meet their deadlines or renegotiate timescales in good time
13 and 14	<ul style="list-style-type: none"> ◆ Take responsibility for their own work and accept responsibility for any mistakes they make ◆ Follow organisational procedures
20 and 22–25	<ul style="list-style-type: none"> ◆ Set a high standard for their work ◆ Show a willingness to take on new challenges ◆ Adapt readily to change ◆ Help and support other people and treat them with honesty, respect and consideration
9 and 15–19 and 21	<p>Any involvement in Performance Appraisal could provide evidence for these PIs rather than trying to link these specifically to this Unit.</p>

Core Unit DP7A 04**Work within your Business Environment level 2**

Performance Indicators	Reason for Link
4	<p>While evidence is being gathered for Unit DJ66 04, it may also be possible for the candidate to provide appropriate evidence for the Core Unit, if s/he can:</p> <ul style="list-style-type: none"> ◆ Work with outside organisations and individuals in a way that protects and improves the image of their organisation
7	<ul style="list-style-type: none"> ◆ Carry out their responsibilities in a way that is consistent with their contract of employment
10, 11 and 12	<ul style="list-style-type: none"> ◆ Keep waste to a minimum and follow procedures for recycling and the disposal of hazardous materials ◆ Follow procedures for the maintenance of equipment ◆ Make best use of technology to work in an efficient way
13 and 14	<ul style="list-style-type: none"> ◆ Interact with other people in a way that is sensitive to their needs and respects any diversity ◆ Learn from other people and use this to improve the way they work and interact with other people
16, 17 and 18	<ul style="list-style-type: none"> ◆ Maintain the security and confidentiality of information and property in a way that is consistent with their organisation's procedures and legal requirements ◆ Report any concerns they have about security and confidentiality
1-3 and 5-6 and 8-9 and 15	<p>If the candidate is working within their contract of employment and her/his job description it could be inferred that s/he is working to achieve their organisation's purpose and values. This would have to be exemplified during a professional discussion and/or evidenced through performance appraisal and/or exemplified by witness testimony.</p> <p>Likewise through professional discussion the candidate could exemplify circumstances where they have applied their employment rights and responsibilities.</p>

DP7E 04 Carry out your responsibilities at work level 3

This Core Unit is concerned with the following areas:

- ◆ Communicating information
- ◆ Planning and being accountable for your work
- ◆ Improving your own performance
- ◆ Behaving in a way that supports effective working

The Optional Units chosen will be the main source of evidence for this Unit. Careful planning in the choice of Optional Units and careful thought relating to the type of evidence needed for this Unit is crucial. However some guidance is offered below to help supplement the evidence from the Optional Units.

Simulation

Is not permitted for evidence generated for this Unit.

Contingencies

- PI 11 If no problems arise during the assessment period professional discussion or dedicated tasks may be used to confirm competence.
- PI 13 If there is no need to re-negotiate targets during the assessment period, professional discussion may be used to confirm competence.
- PI 14 If no mistakes arise during the assessment period professional discussion may be used to discuss how mistakes were rectified in the past.
- PI 15 If the organisation has no code of practice professional discussion or dedicated tasks may be used to confirm competence.

Communicating Information

The candidate is required to provide evidence that they can:

- ◆ Get verbal information and seek clarification if they do not understand the verbal instructions given
- ◆ Provide information to others verbally and in writing
- ◆ Make contributions to discussions
- ◆ Encourage other people to contribute to these discussions
- ◆ Identify the information that they need and extract the key information
- ◆ Provide written information to other people, clearly and accurately

In addition to evidence gathered via the Optional Units, possible evidence may include the candidate:

Keeping a note of occasions when they received or provided information both verbally and in writing.

Keeping a note of occasions when they made contributions to discussions and encouraged others to contribute to these discussions.

Providing evidence of the identification and extraction of key information.

