



Assessment Guidance for the SVQ in Business and Administration at levels 2 and 3

Publication date: September 2008
2nd edition: October 2009
Publication code: DB4567/2

Published by the Scottish Qualifications Authority
The Optima Building, 58 Robertson Street, Glasgow G2 8DQ,
and Ironmills Road, Dalkeith, Midlothian EH22 1LE

The information in this publication may be reproduced in support of SQA qualifications. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purpose, then written permission must be obtained from the Support Materials Development Officer at SQA. It must not be reproduced for trade or commercial purposes.

Contents

Introduction	1
Key Terminology and Guide to Best Practice	3
Level 1 Units	5
Unit 110: Ensure Your Own Actions Reduce Risks to Health and Safety	6
Level 2 Units	8
Unit 201: Carry Out Your Responsibilities at Work 2	9
Unit 202: Work Within Your Business Environment 2	12
Unit 203 Maintain Customer Relations	15
Unit 204 Manage Diary Systems	20
Unit 205 Organise Business Travel and Accommodation	24
Unit 206 Deal with Visitors	26
Unit 207 Process Customer Financial Transactions	30
Unit 208 Operate credit control procedures	34
Unit 209 Store, Retrieve and Archive Information	38
Unit 210 Research and Report Information	42
Unit 211 Organise and Support Meetings	46
Unit 212 Use IT Systems 2	51
Unit 213 Use IT to Exchange Information	55
Unit 214 Word Processing Software 2	60
Unit 215 Spreadsheet Software 2	65
Unit 216 Database Software	69
Unit 217 Presentation Software 2	73
Unit 218 Specialist or Bespoke Software 2	77
Unit 219 Use a Telephone System	81
Unit 220 Operate Office Equipment	86
Unit 221 Prepare Text from Notes	90
Unit 222 Prepare text from shorthand	94
Unit 223 Prepare Text from Recorded Audio Instruction	98
Unit 224 Produce Documents	102
Unit 225 Work Effectively with Other People	106
Level 3 Units	110
Unit 301: Carry Out Your Responsibilities at Work 3	111
Unit 302 Work Within Your Business Environment 3	114
Unit 303 Supervise an Office Facility	118
Unit 304 Procure Products and Services	122
Unit 305 Manage and Evaluate Customer Relations	126
Unit 306 Manage the Payroll Function	131
Unit 307 Complete Year-end Procedures	135
Unit 308 Monitor Information Systems	139

Unit 309	Plan and Run Projects	143
Unit 310	Research, Analyse and Report Information	147
Unit 311	Plan, Organise and Support Meetings	152
Unit 312	Make a Presentation	157
Unit 313	Organise and Co-ordinate events	162
Unit 314	Word Processing Software 3	166
Unit 315	Spreadsheet Software 3	170
Unit 316	Website Software 2	175
Unit 317	Artwork and Imaging Software 2	179
Unit 318	Design and Produce Documents	183
Unit 319	Plan and Implement Innovation and Change	187
Unit 320	Develop Productive Working Relationships with Colleagues	192
Unit 321	Provide Leadership for Your Team	197
Unit 323	Prepare Text from Shorthand	203
Unit 324	Prepare Text from Recorded Audio Instructions	207
Unit 334	Provide Administrative Support in Schools	211

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 periodically in line with incremental change.

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 1

Unit	Title	SQA code
110	Ensure Your Own Actions Reduce Risks to Health and Safety	DD56 04

Level 2

Unit	Title	SQA code
201	Carry Out Your Responsibilities at Work 2	DP7D 04
202	Work Within Your Business Environment 2	DP7A 04
203	Maintain Customer Relations	DP80 04
204	Manage Diary Systems	DP81 04
205	Organise Business Travel and Accommodation	DP6F 04
206	Deal with Visitors	DP7K 04
211	Organise and Support Meetings	DP8A 04
212	Use IT Systems 2	DJ5N 04
213	Use IT to Exchange Information	DJ5W 04
214	Word Processing Software 2	DJ60 04
215	Spreadsheet Software 2	DJ61 04
218	Specialist or Bespoke Software 2	DJ66 04
219	Use a Telephone System	DP75 04
220	Operate Office Equipment	DP88 04
224	Produce Documents	DP6P 04
225	Work Effectively with Other People	DP78 04

Level 3

Unit	Title	SQA code
301	Carry Out Your Responsibilities at Work	DP7E 04
302	Work Within Your Business Environment 3	DP7C 04
303	Supervise an Office Facility	DP74 04
304	Procure Products and Services	DP6N 04
305	Manage and Evaluate Customer Relations	DP7X 04
309	Plan and Run Projects	DP71 04
310	Research, Analyse and Report Information	DP70 04
311	Plan, Organise and Support Meetings	DP6J 04
312	Make a Presentation	DP7T 04
314	Word Processing Software 3	DJ6J 04
315	Spreadsheet Software 3	DJ6K 04
318	Design and Produce Documents	DP7L 04
319	Plan and Implement Innovation and Change	DP6G 04
320	Develop Productive Working Relationships with Colleagues	DR4A 04
321	Provide Leadership for Your Team	DP6T 04
323	Prepare Text from Shorthand	DP6M 04
324	Prepare Text from Recorded Audio Instructions	DP6L 04
334	Provide Administrative Support in Schools	F4HN 04

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 intended 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.

Key Terminology and Guide to Best Practice

Performance evidence

This is first hand evidence of how a candidate works in relation to the standards. It includes the output of performance (work products) and observation of performance. The use of performance evidence is the principal method of demonstrating valid and reliable competence.

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 or left hand side of each observation record, assessors should reference the task being observed to the performance indicators. This indication is a crucial part of the assessment process and is an essential aid to the internal verification process.

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 be recorded on a 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 knowledge gaps. This includes both written and oral questioning. Responses to oral questions should be recorded. Much of the knowledge will be covered by performance evidence and additional written or oral questioning may not be required. 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 considered by the assessor. The assessor should use his/her 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 written on a piece of work product or as part of an observation. Witness testimony can be used to support the validity, authenticity, currency and reliability of the evidence.

Contingencies

These are performance indicators which candidates may find difficult to evidence through performance evidence. If this is the case, responses to 'what if' scenarios, personal statements, responses through a storyboard or through oral or written questions can be used to generate evidence. Contingencies have been identified within 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. Triangulation will also help ensure consistent performance over time.

Clusters

Clusters are groups of related performance indicators (PIs). Each cluster of PIs relates to a specific area of the overall competence, eg in Unit 311 *Plan, Organise and Support Meetings*, PI cluster 1-9 relates to activities preparing for meetings and PI cluster 10-12 relates to activities at the meeting

Assessors and candidates should look at the cluster rather than the PIs individually when approaching evidence. It is important for assessors, candidates and internal verifiers to be aware of which PIs have been identified as contingencies.

Level 1 Units

Unit 110: Ensure Your Own Actions Reduce Risks to Health and Safety

SQA Code DD56 04

General overview

This optional Unit is an imported Unit from the ENTO suite of standards and is about identifying and dealing with health and safety hazards and reducing risks to health and safety at work.

A key piece of evidence will be performance evidence (observation and work product) supported by a comprehensive storyboard, by 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 (professional discussion, witness testimony and questioning).

Simulation

Simulation is not permitted for this Unit.

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 in answer 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 Indicators

The types of evidence that may be used could include:

Identifying hazards and evaluating risks (PI Cluster 1–7) Reducing risks to health and safety (PI Cluster 8–15)

- ◆ Assessor observation (walk me, talk me, show me)
- ◆ Health and Safety project to incorporate appropriate knowledge questions
- ◆ Health and Safety risk assessment of organisation/workplace
- ◆ Identification of relevant workplace policies
- ◆ Evaluation and reporting procedures for high risks
- ◆ Memo, e-mail dealing with low risks
- ◆ Copy of accident book entries
- ◆ Copy of exit route plan
- ◆ Copy of organisation's Health and Safety manual (front page + index only)
- ◆ Copy of certificate or evidence of attendance at Health and Safety training
- ◆ 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:

3	4	5	6	7	9	10	11	12	13	14	15	16	17
---	---	---	---	---	---	----	----	----	----	----	----	----	----

The following may have to be evidenced through questioning or incorporation into storyboard:

1	2	8
---	---	---

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following Units — all at level 2 and level 3.

Level 2 Units

Unit 201: Carry Out Your Responsibilities at Work 2

SQA Code DP7D 04

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, other evidence may include:

- ◆ A note of occasions when candidates received or provided information both verbally and in writing.
- ◆ A note of occasions when they made contributions to/between the candidate and the assessor.
- ◆ Witness testimony derived from the candidate's supervisor or colleagues to confirm competence.

All of the above could be captured in a professional discussion between the candidate and the assessor. Witness testimony derived from the candidate's supervisor or colleagues can be used 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.

Unit 202: Work Within Your Business Environment 2

SQA Code DP7A 04

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, other 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, other 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, other 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

Unit 203 Maintain Customer Relations

SQA Code DP80 04

General overview

This optional Unit is about identifying and delivering services to meet the needs of your customers. Your customers may be internal or external to the organisation but may not include the candidate's supervisor or line manager.

A key piece of evidence will be performance evidence (observation and work product) supported by a comprehensive storyboard, by 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 (professional discussion, witness testimony and questioning).

Simulation

Simulation is not permitted for this Unit.

Contingencies

PI 6 If no complaints occur within the assessment period the assessor should look for records of previous complaints dealt with by the candidate before considering 'what if' questions to confirm competence.

