



# **Assessment Guidance for the SVQ Business and Administration SCQF level 6 (GT9H 23)**

Publication code: DB6342  
First edition: November 2022

*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 Assessment Materials Officer at SQA. It must not be reproduced for trade or commercial purposes.*

Published by the Scottish Qualifications Authority  
The Optima Building, 58 Robertson Street, Glasgow, G2 8DQ  
Lowden, 24 Wester Shawfair, Dalkeith, Midlothian, EH22 1FD

**[www.sqa.org.uk](http://www.sqa.org.uk)**

© Scottish Qualifications Authority 2022



# Contents

About this guide.....	1
Introduction .....	2
About this SVQ.....	4
General information .....	5
Preparing to assess the SVQ .....	6
Structure of the SVQs.....	9
Key terminology and definitions.....	14
Assessment requirements .....	18
The assessment process.....	19
Mandatory units.....	24
Unit S301: Develop Self and Improve Own Performance in a Business Environment .....	25
Unit S302: Undertake and Support Work Practices in a Business Environment ..	29
Unit S308: Communicate in a Business Environment .....	32
Optional units.....	35
Unit S303: Solve Business Problems.....	36
Unit S305: Contribute to Decision-making in a Business Environment .....	38
Unit S306: Contribute to Negotiations in a Business Environment .....	40
Unit S3071: Allocate Work to Team Members .....	42
Unit S3072: Quality Assure Work in Your Team.....	44
Unit S322: Supervise an Office Facility .....	46
Unit S312: Prepare Text from Notes Using Touch Typing (60 wpm).....	48
Unit S313: Prepare Text from Shorthand (80 wpm) .....	50
Unit S314: Prepare Text from Recorded Audio Instruction (60 wpm).....	52
Unit S319: Organise and Co-ordinate Events .....	54
Unit S320: Plan and Organise Meetings .....	57
Unit S321: Organise Business Travel or Accommodation.....	59
Unit S309: Develop a Presentation .....	61
Unit S310: Deliver a Presentation .....	63
Unit S315: Support the Design and Development of Information Systems .....	65
Unit S316: Monitor Information Systems .....	67
Unit S317: Analyse and Report Data.....	69
Unit S318: Order Products and Services.....	71
Unit S416: Manage Budgets .....	73
Unit S329: Provide Administrative Support in Schools.....	75
Unit S351: Verify Critical Dates for Sentences .....	77
Unit S352: Verify the Release Process .....	79
Unit 339a: Bespoke Software 3.....	81
Unit 339b: Specialist Software 3 .....	83
Unit S340: Data Management .....	85
Software 3 .....	85
Unit S341: Database Software 3 .....	87
Unit S342: Improving Productivity Using IT 3 .....	89
Unit S343: IT Security for Users 3.....	91
Unit S344: Presentation Software 3 .....	93
Unit S345: Setting Up an IT System 3.....	95
Unit S346: Spreadsheet Software 3 .....	97

Unit S347:	Using Collaborative Technologies 3 .....	99
Unit S348:	Website Software 3.....	101
Unit S349:	Word Processing Software 3 .....	103
Unit S350:	Using Email 3 .....	105
Unit S212:	Prepare Text from Notes .....	107
Unit S213:	Prepare Text from Notes Using Touch Typing (40 wpm).....	109
Unit S214:	Prepare Text from Shorthand (60 wpm) .....	111
Unit S215:	Prepare Text from Recorded Audio Instruction (40 wpm).....	113
Unit S209:	Handle Mail.....	115
Unit S210:	Provide Reception Services.....	117
Unit S250:	Meet and Welcome Visitors .....	119
Unit S206:	Use Voicemail Message Systems .....	121
Unit S207:	Use a Diary System .....	123
Unit S208:	Take Minutes .....	125
Unit S216:	Collate and Organise Data .....	127
Unit S217:	Research Information .....	129
Unit S218:	Store and Retrieve Information Using a Filing System .....	131
Unit S226:	Support the Management and Development of an Information System .....	133
Unit S413:	Design and Develop an Information System.....	135
Unit S414:	Manage and Evaluate Information Systems .....	137
Unit S221:	Maintain and Issue Stock Items.....	139
Unit S225:	Respond to Change In a Business Environment .....	141
Unit S419:	Explore Ideas for Innovation in a Business Environment.....	143
Unit S420:	Plan Change.....	145
Unit S227:	Administer HR Records .....	148
Unit S228:	Administer the Recruitment and Selection Process.....	151
Unit S253:	Process Court Documentation.....	153
Unit S254:	Contribute to Maintaining Security and Protecting Individuals' Rights in a Custodial Environment.....	155
Unit S255:	Calculate Critical Dates for Sentences .....	157
Unit S256:	Make Administrative Arrangements for the Movement of Individuals Outside the Custodial Establishment.....	159
Unit S257:	Administer Documentation for the Appeals Process.....	161
Unit S258:	Administer Personal Money for Individuals in Custody .....	163
Unit S259:	Prepare Documentation to Help Authorities Decide on the Conditions on Which to Release Individuals from Custody .....	165
Unit S260:	Making Administrative Arrangements for the Release of Individuals from Custody .....	168
Unit S125:	Calculate Pay .....	170
Unit S247:	Control Payroll .....	172
Unit S248:	Account for Income and Expenditure.....	174
Unit S249:	Draft Financial Statements .....	176
Unit S236a:	Bespoke Software 2.....	178
Unit S236b:	Specialist Software 2 .....	180
Unit S237:	Data Management Software 2 .....	182
Unit S238:	Database Software 2 .....	184
Unit S239:	Improving Productivity Using IT 2 .....	186
Unit S240:	IT Security for Users 2 .....	188
Unit S241:	Presentation Software 2 .....	190

Unit S242:	Setting up an IT System 2 .....	192
Unit S243:	Spreadsheet Software 2 .....	194
Unit S244:	Using Collaborative Technologies 2 .....	196
Unit S245:	Website Software 2.....	198
Unit S246:	Word Processing Software 2 .....	200
Unit S252:	Using Email 2 .....	202
Unit S323:	Contribute to Innovation in a Business Environment .....	204
Unit S325:	Deliver and Evaluate Customer Service .....	206
Unit S311:	Design and Produce documents in a business environment .....	208
Unit S360:	Develop Skills and Competencies About Social Media Channels and Digital Platforms .....	210
Unit S211b:	Produce and Process Documents .....	212
Unit S324:	Support organisational projects .....	214
Appendix 1:	Blank recording forms .....	221

# About this guide

This guide provides guidance on how to assess candidates for the **SVQ Business and Administration SCQF level 6**. You may use other ways of assessing candidates and recording your decisions about their competence.

Following this guidance does not guarantee successful external verification — it is still your responsibility to ensure that assessment and internal verification meets the requirements of the Assessment Strategy and SQA requirements.

# Introduction

This document has been provided to assist assessors and internal verifiers with the delivery of **SVQ Business and Administration SCQF level 6**.

It should be noted that this document may 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.

## About SVQs and the SCQF

Scottish Vocational Qualifications (SVQs) are work-based qualifications which set the level of occupational competence for each sector of the economy and are usually delivered in the workplace or in partnership with a college or other training provider. The qualifications have been designed by standards-setting bodies made up of experienced practitioners who represent employers, professional bodies, trade unions, education and voluntary organisations.

Each standards-setting body is responsible for developing national standards which define *what* employees (or potential employees) must be able to do, *how well*, and *in what circumstances*, to show that they are competent in their work.

Each SVQ which a standards-setting body develops has to fit into a broad framework which allows qualifications in the UK and throughout Europe to be compared.

There are SVQs for nearly all occupations in Scotland and they are available at SCQF levels 4–11. SVQs are currently notionally placed in the SCQF as the individual SVQs may be at differing SCQF levels and have differing amount of credit points, depending on the structure and context of the SVQ. SVQs are a means of recognising the skills and knowledge people need in employment, ie job competence. Successful completion of an SVQ provides clear evidence that the learner works to nationally recognised occupational standards.

Each unit defines one aspect of a job or work-role and says what it is to be competent in that aspect of the job. To be awarded a full SVQ, candidates must achieve each of the SVQ units which make it up by demonstrating that they are competent in that aspect of the job. The units which make up the SVQ can also be taken as freestanding awards. Some SVQs or SVQ units are incorporated into other awards or programmes including HNCs and Modern Apprenticeships.

## **Explanation of Scottish Credit and Qualifications Framework (SCQF) levels**

SVQs may be at differing SCQF levels and have differing amount of credit points, depending on the structure and context of the SVQ.

- SCQF level 4** Competence involves the application of knowledge and skills in the performance of a range of varied work activities, most of which may be routine or predictable.
- SCQF level 5** Competence involves the application of knowledge and skills in a significant range of varied work activities, performed in a variety of contexts. At this level, there will be activities, which are complex or non-routine and there is some individual responsibility and autonomy. Collaboration with others, perhaps through membership of a work group or team, may often be a requirement.
- SCQF level 6 / 7** Competence involves the application of knowledge and skills in a broad range of varied work activities, most of which are complex and non-routine. There is considerable responsibility and autonomy, and control or guidance of others is often present.
- SCQF level 8 / 9** Competence involves the application of knowledge and skills in a broad range of complex technical or professional work activities, performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources is often present.
- SCQF level 11** Competence involves the application of skills and a significant range of fundamental principles across a wide and often unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of substantial resources feature strongly, as do personal accountability.

For further information on SCQF go to [www.scqf.org.uk](http://www.scqf.org.uk).

# About this SVQ

## Target audience

The SVQ in Business and Administration at SCQF level 6 involves a range of activities with some degree of complexity and limited autonomy. Mandatory units cover; undertaking allocated work, communicating and managing own performance in a business environment. There are a wide range of optional units including document production, supporting events, meetings and diaries, customer service, IT and various specialist administrative functions.

Suitable candidates will typically hold job titles such as:

- ◆ Administration / Administrative Assistant.
- ◆ Administrator.
- ◆ Sales Administrator.
- ◆ HR Administrator.
- ◆ Receptionist.
- ◆ Office Administrator.
- ◆ Operations Support Administrator.
- ◆ IT Support Administrator.
- ◆ Data Management Administrator.
- ◆ Medical Administrator.

This is not an exhaustive list. Candidates are likely to be undertaking work as allocated to them by others and be supporting the work of others, rather than being responsible for tasks from beginning to end.

# General information

Assessors and internal verifiers are required to prove they have the appropriate occupational competence to assess and verify the SVQ. Occupational competence is defined in the NOS-based units and Assessment Strategy for this SVQ — see SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk)

Assessors and internal verifiers are also expected to obtain an appropriate qualification in assessment and verification — this can be the L&D workplace assessment and verification units (the national standards for assessment and verification), or an alternative qualification which SQA also recognises.

The Assessment Strategy specifies the assessment conditions, types of evidence and competence requirements of assessors, internal verifiers and external verifiers.

## The steps involved in assessing a candidate for an SVQ

These are the main stages in the assessment process:

- ◆ planning for assessment.
- ◆ generation and collection of candidate evidence that shows competence in the selected units.
- ◆ judging the evidence of the candidate's competence and making an assessment decision based on this evidence.
- ◆ recording the assessment decision and the candidate's achievement.

# Preparing to assess the SVQ

This section offers advice on how to begin assessing candidates. This advice is offered as guidance, you may develop your own approaches to assessing your candidates.

## Roles and responsibilities

Assessment of an SVQ depends on clarity, focus and planning. Both you and the candidate should be clear on your roles in the assessment process before you begin.

### Assessor's role

- ◆ ensure candidates understand **what** is to be assessed and **how** it is to be assessed.
- ◆ ensure the conditions and resources required for assessment are available.
- ◆ help candidates to identify and gather evidence.
- ◆ help candidates to present or signpost evidence.
- ◆ observe and record candidates' performance.
- ◆ authenticate the evidence candidates provide.
- ◆ judge evidence and make assessment decisions.
- ◆ identify gaps or shortfalls in candidates' competence.
- ◆ provide feedback to candidates throughout the assessment process.
- ◆ record achievement.

### Candidates' role

- ◆ prepare for assessment — become familiar with the standards and understand what is to be assessed and how the assessment will be carried out.
- ◆ help to identify sources of evidence and how these could be assessed.
- ◆ carry out activities, collate work products, answer questions, write personal statements etc.
- ◆ signpost evidence to the standards.
- ◆ make evidence available in an organised manner when required by assessor, internal verifier and / or external verifier.
- ◆ reflect upon and act on feedback from the assessor.

### Internal verifier's role

The internal verifier has a key role in ensuring the integrity and quality of the assessment process. An internal verifier is responsible for providing a quality check on assessment decisions, usually on a sample basis. Samples may be greater or smaller depending on the experience of the assessor and taking into account other risk factors. The internal verifier is not re-assessing the evidence but judging the validity and reliability of the assessment decisions sampled.

The internal verifier function is responsible for ensuring the validity of internal assessments and the reliability of assessors' judgements. This responsibility has several components:

- ◆ checking assessment instruments to ensure validity.
- ◆ sampling assessment decisions.
- ◆ maintaining assessment and verification records.
- ◆ managing standardisation activity.
- ◆ Identifying possible CPD needs and continuous improvement opportunities.
- ◆ providing general support to assessors.

Depending on the size of the centre and the respective responsibilities allocated, individual internal verifiers will contribute to these areas but may not have sole responsibility for them.

For more information on internal verification refer to *Internal Verification: A Guide for Centres offering SQA Qualifications* (Pub code FA5291), available at [www.sqa.org.uk](http://www.sqa.org.uk)

## **Induction**

It is best practice to arrange an initial induction meeting between assessor and candidate(s) to help familiarise with the requirements of an SVQ. Candidates may have previously completed an SVQ or be completely new to the process. The candidate's previous experience and familiarity — or lack thereof — with SVQs will influence what could be covered at Induction.

If you want you could include the employer at this stage as it is also important to establish a working relationship with the employer to maximise the candidate's access to opportunities to gather evidence, and to avoid as much as possible, any barriers arising that could impede progress. It is important that employers understand that an SVQ is a competence-based qualification requiring assessment in the workplace via observation and products of work. They should therefore be prepared to consent to the assessor having some access to the workplace for assessment, and the use of products of real-life work as evidence for the SVQ. Establishing this at the outset will go some way to preventing difficulties at a later stage regarding confidentiality and any other sensitivities or expectations an employer may have.

Induction could include some of the following:

- ◆ An overview of the SVQ — This need not be a detailed explanation at this stage (too much detail may overwhelm the candidate).
- ◆ Introduce the concept of performance evidence and supporting evidence – and emphasise that performance evidence is used to demonstrate competence. Centre should consider using the understanding standards material for SVQ Business and Administration (available on SQA's website to introduce candidates into the variety of assessment instruments used to gather evidence.