All of the above could also be captured in a professional discussion between the candidate and the assessor. Also witness testimony derived from the candidate's supervisor or colleagues to confirm competence.

Planning and being accountable for your work

The candidate is required to provide evidence that they can:

- ◆ Negotiate and agree targets
- ◆ Prioritise
- ◆ Agree timescales for completion
- ◆ Plan the best use of resources
- ◆ Deal with any issues that come up

All of the above could be captured in a professional discussion between the candidate and the assessor. Also witness testimony derived from the candidate's supervisor or colleagues to confirm competence.

Improve your own performance

The candidate is required to provide evidence that they can:

- ◆ Receive feedback
- ◆ Evaluate their own performance
- ◆ Contribute to their own development plan review
- ◆ Review the progress of their development plan

The candidate could provide evidence from any appraisals or performance discussions they have attended.

In addition, all of the above could be captured in a professional discussion between the candidate and the assessor. Also witness testimony derived from the candidate's supervisor or colleagues to confirm competence.

Behave in a way that supports effective working

The candidate is required to provide evidence that they are:

- ◆ Setting themselves high standards of work
- ◆ Overcoming any problems or issues
- ◆ Coping under pressure
- ◆ Adapting to change
- ◆ Providing support to colleagues

All of the above could be captured in a professional discussion between the candidate and the assessor. Also witness testimony derived from the candidate's supervisor or colleagues to confirm competence.

DP7C 04 Work within your business environment level 3

This Core Unit is concerned with the following areas:

- ◆ Work to achieve your organisation's purpose and values
- ◆ Apply your employment rights
- ◆ Support diversity in its widest sense
- ◆ Maintain security and confidentiality within your environment
- ◆ Manage risk

The Optional Units chosen will be the main source of evidence for this Unit. Careful planning in the choice of Optional Units and careful thought relating to the type of evidence needed for this Unit is crucial. However some guidance is offered below to help supplement the evidence from the Optional Units.

Simulation

Is not permitted for evidence generated for this Unit.

Contingencies

- PI 1 If the organisation has no stated mission, a professional discussion may be used to ensure the candidate understands the organisation's purpose.
- PI 3 and 5 If the organisation has no stated values a professional discussion may be used to ensure the candidate understands the organisation's purpose and aims.
- PI 10 If no guidance is needed during the assessment period professional discussion or a dedicated task may be used to confirm competence.
- PI 18 If no procedures are in place during the assessment period professional discussion or a dedicated task may be used to confirm competence.
- PI 21 If no security concerns arise during the assessment period professional discussion or a dedicated task may be used to confirm competence.
- PI 26 If no new risks arise during the assessment period, professional discussion may be used to ascertain how these have been dealt with in the past.

Work to achieve your organisation's objectives

The candidate is required to provide evidence that they can:

- ◆ Support their organisation's overall purpose and values
- ◆ Follow their organisation's policies and procedures
- ◆ Put their organisation's values into practice
- ◆ Protect and improve the image of their organisation
- ◆ Seek guidance when they are unsure of policies, procedures and values
- ◆ Contribute to improving the organisation's policies, procedures and values.

In addition to evidence gathered via the Optional Units, possible evidence may include:

The candidate's job description

Description of the candidate's organisation

Organisation chart

Description of the candidate's job role

Professional discussion

Witness Testimony

Organisation's values (if it doesn't have a formal statement — the candidate may draft one her/himself seeking guidance from their supervisor or other appropriate person).

Employment Rights

The candidate is required to provide evidence of:

- ◆ Awareness of appropriate legislation and the candidate's rights within that legislation and to assert these rights when necessary
- ◆ Awareness of the candidate's organisation's disciplinary and grievance procedures
- ◆ Seeking guidance when unsure of employment responsibilities and rights.