Performance Indicators

The types of evidence that may be used could include:

Identify customer needs and expectations (PI Cluster 1–3)

- ◆ Assessor observation
- ◆ A list of your customers whether internal or external and the service you provide to them
- ◆ Letters, notes, e-mails of discussions with customers identifying their needs and agreeing timescales
- ◆ Copy of organisation's quality manual for dealing with customers (front page + index only) with pages annotated to show where they are relevant to performance or knowledge
- ◆ Candidate's job description
- ◆ Copy of certificate or evidence of attendance at customer care training
- ◆ Witness testimony
- ◆ Professional discussion/oral questioning/written questioning

Deliver services (PI Cluster 4–6)

The types of evidence that may be used could include:

- ◆ Notes, e-mails of discussions with customers confirming product and service met expectations as well as timescale
- ◆ Copy of organisation's complaints procedures (front page + index only)
- ◆ Letters, e-mails of any customer complaints and evidence to support how they were dealt with
- ◆ 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:

4	5	6	7	9
---	---	---	---	---

The following may have to be evidenced through questioning or incorporation into storyboard:

1	2	3
---	---	---

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following Units:

110	201	202	206	209	213	216	219	225
-----	-----	-----	-----	-----	-----	-----	-----	-----

Core Unit 201 (DP7D 04) Carry Out Your Responsibilities at Work 2

Performance Indicators	Reason for Link
1–6	<p>While evidence is being gathered for Unit 203, 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 Unit.</p>

Core Unit 202 (DP7A 04) Work Within Your Business Environment 2

Performance Indicators	Reason for Link
4	<p>While evidence is being gathered for Unit 203, 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>

Unit 204 Manage Diary Systems

SQA Code DP81 04

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:

- ◆ E-mails or notes relating to requests
- ◆ Printout/Screendump of electronic diary before and after changes
- ◆ Photocopy of manual diary showing changes
- ◆ Storyboard
- ◆ E-mail 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	301	302	303	308	311	313	320			

Core Unit 201 (DP7D 04) Carry Out Your Responsibilities at Work 2

Performance Indicators	Reason for Link
1–6	<p>While evidence is being gathered for Unit 204, 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 Unit.</p>

Core Unit 202 (DP7A 04) Work Within Your Business Environment 2

Performance Indicators	Reason for Link
4	<p>While evidence is being gathered for Unit 204, 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>

Unit 205 Organise Business Travel and Accommodation

SQA Code DP6F 04

General overview

This optional Unit 205 is about making travel and accommodation arrangements for colleagues who are planning business trips.

A key piece of evidence will be Observation and Work Product supported by a storyboard 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 (professional discussion, witness testimony and questioning).

Simulation

Is not permitted for evidence generated for this Unit.

Contingencies

- PI 3 If no meetings are required during the business trips arranged within the assessment period 'what if' questions may be asked to confirm competence.
- PI 8 If no problems arise during the assessment period 'what if' questions may be asked to confirm competence.

Performance Indicators

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Copies of any notes made when confirming any travel, accommodation and budget requirements
- ◆ Copies of any travel forms received or sent relating to the organisation of travel or accommodation
- ◆ Copies of receipts, invoices or tickets
- ◆ Copies of itineraries and location directions
- ◆ Copies of e-mails, letters and memos
- ◆ Screenprints from Internet sites
- ◆ Witness countersigning above documents to confirm discussions took place and agree that appropriate arrangements have been made
- ◆ Summary printout of the organisation's travel policy
- ◆ Evaluation and record of external services
- ◆ Personal statement
- ◆ 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	4	5	6	7
---	---	---	---	---	---

The following items may have to be evidenced through questioning or other supplementary evidence (storyboard/personal statement)

3	8	9
---	---	---

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following Units

110	201	202	203	204	209	210	211	212	213	214
216	219	220	224	225						

Unit 206 Deal with Visitors

SQA Code DP7K 04

General overview

This optional Unit is about meeting the needs of visitors at reception.

A key piece of evidence will be performance evidence (observation and work product) supported by a comprehensive storyboard, by 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 (professional discussion, witness testimony and questioning).

Simulation

Simulation is not permitted for this Unit.

Contingencies

PI 5 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 Indicators

The types of evidence that may be used could include:

- ◆ Visitors' book/log (detailing reason for visit)
- ◆ Visitor badge/security pass
- ◆ Log of visitors needs (eg foreign visitors, visitors who are deaf or hard of hearing, blind or visually impaired, visitors who have mobility problems)
- ◆ Copy of organisation's quality manual for dealing with visitors (front page + index only) annotated to support performance or knowledge

- ◆ Copy of certificate or evidence of attendance at customer care training annotated to support performance or knowledge
- ◆ 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

2	4	6
---	---	---

The following may have to be evidenced through questioning or incorporation into storyboard

1	3	5	7
---	---	---	---

Cross referencing

While gathering evidence for this Unit evidence may be generated for the following Units

110	201	202	219	225
-----	-----	-----	-----	-----

Core Unit 201 (DP7D 04) Carry Out Your Responsibilities at Work 2

Performance Indicators	Reason for Link
1–6	<p>While evidence is being gathered for Unit 206, 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 Unit.</p>

Core Unit 202 (DP7A 04) Work Within Your Business Environment 2

Performance Indicators	Reason for Link
4	<p>While evidence is being gathered for Unit 206, 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>

Unit 207 Process Customer Financial Transactions

SQA Code DE7Y 04

General overview

This optional Unit is about receiving, making and monitoring customer payments.

A key piece of evidence could be observation and work product supported by a storyboard 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

Simulation is not allowed for this Unit.

Contingencies

- PI 4 & 7 If no discrepancies occur during the assessment period, 'what if' questions should be asked to confirm competence.
- PI 8 If there are no balances outstanding during the assessment period, 'what if' questions should be asked to confirm competence.

Performance Indicators

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Payment records
- ◆ Ledger systems
- ◆ Customer statements
- ◆ Monitoring reports
- ◆ Personal statement
- ◆ 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

3	4	7	8	9	10	11	12
---	---	---	---	---	----	----	----

The following items may have to be evidenced through questioning or other supplementary evidence (storyboard/personal statement)

1	2	5	6	13
---	---	---	---	----

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following units.

201	202	203	207	208	205
-----	-----	-----	-----	-----	-----

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 207, 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 Unit.</p>

Core Unit DP7A 04 Work Within Your Business Environment 2

Performance Indicators	Reason for Link
4	<p>While evidence is being gathered for Unit 207, 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>

Unit 208 Operate credit control procedures

SQA Code DE81 04

General Overview

This Optional Unit 208 is about assessing non-payments and taking action to recover monies due.

A key piece of evidence could be observation and work product supported by a storyboard 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

Simulation is not allowed for this Unit.

Contingencies

- PI 4 If no issues outside of the candidate's authority occur during the assessment period, 'what if' questions should be asked to confirm competence.
- PI 8 If no discrepancies occur during the assessment period, 'what if' questions should be asked to confirm competence.
- PI 12 If no continued non-payment occurs during the assessment period, 'what if' questions should be asked to confirm competence.

Performance Indicators

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Account records
- ◆ Customer payment records
- ◆ Ledger systems
- ◆ Aged debtors list
- ◆ Customer statements
- ◆ Credit control correspondence
- ◆ Monitoring reports
- ◆ Action plans
- ◆ Personal statement
- ◆ 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.

3	4	8	10	11	12	13	14	15
---	---	---	----	----	----	----	----	----

The following items may have to be evidenced through questioning or other supplementary evidence (storyboard/personal statement).

1	2	5	6	7	9
---	---	---	---	---	---

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following Units — 201, 202, 203, 207, 225.

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 208, 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 Unit.</p>

Core Unit DP7A 04 Work Within Your Business Environment 2

Performance Indicators	Reason for Link
4	<p>While evidence is being gathered for Unit 208, 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>

Unit 209 Store, Retrieve and Archive Information

SQA Code DP73 04

General Overview

This Optional Unit 209 is about using a manual or electronic information system to store, retrieve, and archive information.

A key piece of evidence could be observation and work product supported by a storyboard 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

Simulation is not allowed for this Unit.

Contingencies

PI 8 If no problems arise during the assessment period, 'what if' questions should be asked to confirm competence.

Performance Indicators

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Evidence relating to the identification of required manual or electronic information
- ◆ Evidence relating to the retrieval of information
- ◆ Records of archived information
- ◆ Evidence relating to the retrieval of archived information
- ◆ Personal statement
- ◆ 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

5	6	10
---	---	----

The following items may have to be evidenced through questioning or other supplementary evidence (storyboard/personal statement)

1	2	3	4	7	8	9
---	---	---	---	---	---	---

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following units — 201, 202, 220, 225.

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 209, 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 Unit.</p>

Core Unit DP7A 04 Work Within Your Business Environment 2

Performance Indicators	Reason for Link
4	<p>While evidence is being gathered for Unit 209, 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>

Unit 210 Research and Report Information

SQA Code DP6Y 04

General Overview

This Optional Unit 210 is about researching and reporting information.

A key piece of evidence could be observation and work product supported by a storyboard 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

Simulation is not allowed for this Unit.

Contingencies

PI 7 If no feedback is required within the assessment period, 'what if' questions should be asked to confirm competence.

Performance Indicators

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Research plan
- ◆ Record of sources
- ◆ Research findings
- ◆ Research reports
- ◆ Personal statement
- ◆ 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	4	6	7
---	---	---	---	---

The following items may have to be evidenced through questioning or other supplementary evidence (storyboard/personal statement).

3	5
---	---

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following units — 201, 202, 219, 220, 225.

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 210, 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 Unit.</p>

Core Unit DP7A 04 Work Within Your Business Environment 2

Performance Indicators	Reason for Link
4	<p>While evidence is being gathered for Unit 210, 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>

Unit 211 Organise and Support Meetings

SQA Code DP8A 04

General overview

This optional Unit is about organising, supporting and undertaking follow up activities relating to meetings.

A key piece of evidence will be performance evidence (observation and work product) supported by a comprehensive storyboard, by 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 (professional discussion, witness testimony and questioning).

Simulation

Simulation is not permitted for this Unit.

Contingencies

- PI 11 If no information or support is required during the assessment period, 'what if' questions may be asked to confirm competence.
- PI 13 If no amendments are necessary during the assessment period, 'what if' questions may be asked to confirm competence.

Performance Indicators

The types of evidence that may be used could include:

Prepare for meeting (PI Cluster 1–8)

- ◆ Assessor observation
- ◆ E-mails/memos/notes — showing discussions in relation to meeting brief. The meeting brief may consider timescale, meeting content, equipment requirements, proposed participants, transport constraints, venue and catering requirements
- ◆ Copy of confirmation of venue, equipment (if required) and catering arrangements
- ◆ Copies of draft agenda and amended agenda
- ◆ 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 e-mails with attachments to confirm papers sent within agreed timescale
- ◆ Copy of certificate or evidence of attendance at Minute taking course annotated to show relevance
- ◆ Witness testimony
- ◆ Professional discussion/oral questioning/written questioning

At the meeting (PI Cluster 9–11)

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

After the meeting (PI Cluster 12–14)

- ◆ Draft of typewritten minute
- ◆ Copy of e-mail proving minutes circulated within agreed timescale
- ◆ Copies of e-mails showing suggested amendments to minutes
- ◆ Copies of amended minutes returned via e-mail
- ◆ Final copy of minutes with evidence showing approval
- ◆ 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	5	6	7	9	10
---	---	---	---	---	----

The following may have to be evidenced through questioning or incorporation into storyboard

1	3	4	8	11
---	---	---	---	----

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following Units

110	201	202	209	210	213	214	216	217	220	221	222	224	225
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Core Unit 201 (DP7D 04) Carry Out Your Responsibilities at Work 2

Performance Indicators	Reason for Link
1–6	<p>While evidence is being gathered for Unit 211, 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 Unit.</p>

Core Unit 202 (DP7A 04) Work Within Your Business Environment 2

Performance Indicators	Reason for Link
4	<p>While evidence is being gathered for Unit 211, 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>

Unit 212 Use IT Systems 2

SQA Code DJ5N 04

General overview

This optional Unit is imported from the e-Skills UK IT User Standards and is about setting up and using different types of hardware, accessing data from different storage media networks and the know how to avoid common security risks and restrict access to software and data.