- ◆ A discussion of the candidate's job role — this will help identify suitable optional units (it is not necessary to identify all of them at the outset). It may also offer opportunities to identify colleagues who could potentially provide supporting evidence in the form of witness statements, or even by providing mentoring support.
- ◆ An initial assessment of the candidate's knowledge, skills and experience (a skills scan) — this will help identify any learning / training needs that may be required for the candidate to achieve. Experienced candidates may be able to progress to assessment without much preparation, whereas candidates new to their job role may require a period of training before they can demonstrate the level of competence required. The Skills Scan profile, previous certificates and candidate job roles are all reviewed and aligned with the requirements of the SVQ and the appropriate units and level of award chosen.
- ◆ Development needs and special assessment needs are identified at this time or within the first couple of weeks and these are taken into account when planning assessment in terms of timing, assessment methods, etc.
- ◆ An introduction to the centre's E Portfolio System — if they are using one.
- ◆ Introduction to their assessor and to the role of the internal verifier.
- ◆ Introduction to the centre's policy on plagiarism and malpractice – possibly resulting in a candidate disclaimer being signed.
- ◆ Introduce the concept of assessment planning.

# Structure of the SVQs

## SVQ Business and Administration SCQF level 6 (GT9H 23)

Total number of units that the candidate needs to achieve for the qualification is 8.

No more than **two** units may be selected from **IT** and / or **Finance**.

All the mandatory units must be completed and at least **three** optional units from **Group B**. The remaining **two** units may be selected from **Group B** or **Group C**.

Please refer to the information provided on **restricted combinations** at the foot of the qualification structure table.

### Mandatory units

#### Group A — Mandatory units

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
J6WV 04	6	5	S301	Develop Self and Improve Own Performance in a Business Environment
J6WW 04	6	7	S302	Undertake and Support Work Practices in a Business Environment
J6WX 04	6	3	S308	Communicate in a Business Environment

### Optional units

#### Group B — Optional units 3–5 units must be selected

SQA ref	SCQF level	SCQF credit points	SSC ref	Title
J6X0 04	6	4	S311	Design and Produce Documents in a Business Environment <sup>a</sup>
FE03 04	6	4	S303	Solve Business Problems
J6X4 04	6	6	S304	Collaborate and Provide Support in a Business Environment
FE05 04	6	3	S305	Contribute to Decision-Making in a Business Environment
FE06 04	7	5	S306	Contribute to Negotiations in a Business Environment
J6WT 04	6	6	S324	Support Organisational Projects
FE0F 04	6	7	S315	Support the Design and Development of Information Systems <sup>b</sup>
H98C 04	8	7	S413	Design and Develop an Information System <sup>b</sup>
FD9A 04	7	7	S226	Support the Management and Development of an Information System <sup>c</sup>

<b>SQA ref</b>	<b>SCQF level</b>	<b>SCQF credit points</b>	<b>SSC ref</b>	<b>Title</b>
FE1M 04	8	6	S414	Manage and Evaluate Information Systems
FE0T 04	6	8	S319	Organise and Co-ordinate Events
FE0V 04	6	5	S320	Plan and Organise Meetings
FE0G 04	6	7	S316	Monitor Information Systems
FE0H 04	6	6	S317	Analyse and Report Data
HK2A 04	9	15	S420	Plan change
H98D 04	8	6	S419	Explore Ideas for Innovation in a Business Environment
J6X1 04	6	4	S323	Contribute to Innovation in a Business Environment
FE0W 04	6	4	S321	Organise Business Travel or Accommodation
J6X2 04	6	3	S325	Deliver and Evaluate Customer Service
FE0D 04	6	3	S309	Develop a Presentation
FE0E 04	6	3	S310	Deliver a Presentation
FE0M 04	6	8	S329	Provide Administrative Support in Schools
FE08 04	6	5	S322	Supervise an Office Facility
FE0J 04	7	5	S318	Order Products and Services
FN75 04	7	6	S351	Verify Critical Dates for Sentences
FN76 04	6	6	S352	Verify the Release Process
FN6W 04	6	6	S253	Process Court Documentation
FN9M 04	6	6	S254	Contribute to Maintaining Security and Protecting Individuals' Rights in the Custodial Environment
H68K 04	7	11	S416	Manage Budgets
FD9K 04	7	8	S247	Control Payroll
FD9L 04	8	3	S248	Account for Income and Expenditure
FD9M 04	8	3	S249	Draft Financial Statements
FD8V 04	6	8	S215	Calculate Pay

### Restricted subgroup 0–1

<b>SQA ref</b>	<b>SCQF level</b>	<b>SCQF credit points</b>	<b>SSC ref</b>	<b>Title</b>
FD9W 04	6	4	S212	Prepare Text from Notes
FE11 04	6	4	S312	Prepare Text from Notes Using Touch Typing (60 wpm)
FE10 04	6	4	S314	Prepare Text from Recorded Audio Instruction (60 wpm)
FE0Y 04	6	8	S313	Prepare Text from Shorthand (80 wpm)

**Group C — Optional units 0–2**

<b>SQA ref</b>	<b>SCQF level</b>	<b>SCQF credit points</b>	<b>SSC ref</b>	<b>Title</b>
J6XA 04	5	4	S211b	Produce and Process Documentsa
H559 04	5	3	S218	Store and Retrieve Information Using a Filing System
F93X 04	5	3	S210	Provide Reception Services
FD96 04	5	3	S250	Meet and Welcome Visitors
FD93 04	5	4	S208	Take Minutes
J6WS 04	5	3	S112	Use Office Equipment in Accordance with Occupational Regulations and Safety Guidelines
FD9F 04	5	3	S225	Respond to Change in a Business Environment
FD98 04	5	4	S217	Research Information
H984 04	5	3	S216	Collate and Organise Data
H985 04	5	3	S221	Maintain and Issue Stock Items
FD94 04	5	3	S209	Handle Mail
H983 04	5	1	S206	Use Voicemail Message Systems
FD92 04	5	3	S207	Use a Diary System
FD9H 04	5	4	S228	Administer the Recruitment and Selection Process
H987 04	5	6	S3071	Allocate Work to Team Members
H988 04	5	6	S3072	Quality Assure Work in Your Team
FN6X 04	5	6	S255	Calculate Critical Dates for Sentences
FN6Y 04	5	6	S256	Make Administrative Arrangements for the Movement of Individuals Outside the Custodial Establishment
FN70 04	5	6	S257	Administer Documentation for the Appeals Process
FN71 04	5	6	S258	Administer Personal Money for Individuals in Custody
FN72 04	5	6	S259	Prepare Documentation to Help Authorities Decide the Conditions on which to Release Individuals from Custody
FN74 04	5	6	S260	Make Administrative Arrangements for the Release of Individuals from Custody
FD9G 04	5	3	S227	Administer HR Records

**Restricted subgroup 0–1**

<b>SQA ref</b>	<b>SCQF level</b>	<b>SCQF credit points</b>	<b>SSC ref</b>	<b>Title</b>
FD9X 04	5	3	S213	Prepare Text from Notes Using Touch Typing (40 Wpm)
FD9V 04	5	4	S215	Prepare Text from Recorded Audio Instruction (40 Wpm)
FD9T 04	5	8	S214	Prepare Text from Shorthand (60 wpm)

**SCQF level 5 units 0–1**

<b>SQA ref</b>	<b>SCQF level</b>	<b>SCQF credit points</b>	<b>SSC ref</b>	<b>Title</b>
F9AP 04	5	3	S236a	Bespoke Software 2d
F9AV 04	5	3	S236b	Specialist Software 2d
F9C2 04	5	3	S237	Data Management Software 2e
F9C5 04	5	4	S238	Database Software 2f
F99E 04	5	4	S239	Improving Productivity Using IT 2g
F99T 04	5	2	S240	IT Security for Users 2h
F9CT 04	5	4	S241	Presentation Software 2i
F99K 04	5	4	S242	Setting up an IT System 2j
F9D1 04	5	4	S243	Spreadsheet Software 2k
F9A7 04	5	4	S244	Using Collaborative Technologies 2l
F9D4 04	5	4	S245	Website Software 2m
F9D7 04	5	4	S246	Word Processing Software 2n
F9A4 04	5	3	S252	Using Email 2o

**SCQF level 6 units 0–1**

<b>SQA ref</b>	<b>SCQF level</b>	<b>SCQF credit points</b>	<b>SSC ref</b>	<b>Title</b>
F9AR 04	6	4	S339a	Bespoke Software 3d
F9AW 04	6	4	S339b	Specialist Software 3d
F9C3 04	6	4	S340	Data Management Software 3e
F9C6 04	6	6	S341	Database Software 3f
F99F 04	6	5	S342	Improving Productivity Using IT 3g
F99V 04	6	3	S343	IT Security for Users 3h
F9CV 04	6	6	S344	Presentation Software 3i
F99L 04	6	5	S345	Setting up an IT System 3j
F9D2 04	6	4	S346	Spreadsheet Software 3k
F9A8 04	6	6	S347	Using Collaborative Technologies 3l
F9D5 04	6	5	S348	Website Software 3m
F9D8 04	6	6	S349	Word Processing Software 3n
F9A5 04	6	3	S350	Using Email 3o
J6X3 04	6	6	S360	Develop Skills and Competencies about Social Media Channels and Digital Platforms

### **Restricted combinations:**

Either INSBA013 Design and produce documents in a business environmenta from Group B or INSHOU01 Produce and process documentsa from Group C, but not both.

Group B all units SCQF level 6 or above:

Either CFABAD111 Support the design and development of information systemsb or CFABAD112 Design and develop an information systemb, but not both.

Either CFABAD121 Support the management and development of an information systemc or CFABAD122 Manage and evaluate information systemsc, but not both.

Restricted sub-group: ONE unit can be selected

Optional Group C: SCQF 5 and IT units select 0–2 units.

Restricted sub-group: ONE unit can be selected

IT units must be selected either from level 5 or level 6 groupings:

Either Bespoke software 2d or Specialist software 3d, but not both.

Either Bespoke software 2d or Specialist software 3d, but not both.

Either Data management software 2e or Database management software 3e.

Either Database software 2f or Database software 3f, but not both.

Either Improving productivity using IT 2g or Improving productivity using IT 3g, but not both.

Either IT security for users 2h or IT security for users 3h, but not both.

Either Presentation software 2i or Presentation software 3i, but not both.

Either Setting up an IT system 2j or Set up an IT system 3j, but not both.

Either Spreadsheet software 2k or Spreadsheet software 3k, but not both.

Either Using collaborative technologies 2l or Using collaborative technologies 3l, but not both.

Either Website software 2m or Website software 3m, but not both.

Either Word processing software 2n or Word processing software 3n, but not both.

Either Using email 2o or Using email 3o, but not both.

# Key terminology and definitions

## 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. It is important that the evidence is signposted / referenced to the performance indicators and knowledge and understanding so that internal and external verifiers can follow the judgements on competence and knowledge.

## 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. Each observation record should reference the task being observed to the performance indicators and any knowledge claimed. 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 valuable and reliable items of performance evidence. Work products are outputs of performance such as documents, e-mails, records, reports, etc and should be annotated to place the evidence in context. This annotation could be recorded within a storyboard, reflective account, personal statement, 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. It can also help to authenticate performance evidence.

## Personal statement / storyboard / reflective account

A personal statement is a technique used to place evidence in context and to demonstrate knowledge. It can also be useful to provide authentication of performance evidence. Some centres use the terms *storyboard* or *reflective account*. The terms are interchangeable — the important feature is that they are a candidate's own written description of their role in producing the evidence and / or their knowledge. They can be written to cover parts of a unit, parts of several units, an entire unit or even two or more whole units, however it is good practice to target personal statements / personal statements at Knowledge that has not been demonstrated through performance rather than starting with a 'catch all' approach from the outset. Many candidates attach work product / screenshots / photos to the personal statement, either by embedding the evidence within the personal statement or attaching the evidence using a 'See Evidence X' approach.

## **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. 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 their judgement to decide the most appropriate opportunity to collect this type of evidence.

## **Professional discussion**

Professional discussions are structured, well planned, in-depth discussions between the assessor and candidate, recorded in writing, on audio or digital video. The Assessor will plan in advance the areas to be covered and will guide the conversation to ensure it remains relevant to these areas. As professional discussion takes the form of a conversation, it may allow the candidate to be more expressive in their response, and therefore to cover more knowledge than conventional questioning. Some observations can change from a direct observation to a professional discussion to draw out a more in-depth understanding of a particular area of knowledge,

## **Witness testimony**

Witness testimony is confirmation by a colleague or line manager attesting to the candidate's competence and / or the authenticity of evidence. This may be a written document, a statement added to a piece of work product or as a discussion recorded by the assessor in audio, video or written form. Witness testimony can often be arranged to coincide with an observation of the candidate. It can be used to support the validity, authenticity, currency and reliability of the evidence. It can also be used to highlight competence of a candidate performing a task over a period of time.

There is a risk that the colleague or line manager may not be familiar with the standards which can result in the testimony not being as strong or relevant as it could be. It is therefore important that the person providing the testimony has at least an awareness of the standards and therefore the context of the testimony. There is no reason that the unit(s) cannot be referred to when providing testimony, however the testimony itself should be in the individual's own words not a regurgitation of the unit criteria.

## **Triangulation**

Combining different sorts of evidence — performance evidence and supporting evidence — to ensure authenticity, validity, sufficiency, currency and reliability. Triangulation helps ensure authenticity and evidence consistent performance over time in an efficient and robust manner, rather than relying on multiple examples of the same assessment which may provide limited insight. For example, many examples of documents produced have value, but are limited in explaining the candidate's role and actions in the absence of any supporting evidence to provide context.

## **Simulation**

This is the use of activities designed to replicate real life work situations. Whilst permissible if necessary, simulation should always be used as a last resort and must be regarded as a way to fill gaps for a small number of performance criteria where performance evidence does not arise naturally. Using simulation to evidence entire units is not acceptable.

Assessment that is simulated must be undertaken in a 'realistic working environment' (RWE). Simulation can be used where candidates face barriers to gathering evidence through normal workplace activity in a unit which forms part of their normal role in the workplace (eg where a complaint or problem does not naturally occur).

The RWE must replicate the key characteristics of the workplace in which the skill to be assessed is normally employed. Centres should refer to the assessment strategy for detailed information on RWE criteria

# Assessment planning

## Assessment plan

Assessment plans are an important means of ensuring the assessment process runs as smoothly and efficiently as possible. This is especially critical at the outset and particularly in the case of inexperienced candidates. Assessment plans should identify when and how assessment will be carried out. Candidates need to have a clear understanding of what is being assessed, what methods will be used and what evidence they have agreed to produce.

Assessment planning can help candidates to relate their routine work place activities to the standards within the SVQ units and therefore avoid the pitfall of generating evidence that is not relevant to the qualification.