In addition to evidence gathered via the Optional Units, possible evidence may include:

Professional Discussion

Witness Testimony

Support sustainability

- ◆ Keep waste to a minimum and follow procedures for the recycling and the disposal of hazardous materials
- ◆ Follow procedures for the maintenance of equipment
- ◆ Continuously review working methods, including the use of technology, and identify and take forward ways of improving efficiency
- ◆ Choose sources of equipment and materials that provide best value for money
- ◆ Support colleagues so that they can maximise their performance and their value to the organisation.

In addition to evidence gathered via the Optional Units, possible evidence may include:

Observation

Work products

Questioning

Witness testimony

Supporting Diversity

The candidate is required to provide evidence of:

- ◆ Interacting with people in a sensitive way
- ◆ Respecting their diversity
- ◆ Learning from other people and use this to improve the way the candidate works
- ◆ Following organisational procedures and legal requirements in relation to discrimination legislation.

In addition to evidence gathered via the Optional Units, possible evidence may include:

Professional Discussion

Witness Testimony

Assessor Observation

Log of interaction with people

Maintaining security and confidentiality

The candidate is required to provide evidence of:

- ◆ Ensuring the security of property and the security and confidentiality of information
- ◆ Reporting any concerns about the security and confidentiality of information

In addition to evidence gathered via the Optional Units, possible evidence may include:

Carry out a security check (if appropriate and in accordance with organisational guidelines).

Professional Discussion

Witness Testimony

Assessor Observation

Manage risk

The candidate is required to provide evidence of:

- ◆ Ability to identify possible sources of risk
- ◆ Assessing the level of risk
- ◆ Ability of minimising risk
- ◆ Ability to monitor risk
- ◆ Ability to manage new risks as they occur

In addition to evidence gathered via the Optional Units, possible evidence may include:

Carry out a security check

Professional Discussion

Witness Testimony

DP70 04 Research, analyse and report information level 3

General overview

This Optional Unit is about researching, analysing and reporting information. It covers the activities required to obtain, record, analyse and report information required by colleagues at work. It is suitable if the candidate is regularly expected to find out information, either electronically or using paper-based sources and present it appropriately.

A key piece of evidence could be a comprehensive storyboard supported by performance evidence (observation and work product) and supplementary evidence (professional discussion, witness testimony and questioning). Good practice would be to include those items of knowledge not evident from performance into the storyboard.

If a storyboard is not used to place the evidence in context then the work product mentioned above would have to be well annotated and personal statements used. Items of knowledge not evident from performance could be addressed in the personal statements or through the use of appropriate questions.

While gathering evidence against this Unit, please refer to the Mandatory Units and try to gather evidence to cover these. Further details are given below.

Remember all evidence must be triangulated — observation, work product, and supplementary evidence.

Simulation

Simulation is not permitted for evidence generated for this Unit.

Contingencies

PI 8 If no feedback is necessary during the assessment period professional discussion or dedicated tasks may be used to confirm competence.

Performance Indicators

Research information (PI Cluster 1–5)

The types of evidence that may be used could include:

- ◆ Copy of correspondence eg e-mail/memo outlining the details of the items to be researched, the sources to be used and deadline date
- ◆ Screenshot of the search criteria used
- ◆ Copy of material researched
- ◆ Draft report
- ◆ Assessor observation
- ◆ Storyboard
- ◆ Witness testimony
- ◆ Professional discussion/oral questioning/written questioning

Analyse and report information (PI Cluster 6–9)

Suggested evidence for this cluster may include:

- ◆ Copy of finished document, together with correspondence eg e-mail/memo confirming deadline was met
- ◆ Assessor observation
- ◆ Storyboard
- ◆ Witness testimony
- ◆ Professional discussion/oral questioning/written questioning

Knowledge and understanding

Depending on the type of evidence generated, some of the knowledge and understanding may be covered by performance evidence for — 2, 4, 6, 7. The following items will probably have to be evidenced through questioning or incorporation into storyboard — 1, 3, 5.

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following Units — 110, 212, 213, 216, 217 and 301, 302, 303, 308, 312, 314, 315, 320, 321.