A key piece of evidence will be performance evidence (observation and work product) supported by a comprehensive storyboard, by 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, which should consist of two comprehensive tasks, 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 (professional discussion, witness testimony and questioning).

Simulation

Simulation is permitted for evidence generated for this Unit. Simulation is defined in the e-skills assessment strategy as being 'the use of real software or hardware to generate evidence while carrying out simulated tasks or activities in a realistic work environment'. Please refer to the Assessment Strategy for further information.

Contingencies

No contingencies are contained within this Unit.

Performance Indicators

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Log detailing setting up of different types of hardware and software
- ◆ Notes/e-mails from colleagues/customers requesting installation of computer hardware and storage media
- ◆ Copy of organisation's quality manual for installing computer hardware (front page + index only) with annotation to show relevance to evidence
- ◆ Record of back-up procedures
- ◆ Screen prints of any internet sites accessed in relation to finding advice on common errors with hardware and software
- ◆ Print outs from LANs or WANs
- ◆ Copy of certificate or evidence of attendance at IT installation training with annotation of relevance to competence
- ◆ 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

3	8
---	---

The following may have to be evidenced through questioning or incorporation into storyboard

1	2	4	5	6	7
---	---	---	---	---	---

Cross referencing

While gathering evidence for this Unit evidence may be generated for the following Units

110	201	202	213	214	215	216	217	218	225
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Core Unit 201 (DP7D 04) Carry Out Your Responsibilities at Work 2

Performance Indicators	Reason for Link
1–6	<p>While evidence is being gathered for Unit 212, 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 Unit.</p>

Core Unit 201 (DP7A 04) Work Within Your Business Environment 2

Performance Indicators	Reason for Link
4	<p>While evidence is being gathered for Unit 212, 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>

Unit 213 Use IT to Exchange Information

SQA Code DJ5W 04

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:

- ◆ E-mails to individuals
- ◆ E-mails to groups
- ◆ E-mails with a compressed attachment
- ◆ E-mails with an uncompressed attachment

- ◆ E-mails with cc
- ◆ Screendumps of inbox, sent box
- ◆ Evidence of receiving, replying and forwarding e-mails
- ◆ Screendumps of address book showing contact names and distribution lists
- ◆ Customise e-mail formats eg adding a signature and contact details automatically to e-mail, 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:

- ◆ Screendumps of search engine search show Boolean notation
- ◆ Screendump showing results of searches
- ◆ Screendump of favourites or bookmarks
- ◆ Screendump or printout showing web pages or web-links e-mailed 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	301	302	310
-----	-----	-----	-----	-----	-----	-----	-----	-----

Core Unit 201 (DP7D 04) Carry Out Your Responsibilities at Work 2

Performance Indicators	Reason for Link
1–6	<p>While evidence is being gathered for Unit 213, 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 Unit.</p>

Core Unit 202 (DP7A 04) Work Within Your Business Environment 2

Performance Indicators	Reason for Link
4	<p>While evidence is being gathered for Unit 213, 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>

Unit 214 Word Processing Software 2

SQA Code DJ60 04

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
- ◆ 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:
 - 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	225
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Core Unit 201 (DP7D 04) Carry Out Your Responsibilities at Work 2

Performance Indicators	Reason for Link
1–6	<p>While evidence is being gathered for Unit 214, 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 201 (DP7A 04) Work Within Your Business Environment 2

Performance Indicators	Reason for Link
4	<p>While evidence is being gathered for Unit 214, 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>

Unit 215 Spreadsheet Software 2

SQA Code DJ61 04

General overview

This optional Unit 215 is from the Sector Skills Council for IT and is about using spreadsheet software to produce spreadsheets that use complex formulae and functions.

A key piece of evidence will be observation and work product supported by a storyboard 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 (professional discussion, witness testimony and questioning).

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

None

Performance Indicators

The types of evidence that may be used include:

- ◆ Assessor observation
- ◆ Combining information within the same type of software (spreadsheet)
- ◆ Linking information between a spreadsheet and another software package
- ◆ Adding information from one type of software to information produced using different software

- ◆ Evidence of accurately entering and editing data to an appropriate level including:
 - ◆ Use of absolute and relative cell references
 - ◆ Inserting multiple cells at one time
 - ◆ Creating and modifying charts
 - ◆ Formatting complex spreadsheets using a range of appropriate techniques including:
 - ◆ Formatting cells using colour, shading and borders
 - ◆ Using headers and footers
 - ◆ Using variety of page setups during printing and ensuring page breaks are in an appropriate place
 - ◆ Using short cuts
 - ◆ Using complex formulas and appropriate functions such as mathematical, statistical, financial and relational
 - ◆ Use of filters
 - ◆ Personal statement
 - ◆ 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	3
---	---	---

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following Units

110	201	202	207	208	209	210	225
-----	-----	-----	-----	-----	-----	-----	-----

Core Unit 201 (DP7D 04) Carry Out Your Responsibilities at Work 2

Performance Indicators	Reason for Link
1–6	<p>While evidence is being gathered for Unit 215, 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 Unit.</p>

Core Unit 202 (DP7A 04) Work Within Your Business Environment 2

Performance Indicators	Reason for Link
4	<p>While evidence is being gathered for Unit DJ61 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>

Unit 216 Database Software 2

SQA Code DJ62 04

General Overview

This Optional Unit 216 is about using software applications to modify simple databases and creating queries using multiple selection criteria and reports.

A key piece of evidence could be observation and work product supported by a storyboard 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

Simulation is allowed for this Unit. Simulation refers to the simulation of work tasks and activities, not to the use of IT. Where tasks and activities are simulated they must be undertaken in an approved Realistic Working Environment.

Contingencies

No contingencies.

Performance Indicators

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Printouts showing the creation of database fields
- ◆ Printouts showing modification of fields
- ◆ Printouts of queries
- ◆ Printouts of reports
- ◆ Personal statement
- ◆ 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	3	6
---	---	---	---

The following items may have to be evidenced through questioning or other supplementary evidence (storyboard/personal statement).

4	5
---	---

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following units — 201, 202, 212, 220, 225.

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 216, 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 Unit.</p>

Core Unit DP7A 04 Work Within Your Business Environment 2

Performance Indicators	Reason for Link
4	<p>While evidence is being gathered for Unit 216, 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>

Unit 217 Presentation Software 2

SQA Code DJ65 04

General Overview

This Optional Unit 217 is about using software applications to produce complex presentations.

A key piece of evidence could be observation and work product supported by a storyboard 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

Simulation is allowed for this Unit. Simulation refers to the simulation of work tasks and activities, not to the use of IT. Where tasks and activities are simulated they must be undertaken in an approved Realistic Working Environment.

Contingencies

No contingencies.

Performance Indicators

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Printouts showing information from one type of software integrated into another type of software
- ◆ Printouts showing complex presentations
- ◆ Printouts of speaker notes
- ◆ Personal statement
- ◆ 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	3
---	---	---

The following items may have to be evidenced through questioning or other supplementary evidence (storyboard/personal statement).

Nil

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following Units — 201, 202, 220, 225.

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 217, 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 Unit.</p>

Core Unit DP7A 04 Work Within Your Business Environment 2

Performance Indicators	Reason for Link
4	<p>While evidence is being gathered for Unit 217, 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>

Unit 218 Specialist or Bespoke Software 2

SQA Code DJ66 04

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
---	---	---

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following Units

201	202
-----	-----

Core Unit 201 (DP7D 04) Carry Out Your Responsibilities at Work 2

Performance Indicators	Reason for Link
1–6	<p>While evidence is being gathered for Unit 218, 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 202 (DP7A 04) Work Within Your Business Environment 2

Performance Indicators	Reason for Link
4	<p>While evidence is being gathered for Unit 218, 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>

Unit 219 Use a Telephone System

SQA Code DP75 04

General overview

This optional Unit 219 is about using a telephone system to make, receive and transfer internal and external calls; and to check and deal with recorded messages.

A key piece of evidence will be observation and work product supported by a storyboard 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 (professional discussion, witness testimony and questioning).

Remember all evidence must be triangulated — observation, work product and supplementary evidence (professional discussion, witness testimony and questioning).

Simulation

Is not permitted for evidence generated for this Unit.

Contingencies

PI 11 Whether the transfer is from one extension to another or by handing the phone to a colleague there must be evidence that they have passed the information gathered from the caller to the recipient.

Performance Indicators

Making Calls

Performance Indicators (PI Cluster 1–6)

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Notes made prior to making calls
- ◆ Digital recordings — audio or video
- ◆ Personal statement
- ◆ Witness testimony
- ◆ Professional discussion/oral questioning/written questioning

Receiving Calls

Performance Indicators (PI Cluster 7–13)

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Notes
- ◆ Digital recordings — audio or video
- ◆ Copies of messages
- ◆ Personal statement
- ◆ Witness testimony
- ◆ Professional discussion/oral questioning/written questioning

Dealing with Message Systems

Performance Indicators (PI Cluster 14–18)

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Copies of messages
- ◆ Recordings of message system
- ◆ Recordings of callers messages
- ◆ Recordings of messages left on other peoples systems (if possible)
- ◆ Personal statement
- ◆ 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	4	7	8	12	13
---	---	---	---	---	----	----

The following items may have to be evidenced through questioning or other supplementary evidence (storyboard/personal statement)

2	5	6	9	10	11	14	15
---	---	---	---	----	----	----	----

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following Units

2	5	6	9	10	11	14	15
201	202	203	206	210	211	220	225

Core Unit 201 (DP7D 04) Carry Out Your Responsibilities at Work 2

Performance Indicators	Reason for Link
1–6	<p>While evidence is being gathered for Unit 219, 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 Unit.</p>

Core Unit 202 (DP7A 04) Work Within Your Business Environment 2

Performance Indicators	Reason for Link
4	<p>While evidence is being gathered for Unit 219, 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>

Unit 220 Operate Office Equipment

SQA Code DP88 04

General overview

This optional Unit 220 is about operating a range of office equipment to carry out administrative tasks.