Although assessment planning is vital, it provides a framework to guide candidates in the generation of evidence — assessment plans should not be inflexible. They should not be considered assessment tasks to be rigidly adhered to and either passed or failed. Real-life workplaces are a fluid and dynamic environment, and unforeseen opportunities to gather evidence are likely to arise. These should be capitalised on as much as possible.

In developing an assessment plan, assessors should:

- ◆ have a thorough knowledge of the SVQ.
- ◆ get to know the candidate and their workplace.
- ◆ plan realistically around the candidate's role, working pattern and circumstances.
- ◆ identify opportunities for gathering relevant evidence.
- ◆ use feedback to inform subsequent plans and establish any training needs.

## Assessment planning meetings

At the assessment planning meeting, the assessor and candidate should agree and record the following information:

- ◆ what is to be assessed.
- ◆ the assessment method.
- ◆ the location, date and time of the assessment.

Assessment plans are working documents — they can be updated and changed according to progress. Their purpose is to guide the candidate by providing a framework for working through the qualification, therefore if assessment methods vary and / or dates are moved, this is not an issue providing the evidence complies with the relevant standard(s) and assessment strategy.

When planning assessment, make the most of opportunities to *integrate* assessment. This means planning to assess an *activity* that draws on the contents of different units. It can be an efficient and cost-effective way of assessing your candidate's competence. Some centres develop a proforma to record the assessment plan and the results of the assessment plan.

# Assessment requirements

The assessment strategy specifies the assessment conditions, types of evidence and quality assurance criteria, therefore all assessment and internal verification must comply with its requirements.

The assessment strategy is available on SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk)

## **Type and amount of evidence**

Performance (or primary) evidence (observation, work product) is required to meet the performance criteria within the units. Performance evidence should be triangulated with supporting (or secondary) evidence (reflective accounts, personal statements, questioning, professional discussion, case studies, etc.) therefore providing a rounded picture of competence and robust confidence in assessment judgements. Triangulation is usually more effective than multiple examples of the same type of evidence with no supporting / secondary evidence.

# The assessment process

## Separating training from assessment

Materials used for training, or evidence of the outcomes of training, are not evidence of competence and should not be included in a Business and Administration SVQ portfolio of evidence. Only evidence of the candidate's practice in the workplace which has been assessed as meeting the standards should be presented in the SVQ portfolio. Evidence of knowledge may be derived from personal statement, questioning and professional discussion

## Beginning assessment

Don't try to cover the mandatory units first. The mandatory units consist mainly of softer generic knowledge and skills embedded throughout the routine activities associated with the job role (eg undertake work, agree how to manage own performance, etc). The optional units are designed around specific competences (eg produce documents, use a diary system, etc). This means that evidence towards the mandatory units will naturally occur from assessment of the optional units and so any assessment of the mandatory units prior to completion of optional units will inevitably lead to overassessment.

It can be a good idea to begin assessment by asking the candidate to provide performance evidence for a unit (or units) without reference to the Knowledge. This is because the candidate is likely to generate some knowledge evidence implicitly via their performance evidence. If the candidate begins with knowledge evidence they run the risk that this evidence is later covered implicitly via performance and therefore is an unnecessary duplication. Once the performance evidence has been evaluated, the assessor and candidate can identify the outstanding knowledge requirements that remain to be met.

## Assessment — recommended approaches

The following recommended approaches are likely to help you achieve positive outcomes in assessing the Business and Administration SVQ:

- ◆ be candidate-led rather than provider-driven — organise assessment according to each candidate's circumstances rather than pre-determined programmes or templates.
- ◆ always prioritise naturally-occurring evidence (the majority of performance evidence should always be generated in the workplace).
- ◆ employ a holistic approach – assessment focused on *activities* (rather than units) that provides evidence towards more than one unit.
- ◆ use a range of assessment methods and evidence, driven by candidates' activities in the workplace, ie *Triangulation*.
- ◆ use performance evidence to cover knowledge where possible.
- ◆ use questions to supplement (rather than duplicate) observation — there is no need to separately evidence Knowledge that has been clearly demonstrated through performance.

- ◆ covering PIs multiple times will inevitably lead to overassessment, although hitting most PIs more than once is likely to occur naturally.

### **Be flexible**

Although assessment planning is important, it should not be overly rigid. Assessment planning is about providing a framework for candidates to gather evidence, not a series of mandatory assessment tasks. It is not possible to foresee everything that may arise in a fluid and dynamic business environment, therefore assessors should be prepared to deviate from plans in the interests of capitalising on unforeseen opportunities to gather evidence outwith the plan, eg if a problem or unexpected customer query arises.

A good observation will often include questioning to capture knowledge that may not be completely explicit from the practice. It is recommended that work products and personal statements / reflective accounts / storyboards be combined where possible, for example, through the use of screenshots embedded within the document to illustrate documents / emails, etc at the point referred to (see, *Examples of Practice*). Different forms of assessment blended in this way are very powerful means of providing high quality evidence that in turn gives us a high degree of confidence in judgements of competence. Many centres use personal statements / reflective accounts / storyboards to place the evidence in context and either embed the work product evidence within the personal statement / reflective account / storyboard or adopt a 'See Evidence X' approach where the evidence is shown separately from the personal statement / reflective account / storyboard. Both methods are very effective.

### **Holistic assessment**

A holistic approach is based on gathering evidence through work situations towards one or more units rather than focusing only on one unit at a time. In real life, our work activities are unlikely to be restricted to one very specific set of competencies such as producing documents. In the course of doing this candidates will be communicating, working with others and problem solving which is likely to generate evidence towards several units. This is particularly the case for mandatory units and therefore best practice would be to start with optional units and cross reference evidence to the mandatory ones. It should be possible to gather the majority of evidence for mandatory units in this way allowing the gaps to be filled towards the latter stages of the SVQ. Using a holistic approach is efficient and allows evidence to be drawn from a range of activities which more naturally arises from a candidate performing their job role, helping ensure breadth of scope and competence over time without over-assessing the candidate in a particular area.

## **Sufficiency of evidence**

The evidence presented against each unit must clearly demonstrate the candidate's ability to perform the activity competently. All performance indicators and knowledge should be referenced by at least one piece of appropriate evidence. For performance—supporting evidence may be used to fill small gaps. Performance over time is not about performing the same tasks several times, rather having different forms of evidence that complement each other over a period of time. In practice it is likely that there will be overlap in certain areas of the qualification in terms of tasks performed and evidence acquired, that will allow some PIs and knowledge to be referenced more than once

## **Use of confidential information as evidence (Evidence in situ)**

There may be situations where evidence cannot be stored in a candidate's portfolio. In the context of Business and Administration, SQA would normally expect this to be used only in situations where there is a compelling need for confidentiality (eg where evidence relates to HR records, customer financial records, medical files, etc) and where redaction of sensitive data would remove too much of the context of the evidence for robust assessment judgements to be made with confidence. In such cases evidence may be kept in situ – that is stored in its original location in the workplace rather than the candidate's portfolio.

Where evidence in situ is used, assessors must ensure that a clear and detailed explanation of the evidence itself is included in the portfolio together with details of where the original evidence is located, eg '*HR records maintained by the candidate which include — updates of personal details, grievance records, disciplinary records, training records, holiday and sickness leave — can be found in the filing cabinet in room 6.2 the HR Office*'.

Such evidence should be referenced appropriately to provide a robust quality audit trail. *Evidence held in situ must be made available to assessors, internal verifiers and external verifiers as required to ensure the validity of the assessment process.*

## **Units with Words Per Minute Criteria (WPM) (Prepare Text from Notes / Shorthand / Recorded Audio Instruction)**

Some units incorporate a requirement for candidates to input text or take shorthand at a relevant rate in words per minute. It would be best practice to measure this speed using a timed exercise. The word count is based on five keystrokes per word with the candidate input being measured over a 5 minute period with no more than five input errors. Where a candidate makes more than five errors in completing this exercise, a re-assessment needs to take place.

## **Assessing knowledge and understanding**

Knowledge is an integral aspect of competence and should be assessed in the context of performance as much as possible. Assessment of knowledge in isolation from performance threatens the validity of competence-based assessment. In reality, knowledge is used to support performance, not the other way around. Knowledge that is decoupled from performance is less meaningful and increases the risk of a rote memory approach that fails to consolidate understanding and is forgotten after a short period of time.

Having said this, it is unlikely that all aspects of knowledge will occur naturally in the course of completing an SVQ, so it is acceptable to use questions, both verbal and written — or even case studies — to evidence knowledge. A useful way of evidencing knowledge in context is for candidates to produce personal statements / reflective accounts written in the context of work they have completed. Again, it is not always possible for this to be produced in context, therefore it is acceptable for knowledge to be evidenced generically; however the assessor is required to take a holistic view in judging whether the candidate has demonstrated a sound understanding of the required knowledge or simply memorised some information.

## **Presenting evidence**

It is critical that evidence is signposted / tracked against the performance indicators and knowledge and understanding being claimed within the specific standards. Good referencing and presentation helps all concerned — candidate, assessor, IV and EV. It helps candidates see progress and can therefore boost morale and motivation. It helps IVs to be clear on assessor's judgements. It makes it easier for the EV to be clear on centre's assessment judgements and therefore puts the centre on a solid foundation when EV visits take place. Ultimately, the onus is on the centre and candidate to demonstrate that the standards have been met in a way that is verifiable, so clear referencing and presentation is in everyone's interests.

When collating evidence, quality rather than quantity should be the aim — triangulation is better than lots of the same type of evidence — and complexity should be avoided. Candidate portfolio pro-formas are available on SQA website to assist in the collection and referencing of evidence — eg the Evidence gathering sheet.

## Tracking progress

Regular reviews with candidates, involving both the assessor and line manager, should be carried out to measure and maintain progress towards achievement of the qualification.

Reviews should take account of:

- ◆ actions agreed at the last review meeting.
- ◆ progress made in relation to the agreed learning plan.
- ◆ assessments undertaken.
- ◆ any problems or obstacles encountered and how these will be addressed.
- ◆ any changes in candidate or workplace circumstances, eg changed work role.
- ◆ future learning needs and how they will be addressed.
- ◆ any implications for the assessment plan and revising this as appropriate.
- ◆ progress reviews should also be used to check that the candidate and the line manager:
  - understand and are comfortable with the assessment process.
  - know what progress the candidate has made towards achievement of the SVQ.
  - are aware of the option of certification for individual units.
  - understand the appeals process.

## Examples of practice

Exemplification of a variety of assessment approaches for SVQs in Business and Administration are available on SQA's Understanding Standards website - [http://www.understandingstandards.org.uk/Subjects/SVQ/BusinessAdministration/svg\\_ba\\_home](http://www.understandingstandards.org.uk/Subjects/SVQ/BusinessAdministration/svg_ba_home)

# Mandatory units

# Unit S301: Develop Self and Improve Own Performance in a Business Environment

SQA Code J6WV 04

## Overview

This unit is about developing self and improving own performance in a business environment. The unit covers planning the improvements, accepting plans and responsibility for own work and its delivery.

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.

This involves negotiating the work targets and resources required for meeting them, reflecting on and learning from any mistakes, setting targets for own performance and demonstrating commitment to meet them.

Developing self is an important aspect of your performance as it addresses emotional intelligence, your wellbeing, mental health, balance between personal and professional life not only in an office-based environment, but working remotely, or from home.

This unit is built around three main areas:

- 1 Planning and being accountable for own work.
- 2 Supporting the working practices.
- 3 Developing self.

You must be able to:

### Planning and being accountable for own work

- ◆ Identifying and agreeing the performance targets and the timescales for achievement.
- ◆ Planning how to make the best use of time and identifying the required resources.
- ◆ Confirming the working methods and practices with your line management.
- ◆ Keeping your line management informed about the progress of your performance.
- ◆ Following the agreed procedures for dealing with problems or issues.
- ◆ Taking responsibility for your own work and accepting responsibility for any mistakes.
- ◆ Seeking support and assistance from your colleagues or team members where required.

- ◆ Meeting your deadlines or renegotiating targets and plans.
- ◆ Reflecting on your performance and reviewing it in accordance with lessons learnt.
- ◆ Following agreed guidelines, procedures and, where appropriate, codes of practice.

### **Supporting the working practices**

- ◆ Setting the targets for own performance and demonstrating commitment to meet them.
- ◆ Coping with pressure and overcoming difficulties and setbacks.
- ◆ Seeking new challenges and taking the initiative on them.
- ◆ Adapting to change and supporting colleagues and team members during the process.
- ◆ Treating colleagues and team members with honesty, respect and consideration.
- ◆ Supporting colleagues and team members with work tasks.

### **Developing self**

- ◆ Seeking the feedback from your colleagues and team members.
- ◆ Collating the feedback received for evaluation of your own work.
- ◆ Identifying methods to improve your work, and testing their effectiveness with working practice.
- ◆ Updating your plans for learning and improvement.
- ◆ Reviewing your progress with line management on a regular basis.
- ◆ Identifying your learning and development needs for your performance improvement.
- ◆ Developing and following a learning plan that meets your needs.
- ◆ Reviewing your performance through self-reflection when working towards achievement of your objectives.
- ◆ Using emotional intelligence to recognise and evaluate your own and your colleagues' strengths and weaknesses, feelings, opinions and judgements.
- ◆ Seeking new sources of support and feedback, when necessary.
- ◆ Taking actions to maintain your well-being, mental health, balance between your professional and personal life, when required.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement / reflective account / storyboard.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence for the optional, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Letters, e-mails, memos.
- ◆ To do lists, outlook printouts.
- ◆ Learning plan and reviews of progress.
- ◆ Appraisals, reviews.

### **Plan and be accountable for your work**

- ◆ Evidence of identifying and agreeing the performance targets and timescales.
- ◆ Planning how to make best use of time.
- ◆ Keeping line management informed of your activities.
- ◆ Seeking support if required.
- ◆ Reflecting on your performance.

### **Support the working practices of;**

- ◆ Evidence via appraisals and reviews.
- ◆ Setting targets for own performance.
- ◆ Coping with pressure.
- ◆ Seeking new challenges.
- ◆ Showing support for team members and colleagues.

### **Develop self**

- ◆ Evidence via Feedback documents from colleagues.
- ◆ Seeking feedback from colleagues.
- ◆ Collating the feedback.
- ◆ Identifying methods to improve own work and updating yours plans for your own learning and development.
- ◆ Reviewing your progress with line management.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S302: Undertake and Support Work Practices in a Business Environment

SQA Code J6WW 04

## Overview

This unit is about undertaking supporting work practices in a business environment. It includes supporting your organisation's purpose and values, assessing and managing risks, maintaining the security and confidentiality, also supporting diversity and sustainability.

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.