Core Unit DP7E 04

Carry out your responsibilities at work 3

Performance Indicators	Reasons for Link
1-7	<p>While evidence is being gathered for Unit DP70 04, it may also be possible for the candidate to provide appropriate evidence for the Core Unit, if s/he can:</p> <ul style="list-style-type: none"> ◆ Provide accurate, clear and structured information to different audiences ◆ Question any points they are unsure of ◆ Make useful contributions to discussions ◆ Give others the opportunity to contribute their ideas and opinions and take these into account ◆ Select and read written material ◆ Identify and extract the main points ◆ Provide accurate and clear written information
8-10	<ul style="list-style-type: none"> ◆ Negotiate and agree realistic targets for their work ◆ Prioritise targets ◆ Agree achievable timescales ◆ Plan how they will make the best use of their time and other resources
11	<ul style="list-style-type: none"> ◆ Identify and solve problems as they arise using appropriate support where necessary
12-13	<ul style="list-style-type: none"> ◆ Keep other people informed of their progress ◆ Try to meet their deadlines or renegotiate targets/timescales in good time
14-15	<ul style="list-style-type: none"> ◆ Take responsibility for their own work and accept responsibility for any mistakes they make ◆ Follow organisational procedures
22-28	<ul style="list-style-type: none"> ◆ Set a high standard for their work ◆ Show that they can cope with pressure and overcome any difficulties ◆ Show that they can be assertive when necessary ◆ Show a willingness to take on new challenges ◆ Adapt readily to change ◆ Offer other people help and support and treat people with honesty, respect and consideration
16-22	<p>Any involvement in Performance Appraisal could provide evidence for this cluster rather than trying to link this cluster specifically to the day to day activities relating to researching, analysing and reporting information.</p>

Core Unit DP7C 04**Work within your business environment level 3**

Performance Indicators	Reason for Link
4	<p>While evidence is being gathered for Unit DP70 04, it may also be possible for the candidate to provide appropriate evidence for the Core Unit, if s/he can:</p> <ul style="list-style-type: none"> ◆ Work with outside organisations and individuals in a way that protects and improves the image of their organisation
8	<ul style="list-style-type: none"> ◆ Carry out their responsibilities in a way that is consistent with their contract of employment
11–15	<ul style="list-style-type: none"> ◆ Keep waste to a minimum and follow procedures for recycling and the disposal of hazardous materials ◆ Follow procedures for the maintenance of equipment ◆ Continuously review working methods, including the use of technology and identify and take forward ways of improving efficiency ◆ Choose sources of equipment and materials that provide best value for money ◆ Support colleagues so that they can maximise their performance and their value to the organisation.
16 and 17	<ul style="list-style-type: none"> ◆ Interact with other people in a way that is sensitive to their needs and respects any diversity ◆ Learn from other people and use this to improve the way they work and interact with other people
19, 20 and 21	<ul style="list-style-type: none"> ◆ Maintain the security and confidentiality of information in a way that is consistent with their organisation’s procedures and legal requirements ◆ Report any concerns they have about security and confidentiality
16–18 and 19–21	<p>It may be possible to link these PIs to this Unit. However a regular security check of the candidate’s work area and workstation may afford better evidence.</p>
1–3 and 5–7 and 9–10	<p>If the candidate is working within their contract of employment and her/his job description it could be inferred that s/he is working to achieve their organisation’s purpose and values. This would have to be exemplified during a professional discussion and/or evidenced through performance appraisal and/or exemplified by witness testimony.</p>

	Likewise through professional discussion you could exemplify circumstances where they have applied their employment rights and responsibilities.
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DP6J 04 Plan, organise and support meetings level 3

General overview

This Optional Unit is about being responsible for the planning, organising and supporting the smooth running of meetings at work.

A key piece of evidence could be a comprehensive storyboard supported by performance evidence (observation and work product) and supplementary evidence (professional discussion, witness testimony and questioning.) Good practice would be to include those items of knowledge not evident from performance into the storyboard.