A key piece of evidence will be observation and work product supported by a storyboard 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 (professional discussion, witness testimony and questioning).

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

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Log of equipment use giving description of task and equipment used
- ◆ Copies of work produced using equipment, eg photocopies, copies of faxes, printouts from PC, screenprint of bespoke software. (The type of work product will be dependent on equipment chosen.)
- ◆ Work requests received from colleagues with written or e-mailed acknowledgement that task was completed to required quality and timescales
- ◆ Personal statement
- ◆ 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
---	---

The following items may have to be evidenced through questioning or other supplementary evidence (storyboard/personal statement)

3	4	5	6	7	8	9
---	---	---	---	---	---	---

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following Units (depending on the range of office equipment chosen)

110	201	202	204	205	209	210	211	212	213	214	215	216	217	218
219	223	224	225											

Core Unit 201 (DP7D 04) Carry Out Your Responsibilities at Work 2

Performance Indicators	Reason for Link
1–6	<p>While evidence is being gathered for Unit 220, 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 Unit.</p>

Core Unit 202 (DP7A 04) Work Within Your Business Environment

Performance Indicators	Reason for Link
4	<p>While evidence is being gathered for Unit 220, 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>

Unit 221 Prepare Text from Notes

SQA Code DP6K 04

General Overview

This Optional Unit 221 is about presenting accurate and correct text in an agreed format from notes taken by yourself or others.

A key piece of evidence could be observation and work product supported by a storyboard 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

Simulation is not allowed for this Unit.

Contingencies

- PI 4 If no corrections are necessary during the assessment period, 'what if' questions should be asked to confirm competence.

- PI 5 If no clarification is necessary during the assessment period, 'what if' questions should be asked to confirm competence.

Performance Indicators

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Original notes
- ◆ Production of text from notes — there can be a variety of documents depending on job role
- ◆ Personal statement
- ◆ 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	8	10
---	---	----

The following items may have to be evidenced through questioning or other supplementary evidence (storyboard/personal statement).

2	3	4	5	6	7	9
---	---	---	---	---	---	---

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following Units.

201	202	220	225
-----	-----	-----	-----

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 221, 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 Unit.</p>

Performance Indicators	Reason for Link
4	<p>While evidence is being gathered for Unit 221, 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>

Unit 222 Prepare Text from Shorthand

SQA Code DP6M 04

General Overview

This Optional Unit 222 is about taking shorthand notes and producing accurate and correct text in an agreed format from these notes.

A key piece of evidence could be observation and work product supported by a storyboard 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

Simulation is not allowed for this Unit.

Contingencies

- PI 3 If no clarification is necessary during the assessment period, 'what if' questions should be asked to confirm competence.
- PI 5 If no corrections are necessary during the assessment period, 'what if' questions should be asked to confirm competence.

Performance Indicators

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Dictated shorthand notes
- ◆ Production of text from shorthand notes — there can be a variety of documentation depending to job roles
- ◆ Personal statement
- ◆ 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.

The following items may have to be evidenced through questioning or other supplementary evidence (storyboard/personal statement).

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following units.

201	202	220	225
-----	-----	-----	-----

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 222, 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 Unit.</p>

Performance Indicators	Reason for Link
4	<p>While evidence is being gathered for Unit 222, 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>

Unit 223 Prepare Text from Recorded Audio Instructions

SQA Code DP6L 04

General Overview

This Optional Unit 223 is about transcribing accurate and correct text in an agreed format from an audio recording.

A key piece of evidence could be observation and work product supported by a storyboard 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

Simulation is not allowed for this Unit.

Contingencies

- PI 4 If no corrections are necessary during the assessment period, 'what if' questions should be asked to confirm competence.

- PI 5 If no clarification necessary during the assessment period, 'what if' questions should be asked to confirm competence.

Performance Indicators

The types of evidence that may be used could include

- ◆ Assessor observation
- ◆ Audio tapes
- ◆ Audio notes
- ◆ Printout of text from audio tape – there can be a variety of documentation depending on job role
- ◆ Personal statement
- ◆ 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

The following items may have to be evidenced through questioning or other supplementary evidence (storyboard/personal statement)

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following units.

201	202
-----	-----

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 223, 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 Unit.</p>

Performance Indicators	Reason for Link
4	<p>While evidence is being gathered for Unit 223, 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>

Unit 224 Produce Documents

SQA Code DP6P 04

General overview

This optional Unit 224 is about producing high quality attractive documents to agreed specifications.

A key piece of evidence will be observation and work product supported by a storyboard 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 (professional discussion, witness testimony and questioning).

Simulation

Is not permitted for evidence generated for this Unit.

Contingencies

- PI 7 If no problems arise during the assessment period then 'what if' questions may be asked to confirm competence.
- PI 8 If no clarification is necessary during the assessment period then 'what if' questions may be asked to confirm competence.

Performance Indicators

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Requests for work eg notes of conversations/job request forms/e-mails
- ◆ Work Products (including integration of non-text object) eg Letters, Memos, Reports, Minutes, Newsletters, Posters, Flyers, Itineraries, Fax Confirmation that the documents are in the required format and deadlines met
- ◆ Personal statement
- ◆ 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	5	6	7	8
---	---	---	---	---	---

The following items may have to be evidenced through questioning or other supplementary evidence (storyboard/personal statement)

1	4	9	10	1	12
---	---	---	----	---	----

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following Units

110	201	202	205	210	211	214	220	221	222	223	225
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Core Unit 202 (DP7D 04) Carry Out Your Responsibilities at Work 2

Performance Indicators	Reason for Link
1–6	<p>While evidence is being gathered for Unit 224, 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 Unit.</p>

Core Unit 201 (DP7A 04) Work Within Your Business Environment 2

Performance Indicators	Reason for Link
4	<p>While evidence is being gathered for Unit 224, 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>

Unit 225 Work Effectively with Other People

SQA Code DP78 04

General overview

This optional Unit 225 is about working with other people in a way that achieves agreed goals and objectives.

A key piece of evidence will be Observation and Work Product supported by a storyboard 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 (professional discussion, witness testimony and questioning).

Simulation

Is not permitted for evidence generated for this Unit.

Contingencies

PI 7 If no problems arise during the assessment period then 'what if' questions may be asked to confirm competence.

Performance Indicators

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Work Products eg Minutes of team meetings, Action Minutes, Appraisals, E-mails, Initial aims and objectives, Copies of any Feedback, Outline of Priorities and Responsibilities
- ◆ Products that shows candidate's contribution to achieving different work goals; eg team minutes, actions plans, objectives, etc
- ◆ Confirmation that quality work has been produced on time
- ◆ Personal statement
- ◆ 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

The following items may have to be evidenced through questioning or other supplementary evidence (storyboard/personal statement)

1	3	4	5	6	7	8	9	10	11	12
---	---	---	---	---	---	---	---	----	----	----

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following Units

110	201	202	203	204	205	210	211	213	214	215	216	217	218	219
220	224													

Core Unit 201 (DP7D 04) Carry Out Your Responsibilities at Work 2

Performance Indicators	Reason for Link
1–6	<p>While evidence is being gathered for Unit 225, 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 Unit.</p>

Core Unit 202 (DP7A 04) Work Within Your Business Environment 2

Performance Indicators	Reason for Link
4	<p>While evidence is being gathered for Unit 225, 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>

Level 3 Units

Unit 301: Carry Out Your Responsibilities at Work 3

SQA Code DP7E 04

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, other 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.

Unit 302 Work Within Your Business Environment 3

SQA Code DP7C 04

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

Unit 303 Supervise an Office Facility

SQA Code DP74 04

General overview

This optional Unit 303 is about maintaining office equipment, resources and facilities to meet the needs of users.

A key piece of evidence will be Observation and Work Product supported by a storyboard 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 (professional discussion, witness testimony and questioning).

Simulation

Is not permitted for evidence generated for this Unit.

Contingencies

PI 7 If no problems arise during the assessment period, professional discussion or dedicated tasks may be used to confirm competence.

Performance Indicators

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Records of communications and meetings with customers, suppliers and staff
- ◆ Health, safety and security reports
- ◆ Risk assessment reports
- ◆ Problem log
- ◆ Training programmes
- ◆ Personal Development Plans
- ◆ CPD records
- ◆ Receipts/Requisition forms/Purchase Orders
- ◆ Personal statement
- ◆ 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	5	9
---	---	---

The following items may have to be evidenced through questioning or other supplementary evidence (storyboard/personal statement)

1	3	4	6	7	8	10	11
---	---	---	---	---	---	----	----

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following Units

110	301	302	304	319	320	321
-----	-----	-----	-----	-----	-----	-----

Core Unit 301 (DP7E 04) Carry Out Your Responsibilities at Work 3

Performance Indicators	Reasons for Link
1–7	<p>While evidence is being gathered for Unit 303, 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 302 (DP7C 04) Work Within Your Business Environment 3

Performance Indicators	Reason for Link
4	While evidence is being gathered for Unit 303, it may also be possible for the candidate to provide appropriate evidence for the Core Unit, if s/he can: <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	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.
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> <p>Likewise through professional discussion you could exemplify circumstances where they have applied their employment rights and responsibilities.</p>

Unit 304 Procure Products and Services

SQA Code DP6N 04

General overview

This optional Unit is about procuring products and services to support the achievement of goals and objectives.

A key piece of evidence will be performance evidence (observation and work product) supported by a comprehensive storyboard, by 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 (professional discussion, witness testimony and questioning).

Simulation

Simulation is not permitted for this Unit.

Contingencies

- PI 4 If the organisation has no set procedure for procuring products or services, professional discussion or dedicated tasks may be used to confirm competence.
- PI 6 If no problems arise during the assessment period professional discussion or dedicated tasks may be used to confirm competence.