This involves:

### Supporting your organisation's purpose and values

- ◆ Supporting your organisation's overall mission and team's objectives.
- ◆ Identifying your organisation's purpose, policies, procedures and values.
- ◆ Putting your organisation's values into practice in all aspects of your work.
- ◆ Working with external organisations and stakeholders in a way that improves the image of your organisation.
- ◆ Improving your working practices in accordance with organisation's objectives, policies, systems, procedures and values.

### Assess and manage risks

- ◆ Identifying possible sources of risk.
- ◆ Assessing the levels of risk.
- ◆ Monitoring and mitigating risks.
- ◆ Identifying any potential risks and managing these when they occur.
- ◆ Evaluating your methods of assessing and managing risks.

### Maintain security and confidentiality

- ◆ Maintaining the security and confidentiality of information in accordance with organisational procedures and current legislation about data protection and use of technologies.
- ◆ Reporting any concerns about security and confidentiality to the relevant member of staff.

### **Support diversity**

- ◆ Establishing and maintaining a working environment that values diversity and respects all members of staff within your organisation.
- ◆ Working with colleagues and using their experience to improve your working practices and methods of communication.
- ◆ Interacting with colleagues in a professional manner that respects their background, abilities, values, customs and beliefs.
- ◆ Upholding the rights of members of staff who are different from you.
- ◆ Following your organisation's procedures and legal requirements in relation to equality legislation.

### **Support sustainability**

- ◆ Establishing and maintaining procedures for waste management.
- ◆ Keeping waste to a minimum and following procedures for the recycling and disposal of waste materials.
- ◆ Following relevant procedures for maintenance of equipment.
- ◆ Continuously reviewing working methods, including use of technology, and ways of improving efficiency.
- ◆ Identifying equipment and materials that provide best value for money.
- ◆ Supporting colleagues to maximise their performance and value to the organisation.
- ◆ Establishing and maintaining procedures for the maintenance of equipment.
- ◆ Improving your working methods and the use of technology to support sustainability.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement / reflective account / storyboard.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence for optional units, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## Performance indicators

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Letters, e-mails, memos.
- ◆ Risk assessments.
- ◆ Equipment maintenance logs.
- ◆ Organisational policies / procedures and legislation with annotation / testimony.
- ◆ Evidence of identifying and supporting your organisation's purpose and values.
- ◆ Working with external organisations and stakeholders to improve the image of your organisation.
- ◆ Improving your working practices in line with objectives, policies, systems, procedures and values.
- ◆ Identifying, assessing, monitoring and mitigating risks.
- ◆ Evaluating how you handled the assessment and management of risks.
- ◆ Maintaining the security and confidentiality of information.
- ◆ Establishing a working environment that values diversity and respects all members of staff in a professional manner.
- ◆ Upholding rights of staff who are different from you.
- ◆ Establishing and maintaining procedures for waste management.
- ◆ Keeping waste to a minimum and following procedures for recycling and disposal of waste.
- ◆ Identifying best value in equipment and materials.
- ◆ Establishing procedures for maintenance of equipment.
- ◆ Improving working methods to use technology more efficiently and support sustainability.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## Knowledge and understanding

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S308: Communicate in a Business Environment

SQA Code J6WX 04

## Overview

This unit is about communicating in a business environment. It covers meeting and welcoming visitors, providing individuals with information, ensuring visitors' needs are met, presenting a professional image of the organisation. Identifying the purpose of communications, audience needs, deciding communication methods and platforms to achieve outcomes. Using various types of communication that vary from face to face, on the telephone or in a virtual environment through relevant digital technologies and collaboration platforms. Communicating in ways that suit the audience, making decisions about the level of formality required for the communication and how to present ideas in a way that will engage the audience. Seeking feedback to ensure that the communication achieved its purpose and to further develop your communication skills.

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.

This involves:

- ◆ Identifying the purpose of communication.
- ◆ Identifying audiences for communication.
- ◆ Choosing communication style that meets the needs of audiences.
- ◆ Deciding the methods for each type of communication.
- ◆ Identifying and using the digital technologies and collaboration platforms for different types of communication.
- ◆ Defining the communication outcomes to be achieved.
- ◆ Recording any messages and forwarding them to the relevant members of staff.
- ◆ Responding to messages or queries within agreed organisational timing and format.
- ◆ Meeting communication deadlines, prioritising what is important and what is urgent.
- ◆ Selecting information that supports the purpose of communications.
- ◆ Extracting the main points needed from written materials.
- ◆ Organising, structuring and writing information to suit different audiences.
- ◆ Using accurate grammar, punctuation and spelling.
- ◆ Writing communications in your organisation's required format, layout, tone and house style.
- ◆ Writing communications that match the subject matter, work situation and communication channel.
- ◆ Proofreading written work and making amendments to create final version.
- ◆ Filing copies of all communications following organisational procedures.

- ◆ Presenting verbal information and ideas to audiences.
- ◆ Making verbal contributions to move discussions forward.
- ◆ Using body language and voice tone that matches the messages.
- ◆ Listening actively to speakers to gain information.
- ◆ Using appropriate format to contribute to online discussions.
- ◆ Responding to speakers to share your perspective.
- ◆ Asking questions to check understanding of speakers messages.
- ◆ Directing discussions to achieve outcome.
- ◆ Adapting your contributions to suit the audience, purpose and situation.
- ◆ Responding to speakers using body language to suit the audience and situation.
- ◆ Providing opportunities for speakers to contribute their ideas and opinions.
- ◆ Considering the ideas and opinions of different speakers.
- ◆ Overcoming barriers to verbal communication.
- ◆ Summarising verbal communications with speakers to confirm agreement.
- ◆ Seeking feedback on your communication manners, format and style.
- ◆ Evaluating all means of communication to identify how well they met their purpose.
- ◆ Reflecting on communication outcomes.
- ◆ Identifying ways to develop your communication skills further.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement / reflective account / storyboard.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence for optional units, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Evidence via letters, emails, reports, minutes.
- ◆ Identifying the purpose and audience for communication.
- ◆ Deciding on methods of communication.
- ◆ Recording and responding to messages.
- ◆ Communicating appropriately to different audiences.
- ◆ Communicating verbally to different audiences.
- ◆ Ensuring body language matches the message you are trying to put over.
- ◆ Listening actively to gain information and ask questions to check understanding.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Optional units

# Unit S303: Solve Business Problems

SQA Code FE03 04

## General overview

This unit is about identifying, analysing, planning and solving business problems.

This involves:

### Planning and being accountable for own work

- ◆ Recognising when a business problem exists.
- ◆ Confirming the problem is understood.
- ◆ Identifying reasons for problems occurring.
- ◆ Analysing the problem.
- ◆ Discussing the problem with others.
- ◆ Developing and justifying an approach to solve the problem.
- ◆ Planning the chosen approach.
- ◆ Deciding how to recognise when a problem is solved.
- ◆ Agreeing the plan.
- ◆ Putting the plan into action.
- ◆ Using support and feedback from others.
- ◆ Reviewing progress towards solving the problem, adjusting the plan as necessary.
- ◆ Evaluating the approach used and evaluating other possible approaches.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Plans / action notes.
- ◆ Feedback.
- ◆ Minutes of meetings.
- ◆ Letters, e-mails, memos.
- ◆ Records of discussion with appropriate authority / colleague(s).
- ◆ Evaluation of plans / approaches / actions.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S305: Contribute to Decision-making in a Business Environment

**SQA Code FE05 04**

## **General overview**

This unit is about contributing information and ideas to influence the decision-making process.

This involves:

### **Planning and being accountable for own work**

- ◆ Researching information to add value to the decision-making process
- ◆ Using accurate and current information to develop ideas to present to others
- ◆ Making constructive, relevant and timely contributions to meetings or other discussions
- ◆ Responding positively when asked to supply information to help decision-making
- ◆ Contributing to identifying decision-making criteria
- ◆ Structuring ideas, information and recommendations in a way that helps other people understand
- ◆ Proactively engaging with colleagues and respecting their decisions
- ◆ Influencing decision-making by using evidence, argument, questioning and assertiveness
- ◆ Showing support for the decision even when not in agreement

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Research plan.
- ◆ Records of information researched and used to develop ideas and contributions.
- ◆ Minutes of meetings.
- ◆ Letters, e-mails, memos.
- ◆ Records of discussion with colleagues.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S306: Contribute to Negotiations in a Business Environment

SQA Code FE06 04

## General overview

This unit is about preparing and taking part in negotiations to achieve planned objectives.

This involves:

### Planning and being accountable for own work

- ◆ Preparing a negotiating brief.
- ◆ Identifying potential problems in negotiations and suggest solutions.
- ◆ Clarifying other people's understanding and responding to their queries.
- ◆ Suggesting solutions to problems.
- ◆ Working within limits of job role.
- ◆ Referring matters which require a higher level of authority.
- ◆ Reaching an agreement to the mutual satisfaction of all those involved.
- ◆ Conducting and completing negotiations in a way which creates goodwill and promoting a positive image of self and organization.
- ◆ Maintaining clear and accurate records of the outcomes and agree them with all members.

A key piece of supporting evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely. Annotation of work product is an excellent way of contextualising evidence and can also be an opportunity to cover knowledge.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Negotiating brief.
- ◆ Proposals.
- ◆ Clear and accurate records of negotiations.
- ◆ Letters, e-mails, memos.
- ◆ Records of outcomes of negotiation agreed by relevant parties.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S3071: Allocate Work to Team Members

**SQA Code H987 04**

## **General overview**

This unit is about ensuring that the work required of your team is effectively and fairly allocated amongst team members taking accounts of their skills, knowledge and competence, their workloads and opportunities for their development.

This involves:

- ◆ Confirm the work required of the team with your manager and seek clarification, where necessary, on any outstanding points and issues.
- ◆ Plan how the team will undertake its work, identifying any priorities or critical activities and making effective use of the available resources.
- ◆ Allocate work to team members on a fair basis taking account of:
  - their skills, knowledge and competence.
  - their backgrounds and experience,
  - their existing workloads, and
  - opportunities for their development.
- ◆ Brief team members on the work they have been allocated and the standard of performance expected.
- ◆ Encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated.
- ◆ Address any concerns team members may have about their work.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Scheduling activities and resources.
- ◆ Feedback from team members.
- ◆ Minutes of meetings.
- ◆ Action grids / records of discussion.
- ◆ Project plans.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S3072: Quality Assure Work in Your Team

**SQA Code H988 04**

## General overview

This unit is about checking the progress and quality of the work of team members to ensure that the required standard of performance is being met.

This unit is relevant to managers, supervisors and team leaders who monitor the progress of work in their team and check the quality of the output. This involves:

- ◆ Check regularly the progress and quality of the work of team members against the standard performance expected.
- ◆ Provide team members with prompt, specific feedback designed to maintain and improve their performance.
- ◆ Support team members in identifying and dealing with problems and unforeseen events.
- ◆ Motivate team members to complete the work they have been allocated on time and to the standard required.
- ◆ Provide any additional support and / or resources team members require to complete their work on time and to the standard required.
- ◆ Identify any unsatisfactory performance, discuss the causes and agree ways of improving performance with team members.
- ◆ Recognise successful completion of significant pieces of work by team members.
- ◆ Motivate team members to maintain and continuously improve their performance over time.
- ◆ Use information collected on the performance of team members in any formal appraisal of performance, where appropriate.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Scheduling activities and resources.
- ◆ Feedback from team members.
- ◆ Performance records.
- ◆ Records of feedback on performance.
- ◆ Records relating to queries / clarification / providing support to team members.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S322: Supervise an Office Facility

SQA Code FE08 04

## General overview

This unit is about supervising a team by planning and implementing work and supporting team members to help achieve agreed goals and objectives.

This involves:

- ◆ Identifying and agreeing the needs of office facility users.
- ◆ Maintaining office facilities and equipment to meet the needs of users and keeping within agreed budgets.
- ◆ Supervising the use of office resources.
- ◆ Using and reviewing office systems and procedures.
- ◆ Making sure office equipment is working.
- ◆ Identifying office facilities and equipment in need of repair or replacement.
- ◆ Building and maintaining relationships with suppliers.
- ◆ Contributing to reviewing the office environment in line with health and safety and security policy.
- ◆ Resolving problems in a timely manner.
- ◆ Providing information and guidance.
- ◆ Communicating priorities to office facility users.
- ◆ Monitoring the use of office facilities.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Minutes of meetings.
- ◆ Letters, e-mails, memos.
- ◆ Problem logs.
- ◆ Health and safety checklists.
- ◆ Appraisals and reviews.
- ◆ Health and safety policies / legislation with annotation / testimony.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S312: Prepare Text from Notes Using Touch Typing (60 wpm)

**SQA Code FE11 04**

## **General overview**

This unit is about presenting accurate and correct text in an agreed format, from notes — using touch typing at a speed of 60 wpm.

This involves:

### **Planning and being accountable for own work**

- ◆ Agreeing the purpose, format and deadlines for the transcription.
- ◆ Inputting text using touch typing to 60 wpm.
- ◆ Formatting the text, making efficient use of available technology.
- ◆ Checking content for accuracy.
- ◆ Seeking text clarification when necessary.
- ◆ Storing text and original notes safely and securely.
- ◆ Presenting text in the required format within agreed deadlines.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Notes used as source for documents.
- ◆ Finished documents.
- ◆ E-mails confirming deadlines, formats or clarifications of content.
- ◆ Intermediate stages of document showing corrections and clarifications.
- ◆ Speed test / evidence of wpm criteria being met.

It would be best practice to measure speed using a timed exercise. The word count would be based on five keystrokes per word with the candidate input measured over a 5 minute period with no more than five input errors.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S313: Prepare Text from Shorthand (80 wpm)

**SQA Code FE0Y 04**

## **General overview**

This unit is about accurately taking notes using shorthand at a minimum speed of 80 words per minute and producing accurate and correct text in an agreed format from these notes.

This involves:

- ◆ Agreeing the purpose, format, quality standards and deadlines for the text.
- ◆ Taking dictation using shorthand at a minimum speed of 80 wpm.
- ◆ Inputting and formatting the text from shorthand notes, making efficient use of available technology.
- ◆ Checking content for accuracy.
- ◆ Seeking text clarification when necessary.
- ◆ Storing text and original notes safely and securely.
- ◆ Presenting text in the required format within agreed deadlines and quality standards.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Notes used as source for documents.
- ◆ Finished documents.
- ◆ E-mails confirming deadlines, formats or clarifications of content.
- ◆ Intermediate stages of document showing corrections and clarifications.
- ◆ Speed test / evidence of wpm criteria being met.

It would be best practice to measure shorthand transcription speed using a timed exercise. The word count would be based on the total number of words in the dictation passage and the length of the dictation in seconds. A number of websites will convert this for you. The candidate should have no more than one transcription character error for every minute of dictation.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S314: Prepare Text from Recorded Audio Instruction (60 wpm)

**SQA Code FE10 04**

## **General overview**

This unit is about transcribing accurate and correct text at a minimum speed of 60 words per minute in an agreed format from an audio recording.