If a storyboard is not used to place the evidence in context then the work product mentioned above would have to be well annotated and personal statements used. Items of knowledge not evident from performance could be addressed in the personal statements or through the use of appropriate questions.

An overall evaluation form may be produced which could provide evidence for PIs 5, 6, 9, 10, 12, 15, 18. Any PI that requires evaluative comment from participants could be incorporated.

While gathering evidence against this Unit, please refer to the Mandatory Units and try to gather evidence to cover these. Further details are given below.

Remember all evidence must be triangulated — observation, work product and supplementary evidence.

Simulation

Simulation is not permitted for any evidence gathered within this Unit.

Contingencies

PI 12 If no information or support is required during the assessment period professional discussion or dedicated tasks may be used to confirm competence.

PI 16 If no amendments are necessary during the assessment period professional discussion or dedicated tasks may be used to confirm competence.

Prepare for the meeting (PI Cluster 1–9)

At this point you are gathering evidence to show how you planned the meeting before going on to organising and supporting the meeting. The types of evidence that may be used could include:

- ◆ Storyboard covering planning
- ◆ Emails/memos — showing planning, discussing and agreeing meeting brief. This meeting brief may consider budgeting constraints, timescale, meeting content, equipment requirements, proposed participants, transport constraints, venue and catering requirements.
- ◆ Copies of draft agenda and amended agenda countersigned by appropriate witness to confirm that agenda has been agreed.
- ◆ Notice of meeting
- ◆ Confirmation of attendance
- ◆ Confirmation log
- ◆ Invitation with reply slip
- ◆ Copies of replies from participants
- ◆ Reply slip from attendees showing individual needs
- ◆ Witness testimony from chairman (confirming timescale, briefing, spare copies of papers available, agreed equipment requirements)
- ◆ Copies of emails with attachments shown to confirm papers sent within agreed timescale
- ◆ Printout from electronic diary showing meeting with Chairman countersigned
- ◆ Photographs of the layout of the room before and after
- ◆ Assessor observation
- ◆ Witness testimony
- ◆ Professional discussion/oral questioning/written questioning

At the meeting (PI Cluster 10–12)

Suggested evidence for this cluster may include:

- ◆ Overall evaluation form giving confirmation of key activities at the meeting
- ◆ Printout of email sent to all attendees containing relevant documents or other means of evidence to ensure attendees have received all necessary documents.
- ◆ Signing-in sheet
- ◆ Minute notes
- ◆ Sederunt
- ◆ Draft of handwritten notes
- ◆ Assessor observation
- ◆ Storyboard
- ◆ Witness testimony
- ◆ Professional discussion/oral questioning/written questioning

After the meeting (PI Cluster 13–18)

Suggested evidence for this cluster may include:

- ◆ Draft of typewritten minute
- ◆ Copy of email proving minutes circulated within agreed timescale
- ◆ Copies of emails showing suggested amendments to minutes
- ◆ Copies of amended minutes returned via email
- ◆ Final copy of minutes with evidence showing approval
- ◆ Overall evaluation form giving confirmation of key activities after the meeting
- ◆ Candidate evaluation covering external services eg venue, catering, equipment use, paperwork, parking
- ◆ Assessor observation
- ◆ Storyboard
- ◆ Witness testimony
- ◆ Professional discussion/oral questioning/written questioning

Knowledge and understanding

Depending on the type of evidence generated, some of the knowledge and understanding may be covered by performance evidence — 1, 2, 5, 6, 7, 8, 9, 12, 13, 14, 16, 17. The following items will probably have to be evidenced through questioning or other supplementary evidence (storyboard/personal statement) — 3, 4, 10, 11, 15.

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following Units — 110, 212, 213, 216 and 301, 302, 314, 320, 321.