Performance Indicators

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Notes/e-mails of discussion and agreement with colleagues/others identifying product or service specification
- ◆ Evidence of communication with suppliers of products and services sourced representing best value (reflecting reduced costs, enhanced delivery time etc)
- ◆ Identification of selected product or service
- ◆ Copies of purchase orders, delivery notes, invoices candidate has dealt with
- ◆ List of suppliers
- ◆ Catalogues, price lists (front page + index only)
- ◆ Copy of organisation's procurement procedures (front page + index only)
- ◆ Evaluation of procurement procedures
- ◆ 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	5
---	---

The following may have to be evidenced through professional discussion, dedicated task or incorporation into storyboard

1	3	4	6	7	8	9	10
---	---	---	---	---	---	---	----

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following Units

110	301	302	304	319	320
-----	-----	-----	-----	-----	-----

Core Unit 301 (DP7E 04) Carry Out Your Responsibilities at Work 3

Performance Indicators	Reasons for Link
1–7	<p>While evidence is being gathered for Unit 304, 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 302 (DP7C 04) Work Within Your Business Environment 3

Performance Indicators	Reason for Link
4	While evidence is being gathered for Unit 304, it may also be possible for the candidate to provide appropriate evidence for the Core Unit, if s/he can: <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	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.
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> <p>Likewise through professional discussion you could exemplify circumstances where they have applied their employment rights and responsibilities.</p>

Unit 305 Manage and Evaluate Customer Relations

SQA Code DP7X 04

General overview

This optional Unit is about delivering, evaluating and improving services to meet customer needs. Customers may be internal or external to the organisation but may not include the candidate's supervisor or line manager.

A key piece of evidence will be performance evidence (observation and work product) supported by a comprehensive storyboard, by 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 (professional discussion, witness testimony and questioning).

Simulation

Simulation is not permitted for this Unit.

Contingencies

PI 6 If no problems or complaints arise during the assessment period, professional discussion or dedicated tasks may be used to confirm competence.

Performance Indicators

The types of evidence that may be used could include:

Identify customer needs and expectations (PI Cluster 1–3)

- ◆ Assessor observation
- ◆ A list of your customers and the service you provide to them
- ◆ Letters/Notes/e-mails of discussions with customers identifying their needs and agreeing timescales
- ◆ Copy of organisation's quality manual for dealing with customers (front page + index only)
- ◆ Copy of certificate or evidence of attendance at customer care training
- ◆ Witness testimony
- ◆ Professional discussion/oral questioning/written questioning

Deliver services (PI Cluster 4–6)

The types of evidence that may be used could include:

- ◆ Notes/e-mails of discussions with customers confirming product and service met expectations as well as timescale
- ◆ Copy of any quality standard awards your organisation has achieved ie Investors in People
- ◆ Copy of organisation's complaints procedures (front page + index only)
- ◆ Letters/e-mails of any customer complaints and how they were dealt with
- ◆ CPD plan
- ◆ Assessor observation
- ◆ Witness testimony
- ◆ Professional discussion/oral questioning/written questioning

Monitor and evaluate services (PI Cluster 7–9)

The types of evidence that may be used could include:

- ◆ Records of communications with customers, colleagues and suppliers (letters, e-mails, notes of telephone calls, minutes of meetings)
- ◆ Feedback reports
- ◆ Customer feedback logs
- ◆ Customer complaint logs
- ◆ Customer satisfaction survey(s)
- ◆ Evaluation report(s)
- ◆ Analysed customer information
- ◆ 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

8	9	10
---	---	----

The following may have to be evidenced through professional discussion, dedicated task or incorporation into storyboard

1	2	3	4	5	6	7	11
---	---	---	---	---	---	---	----

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following Units

110	213	216	301	302	314	315	318	320	321
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Core Unit 301 (DP7E 04) Carry Out Your Responsibilities at Work 3

Performance Indicators	Reasons for Link
1–7	<p>While evidence is being gathered for Unit 305, 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 302 (DP7C 04) Work Within Your Business Environment 3

Performance Indicators	Reason for Link
4	While evidence is being gathered for Unit 305, it may also be possible for the candidate to provide appropriate evidence for the Core Unit, if s/he can: <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	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.
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> <p>Likewise through professional discussion you could exemplify circumstances where they have applied their employment rights and responsibilities.</p>

Unit 306 Manage the Payroll Function

SQA Code DP84 04

General Overview

This Optional Unit 306 is about controlling the accuracy and compliance of the payroll, providing information to employees and managers, and implementing redundancy pay procedures.

A key piece of evidence could be observation and work product supported by a storyboard 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

Simulation is allowed for this Unit. Simulation refers to the simulation of work tasks and activities, not to the use of IT. Where tasks and activities are simulated they must be undertaken in an approved Realistic Working Environment.

Contingencies

No contingencies

Performance Indicators

The types of evidence that may be used could include

- ◆ Assessor observation
- ◆ Evidence of up-to-date rates in respect of tax, national insurance and pension deductions
- ◆ Copies of exceptional payments
- ◆ Evidence of calculations of exceptional payments
- ◆ Reconciliation statements relating to national insurance
- ◆ Evidence of compliance with attachments to earnings legislation
- ◆ Evidence of termination payments
- ◆ Copies of correspondence asking for information relating to enquiries
- ◆ Copies of information resulting from enquiry
- ◆ Copies of Redundancy Notices
- ◆ Statement of Redundancy payments in line with contract of employment and organisational redundancy scheme
- ◆ Calculation of redundancy payments
- ◆ Personal statement
- ◆ 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.

Nil

The following items may have to be evidenced through questioning or other supplementary evidence (storyboard/personal statement).

1	2	3	4	5	6	7	8
---	---	---	---	---	---	---	---

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following units:

302	302	307	310	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 306, 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 managing the payroll function.</p>

Performance Indicators	Reason for Link
4	<p>While evidence is being gathered for Unit 306, 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 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>

Unit 307 Complete Year-End Procedures

SQA Code D34F 04

General Overview

This Optional Unit 307 is about producing payroll year-end returns and reports.

A key piece of evidence could be Observation and Work Product supported by a storyboard 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

Simulation is allowed for this Unit. Simulation refers to the simulation of work tasks and activities, not to the use of IT. Where tasks and activities are simulated they must be undertaken in an approved realistic working environment.

Contingencies

No contingencies

Performance Indicators

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Copies of reconciliations
- ◆ Copies of year-end returns
- ◆ Copies of year-end summaries
- ◆ Evidence of media used
- ◆ Evidence of reference relating to all Forms relating to the Payroll function
- ◆ Copies of statutory returns relating to Benefits/Expenses
- ◆ Copies of reports relating to Benefits
- ◆ Copies of internal year-end summaries
- ◆ Personal statement
- ◆ 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	4	6	10
---	---	---	----

The following items may have to be evidenced through questioning or other supplementary evidence (storyboard/personal statement)

1	3	5	7	8	9
---	---	---	---	---	---

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following units.

301	302	306	310	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 307, 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 producing payroll year end returns and reports.</p>

Performance Indicators	Reason for Link
4	<p>While evidence is being gathered for Unit 307, 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 through performance appraisal and/or exemplified by witness testimony. Likewise through professional discussion you could exemplify circumstances where they have applied their employment rights and responsibilities.</p>

Unit 308 Monitor Information Systems

SQA Code DP86 04

General Overview

This Optional Unit 308 is about providing and maintaining manual or electronic information systems to meet the needs of users.

A key piece of evidence could be Observation and Work Product supported by a storyboard 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

Simulation is not allowed for this Unit.

Contingencies

PI 7 If no problems arise during the assessment period a professional discussion may be used to confirm competence.

Performance Indicators

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Evidence of identified needs
- ◆ System specification designed to the identified needs
- ◆ System documentation that meets system specification
- ◆ Implementation plan
- ◆ Training plans
- ◆ Evaluation documentation
- ◆ Maintenance records
- ◆ Appraisal
- ◆ User questionnaires
- ◆ Personal statement
- ◆ 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
---	---

The following items may have to be evidenced through questioning or other supplementary evidence (storyboard/personal statement)

1	4	5	6	7	8	9	10	11
---	---	---	---	---	---	---	----	----

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following units.

301	302	303	310	319	320	321
-----	-----	-----	-----	-----	-----	-----

Performance Indicators	Reason for Link
1–7	<p>While evidence is being gathered for Unit 308, 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 providing and maintaining manual or electronic information systems to meet the needs of users.</p>

Performance Indicators	Reason for Link
4	<p>While evidence is being gathered for Unit 308, 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 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>

Unit 309 Plan and Run Projects

SQA Code DP71 04

General overview

This optional Unit 309 is about planning and running projects to achieve agreed Outcomes.

A key piece of evidence will be Observation and Work Product supported by a storyboard 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 (professional discussion, witness testimony and questioning).

Simulation

Is not permitted for evidence generated for this Unit.

Contingencies

PI 7 If no unexpected events arise during the assessment period, professional discussion or dedicated tasks may be used to confirm competence

Performance Indicators

Types of evidence that may be used could include:

Planning the project (PI Cluster 1–5)

- ◆ Assessor observation
- ◆ Review Aims and objectives of project
- ◆ Project Budget
- ◆ Project specifications
- ◆ Resource, Research and Action Plans including timescales
- ◆ Risk Assessment
- ◆ Minutes of planning meetings

Running the project (PI Cluster 6-10)

- ◆ Reviews of monitored project plans
- ◆ Project management records
- ◆ Project reports
- ◆ Project evaluation reports
- ◆ Minutes of meetings
- ◆ Budget Reviews
- ◆ Personal statement
- ◆ 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	7	8
---	---	---	---

The following items may have to be evidenced through questioning or other supplementary evidence (storyboard/personal statement)

1	4	5	6	9
---	---	---	---	---

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following Units

110	213	218	221	301	302	304	310	311	312	319	320	321
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Core Unit 301 (DP7E 04) Carry Out Your Responsibilities at Work 3

Performance Indicators	Reasons for Link
1–7	<p>While evidence is being gathered for Unit 309, 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 302 (DP7C 04) Work Within Your Business Environment 3

Performance Indicators	Reason for Link
4	While evidence is being gathered for Unit 309, it may also be possible for the candidate to provide appropriate evidence for the Core Unit, if s/he can: <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	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.
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> <p>Likewise through professional discussion you could exemplify circumstances where they have applied their employment rights and responsibilities.</p>

Unit 310 Research, Analyse and Report Information

SQA Code DP70 04

General overview

This optional Unit is about researching, analysing and reporting information. It covers the activities required to research, record, analyse and report information for 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 will be performance evidence (observation and work product) supported by a comprehensive storyboard, by 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 (professional discussion, witness testimony and questioning).