This involves:

### **Planning and being accountable for own work**

- ◆ Agreeing the purpose, format and deadlines for the transcription.
- ◆ Inputting text using audio to 60 wpm.
- ◆ Formatting the text, making efficient use of available technology.
- ◆ Checking content for accuracy.
- ◆ Seeking text clarification when necessary.
- ◆ Storing text and original notes safely and securely.
- ◆ Presenting text in the required format within agreed deadlines and quality standards.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Notes used as source for documents.
- ◆ Finished documents.
- ◆ E-mails confirming deadlines, formats or clarifications of content.
- ◆ Intermediate stages of document showing corrections and clarifications.
- ◆ Speed test / evidence of wpm criteria being met.

It would be best practice to measure audio transcription speed using a timed exercise. The word count would be based on five keystrokes per word with the candidate input measured over a 5 minute period with no more than five input errors.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S319: Organise and Co-ordinate Events

**SQA Code FE0T 04**

## **General overview**

This unit is about agreeing a brief and budget for organising an event and to decide the operational activities and technical requirements to deliver the event.

This involves:

### **Before the event**

- ◆ Agreeing the event brief and budget.
- ◆ Agreeing a plan for the event which will meet agreed objectives and address identified risks and contingencies.
- ◆ Identifying and agreeing resources and support needed.
- ◆ Identifying and costing suitable venues.
- ◆ Making sure all relevant legal and contractual requirements are met.
- ◆ Making sure the event complies with all relevant health and safety and security requirements.
- ◆ Liaising with the venue to confirm event requirements.
- ◆ Making sure invitations are sent out to delegates.
- ◆ Managing resources and the production of event materials.
- ◆ Managing delegate responses.
- ◆ Preparing joining instructions and event materials to be sent to delegates.
- ◆ Making arrangements for rehearsals, if required, and make sure that the event runs smoothly.
- ◆ Making sure all those involved are briefed and trained to fulfil their roles.
- ◆ Delegating functions to the event team.

### **At the event**

- ◆ Preparing the venue and making sure all necessary resources are in place.
- ◆ Co-ordinating activities and resources during the event.
- ◆ Identifying where further learning and development could improve performance.
- ◆ Helping delegates to feel welcome.
- ◆ Responding to delegates' needs.
- ◆ Resolving problems in a timely manner.
- ◆ Overseeing the work of key staff during the event.
- ◆ Monitoring compliance with relevant health, safety and security requirements.
- ◆ Liaising with venue management to make sure resources are in place.

## **After the event**

- ◆ Clearing and vacating the venue.
- ◆ Preparing and circulating papers.
- ◆ Reconciling accounts to budgets.
- ◆ Seeking and collecting feedback from those involved in the event.
- ◆ Analysing the feedback and sharing the analysis.
- ◆ Agreeing key learning points and use these to improve the running of future events.

A key piece of evidence could be a comprehensive personal statement 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 personal statement.

If a personal statement is not used to place the evidence in context then the work product mentioned above would have to be well annotated and / or a combination of witness testimony, questioning and / or professional discussion used to do so. While gathering evidence against this unit, please refer to the mandatory units and try to gather evidence to cover them.

Remember evidence should be triangulated — performance evidence complemented by supporting evidence

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Event brief.
- ◆ Plan for the event.
- ◆ Costing for venues.
- ◆ Comparison of venues and facilities.
- ◆ Delegate list for invitation.
- ◆ Invitations.
- ◆ Delegate responses.
- ◆ Analysis of delegate requirements.
- ◆ Joining / registration instructions.
- ◆ Event materials / papers.
- ◆ Accounts relating to the event.
- ◆ Feedback from delegates / colleagues and analysis.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S320: Plan and Organise Meetings

SQA Code FE0V 04

## General overview

This unit is about planning and organising meetings, ensuring the necessary activities are carried out before, during and after the meeting.

This involves:

### Before the event

- ◆ Planning and agreeing the meeting brief.
- ◆ Agreeing a budget for the meeting.
- ◆ Organising and confirming venue, equipment and catering requirements.
- ◆ Agreeing and preparing agenda and meeting papers.
- ◆ Inviting attendees, confirming attendance and identifying any special arrangements.
- ◆ Making sure attendees needs are met.
- ◆ Collating and dispatching papers for the meeting within agreed timescales.
- ◆ Making sure the chair receives an appropriate briefing.
- ◆ Arranging the equipment and layout of the room.
- ◆ Arranging catering.
- ◆ Making sure somebody has been nominated to take the minutes.

### At the meeting

- ◆ Making sure attendees are welcomed and receive suitable refreshments.
- ◆ Making sure attendees have the papers and other resources they need.
- ◆ Providing information, advice and support when required.

### After the event

- ◆ Evaluating and maintaining a record of external services.
- ◆ Collecting and evaluating feedback from the meeting.
- ◆ Agreeing learning points and use these to improve the organisation of future meetings.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Meeting brief.
- ◆ Budget.
- ◆ Costing for venues.
- ◆ Comparison of venues and facilities.
- ◆ Attendee list for invitation.
- ◆ Invitations.
- ◆ Attendee responses.
- ◆ Analysis of delegate requirements.
- ◆ Letters, e-mails, memos.
- ◆ Meeting paper.
- ◆ Evaluations.
- ◆ Feedback.
- ◆ Record of external services.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S321: Organise Business Travel or Accommodation

**SQA Code FE0W 04**

## **General overview**

This unit is about researching, organising and agreeing arrangements for travel or accommodation to make sure they meet the brief and agreed budget.

This involves:

- ◆ Confirming travel or accommodation requirements.
- ◆ Checking draft itinerary and schedule with the traveller.
- ◆ Researching and booking travel arrangements or accommodation.
- ◆ Obtaining foreign currency, insurance and visas, if required.
- ◆ Obtaining and collating documents / information for travel or accommodation.
- ◆ Maintaining records of travel or accommodation.
- ◆ Arranging payment facilities for travel or accommodation.
- ◆ Following correct procedures when there are problems with travel or accommodation.
- ◆ Providing the traveller with an itinerary, documents and information in good time.
- ◆ Confirming with the traveller that itinerary, documents meet requirements.
- ◆ Evaluating and maintaining a record of external services used.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Copy of travel or accommodation and budget requirements.
- ◆ Draft itinerary.
- ◆ Records of booked travel or accommodation arrangements.
- ◆ Records of foreign currency receipt, insurance and visa, if required.
- ◆ Records of payment information for travel and / or accommodation.
- ◆ Itinerary.
- ◆ Attendee responses.
- ◆ Letters, e-mails, memos.
- ◆ Research analysis notes.
- ◆ Feedback from traveller evaluations.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for Performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S309: Develop a Presentation

**SQA Code FE0D 04**

## General overview

This unit is about researching, planning and preparing a presentation for specific audiences.

This involves:

- ◆ Agreeing the purpose, content, style and time of presentation and who the audience will be.
- ◆ Researching and planning the presentation.
- ◆ Choosing the equipment required to deliver the presentation.
- ◆ Preparing the presentation.
- ◆ Estimating how long the presentation will last.
- ◆ Obtaining feedback on the presentation and making any necessary adjustments.
- ◆ Producing presentation handouts.
- ◆ Reflecting on feedback obtained and identifying learning points.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Research results / notes.
- ◆ Presentations.
- ◆ Feedback on presentations.
- ◆ Presentation handouts.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S310: Deliver a Presentation

**SQA Code FE0E 04**

## General overview

This unit is about preparing for, delivering and evaluating a formal presentation.

This involves:

- ◆ Choosing equipment and planning how to use the equipment's features.
- ◆ Developing contingency plans.
- ◆ Practicing and timing the delivery of the presentation.
- ◆ Obtaining feedback on the presentation and making necessary adjustments.
- ◆ Making sure the equipment and resources are in working order.
- ◆ Making sure the audience receive presentation materials.
- ◆ Introducing self to audience and stating the aims of the presentation.
- ◆ Addressing the audience by speaking clearly and confidently.
- ◆ Using equipment to enhance the presentation and deal with any problems that may occur.
- ◆ Varying voice tone, pace and volume to emphasise points and maintain audience interest.
- ◆ Using body language to reinforce message.
- ◆ Gauging audience reaction during the presentation.
- ◆ Summarise the key points.
- ◆ Providing the opportunities to ask questions.
- ◆ Listening carefully to questions and respond in a way that meets the audience's needs.
- ◆ Collecting feedback on the presentation.
- ◆ Reflecting on own performance and identifying changes that will improve future presentations.
- ◆ Evaluating the presentation and identifying changes that will improve presentations.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Presentation handouts.
- ◆ Feedback on presentations.
- ◆ Self evaluation / reflection.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S315: Support the Design and Development of Information Systems

**SQA Code FE0F 04**

## **General overview**

This unit is about contributing to the design and supporting the development of information systems to meet users' needs.

This involves:

- ◆ Identifying the information that will be managed within the system.
- ◆ Identifying the resources required and available to implement the system.
- ◆ Contributing to the design of the system specification.
- ◆ Supporting the development of the information system.
- ◆ Supporting the testing of the information system.
- ◆ Resolving faults within limits of own authority.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Design of system specification.
- ◆ Example of information system that meets the specification.
- ◆ Letters, memos, e-mails.
- ◆ Minutes of meetings / details of discussions.
- ◆ System test documentation.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S316: Monitor Information Systems

**SQA Code FE0G 04**

## **General overview**

This unit is about maintaining and monitoring information systems to meet agreed specifications within legislation and organisational requirements.

This involves:

- ◆ Identifying the information to be monitored and the resources available.
- ◆ Providing training and ongoing support to users.
- ◆ Maintaining and updating the information system.
- ◆ Monitoring the use of the information system.
- ◆ Resolving problems when they occur.
- ◆ Reviewing and further development of the information system.
- ◆ Making sure legal and organisational requirements are followed.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Records / evidence of checking / monitoring the information system.
- ◆ Records of updating the information system.
- ◆ Records of resources used.
- ◆ Records of problems and actions taken to resolve.
- ◆ System specifications with annotation / testimony.
- ◆ Legal and organisational requirements with annotation / testimony.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S317: Analyse and Report Data

**SQA Code FE0H 04**

## **General overview**

This unit is about selecting, organising, analysing and reporting data.

This involves:

- ◆ Selecting relevant, valid and reliable data for analysis.
- ◆ Organising data for analysis.
- ◆ Applying analysis and evaluation techniques and producing accurate, unbiased results and conclusions.
- ◆ Getting feedback on what you have found and presenting data on time.

A key piece of evidence could be a comprehensive personal statement 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 personal statement.

While gathering evidence against this unit, please refer to the mandatory units and try to gather evidence to cover them.

Remember evidence should be triangulated — performance evidence complemented by supporting evidence

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Raw data.
- ◆ Data selected for analysis with annotation / testimony.
- ◆ Accurate unbiased results of analysis presented in appropriate format.
- ◆ Feedback on analysis.
- ◆ Letters, memos and e-mails.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S318: Order Products and Services

**SQA Code FE0J 04**

## **General overview**

This unit is about identifying and obtaining relevant products and services to meet agreed specifications as negotiated with suppliers to achieve best value for money.

This involves:

- ◆ Keeping up-to date with products and services related to candidate's own work area.
- ◆ Developing and agreeing a budget and specification for products to be ordered.
- ◆ Identifying quality products that meet the specification.
- ◆ Identifying products which represent value for money.
- ◆ Procuring products following organisational procedures.
- ◆ Negotiating with suppliers to reach an agreement which offers value for money.
- ◆ Agree a contract for the product.
- ◆ Creating and maintaining partnerships with suppliers.
- ◆ Monitoring the performance of suppliers.
- ◆ Following procedures to deal with problems.
- ◆ Monitoring and evaluating the procurement procedures.
- ◆ Taking action to improve efficiency and obtain better value for money.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Budget and specification for products to be ordered.
- ◆ Letters, e-mails of negotiations with suppliers.
- ◆ Copy of contract / order confirmation / invoice.
- ◆ Organisational / procurement procedures with annotation / testimony.
- ◆ Records of follow up action.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S416: Manage Budgets

SQA Code H68K 04

## General overview

This optional unit is about controlling, monitoring and recording transactions for an agreed budget.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## Performance indicators

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Minutes of budget review meetings (including discussions on overspends).
- ◆ Reviews.
- ◆ Copies of budget performance (recording transactions).
- ◆ Purchase orders.
- ◆ Invoices.
- ◆ Signed off budgets.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S329: Provide Administrative Support in Schools

**SQA Code FE0M 04**

## General overview

This unit is about working with school contacts and wider community contacts to contribute to school goals and priorities.

This involves:

- ◆ Building positive working relationships.
- ◆ Presenting a positive image of yourself and your school.
- ◆ Communicating effectively with contacts.
- ◆ Following school policies and procedures for dealing with parents, guardians and carers.
- ◆ Following school policies and procedures for dealing with colleagues and the wider community.
- ◆ Providing effective administrative and organisational support to school contacts and the wider community.
- ◆ Operating school administration systems.
- ◆ Analysing and evaluating information.
- ◆ Producing reports in line with school procedures.
- ◆ Safeguarding confidential information.
- ◆ Acting within the limits of your authority.
- ◆ Referring issues beyond your authority to the appropriate person.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Printouts from school administration system.
- ◆ Letters, e-mails, memos.
- ◆ Reports.
- ◆ School policies / procedures / organisational structure with annotation / testimony.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S351: Verify Critical Dates for Sentences

**SQA Code FN75 04**

## General overview

This unit is about verifying critical dates for sentences so that individuals are released from custody on time.

This involves:

- ◆ Verifying that the documentation allows lawful imprisonment or detention of the individual.
- ◆ Checking that all information on the documentation has been interpreted correctly.
- ◆ Checking with the relevant authority if you are in doubt about how to interpret information.
- ◆ Checking that all information has been accurately entered into systems.
- ◆ Providing advice and guidance to those interpreting documentation and calculating critical dates.
- ◆ Checking the interpretation of documentation and calculations of critical dates to ensure they are accurate.
- ◆ Identifying errors in interpretation of documentation or calculation of critical dates and ensure these errors are corrected.
- ◆ Checking with the relevant authority where you are in doubt about critical dates.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Documents relating to the lawful imprisonment or detention of individuals.
- ◆ Calculations of critical dates.
- ◆ Evidence that documentation allows lawful imprisonment or detention of the individual.
- ◆ Correspondence confirming interpretation of information on the documentation.
- ◆ Correspondence providing advice and guidance to those interpreting documentation and calculating critical dates.
- ◆ Correspondence detailing errors in interpretation of documentation or calculation of critical dates and ensuring these errors are corrected.
- ◆ Correspondence confirming critical dates.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the Skills for Justice Assessment Strategy for SVQs in the Justice, Community Safety and Legal sectors for full Assessment Criteria.**

# Unit S352: Verify the Release Process

SQA Code FN76 04

## General overview

This unit is about checking that individuals are eligible for release and that all administrative arrangements have been made correctly.