Core Unit DP7E 04**Carry out your responsibilities at work 3**

Performance Indicators	Reason for Link
1–7	<p>While evidence is being gathered for Unit DP6J 04, it may also be possible for the candidate to provide appropriate evidence for the Core Unit, if s/he can:</p> <ul style="list-style-type: none"> ◆ Provide accurate, clear and structured information to different audiences ◆ Question any points they are unsure of ◆ Make useful contributions to discussions ◆ Give others the opportunity to contribute their ideas and opinions and take these into account ◆ Select and read written material ◆ Identify and extract the main points ◆ Provide accurate and clear written information
8–10	<ul style="list-style-type: none"> ◆ Negotiate and agree realistic targets for their work ◆ Prioritise targets ◆ Agree achievable timescales ◆ Plan how they will make the best use of their time and other resources
11	<ul style="list-style-type: none"> ◆ Identify and solve problems as they arise using appropriate support where necessary
12 and 13	<ul style="list-style-type: none"> ◆ Keep other people informed of their progress ◆ Try to meet their deadlines or renegotiate targets/timescales in good time
14 and 15	<ul style="list-style-type: none"> ◆ Take responsibility for their own work and accept responsibility for any mistakes they make ◆ Follow organisational procedures
22–28	<ul style="list-style-type: none"> ◆ Set a high standard for their work ◆ Show that they can cope with pressure and overcome any difficulties ◆ Show that they can be assertive when necessary ◆ Show a willingness to take on new challenges ◆ Adapt readily to change ◆ Offer other people help and support and treat people with honesty, respect and consideration
16–21	<p>Any involvement in Performance Appraisal could provide evidence for this cluster rather than trying to link this cluster specifically to the day to day activities of planning, organising and supporting meetings.</p>

Performance Indicators	Reason for Link
4	<p>While evidence is being gathered for Unit DP6J 04, it may also be possible for the candidate to provide appropriate evidence for the Core Unit, if s/he can:</p> <ul style="list-style-type: none"> ◆ Work with outside organisations and customers in a way that protects and improves the image of their organisation
8	<ul style="list-style-type: none"> ◆ Carry out their responsibilities in a way that is consistent with their contract of employment
11–15	<ul style="list-style-type: none"> ◆ Keep waste to a minimum and follow procedures for recycling and the disposal of hazardous materials ◆ Follow procedures for the maintenance of equipment ◆ Continuously review working methods, including the use of technology and identify and take forward ways of improving efficiency ◆ Choose sources of equipment and materials that provide best value for money ◆ Support colleagues so that they can maximise their performance and their value to the organisation.
16, 17 and 18	<ul style="list-style-type: none"> ◆ Interact with other people in a way that is sensitive to their needs and respects any diversity ◆ Learn from other people and use this to improve the way they work and interact with other people ◆ Follow your organisation's procedures and legal requirements in relation to discrimination legislation
19, 20 and 21	<ul style="list-style-type: none"> ◆ Maintain the security and confidentiality of information and property in a way that is consistent with their organisation's procedures and legal requirements ◆ Report any concerns they have about security and confidentiality
22–27	<p>You may be able to link these PIs to this Unit however a regular security check of their work area and their workstation may afford better evidence.</p>
1–3 and 5–7 and 9–10	<p>If they are working within their contract of employment and their job description it could be inferred that they are working to achieve their organisation's purpose and values. This would have to be exemplified during a professional discussion and/or evidenced</p>

	<p>through performance appraisal and/or exemplified by witness testimony.</p> <p>Likewise through professional discussion you could exemplify circumstances where they have applied their employment rights and responsibilities.</p>
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DJ6J 04 Word processing software level 3

General overview

This Optional Unit is imported from e-Skills UK IT User Standards and is about the creating and editing of advanced complex documents using word-processed skills. Much of the Unit focuses on the skills required to create and edit documents that can be saved in different formats, allowing them to be used across several operating platforms. Please refer to the e-Skills Assessment Strategy when undertaking this Unit.