Simulation

Simulation is not permitted 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

The types of evidence that may be used could include:

Research information (PI Cluster 1–5)

- ◆ Assessor observation
- ◆ Copy of correspondence notes/memos/e-mails of discussions with colleagues identifying their research requirements, the sources to be used and deadline date
- ◆ Screenprint of the search criteria used
- ◆ Records of information researched
- ◆ Notes taken during research
- ◆ Draft report
- ◆ Witness testimony
- ◆ Professional discussion/oral questioning/written questioning

Analyse and report information (PI Cluster 6–9)

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Analysed findings
- ◆ Records of research and extracting research
- ◆ Copies of finalised documents together with e-mail/memo confirming deadlines were met
- ◆ Bibliographies
- ◆ Feedback reports
- ◆ 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	4	6	7
---	---	---	---

The following may have to be evidenced through professional discussion, dedicated task 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	213	216	217	301	302	312	314	315	318	320	321
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Core Unit 301 (DP7E 04) Carry Out Your Responsibilities at Work 3

Performance Indicators	Reasons for Link
1–7	<p>While evidence is being gathered for Unit 310, 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 302 (DP7C 04) Work Within Your Business Environment 3

Performance Indicators	Reason for Link
4	While evidence is being gathered for Unit 310, it may also be possible for the candidate to provide appropriate evidence for the Core Unit, if s/he can: <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	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.
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> <p>Likewise through professional discussion you could exemplify circumstances where they have applied their employment rights and responsibilities.</p>

Unit 311 Plan, Organise and Support Meetings

SQA Code DP6J 04

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
- ◆ E-mails/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 e-mails 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 e-mail 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 e-mail proving minutes circulated within agreed timescale
- ◆ Copies of e-mails showing suggested amendments to minutes
- ◆ Copies of amended minutes returned via e-mail
- ◆ 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 (storybook/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	301	302	314	320	321
-----	-----	-----	-----	-----	-----	-----	-----	-----

Core Unit 301 (DP7E 04) Carry Out Your Responsibilities at Work 3

Performance Indicators	Reasons for Link
1–7	<p>While evidence is being gathered for Unit 311, 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 302 (DP7C 04) Work Within Your Business Environment 3

Performance Indicators	Reason for Link
4	While evidence is being gathered for Unit 311, it may also be possible for the candidate to provide appropriate evidence for the Core Unit, if s/he can: <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	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.
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> <p>Likewise through professional discussion you could exemplify circumstances where they have applied their employment rights and responsibilities.</p>

Unit 312 Make a Presentation

SQA Code DP7T 04

General overview

This optional Unit is about presenting information to an audience and dealing with their questions.

A key piece of evidence will be performance evidence (observation and work product) supported by a comprehensive storyboard, by 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 (professional discussion, witness testimony and questioning).

Simulation

Simulation is not permitted for this Unit.

Contingencies

- PI 5 If no feedback is necessary during the assessment period, professional discussion or dedicated tasks may be used to confirm competence.
- PI 15 If no feedback is necessary during the assessment period, professional discussion or dedicated tasks may be used to confirm competence.

Performance Indicators

The types of evidence that may be used could include:

Before the presentation (PI Cluster 1–7)

- ◆ Assessor observation
- ◆ Communications with colleagues to confirm their needs
- ◆ Records of researched information from people, electronic and/or paper-based sources
- ◆ Notes on choice of equipment and features
- ◆ Presentation notes, handouts, slides, transparencies (drafts)
- ◆ Copy of certificate or evidence of attendance at presentation training
- ◆ Witness testimony
- ◆ Professional discussion/oral questioning/written questioning

At the presentation (PI Cluster 8–14)

- ◆ Assessor observation
- ◆ Presentation notes, handouts, slides, transparencies
- ◆ Witness testimony
- ◆ Professional discussion/oral questioning/written questioning

After the presentation (PI Cluster 15–16)

- ◆ Feedback reports if available
- ◆ Evaluation reports
- ◆ Actions plans
- ◆ CPD log

Knowledge and understanding

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

4	10
---	----

The following may have to be evidenced through professional discussion, dedicated task or incorporation into storyboard

1	2	3	5	6	7	8	9	11	12	13	14
---	---	---	---	---	---	---	---	----	----	----	----

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following Units

110	213	217	301	302	310	314	315	320	321
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Core Unit 301 (DP7E 04) Carry Out Your Responsibilities at Work 3

Performance Indicators	Reasons for Link
1–7	<p>While evidence is being gathered for Unit 312, 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 302 (DP7C 04) Work Within Your Business Environment 3

Performance Indicators	Reason for Link
4	While evidence is being gathered for Unit 312, it may also be possible for the candidate to provide appropriate evidence for the Core Unit, if s/he can: <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	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.
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> <p>Likewise through professional discussion you could exemplify circumstances where they have applied their employment rights and responsibilities.</p>

Unit 313 Organise and Co-ordinate Events

SQA Code DP89 04

General Overview

This Optional Unit 313 is about organising events and co-ordinating resources and arrangements during events.

A key piece of evidence could be observation and work product supported by a storyboard 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

Simulation is not allowed for this Unit.

Contingencies

- PI 7 If no contract is required during the assessment period a professional discussion may be used to confirm competence.
- PI 13 If no problems arise during the assessment period a professional discussion may be used to confirm competence.
- PI 16 If it is not necessary to prepare and circulate papers during the assessment period a professional discussion may be used to confirm competence.

Performance Indicators

The types of evidence that may be used could include

- ◆ Assessor observation
- ◆ Event brief
- ◆ Costings and budget
- ◆ Identification of different possible venues
- ◆ Invitations to attend event
- ◆ Delegate lists
- ◆ Copies of contracts for venue booking and catering
- ◆ Copies of delegate packs
- ◆ Copies of promotional materials and location maps
- ◆ Room layout plans
- ◆ Evaluation forms
- ◆ Evaluation reports
- ◆ Comparisons of actual costs with budgets
- ◆ Personal statement
- ◆ 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	5	6	7	8	9	11	12	15	16
---	---	---	---	---	---	---	----	----	----	----

The following items may have to be evidenced through questioning or other supplementary evidence (storyboard/personal statement)

1	4	10	13	14
---	---	----	----	----

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following units – 301, 302, 310, 311, 320, 321

301	302	310	311	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 313, 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 organising and coordinating events.</p>

Performance Indicators	Reason for Link
4	<p>While evidence is being gathered for Unit 313, 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 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>

Unit 314 Word Processing Software 3

SQA Code DJ6J 04

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
- ◆ Screenshots of files converted to other suitable formats, eg .html, .rtf, .txt, .pdf to Word
- ◆ 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 301 (DP7E 04) Carry Out Your Responsibilities at Work 3

Performance Indicators	Reasons for Link
1–7	<p>While evidence is being gathered for Unit 314, 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 302 (DP7C 04) Work Within Your Business Environment 3

Performance Indicators	Reason for Link
4	While evidence is being gathered for Unit 314, it may also be possible for the candidate to provide appropriate evidence for the Core Unit, if s/he can: <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	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.
1–3 and 5–7 and 9–10	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. Likewise through professional discussion you could exemplify circumstances where they have applied their employment rights and responsibilities.

Unit 315 Spreadsheet Software 3

SQA Code DJ6K 04

General overview

This optional Unit 315 is from the Sector Skills Council for IT and is about using spreadsheet software to produce spreadsheets for analysing and interpreting complex data.

A key piece of evidence could be Observation and Work Product supported by a storyboard 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 (professional discussion, witness testimony and questioning).

Simulation

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

Contingencies

None

Performance Indicators

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Screenprints showing files converted from one format to another
- ◆ Printouts showing ways to combine information:
- ◆ Exporting and importing information
- ◆ Linking objects between different software packages
- ◆ References to external data through hyperlinking, embedding and object linking
- ◆ Combining and merging different versions of information from different users
- ◆ Printouts showing techniques for entering, editing and formatting data using advanced editing techniques including:
 - Hide and protect cells
 - Format cells for different data types
 - Creation of complex charts
 - Creating, modifying and merging multiple copies of a shared workbook
 - Creating pivot table reports
- ◆ Evidence of checking the validity, relevance and accuracy of data
- ◆ Evidence of selecting and using appropriate functions and formulas including:
 - Look up
 - Arguments
 - Arrays
 - Formulas for validating data
- ◆ Evidence of using appropriate tools and techniques for analysing complex data including:
 - Retrieving text and data from a table or pre-formatted area on a web page
 - Adding data restrictions
 - Adding messages to data
 - Data validation
 - Using formulas to determine valid entries for cells
 - Using pivot tables
 - Filtering data
 - Creating data maps
- ◆ Evidence of ways of improving efficiency:
Eg: Customising menus and toolbars
Automating common tasks using macros
- ◆ Personal statement
- ◆ 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	3
---	---	---

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following Units

110	301	302	305	320
-----	-----	-----	-----	-----

Core Unit 301 (DP7E 04) Carry Out Your Responsibilities at Work 3

Performance Indicators	Reasons for Link
1–7	<p>While evidence is being gathered for Unit 315, 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 302 (DP7C 04) Work Within Your Business Environment 3

Performance Indicators	Reason for Link
4	While evidence is being gathered for Unit 315, it may also be possible for the candidate to provide appropriate evidence for the Core Unit, if s/he can: <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	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.
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> <p>Likewise through professional discussion you could exemplify circumstances where they have applied their employment rights and responsibilities.</p>

Unit 316 Website Software 2

SQA Code DJ63 04

General Overview

This Optional Unit 316 is about using an application to produce multiple-page websites.

A key piece of evidence could be observation and work product supported by a storyboard 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

Simulation is allowed for this Unit. Simulation refers to the simulation of work tasks and activities, not to the use of IT. Where tasks and activities are simulated they must be undertaken in an approved Realistic Working Environment.

Contingencies

No contingencies.

Performance Indicators

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Evidence of converting files from one format to another
- ◆ Evidence of ways of combining information
- ◆ Plans showing layout of the content
- ◆ Evidence of creation of a multi-page website – using appropriate web tools and techniques
- ◆ Evidence of creation of content for multi-page website — using a wide range of editing and formatting tools and techniques
- ◆ Evidence of checking that text and images are accurate, consistent and well laid out
- ◆ Evidence of website maintenance
- ◆ Personal statement
- ◆ 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	3	4	5	6
---	---	---	---	---	---

The following items may have to be evidenced through questioning or other supplementary evidence (storyboard/personal statement).

7	8	9	10
---	---	---	----

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following units:

301	302	317	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 316, 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 using a software application to produce multiple page websites.</p>

Performance Indicators	Reason for Link
4	<p>While evidence is being gathered for Unit 316, 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 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>

Unit 317 Artwork and Imaging Software 2

SQA Code DJ64 04

General Overview

This Optional Unit 317 is about using an application to produce multiple-page websites.