This involves:

- ◆ Maintaining systems which give you accurate information about individuals' eligibility for release.
- ◆ Recalculating release dates for individuals.
- ◆ Referring promptly to the releasing authorities if there is any doubt about an individual's eligibility for release.
- ◆ Communicating in ways that can be understood by individuals, responding to their different needs, abilities and preferences.
- ◆ Providing advice and guidance to those preparing documentation and entitlements for individuals on release.
- ◆ Checking that the correct documentation and entitlements have been prepared for each individual to be released.
- ◆ Identifying any errors in the preparation of documentation and entitlements and ensure these errors are corrected.
- ◆ Presenting documentation in the required format so that the release of individuals from custody can be authorised.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Documents relating to the release process.
- ◆ Correspondence and records regarding individual's eligibility for release.
- ◆ Communications to individuals regarding their release appropriate to their different needs, abilities and preferences.
- ◆ Correspondence providing advice and guidance to those preparing documentation and entitlements for individuals in release.
- ◆ Correspondence detailing errors in the preparation of documentation and entitlements and ensure these errors are corrected.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the Skills for Justice Assessment Strategy for SVQs in the Justice, Community Safety and Legal sectors for full Assessment Criteria.**

# Unit 339a: Bespoke Software 3

**SQA Code F9AR 04**

## General overview

This unit is imported from E-skills SVQ for IT User suite, therefore the E-skills Assessment Strategy should be used during assessment.

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

Some organisations have software applications developed specifically for employees to be able to carry out particular tasks or activities (bespoke applications). For example, for customer relationship management, stock control, plant control, engineering diagnostics, credit management or analysing sales performance.

This involves:

- ◆ Inputting relevant information accurately so that it is ready for processing.
- ◆ Selecting and using appropriate techniques to link and combine information within the application and across different software applications.
- ◆ Creating, changing and using appropriate structures and / or layouts to organise information efficiently.
- ◆ Managing data files effectively, in line with local and / or legal guidelines and conventions for the storage and use of data where available.
- ◆ Selecting and using appropriate tools and techniques to edit, analyse and format information.
- ◆ Checking information meets needs, using IT tools and making corrections as necessary.
- ◆ Identifying and responding appropriately to quality problems to ensure that outcomes are fit for purpose and meet needs.
- ◆ Selecting and using presentation methods to aid clarity and meaning.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Bespoke information will vary according to the software — for example, text, numbers, photos, scanned images, graphic elements, digital recorded sound, graphs, charts, tables.
- ◆ Screen dumps.
- ◆ Hard copies of documents constructed using bespoke software.
- ◆ Electronic copies of documents constructed using specialist software.
- ◆ E-mails confirming information meets needs and / or detailing changes.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the E-Skills Assessment Strategy for SVQ for IT Users for full Assessment Criteria.**

# Unit 339b: Specialist Software 3

**SQA Code F9AW 04**

## General overview

This unit is imported from E-skills SVQ for IT User suite, therefore the E-skills Assessment Strategy should be used during assessment.

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

Examples of specialist software include:

- ◆ Logistics planning applications.
- ◆ Computer Aided Design (CAD) applications.
- ◆ Computer animation applications.
- ◆ Music composition and editing applications.

This involves:

- ◆ Inputting and combining information using specialist software.
- ◆ Selecting and using appropriate techniques to link and combine information within the application and across different applications.
- ◆ Creating, changing and using appropriate structures and / or layouts to organise information efficiently.
- ◆ Managing data files effectively, in line with local and / or legal guidelines and conventions for the storage and use of data.
- ◆ Selecting and using appropriate tools and techniques to edit, analyse and format information.
- ◆ Checking information meets needs, using IT tools and making corrections as necessary.
- ◆ Identifying and responding appropriately to quality problems to ensure that outcomes are fit for purpose and meet needs.
- ◆ Selecting and using presentation methods to aid clarity and meaning.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Specialist information will vary according to the software — for example, text, numbers, photos, scanned images, graphic elements, digital recorded sound, graphs, charts, tables.
- ◆ Screen dumps.
- ◆ Hard copies of documents constructed using specialist software.
- ◆ Electronic copies of documents constructed using specialist software.
- ◆ E-mails confirming information meets needs and / or detailing changes.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the E-Skills Assessment Strategy for SVQ for IT Users for full Assessment Criteria.**

# Unit S340: Data Management Software 3

**SQA Code F9C3 04**

## **General overview**

This unit is imported from E-skills SVQ for IT User suite, therefore the E-skills Assessment Strategy should be used during assessment.

The unit is about selecting and using advanced data management software tools and techniques.

This involves:

## **Entering, editing and maintaining data records in a data management system**

- ◆ Entering data accurately into groups of records.
- ◆ Configure characteristics of groups of records.
- ◆ Checking data records meet needs.
- ◆ Responding appropriately to data entry and other error messages.
- ◆ Applying local and / or legal guidelines for the storage and use of data.

## **Retrieving and displaying data records to meet requirements**

- ◆ Creating and using queries to search for and retrieve information.
- ◆ Creating, defining and setting up reports to output information.
- ◆ Using the file handling techniques of the software to import and export data.
- ◆ Using available techniques to combine and link data.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Data records showing entry and editing.
- ◆ Printout of queries.
- ◆ Printout of reports.
- ◆ Letters, memos and e-mails.
- ◆ Feedback.
- ◆ Error log.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the E-Skills Assessment Strategy for SVQ for IT Users for full Assessment Criteria.**

# Unit S341: Database Software 3

**SQA Code F9C6 04**

## **General overview**

This unit is imported from E-skills SVQ for IT User suite, therefore the E-skills Assessment Strategy should be used during assessment.

The unit is about selecting and using advanced database software tools and techniques to enter information into databases, retrieve information by creating queries and producing reports.

This involves:

## **Planning, creating and modifying relational database tables**

- ◆ Planning and creating multiple tables using a range of field types and properties.
- ◆ Setting up and modifying relationships between database tables.
- ◆ Responding to problems with tables.
- ◆ Using database tools and techniques to ensure data integrity is maintained.

## **Entering, editing and organising structured information in a database**

- ◆ Designing and creating forms to access, enter, edit and organise data in a database.
- ◆ Selecting and using appropriate tools and techniques to format data entry forms.
- ◆ Checking data entry meets needs.
- ◆ Responding appropriately to data entry errors.

## **Using database software tools to create, edit and run queries and produce reports**

- ◆ Creating and running database queries using multiple criteria.
- ◆ Planning and producing database reports from a single table nonrelational database.
- ◆ Selecting and using appropriate tools and techniques to format database reports.
- ◆ Checking reports meet needs.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

### **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Printout of tables.
- ◆ Printout showing relationships.
- ◆ Printout of designed forms.
- ◆ Printout of queries.
- ◆ Printout of reports.
- ◆ Letters, memos and e-mails.
- ◆ Feedback.

### **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the E-Skills Assessment Strategy for SVQ for IT Users for full Assessment Criteria.**

# Unit S342: Improving Productivity Using IT 3

**SQA Code F99F 04**

## **General overview**

This unit is imported from E-skills SVQ for IT User suite, therefore the E-skills Assessment Strategy should be used during assessment.

The unit is about planning and reviewing the use of predefined or commonly used IT tools for activities that are at times complex and non-routine. As a result of reviewing their work, the individual will be able to devise solutions to use IT tools to improve productivity.

This involves:

### **Planning, selecting and using appropriate IT systems and software for different purposes**

- ◆ Developing plans for using IT for different tasks and purposes.
- ◆ Selecting and using IT systems and software applications to produce effective outcomes.

### **Evaluating the selection and use of IT tools to make sure that activities are successful**

- ◆ Reviewing ongoing use of IT tools and techniques and change the approach as needed.
- ◆ Evaluate and test solutions to make sure they match requirements and are fit for purpose.
- ◆ Giving feedback on other people's selection and use of IT tools.

### **Devising solutions to improve the use of IT tools and systems for self and others**

- ◆ Developing solutions that make a demonstrable improvement to the use of IT tools and systems.
- ◆ Testing solutions to ensure that they work as intended.
- ◆ Recommending improvements to IT systems and procedures that increase productivity.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Plans.
- ◆ Evaluations of test solutions.
- ◆ Test documents.
- ◆ Letters, memos and e-mails.
- ◆ Feedback to others.
- ◆ Recommendations for improvements.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the E-Skills Assessment Strategy for SVQ for IT Users for full Assessment Criteria.**

# Unit S343: IT Security for Users 3

**SQA Code F99V 04**

## **General overview**

This unit is imported from E-skills SVQ for IT User suite, therefore the E-skills Assessment Strategy should be used during assessment.

The unit is about monitoring potential risks and take steps to protect their own and other's systems data and software, eg from unauthorised remote access, disaster recovery or contingency planning.

This involves:

- ◆ Selecting, using and evaluating a range of security precautions to protect IT systems and monitor security.
- ◆ Manage access to information sources securely to maintain confidentiality, integrity and availability of information.
- ◆ Applying, maintaining and developing guidelines and procedures for the secure use of IT.
- ◆ Selecting and using effective back up procedures for systems and data.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Evaluations of test solutions.
- ◆ Test documents.
- ◆ Guidelines for security.
- ◆ Letters, memos and e-mails.
- ◆ Feedback to others.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the E-Skills Assessment Strategy for SVQ for IT Users for full Assessment Criteria.**

# Unit S344: Presentation Software 3

**SQA Code F9CV 04**

## **General overview**

This unit is imported from E-skills SVQ for IT User suite, therefore the E-skills Assessment Strategy should be used during assessment.

The unit is about selecting and using a wide range of advanced presentation software tools and techniques effectively to produce presentations that are complex or non-routine.

This involves:

## **Inputting and combining text and other information within presentation slides**

- ◆ Entering text and other information using layouts appropriate to type of information.
- ◆ Inserting charts and tables and link to source data.
- ◆ Inserting images, video and sound to enhance the presentation.
- ◆ Organising and combining information for presentations in line with any constraints.
- ◆ Storing and retrieving presentation files effectively.

## **Using presentation software tools to structure, edit and format presentations**

- ◆ Creating, amending and using appropriate templates and themes for slides.
- ◆ Selecting and using appropriate techniques to edit and format presentations.
- ◆ Creating and using interactive elements to enhance presentations.
- ◆ Selecting and using animation and transition effects to enhance presentations.

## **Preparing slideshow for presentation**

- ◆ Preparing interactive slideshow and associated products for presentation.
- ◆ Checking presentation meets needs.
- ◆ Identifying and responding to any quality problems with presentations.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

### **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Rough drafts.
- ◆ Final presentations.
- ◆ Handouts.
- ◆ Discussion re brief / feedback.

### **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the E-Skills Assessment Strategy for SVQ for IT Users for full Assessment Criteria.**

# Unit S345: Setting Up an IT System 3

**SQA Code F99L 04**

## **General overview**

This unit is imported from E-skills SVQ for IT User suite, therefore the E-skills Assessment Strategy should be used during assessment.

The unit is about selecting and connecting up an IT system with a range of hardware, removable storage media and a communication system safely and successfully and is able to help others to do so.

This involves:

### **Selecting and connecting up a personal computer safely with associated hardware and storage media to meet needs**

- ◆ Selecting and connecting an IT system to a communication service.
- ◆ Installing and configuring operating system and application software.
- ◆ Configuring the user interface.
- ◆ Installing, setting up and configuring virus protection and other security systems and software.
- ◆ Establishing a backup routine for system and data files.

### **Checking that the IT system and communication service are working successfully**

- ◆ Selecting and running suitable tests to make sure that the system and communication service are working successfully.
- ◆ Establishing procedures for recovery in the event of system faults or failure.
- ◆ Responding to faults and error messages making use of the help facility.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

### **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Printouts from testing procedures.
- ◆ Letters, memos, e-mails.
- ◆ Fault log.
- ◆ Installation log — license number, serial number of equipment, etc.
- ◆ Back up logs.

### **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the E-Skills Assessment Strategy for SVQ for IT Users for full Assessment Criteria.**

# Unit S346: Spreadsheet Software 3

**SQA Code F9D2 04**

## **General overview**

This unit is imported from E-skills SVQ for IT User suite, therefore the E-skills Assessment Strategy should be used during assessment.

The unit is about selecting and using a wide range of advanced spreadsheet software tools and techniques to produce, present and check spreadsheets that are at times complex and non-routine.

This involves:

### **Using a spreadsheet to enter, edit and organise numerical and other data**

- ◆ Entering and editing numerical and other data.
- ◆ Combining and linking data from different sources.
- ◆ Storing and retrieving spreadsheet files effectively.

### **Selecting and using appropriate formulas and data analysis tools to meet requirements**

- ◆ Selecting and using a range of appropriate functions and formulas.
- ◆ Use a range of tools and techniques to present, format and publish spreadsheet information.
- ◆ Selecting and using appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheet.
- ◆ Selecting and using appropriate tools and techniques to generate, develop and format charts and graphs.
- ◆ Selecting and using appropriate page layouts to present, print and publish information.
- ◆ Checking information meets needs.
- ◆ Use auditing tools to identify and respond to any problems.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

### **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Variety of spreadsheets.
- ◆ Letters, e-mails, memos.
- ◆ Feedback on suitability of spreadsheets.
- ◆ Printouts of cell contents of spreadsheets.

### **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the E-Skills Assessment Strategy for SVQ for IT Users for full Assessment Criteria.**

# Unit S347: Using Collaborative Technologies 3

**SQA Code F9A8 04**

## **General overview**

This unit is imported from E-skills SVQ for IT User suite, therefore the E-skills Assessment Strategy should be used during assessment.

The unit is about managing, integrating and facilitating the safe use of multiple IT tools and devices so that groups can work collaboratively.

This involves:

## **Staying safe and secure when working with collaborative technology**

- ◆ Developing and implementing guidelines for good practice in working with collaborative technology.
- ◆ Developing and implementing guidelines for checking the authenticity of identities and different types of information.
- ◆ Analysing and managing risks in the use of collaborative technologies.

## **Planning and setting up IT tools and devices for collaborative working**

- ◆ Selecting an appropriate combination of IT tools and devices to carry out collaborative tasks.
- ◆ Connecting and configuring a combination of IT tools and devices needed for a collaborative task.

## **Preparing collaborative technologies for use**

- ◆ Managing levels of access and permissions for different purposes.
- ◆ Selecting and integrating different elements across applications to create environments for collaborative technologies.
- ◆ Setting and adjusting settings to facilitate use of collaborative technologies by others.
- ◆ Managing data flow to benefit collaborative working.
- ◆ Managing tasks using collaborative technologies.
- ◆ Facilitating others' responsible contributions to and engagement with collaborative technologies.
- ◆ Managing the moderation of collaborative technologies.
- ◆ Oversee the archiving of the outcomes of collaborative working.
- ◆ Responding to problems with collaborative technologies and being prepared to help others to do so.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

### **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Good practice / organisational guidelines with annotation / testimony.
- ◆ Records of planning and setting up IT tools and devices.
- ◆ Records of supporting others.
- ◆ Plans / drafts / notes.
- ◆ E-mails / memos.