A key piece of evidence could be a comprehensive storyboard supported by performance evidence (observation and work product) and supplementary evidence (professional discussion, witness testimony and questioning). Good practice would be to include those items of knowledge not evident from performance into the storyboard.

If a storyboard is not used to place the evidence in context then the work product mentioned above would have to be well annotated and personal statements used. Items of knowledge not evident from performance could be addressed in the personal statements or through the use of appropriate questions.

While gathering evidence against this Unit, please refer to the Core Units and try to gather evidence to cover these. Further details are given below.

Remember all evidence must be triangulated — observation, work product and supplementary evidence.

Simulation

Simulation is permitted for evidence generated for this Unit. Simulation refers to the simulation of work tasks and activities, not to the use of IT.

Contingencies

No contingencies are contained within this Unit.

Performance Indicators

The types of evidence that may be used could include:

- ◆ Screendump showing files being saved as a different format
- ◆ Screenprints of files converted to other suitable formats eg html, .rtf, .txt, .pdf to Word etc.
- ◆ Storyboard identifying who, why, what, how
- ◆ Work product content showing:
 - Handling and converting files (.pdf, .txt, .html .rtf)
 - Combining information of different types (embedding objects, linking objects, hyperlinks, images and media clips)

- Enter and edit text (creating sub documents from master document, inserting footnotes, endnotes, sorting data in a table, converting text to a table, changing security levels in a document)
- Format and layout documents (borders, shadows, styles, flowcharts)
- Layout techniques (table of contents, table of figures, indexes, creating forms, creating templates, cross referencing, tracking changes)
- Make use of software tools (customising menus and toolbars, advanced printing, setting macros)
- ◆ Assessor observation
- ◆ Storyboard
- ◆ Witness testimony
- ◆ Professional discussion/oral questioning/written questioning

Knowledge and understanding

Depending on the type of evidence generated, some of the knowledge and understanding may be covered by performance evidence — 1, 2

Cross referencing

While gathering evidence for this Unit evidence may be generated for the following Units 110, 212, 301, 302,318, 320, 321.

Core Unit DP7E 04

Carry out your responsibilities at work level 3

Performance Indicators	Reason for Link
1-7	<p>While evidence is being gathered for Unit DJ6J 04, it may also be possible for the candidate to provide appropriate evidence for the Core Unit, if s/he can:</p> <ul style="list-style-type: none"> ◆ Provide accurate, clear and structured information to different audiences ◆ Question any points they are unsure of ◆ Make useful contributions to discussions ◆ Give others the opportunity to contribute their ideas and opinions and take these into account ◆ Select and read written material ◆ Identify and extract the main points ◆ Provide accurate and clear written information
8-10	<ul style="list-style-type: none"> ◆ Negotiate and agree realistic targets for their work ◆ Prioritise targets ◆ Agree achievable timescales ◆ Plan how they will make the best use of their time and other resources
11	<ul style="list-style-type: none"> ◆ Identify and solve problems as they arise using appropriate support where necessary
12 and 13	<ul style="list-style-type: none"> ◆ Keep other people informed of their progress ◆ Try to meet their deadlines or renegotiate targets/timescales in good time
14 and 15	<ul style="list-style-type: none"> ◆ Take responsibility for their own work and accept responsibility for any mistakes they make ◆ Follow organisational procedures
22-28	<ul style="list-style-type: none"> ◆ Set a high standard for their work ◆ Show that they can cope with pressure and overcome any difficulties ◆ Show that they can be assertive when necessary
16-21	<p>Any involvement in Performance Appraisal could provide evidence for this cluster rather than trying to link this cluster specifically to the day to day activities of planning, organising and supporting meetings.</p>