A key piece of evidence could be observation and work product supported by a storyboard 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

Simulation is allowed for this Unit. Simulation refers to the simulation of work tasks and activities, not to the use of IT. Where tasks and activities are simulated they must be undertaken in an approved Realistic Working Environment.

Contingencies

No contingencies.

Performance Indicators

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Evidence of creating and editing complex artwork and images using the most suitable software tools and techniques
- ◆ Personal statement
- ◆ 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
---	---

The following items may have to be evidenced through questioning or other supplementary evidence (storyboard/personal statement)

3	4	5
---	---	---

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following units – 301, 302, 316, 320

301	302	316	320
-----	-----	-----	-----

Performance Indicators	Reason for Link
1–7	<p>While evidence is being gathered for Unit 317, 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 using a software application to create complex artwork and images.</p>

Performance Indicators	Reason for Link
4	<p>While evidence is being gathered for Unit 317, 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 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>

Unit 318 Design and Produce Documents

SQA Code DP7L 04

General overview

This optional Unit 318 is about designing and producing high quality documents to agreed specifications.

A key piece of evidence will be Observation and Work Product supported by a storyboard 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 (professional discussion, witness testimony and questioning).

Simulation

Is not permitted for evidence generated for this Unit.

Contingencies

PI 7 If no corrections are necessary during the assessment period professional discussion or dedicated tasks may be used to confirm competence.

Performance Indicators

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Specifications or instructions (to include purpose, content, style, standard and deadline)
- ◆ Draft documents (with proof reading annotation)
- ◆ Final documents, eg letter, fax, memo, report, minutes, newsletter, action plan, poster/flyer(to include integration of non-text object and confirmation of deadline met)
- ◆ Personal statement
- ◆ 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	5	6	7	8	9
---	---	---	---	---	---	---

The following items may have to be evidenced through questioning or other supplementary evidence (storyboard/personal statement)

1	4	10	11	12
---	---	----	----	----

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following Units

110	221	301	302	314	315	320	321
-----	-----	-----	-----	-----	-----	-----	-----

Core Unit 301 (DP7E 04) Carry Out Your Responsibilities at Work 3

Performance Indicators	Reasons for Link
1–7	<p>While evidence is being gathered for Unit 318, 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 302 (DP7C 04) Work Within Your Business Environment 3

Performance Indicators	Reason for Link
4	While evidence is being gathered for Unit 318, it may also be possible for the candidate to provide appropriate evidence for the Core Unit, if s/he can: <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	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.
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> <p>Likewise through professional discussion you could exemplify circumstances where they have applied their employment rights and responsibilities.</p>

Unit 319 Plan and Implement Innovation and Change

SQA Code DP6G 04

General overview

This optional Unit is about planning, implementing and evaluating new ways of working at work.

A key piece of evidence will be performance evidence (observation and work product) supported by a comprehensive storyboard, by 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 (professional discussion, witness testimony and questioning).

Simulation

Simulation is not permitted for this Unit.

Contingencies

PI 9 If no problems occur during the assessment period, professional discussion or dedicated tasks may be used to confirm competence.

Performance Indicators

The types of evidence that may be used could include:

Plan opportunities for change (PI Cluster 1–4)

- ◆ Assessor observation
- ◆ Notes, memos, minutes of meetings, reports identifying internal/external triggers for change
- ◆ Action plans detailing SMART objectives, budgets and timescales
- ◆ Resource plans
- ◆ Reviews
- ◆ Memos, e-mails, minutes of meetings detailing agreement of change with decision-makers
- ◆ Personal development plan
- ◆ CPD log
- ◆ Minutes of team meetings
- ◆ Minutes of one to one meetings
- ◆ Personal statement:
 - ◆ detailing how to engage teams and individuals in the whole change process and encourage them to feel they are contributing to the process; the impact of change and innovation on teams and individuals and how to manage this impact to achieve positive Outcomes;
 - ◆ detailing the types of problems that may arise during a change process and how to respond to these
- ◆ Witness testimony
- ◆ Professional discussion/oral questioning/written questioning

Implement change (PI Cluster 5–10)

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Notes, memos, minutes of meetings, reports detailing plans for change
- ◆ Updated plans reflecting changes
- ◆ Log of problems identified and solutions used
- ◆ Feedback from colleagues
- ◆ Communicating change using e-mails, letters, meeting notes, memos
- ◆ Monitoring records detailing effects of change implemented
- ◆ Evaluation forms
- ◆ Analysed information
- ◆ Personal development plan
- ◆ CPD log
- ◆ Personal statement detailing the types of problems that may arise during a change process and how to respond to these
- ◆ Personal statement evaluating the side effects as well as the achievement of the objective(s). Review whether the underlying problem has been addressed. Identify what, if anything, needs to be included in the next planning stage.
- ◆ 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	7
---	---	---	---

The following may have to be evidenced through professional discussion, dedicated task or incorporation into storyboard

1	5	6	8
---	---	---	---

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following Units

110	213	217	301	302	303	312	314	320	321
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Core Unit 301 (DP7E 04) Carry Out Your Responsibilities at Work 3

Performance Indicators	Reasons for Link
1–7	<p>While evidence is being gathered for Unit 319, 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 302 DP7C 04 Work Within Your Business Environment 3

Performance Indicators	Reason for Link
4	While evidence is being gathered for Unit 319, it may also be possible for the candidate to provide appropriate evidence for the Core Unit, if s/he can: <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	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.
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> <p>Likewise through professional discussion you could exemplify circumstances where they have applied their employment rights and responsibilities.</p>

Unit 320 Develop Productive Working Relationships with Colleagues

SQA Code DR4A 04

General overview

This optional Unit is imported from the MSC suite of standards and is about the way you cultivate networks at work with colleagues internal and external to your organisation. It covers the way in which you behave towards other people and how you establish working relationships with them as well as how you take their needs into account and fulfil agreements you have made. It also focuses on how you identify and resolve conflicts and disagreements, and how you exchange information and feedback with others.

A key piece of evidence will be performance evidence (observation and work product) supported by a comprehensive storyboard, by 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 (professional discussion, witness testimony and questioning).

Simulation

Simulation is not permitted for this Unit.

Contingencies

PI 5 If no difficulties arise during the assessment period, professional discussion or dedicated tasks may be used to confirm competence.

Performance Indicators

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Job Description detailing role and responsibilities
- ◆ A diagram of your role set
- ◆ Details of staff members you have responsibility for
- ◆ The decision making responsibilities of yourself and your role set
- ◆ Details of the decision making processes that exist and the line management responsibilities and relationships within your organisation
- ◆ Details of any joint projects you are involved in with colleagues of senior/same level of responsibility
- ◆ Projects aims and objectives and roles of yourself and other project colleagues
- ◆ Records of communications with colleagues which show that you communicate effectively and take account of their views and needs (memos, minutes of meetings, e-mails)
- ◆ Records of communications with colleagues which show that you have fulfilled agreements with colleagues (or notified them promptly if this is impossible) and have exchanged information and resources to facilitate effective working
- ◆ Details of your organisation's policy and procedures on dealing with conflict; equal opportunities and diversity
- ◆ Records of written and/or verbal feedback to and from colleagues
- ◆ Personal Development Plan
- ◆ Personal statement:
- ◆ Describing the actions you have taken to develop productive working relationships with people in your role set including reference to the roles and responsibilities of your colleagues and your recognition of their needs and expectations and how you seek to meet these
- ◆ Describing the culture and ethos of your organisation and explaining how this affects staff behaviour
- ◆ Describing any conflicts you have witnessed or in which you have been involved, explaining the action you took to resolve the issue and why
- ◆ Witness testimonies (to include demonstration of behaviours)
- ◆ Professional discussion/oral questioning/written questioning

Behaviours

You will need to demonstrate the following behaviours to your assessor:

- 1 You present information clearly, concisely, accurately and in ways that promote understanding.
- 2 You seek to understand people's needs and motivations.
- 3 You make time available to support others.
- 4 You clearly agree what is expected of others and hold them to account.
- 5 You work to develop an atmosphere of professionalism and mutual support.
- 6 You model behaviour that shows respect, helpfulness and co-operation.
- 7 You keep promises and honour commitments.
- 8 You consider the impact of your own actions on others.
- 9 You say no to unreasonable requests.
- 10 You show respect for the views and actions of others.

Knowledge and understanding

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

7	8	12	13	14	15
---	---	----	----	----	----

The following may have to be evidenced through professional discussion, dedicated task, or incorporation into storyboard.

1	2	3	4	5	6	9	10	11	16	17	18	19	20
---	---	---	---	---	---	---	----	----	----	----	----	----	----

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following Units.

110	301	302
-----	-----	-----

Core Unit 301 (DP7E 04) Carry Out Your Responsibilities at Work 3

Performance Indicators	Reasons for Link
1–7	<p>While evidence is being gathered for Unit 320, 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 302 (DP7C 04) Work Within Your Business Environment 3

Performance Indicators	Reason for Link
4	While evidence is being gathered for Unit 320, it may also be possible for the candidate to provide appropriate evidence for the Core Unit, if s/he can: <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	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.
1–3 and 5–7 and 9–10	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. Likewise through professional discussion you could exemplify circumstances where they have applied their employment rights and responsibilities.

Unit 321 Provide Leadership for Your Team

SQA Code DP6T 04

General overview

This optional Unit is imported from the MSC suite of standards and is about the way you provide direction to the members of your team and motivate and support them to achieve the objectives of the team and their personal work objectives. It includes the way in which team members are involved in planning and setting their objectives and how you help to steer and motivate your team members, particularly when they face difficulties, challenges, or conflict.

A key piece of evidence will be performance evidence (observation and work product) supported by a comprehensive storyboard, by 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 (professional discussion, witness testimony and questioning).

Simulation

Simulation is not permitted for this Unit.

Contingencies

- PI 6 If no difficulties or challenges arise during the assessment period, professional discussion or dedicated tasks may be used to confirm competence.
- PI 8 If no need for support and advice arises during the assessment period, professional discussion or dedicated tasks may be used to confirm competence.