### **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the E-Skills Assessment Strategy for SVQ for IT Users for full Assessment Criteria.**

# Unit S348: Website Software 3

**SQA Code F9D5 04**

## **General overview**

This unit is imported from E-skills SVQ for IT User suite, therefore the E-skills Assessment Strategy should be used during assessment.

The unit is about selecting and using a wide range of advanced website software tools and techniques to develop multi-page websites with multimedia and interactive features.

This involves:

### **Creating structures and styles and use them to produce websites**

- ◆ Plan and create web page templates.
- ◆ Selecting and using website features and structures to enhance website navigation and functionality.
- ◆ Creating, selecting and using styles to enhance website consistency and readability.
- ◆ Storing and retrieving files effectively.

### **Selecting and using website software tools and features to develop multiple page websites with multimedia and interactive features**

- ◆ Preparing content for web pages so that it is ready for editing and formatting.
- ◆ Organising and combining information needed for web pages including across different software.
- ◆ Selecting and using appropriate editing and formatting techniques.
- ◆ Selecting and using appropriate programming and development techniques to add features and enhance websites.
- ◆ Selecting and using file formats that make information easier to download.
- ◆ Check web pages meet needs.

### **Publishing and testing multiple page websites with multimedia and interactive features**

- ◆ Selecting and using appropriate testing methods to check that all elements and features of complex websites are working as planned.
- ◆ Selecting and using an appropriate programme to upload and publish the website.
- ◆ Respond appropriately to quality problems with websites.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

### **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Printouts of web pages.
- ◆ Plan of website.
- ◆ Letters, memos, e-mails.
- ◆ Testing documentation.
- ◆ Fault logs.

### **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the E-Skills Assessment Strategy for SVQ for IT Users for full Assessment Criteria.**

# Unit S349: Word Processing Software 3

SQA Code F9D8 04

## General overview

This unit is imported from E-skills SVQ for IT User suite, therefore the E-skills Assessment Strategy should be used during assessment.

The unit is about selecting and using a range of advanced word processing software tools and techniques to produce complex and non-routine documents.

This involves:

### Entering and combining text and other information accurately within word processing documents

- ◆ Using appropriate techniques to enter text accurately and efficiently.
- ◆ Creating, using and modifying appropriate templates for different types of documents.
- ◆ Combining or merging information within a document from a range of sources.
- ◆ Storing and retrieving document and associated files effectively.
- ◆ Selecting and using tools and techniques to work with multiple documents or users.
- ◆ Customising interface to meet needs.

### Creating and modifying appropriate layouts, structures and styles for word processing documents

- ◆ Creating, using and modifying columns, tables and forms to organise information.
- ◆ Defining and modifying styles.
- ◆ Selecting and using tools and techniques to organise and structure long documents.

### Using word processing software tools and techniques to format and present documents effectively to meet requirements

- ◆ Selecting and using appropriate techniques to format characters and paragraphs.
- ◆ Selecting and using appropriate page and section layouts to present and print multi-page and multi-section documents.
- ◆ Checking documents meet needs.
- ◆ Responding appropriately to any quality problems with documents.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

### **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Evidence of word processed non-routine and unfamiliar documents.
- ◆ Documents including columns, tables, forms.
- ◆ Merging of documents.
- ◆ Multi-page and multi-section documents.

### **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the E-Skills Assessment Strategy for SVQ for IT Users for full Assessment Criteria.**

# Unit S350: Using Email 3

**SQA Code F9A5 04**

## General overview

This unit is imported from E-skills SVQ for IT User suite, therefore the E-skills Assessment Strategy should be used during assessment.

The unit is about understanding and using a range of basic e-mail software tools to send, receive and store messages for straightforward or routine activities. Any aspect that is unfamiliar will require support and advice from others.

This involves:

- ◆ Composing and formatting e-mail messages, including attachments.
- ◆ Sending e-mail messages to individual and groups.
- ◆ Using address book to manage contact information.
- ◆ Developing and communicating guidelines and procedures for using e-mail effectively.
- ◆ Responding appropriately to e-mail messages and attachments.
- ◆ Using e-mail software tools and techniques to automate responses.
- ◆ Organising, storing and archiving e-mail messages.
- ◆ Customising e-mail software to make it easier to use.
- ◆ Responding appropriately to e-mail problems.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Variety of e-mail messages.
- ◆ Screen dump of stored e-mail messages and archived e-mail messages.
- ◆ Screen dump of customisation of menus and or toolbars.
- ◆ Screen dump of organising address book — contact and group maintenance.
- ◆ Screen dump of examples of automated responses, eg rules, redirected responses, out of office, etc.
- ◆ Screen dump of folders pane.
- ◆ E-mail guidelines you have developed.
- ◆ Screen dump showing how you resolved problems.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the E-Skills Assessment Strategy for SVQ for IT Users for full Assessment Criteria.**

# Unit S212: Prepare Text from Notes

SQA Code FD9W 04

## General overview

This unit is about presenting accurate text from notes.

This involves:

- ◆ Agreeing the purpose, format and deadlines for the transcription.
- ◆ Inputting the text.
- ◆ Formatting the text.
- ◆ Checking text for errors and correcting text.
- ◆ Clarifying text requirements where necessary.
- ◆ Storing the text and original notes securely.
- ◆ Presenting the text in the required format within agreed deadlines.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## Performance indicators

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Notes.
- ◆ Finished documents.
- ◆ E-mails confirming deadlines, formats or clarifications of content.
- ◆ Intermediate stages of document showing corrections and clarifications.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' Knowledge and Understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S213: Prepare Text from Notes Using Touch Typing (40 wpm)

**SQA Code FD9X 04**

## **General overview**

This unit is about presenting accurate and correct text in an agreed format, from notes — touch typing at a speed of 40 wpm.

This involves:

- ◆ Agreeing the purpose, format and deadlines for the transcription.
- ◆ Evidence of touch typing to 40 wpm / speed test.
- ◆ Formatting text appropriately.
- ◆ Storing text and original notes.
- ◆ Presenting text within agreed deadlines.

A key piece of supporting evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely. Annotation of work product is an excellent way of contextualising evidence and can also be an opportunity to cover Knowledge.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Notes.
- ◆ Finished documents.
- ◆ E-mails confirming deadlines, formats or clarifications of content.
- ◆ Intermediate stages of document showing corrections and clarifications.
- ◆ Speed test / evidence of wpm criteria being met.

Best practice would be to measure typing speed using a timed exercise. The word count would be based on five keystrokes per word with the candidate input measured over a 5 minute period with no more than five input errors.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S214: Prepare Text from Shorthand (60 wpm)

**SQA Code FD9T 04**

## **General overview**

This unit is about accurately taking notes using shorthand at a minimum speed of 60 words per minute and producing accurate and correct text in an agreed format from these notes.

This involves:

- ◆ Agreeing the purpose, format and deadlines for the text.
- ◆ Taking dictation using shorthand at 60 wpm.
- ◆ Clarifying text requirements when necessary.
- ◆ Inputting and formatting text from notes within agreed deadlines.
- ◆ Making efficient use of the technology available.
- ◆ Checking content for accuracy and correcting text.
- ◆ Storing text and original shorthand notes safely and securely.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Notes used as source for documents.
- ◆ Finished documents.
- ◆ E-mails confirming deadlines, formats or clarifications of content.
- ◆ Intermediate stages of document showing corrections and clarifications.
- ◆ Speed test / evidence of wpm criteria being met.

Best practice would be to measure shorthand transcription speed using a timed exercise. The word count would be based on the total number of words in the dictation passage and the length of the dictation in seconds. A number of websites will convert this for you. The candidate should have no more than one transcription character error for every minute of dictation.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S215: Prepare Text from Recorded Audio Instruction (40 wpm)

SQA Code FD9V 04

## General overview

This unit is about transcribing accurate and correct text at a minimum speed of 40 words per minute in an agreed format from an audio recording.

This involves:

- ◆ Agreeing the purpose, format and deadlines for the transcription.
- ◆ Inputting the text from audio to a speed of 40 wpm / speed test.
- ◆ Appropriate formatting of text.
- ◆ Checking content for accuracy and correcting text as required.
- ◆ Seeking clarification when necessary.
- ◆ Storing the text and original safely and securely.
- ◆ Presenting of text in the required format within agreed deadlines.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## Performance indicators

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Notes used as source for documents.
- ◆ Finished documents.
- ◆ E-mails confirming deadlines, formats or clarifications of content.
- ◆ Intermediate stages of document showing corrections and clarifications.
- ◆ Speed test / evidence of wpm criteria being met.

Best practice would be to measure audio transcription speed using a timed exercise. The word count would be based on five keystrokes per word with the candidate input measured over a 5 minute period with no more than five input errors.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S209: Handle Mail

**SQA Code FD94 04**

## General overview

This unit is about organising the distribution and collection of incoming and outgoing mail or packages and providing specialist services.

This involves:

### Incoming mail

- ◆ Receiving and checking incoming mail or packages.
- ◆ Sorting incoming mail or packages.
- ◆ Disposing of any unwanted 'junk' mail.
- ◆ Identifying and / or reporting suspicious or damaged items.
- ◆ Distributing incoming mail.
- ◆ Following the correct procedures when there are problems with incoming mail.

### Outgoing mail

- ◆ Collecting and sorting outgoing mail or packages.
- ◆ Identifying best options for dispatching mail.
- ◆ Dispatching outgoing mail on time.
- ◆ Arranging courier service where necessary.
- ◆ Preparing items for urgent or special delivery.
- ◆ Calculating correct postage.
- ◆ Recording postage costs.
- ◆ Following correct procedures when there are problems with outgoing mail.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Record of postage costs with annotation / testimony.
- ◆ Courier documentation with annotation / testimony.
- ◆ Incoming mail log with annotation / testimony.
- ◆ Outgoing mail log with annotation / testimony.
- ◆ Organisational procedures with annotation / testimony.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S210: Provide Reception Services

SQA Code F93X 04

## General overview

This unit is about maintaining reception to enhance the vision and brand of the organisation.

This involves:

- ◆ Providing a positive image of self and organisation.
- ◆ Providing requested information.
- ◆ Implementing the correct entry and security procedures.
- ◆ Maintaining the reception area and suggesting ideas for improving the area.
- ◆ Following the relevant health and safety procedures.
- ◆ Following organisational procedures in the event of an accident or emergency.
- ◆ Referring any issues that you cannot deal with personally to the appropriate person.
- ◆ Carrying out additional duties if they arise.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Letters, memos, e-mails.
- ◆ Visitor / staff logs with annotation / testimony.
- ◆ Feedback from visitors / colleagues.
- ◆ Organisational procedures with annotation / testimony.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S250: Meet and Welcome Visitors

SQA Code FD96 04

## General overview

This unit is about meeting and welcoming visitors, ensuring their needs are met while presenting a positive image of the organisation.

This involves:

- ◆ Meeting and greeting visitors promptly, treating them politely and making them feel welcome.
- ◆ Identifying visitors and the reason for their visit.
- ◆ Recording the arrival of visitors using the organisation's systems.
- ◆ Making sure visitors' needs are met.
- ◆ Explaining to visitors the reason for any delay in dealing with them.
- ◆ Presenting a positive image of yourself and your organization.
- ◆ Following organisational health, safety and security procedures.
- ◆ Informing relevant people about visitors' arrival promptly.
- ◆ Dealing with any problems or referring these to an appropriate colleague.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Record of visitors with annotation / testimony.
- ◆ Organisational / health and safety policies and procedures with annotation / testimony.
- ◆ Visitor feedback.
- ◆ Records of problems resolved.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S206: Use Voicemail Message Systems

**SQA Code H983 04**

## **General overview**

This unit is about using electronic message systems to deliver and receive messages.

This involves:

- ◆ Updating message system.
- ◆ Checking the system for messages.
- ◆ Responding to messages within agreed timescales.
- ◆ Deleting messages when they have been dealt with.
- ◆ Leaving clear recorded messages on other people's systems.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Recording of message.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S207: Use a Diary System

**SQA Code FD92 04**

## **General overview**

This unit is about making, updating and co-ordinating appointments in a diary system making sure entries are accurately and clearly made.

This involves:

- ◆ Making diary entries accurately and clearly.
- ◆ Prioritising requested changes.
- ◆ Identifying the implications of any changes.
- ◆ Recording any agreed changes.
- ◆ Communicating agreed changes to appropriate people.
- ◆ Keeping diary up-to-date and secure.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Copies of original diary entries.
- ◆ Copies of changes to diary entries.
- ◆ E-mails / notes requesting diary bookings or changes.
- ◆ E-mails / notes confirming diary entries or changes.
- ◆ Screenshots of electronic diaries.
- ◆ Annotations to put work product in context.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S208: Take Minutes

**SQA Code FD93 04**

## **General overview**

This unit is about producing accurate records of discussions and decisions taken during meetings.

This involves:

- ◆ Prior preparation for the meeting,
- ◆ Noting any changes to the agenda, matters arising and action points from the last meeting,
- ◆ Taking notes at the meeting,
- ◆ Producing accurate minutes — making sure that follow up actions and those responsible have been clearly identified,
- ◆ Making sure minutes are signed off,
- ◆ Agreeing new minutes with relevant people,
- ◆ Observing requirements for confidentiality and storage of minutes,

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Previous minutes, meeting agenda with annotation / testimony.
- ◆ Notes and copy of minutes with annotation / testimony.
- ◆ Feedback from attendees on accuracy of minutes / requested changes.
- ◆ Screenshots / record of files.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S216: Collate and Organise Data

SQA Code H984 04

## General overview

This unit is about collating, organising and reporting data in agreed format and timescale.

This involves:

- ◆ Collating and organising data in a way that will help analysis.
- ◆ Checking the accuracy of data and make adjustments if required.
- ◆ Presenting data from research in an agreed format.
- ◆ Getting feedback on the data from research.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S217: Research Information

**SQA Code FD98 04**

## **General overview**

This unit is about researching information, identifying sources of information researched and recording the data that has been extracted from the sources of information.

This involves:

- ◆ Agreeing aims, objectives and deadlines for the information researched.
- ◆ Identifying sources of information required for research.
- ◆ Searching for and obtaining information.
- ◆ Checking information is suitable for the purpose of the research.
- ◆ Meeting deadlines.
- ◆ Identifying and selecting relevant and reliable data.
- ◆ Recording the data and storing it securely.
- ◆ Making a record of information sources used.
- ◆ Getting feedback on what has been researched.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Research brief.
- ◆ Letters, memos, e-mails.
- ◆ Copy of information researched.
- ◆ Feedback.
- ◆ Record of information sources used.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S218: Store and Retrieve Information Using a Filing System

SQA Code H559 04

## General overview

This unit is about storing, deleting and retrieving information using different information systems.