Performance Indicators	Reason for Link
4	<p>While evidence is being gathered for Unit DJ6J 04, it may also be possible for the candidate to provide appropriate evidence for the Core Unit, if s/he can:</p> <ul style="list-style-type: none"> ◆ Work with outside organisations and individuals in a way that protects and improves the image of their organisation
8	<ul style="list-style-type: none"> ◆ Carry out their responsibilities in a way that is consistent with their contract of employment
11–15	<ul style="list-style-type: none"> ◆ Keep waste to a minimum and follow procedures for recycling and the disposal of hazardous materials ◆ Follow procedures for the maintenance of equipment ◆ Continuously review working methods, including the use of technology and identify and take forward ways of improving efficiency ◆ Choose sources of equipment and materials that provide best value for money ◆ Support colleagues so that they can maximise their performance and their value to the organisation.
16 and 18	<ul style="list-style-type: none"> ◆ Interact with other people in a way that is sensitive to their needs and respects any diversity ◆ Learn from other people and use this to improve the way you work and interact with other people ◆ Follow your organisation's procedures and legal requirements in relation to discrimination legislation
19, 20 and 21	<ul style="list-style-type: none"> ◆ Maintain the security and confidentiality of information and property in a way that is consistent with their organisation's procedures and legal requirements ◆ Report any concerns they have about security and confidentiality
17	<p>You may be able to link these PIs to this Unit however a regular security check of their work area and their workstation may afford better evidence.</p>
1–3 and 5–7 and 9–10	<p>If they are working within their contract of employment and their job description it could be inferred that they are working to achieve their organisation's purpose and values. This would have to be exemplified during a professional discussion and/or evidenced</p>

	<p>through performance appraisal and/or exemplified by witness testimony.</p> <p>Likewise through professional discussion you could exemplify circumstances where they have applied their employment rights and responsibilities.</p>
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GLOSSARY

Performance Evidence

This is first hand evidence of how a candidate works in relation to the standards. This includes the output of performance (work products) and observation of performance.

Assessor Observation

Observation of the candidate in the workplace — carried out by a qualified and occupationally competent assessor. This evidence is both valuable and reliable. At the right hand side of each observation, assessors should track what is being observed back to the performance indicators. This will be a great help to internal moderators.

Work Products

Work Products are also valuable and reliable items of performance evidence. Work Products should be annotated to place the evidence in context. This annotation could take place in the storyboard, written on the evidence or within the professional discussion.

Supporting Evidence

This evidence supports the Key Performance Evidence. Supporting Evidence includes: questioning, professional discussion and witness testimony. Supporting Evidence plays an important role in the triangulation of evidence.

Questioning

Questioning is normally used to fill the knowledge gaps. This includes both written and oral questions. Responses to oral questions should be recorded. Much of the Knowledge will be covered by Performance Evidence and may not need additional questioning. If questions are required they may be asked in the form of written or oral questions. Oral questions could be asked by assessors during an observation, during a professional discussion or as work product is being accepted by assessors. Use good judgement to decide the most appropriate opportunity to collect this type of evidence.

Professional Discussion

Professional Discussions are structured, well planned, in depth discussions recorded in writing by the assessor or captured on audio or digital video.

Witness Testimony

This is a written confirmation by a colleague or line manager. This may be a separate document or a short statement may be written on a piece of work product or as part of an observation. Witness Testimony can be used to support that the evidence is valid, authentic, current and reliable.

Contingencies

These are Performance Indicators which candidates may find difficult to evidence by Performance Evidence. If this is the case responses to “what if” scenarios, personal statements, responses through the storyboard or through oral or written questions can be used to generate evidence. Contingencies have been identified in the standards and previous Assessment Guidance.

Triangulation

Combining different sorts of evidence — performance evidence and supporting evidence — to ensure authenticity, validity, sufficiency, currency and reliability. This triangulation will also help ensure consistent performance over time

History of changes

It is anticipated that changes will take place during the life of the qualification, and this section will record these changes. This document is the latest version and incorporates the changes summarised below.

Version number	Description	Date	Authorised by
1	Various incremental changes	31/7/07	SQA/JC