Performance Indicators

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Personal work objectives for each team member showing linkage between team objectives, departmental objectives and organisational objectives (ensure objectives are SMART)
- ◆ Written communications with colleagues showing each team member understands how their personal work objective contributes to the achievement of the team's objectives
- ◆ Evidence to prove objectives have been achieved (PIs)
- ◆ Individual/team plans
- ◆ Individual/team targets
- ◆ Training plans
- ◆ Records of feedback
- ◆ Budgets
- ◆ Staff satisfaction records
- ◆ Records of team building activities and/or photographs/video clips including the benefits that were gained
- ◆ Records of conflict resolution
- ◆ Change implementation plans
- ◆ Progress reports
- ◆ Risk assessments
- ◆ Reviews
- ◆ Appraisals
- ◆ Minutes of one to one meetings
- ◆ Records/team minutes detailing the purpose and objectives of the team and members involvement how these objectives will be achieved
- ◆ Records/team minutes of your recognition of creativity and innovation within the team
- ◆ Records/team minutes of you motivating team members to present their own ideas
- ◆ Records of problems and challenges faced by your team, how they were discussed and the solutions that were agreed, as well as your own role in this process
- ◆ Records/team minutes detailing when you were encouraging your team to be creative or innovative. These should include the suggestions that were made and further details of any innovative ideas agreed and later adopted
- ◆ Records/team minutes detailing when you encouraged other members of your team to take the lead in discussions and the Outcomes
- ◆ Details of your organisation's policy and procedures on dealing with conflict; equal opportunities and diversity
- ◆ Personal Development Plan
- ◆ CPD log

- ◆ Personal statement:
 - describing your organisation and the role of your team. This should show that you are fully aware of the needs and motivations of individual team members as well as their personal work objectives and the best way to deal with them as individuals. Include the role of your team in the organisation, their standards of performance and how these affect the type of support and advice that team members are likely to need. Include a brief history of the team and explain its development as well as the objectives and plans that have been achieved in the past;
 - describing the objective setting process for your team and your own involvement. This should include the way in which you involve team members in agreeing demanding yet realistic team and individual objectives. Attach copies of the agreed objectives, work plans and/or meeting notes relating to these. Include a description of how your team's objectives are reviewed by your own boss and attach any relevant documents. Explain the methods you adopt to provide support and encouragement and acknowledge individual and team achievements.
- ◆ Witness testimonies from two or three of your team members that confirm the process and state how you create a sense of common purpose in the team and encourage and support each member, both when they are deciding their objectives and when they are working to achieving them
- ◆ Professional discussion/oral questioning/written questioning

Behaviours

You will need to demonstrate the following behaviours to your assessor:

- ◆ You create a sense of common purpose.
- ◆ You take personal responsibility for making things happen.
- ◆ You encourage and support others to take decisions autonomously.
- ◆ You act within the limits of your authority.
- ◆ You make time available to support others.
- ◆ You show integrity, fairness and consistency in decision-making.
- ◆ You seek to understand people's needs and motivations.
- ◆ You model behaviour that shows respect, helpfulness and co-operation.

Knowledge and understanding

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

1	2	3	4	5	6	7	8	9	11	12
---	---	---	---	---	---	---	---	---	----	----

The following may have to be evidenced through professional discussion, dedicated task or incorporation into storyboard

10	13	14
----	----	----

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following Units

110	301	302	303	305	309	320
-----	-----	-----	-----	-----	-----	-----

Core Unit 301 (DP7E 04) Carry Out Your Responsibilities at Work 3

Performance Indicators	Reasons for Link
1–7	<p>While evidence is being gathered for Unit 321, 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 302 (DP7C 04) Work Within Your Business Environment 3

Performance Indicators	Reason for Link
4	While evidence is being gathered for Unit 321, it may also be possible for the candidate to provide appropriate evidence for the Core Unit, if s/he can: <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	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.
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> <p>Likewise through professional discussion you could exemplify circumstances where they have applied their employment rights and responsibilities.</p>

Unit 323 Prepare Text from Shorthand

SQA Code DP6M 04

General Overview

This Optional Unit 323 is about taking shorthand notes and producing accurate and correct text from these notes in an agreed format.

A key piece of evidence could be observation and work product supported by a storyboard 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

Simulation is not allowed for this Unit.

Contingencies

- PI 3 If no clarification is necessary during the assessment period a professional discussion may be used to confirm competence.
- PI 6 If no corrections are necessary during the assessment period a professional discussion may be used to confirm competence.

Performance Indicators

The types of evidence that may be used could include

- ◆ Assessor observation
- ◆ Shorthand notes taken at 80 wpm
- ◆ Production of text from shorthand notes – there can be a variety of text depending on job role
- ◆ Personal statement
- ◆ 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	7	10
---	---	----

The following items may have to be evidenced through questioning or other supplementary evidence (storyboard/personal statement)

2	3	4	5	6	8	9
---	---	---	---	---	---	---

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following units:

301	302	320
-----	-----	-----

Performance Indicators	Reason for Link
1–7	<p>While evidence is being gathered for Unit 323, 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 preparing text from shorthand notes.</p>

Performance Indicators	Reason for Link
4	<p>While evidence is being gathered for Unit 323, 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 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>

Unit 324 Prepare Text from Recorded Audio Instructions

SQA Code DP6L 04

General Overview

This Optional Unit 324 is about transcribing accurate and correct text in an agreed format from an audio recording.

A key piece of evidence could be observation and work product supported by a storyboard 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

Simulation is not allowed for this Unit.

Contingencies

PI 4 If no corrections are necessary during the assessment period a professional discussion may be used to confirm competence.

PI 5 If no clarification is necessary during the assessment period a professional discussion may be used to confirm competence.

Performance Indicators

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Audio tapes
- ◆ Audio notes
- ◆ Production of text from audio notes — there can be a variety of text depending on job role
- ◆ Personal statement
- ◆ 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	6	8
---	---	---

The following items may have to be evidenced through questioning or other supplementary evidence (storyboard/personal statement)

2	3	4	5	7
---	---	---	---	---

Cross referencing

While gathering evidence for this Unit evidence may be generated for parts of the following units. – 301, 302, 320

301	302	320
-----	-----	-----

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 324, 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 preparing text from recorded audio instructions.</p>

Performance Indicators	Reason for Link
4	<p>While evidence is being gathered for Unit 324, 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 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>

Unit 334 Provide Administrative Support in Schools

SQA Code F4HN 04

General overview

This Optional Unit 334 is about providing administrative support for working with education establishment contacts and wider community contacts to contribute to the educational establishment's goals and priorities.

Education establishment contacts include pupils/students, parents, guardians, carers, colleagues, governing bodies and parent partnerships.

Wider community contacts include community organisations, local and national authorities, examination bodies, childrens' services/welfare services, local business, the police, and regulatory bodies.

This Optional Unit has been developed specifically for school administrators; however the standard would be applicable for administrators in other educational settings.

Simulation

Simulation is not allowed for this unit

Contingencies

PI 13 If no issues beyond your authority arise during the assessment period a professional discussion may be used to confirm competence.

Performance Indicators

Performance Indicator 1

The types of evidence that may be used could include:

Any interaction between the candidate and the contacts described in the General Overview

Performance Indicator 2

Evidence relating to:

- ◆ Reception duties — interacting with internal and external contacts
- ◆ Answering queries face to face and on the telephone
- ◆ Liaising with any internal and external contacts

Performance Indicator 3

Evidence relating to:

- ◆ Your ability to select the most appropriate method of communication relating to your contacts
- ◆ Allowing your contacts to ask questions if necessary and you also to ask questions to seek clarification for yourself
- ◆ Ensuring that the communication with the specific contact has met its purpose

Performance Indicator 4

Evidence relating to:

- ◆ Liaising with parents or carers in matters relating to illness, lateness or absence.
- ◆ Preparing letters, memos, newsletters, reports etc.

Performance Indicator 5

Evidence relating to:

- ◆ Recording pupil/student registration
- ◆ Entering and updating pupil/student data
- ◆ Issuing timetables
- ◆ Dealing with internal and external mail
- ◆ Production of daily bulletin

- ◆ Dealing with issues of First Aid and Welfare Support
- ◆ Administering procedures relating to the behaviour management system

Other activities might include issues relating to:

- ◆ Educational transport
- ◆ Organising photographs
- ◆ Ordering and selling school uniforms
- ◆ General advice
- ◆ Organising transport outwith normal school hours

Performance Indicator 6

Evidence relating to:

- ◆ Liaising with colleagues in relation to everyday activities
- ◆ Providing information to examination bodies, social services and police
- ◆ Liaising with primaries/secondaries re the transfer of information
- ◆ Liaising with local authorities and national authorities

Performance Indicator 7

Evidence relating to:

- ◆ Administering general meetings: including preparation of meetings (agenda and notice and meeting), taking minutes and distribution of minutes
- ◆ Dealing with requests for information
- ◆ Dealing with staff cover arrangements
- ◆ Dealing with enquiries from staff
- ◆ Dealing with pupil/student enquiries
- ◆ Providing general administrative support
- ◆ Providing information to local press re school and college notes
- ◆ Providing information to Examination Bodies relating to entries and internal assessments

Performance Indicator 8

Evidence relating to:

Providing information via the information management system within your organisation, eg absence, timetable

Performance Indicator 9

Evidence relating to:

- ◆ Analysing and evaluating information relating to pupils/students, staff and parents
- ◆ Collating reports for distribution to parents

Performance Indicator 10

Evidence relating to:

Reports on attendance, information to parents, financial reports, information needed by local authority, class lists, timetables, pupil/student reports

Performance Indicator 11

Safeguarding of information relating to:

- ◆ Pupil/student information
- ◆ Staff information
- ◆ Financial information

Performance Indicator 12

Any task which exemplifies the extent of your responsibilities.

Performance Indicator 13

Any task where you are given the opportunity to refer matters which are beyond your authority to the appropriate person.

Knowledge and Understanding

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

4	14	15	17	18	19
---	----	----	----	----	----

The following items will probably have to be evidenced through questioning or other supplementary evidence (storyboard/personal statement).

1	3	5	6	7	8	16	20	21	24
---	---	---	---	---	---	----	----	----	----

Some knowledge items may be covered by questioning **or** performance depending on circumstances.

2	9	10	11	12	13	22	23	25
---	---	----	----	----	----	----	----	----

Cross referencing

School administrators have identified a number of terms contained within the standards that are not used within a school setting.

The following list highlights these terms and provides alternatives which should be substituted when the standards are being used in schools.

‘Business’ found in 302 — substitute ‘school’ or ‘organisation’

‘Customer’ found in 305 — substitute ‘contact’ or ‘school contact’ or ‘wider community’

‘Industry’ found in 302 — substitute ‘sector’

‘Notes’ found in 311 — this can mean ‘minutes’ depending on the specific situation in which notes are being taken

‘Mission’ found in 302 — this can also mean ‘ethos’

While gathering evidence for this Unit evidence may be generated for parts of the following Units:

301	302	303	304	305	308	309	310	311
313	314	318	319	320	321	323	324	313