This involves:

- ◆ Processing information,
- ◆ Identifying and collecting the required information,
- ◆ Maintaining security and confidentiality,
- ◆ Updating information as required,
- ◆ Retrieving information,
- ◆ Confirming the information for retrieval,
- ◆ Complying with procedures and legislation for accessing information,
- ◆ Locating and retrieving the required information,
- ◆ Following the correct procedures when there are problems,
- ◆ Providing information in the agreed format and within agreed timescales,

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation,
- ◆ Copies of the processed information,
- ◆ Letters, memos, e-mails,

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S226: Support the Management and Development of an Information System

**SQA Code FD9A 04**

## General overview

This unit is about supporting the management and evaluation of an information system to meet organisational and users' needs.

This involves:

- ◆ Contributing to the provision of training and outgoing support.
- ◆ Confirming management procedures are in place to identify, analyse and resolve problems with the information system.
- ◆ Monitoring own use of an information system.
- ◆ Following the legal and organisational requirements for handling information.
- ◆ Making sure the information system is maintained and updated to meet user needs.
- ◆ Confirming that all legal requirements are followed.
- ◆ Collecting feedback on the performance of information system.
- ◆ Contributing to the evaluation of feedback and prioritising development needs.
- ◆ Contributing information to support further development.
- ◆ Identifying and reporting problems as they occur.
- ◆ Resolving problems within the limits of own authority.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Copy of management structures.
- ◆ Printouts showing update of information system.
- ◆ Feedback on performance of information system.
- ◆ Letters, memos, e-mails.
- ◆ Monitoring records.
- ◆ Training records.
- ◆ Minutes of meetings regarding changes to information system.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S413: Design and Develop an Information System

**SQA Code H98C 04**

## General overview

This unit is about designing, developing and testing information systems to meet organisational and users' needs.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## Performance indicators

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Agendas and minutes of meetings identifying and agreeing user needs, resources and budgets.
- ◆ System specifications.
- ◆ Implementation plans.
- ◆ Copy of 'test log' detailing the information system being tested.
- ◆ Copies of correspondence confirming the information system meets agreed specifications, users' needs and came in on budget.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S414: Manage and Evaluate Information Systems

**SQA Code FE1M 04**

## **General overview**

This unit is about managing, monitoring and evaluating information systems to meet organisational and users' needs.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Training plans (including legislative and organisation requirements).
- ◆ Training records.
- ◆ Training evaluation records.
- ◆ Monitoring records.
- ◆ Information system problems log.
- ◆ Evaluation feedback / reports including recommendations.
- ◆ Implementation of evaluation recommendations.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S221: Maintain and Issue Stock Items

**SQA Code H985 04**

## **General overview**

This unit is about ordering and checking stock items from external or internal suppliers.

This involves:

- ◆ Maintaining stock levels.
- ◆ Maintaining, handling and storing stock safely and securely.
- ◆ Following relevant organisational procedures.
- ◆ Carrying out stock taking — reporting problems as necessary.
- ◆ Ordering stock from suppliers.
- ◆ Checking incoming deliveries against orders and report any problems.
- ◆ Keeping stock records up-to-date.

## **Issuing stock items**

- ◆ Issuing stock as requested.
- ◆ Keeping stock records accurate and up-to-date.
- ◆ Disposing of unwanted or damaged stock.
- ◆ Identifying ways in which the system for receiving and issuing stock could be improved.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Stock records.
- ◆ Orders.
- ◆ Requisitions.
- ◆ Records of stock issued.
- ◆ Records of resolving problems / discrepancies.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S225: Respond to Change In a Business Environment

**SQA Code FD9F 04**

## **General overview**

This unit is about considering and using coping strategies when faced with change within a business environment.

This involves:

- ◆ Assisting the change process.
- ◆ Contributing to plans for change.
- ◆ Adapting realistically to change.
- ◆ Identifying support mechanisms for self and colleagues during the change process.
- ◆ Supporting others during change.
- ◆ Asking questions to clarify aspects of the change process, when unsure.
- ◆ Contributing to the evaluation of change.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Plans for change — roadmaps / flowcharts / reports / organisational diagrams, etc.
- ◆ Evaluations.
- ◆ Letters, e-mails, memos.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S419: Explore Ideas for Innovation in a Business Environment

**SQA Code H98D 04**

## **General overview**

This unit is about contributing to identifying ideas and being prepared to put them forward when working in a business environment.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ The organisation's mission and objectives.
- ◆ Candidate job description detailing role and responsibilities.
- ◆ A diagram of the candidate's role set.
- ◆ The decision making responsibilities of the candidate.
- ◆ Details of the decision making processes that exist and the line management responsibilities and relationships within the candidate's organization.
- ◆ Strengths, weaknesses, opportunities and threats (SWOT) analysis.
- ◆ Political, environmental, social and technological (PEST) analysis.
- ◆ Research identifying possible innovations to working methods, services or products.
- ◆ Records of communication with colleagues evaluating the research ideas.
- ◆ Evaluation of own ideas.
- ◆ Cost benefit analysis.
- ◆ Impact analysis.
- ◆ Risk analysis.
- ◆ Formal proposal identifying new working methods, services or products.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S420: Plan Change

**SQA Code HK2A 04**

## **General overview**

This unit is about identifying and developing opportunities for change and planning change for a team.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

### **Identify and develop opportunities for change**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Minutes of meetings detailing new products and / or services; improvements to existing products and / or services; improvements to existing practices, procedures, systems, ways of working within the team or those of the wider organisation or customers or suppliers.
- ◆ Communications — notes, memos, minutes of meetings, reports identifying (internal / external) triggers for change.
- ◆ Action plans detailing (SMART) objectives, budgets and timescales.
- ◆ Research reports.
- ◆ Resource plans.
- ◆ Risk assessments.
- ◆ Cost analysis.
- ◆ Budgets.
- ◆ Targets.
- ◆ 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.

### **Plan for change**

- ◆ Assessor observation.
- ◆ Communications (notes, memos, minutes of meetings, reports) detailing plans for change.
- ◆ Change plans (identifying vision, goals, objectives, timescales and resources).
- ◆ Updated plans (reflecting changes).
- ◆ Communicate change using e-mails, letters, meeting notes, memos.
- ◆ Presentations.
- ◆ Log of problems identified and solutions used.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S227: Administer HR Records

SQA Code FD9G 04

## General overview

This unit is about the work a Human Resources administrator undertakes when dealing with employee records.

This involves:

### Creating personnel files for new starters

- ◆ Opening a new personnel file.
- ◆ Recording required information about the employee.
- ◆ Filing documents relevant to the employee.
- ◆ Process monitoring data, as appropriate.
- ◆ Checking that information and documents are complete.

### Maintaining human resource information

Keeping required personnel information up-to-date.

Maintaining records of:

- ◆ Performance management and development.
- ◆ Holiday, sickness and other leave.
- ◆ Disciplinary and grievance.
- ◆ Exit process.

Processing and filing relevant correspondence.

### Reporting human resource information

Providing as requested:

- ◆ Information from individual personnel files.
- ◆ Management information reports.

## **Complying with organisational and legal requirements**

- ◆ Comply with organisational and legal requirements for confidentiality, freedom of information, data protection and security of information.
- ◆ Removing out-of-date information in line with organisational policy and procedures.
- ◆ Archiving relevant information in line with current legislation and organisational policy.

Ensure that confidential personal information is redacted when presenting evidence for this unit. If this removes too much of the context for an assessment judgement to be made with confidence, evidence could be signposted and left in situ. Where evidence is left in situ it must be available to the Internal verifier and external verifier if requested.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Personnel records created.
- ◆ Updated personal information.
- ◆ Management information reports.
- ◆ Organisational policy and procedures with annotation / testimony.

Records of:

- ◆ Performance management and development.
- ◆ Holiday, sickness and other leave.
- ◆ Disciplinary and grievance.
- ◆ Exit process.
- ◆ Freedom of Information requests relating to personnel.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S228: Administer the Recruitment and Selection Process

**SQA Code FD9H 04**

## **General overview**

This unit is about a Human Resources administrator assisting with the recruitment and selection process.

This involves:

### **Advertising job vacancies**

- ◆ Confirming personnel requirements with responsible people.
- ◆ Confirming the information that will appear in job advertisements.
- ◆ Confirming how the vacancy will be advertised.
- ◆ Advertising the vacancy as agreed.
- ◆ Liaising with any relevant agencies to confirm details of job vacancies.

### **Responding to potential applicants**

- ◆ Sending out application packs or other information to potential applicants.
- ◆ Responding appropriately to queries from potential applicants.
- ◆ Maintaining records of responses received.
- ◆ Administer the selection process.
- ◆ Collating applications.
- ◆ Inviting shortlisted candidates.
- ◆ Processing feedback for unsuccessful applicants.
- ◆ Keeping records of responses from shortlisted candidates.
- ◆ Providing support for the selection process.
- ◆ Helping to make sure candidates have a positive impression of the organisation.
- ◆ Keeping records of the outcomes of the selection process.

### **Administering the appointment process**

- ◆ Carrying out appropriate pre-employment checks.
- ◆ Formatting and sending out letters and employment contracts.
- ◆ Maintaining records of the recruitment and selection process.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Personnel requirements — job analysis.
- ◆ Job adverts.
- ◆ Application packs — eg job description, person specification, skill scan.
- ◆ Record of responses.
- ◆ Invite letters.
- ◆ Copies of pre-employment checks.
- ◆ Interview schedule.
- ◆ Offer letters.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for Performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S253: Process Court Documentation

**SQA Code FN6W 04**

## General overview

This unit is imported from the Skills for Justice NOS suite, therefore the Skills for Justice Assessment Strategy for SVQs in the Justice, Community Safety and Legal sectors should be used during assessment.

The unit is about processing court documentation to ensure that individuals held in custody appear in court when required.

This involves:

- ◆ Maintaining systems to record court documentation and the dates when individuals must appear in courts.
- ◆ Ensuring court documentation is served on individuals in custody and record this.
- ◆ Confirming with the courts which individuals are required to be produced on which day.
- ◆ Identifying whether the individuals could be released from court or whether they must return to the establishment.
- ◆ Updating records promptly.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Evidence of court documentation and dates when individuals must appear.
- ◆ Records of release / return.
- ◆ Records of the serving of court documentation to individuals in custody.
- ◆ Correspondence confirming date and which court individuals are required to be produced on.
- ◆ Evidence confirming records are updated promptly.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the Skills for Justice Assessment Strategy for SVQs in the Justice, Community Safety and Legal sectors for full Assessment Criteria.**

# Unit S254: Contribute to Maintaining Security and Protecting Individuals' Rights in a Custodial Environment

SQA Code FN9M 04

## General overview

This unit is imported from the Skills for Justice NOS suite, therefore the Skills for Justice Assessment Strategy for SVQs in the Justice, Community Safety and Legal sectors should be used during assessment.

The unit is about taking precautions to prevent breaches of security in the custodial environment, protecting the rights of individuals and promoting anti-discriminatory practice.

This involves:

- ◆ Organising and carrying out your duties in a way that follows both legal requirements and the policies and procedures of your organisation.
- ◆ Taking appropriate steps to maintain the security of the organisation's property for which you are responsible.
- ◆ Remaining constantly alert to the possibility of breaches in restrictions on individuals' liberty.
- ◆ Providing relevant people with the information they need to maintain control and restrictions on individuals' liberty.
- ◆ Resisting and reporting any pressure or inducement to reduce restrictions on individuals' liberty.
- ◆ Contributing to protecting the rights of individuals and promoting anti-discriminatory practices.
- ◆ Recording and using information about individuals in custody.
- ◆ Providing information about individuals in custody only to those entitled to have it.
- ◆ Identifying when individuals' rights are being infringed.
- ◆ Following your organisation's policy in reporting infringements.
- ◆ Resisting and reporting any pressure to infringe individuals' rights.
- ◆ Promoting anti-discriminatory practice in ways that comply with legislative requirements and your organisation's policy.
- ◆ Taking appropriate action to minimise unfair discrimination in the custodial establishment.
- ◆ Communicating in ways that can be understood by individuals, responding to their different needs, abilities and preferences.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Letters, e-mails and memos.
- ◆ Notes or records reporting possible breaches in security.
- ◆ Notes or records reporting possible breaches in restrictions on individuals' liberty.
- ◆ Notes or records reporting pressure or inducement to reduce restrictions on individuals' liberty.
- ◆ Notes or records of your contribution to the protection of the rights of individuals.
- ◆ Records relating to individuals in custody.
- ◆ Records of information relating to individuals in custody and what restrictions and control are required.
- ◆ Notes or records reporting the infringement of an individual's rights.
- ◆ Notes or records of the reporting of any pressure to infringe individuals' rights.
- ◆ Promoting anti-discriminatory practice in ways that comply with legislative requirements and your organisation's policy.
- ◆ Correspondence relating to unfair discrimination.
- ◆ Communications to individuals appropriate to their different needs, abilities and preferences.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the Skills for Justice Assessment Strategy for SVQs in the Justice, Community Safety and Legal sectors for full Assessment Criteria.**

# Unit S255: Calculate Critical Dates for Sentences

**SQA Code FN6X 04**

## General overview

This unit is imported from the Skills for Justice NOS suite, therefore the Skills for Justice Assessment Strategy for SVQs in the Justice, Community Safety and Legal sectors should be used during assessment.

The unit is about calculating and recalculating critical dates for sentences so that individuals are released from custody on time.

This involves:

- ◆ Verifying that the documentation allows lawful imprisonment or detention of the individual.
- ◆ Interpreting correctly all information on the documentation.
- ◆ Checking with the relevant authority if you are in doubt about how to interpret information.
- ◆ Entering all information accurately into systems.
- ◆ Assess information which may have an impact on critical dates.
- ◆ Calculating critical dates for sentences.
- ◆ Checking with the relevant authority where you are in doubt about critical dates.
- ◆ Ensuring that full information relevant to critical dates is recorded and documented accurately on systems.
- ◆ Communicating critical dates to those authorised to have this information, in the approved format and within the agreed time limits.
- ◆ Explaining your calculations clearly when requested to do so by those authorised to have this information.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Documentation relating to the calculation of critical dates for sentences.
- ◆ Correspondence confirming interpretation of information relating to sentence or critical dates.
- ◆ Correspondence relating critical dates and your calculations of them to authorised parties.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the Skills for Justice Assessment Strategy for SVQs in the Justice, Community Safety and Legal sectors for full Assessment Criteria.**

.

# Unit S256: Make Administrative Arrangements for the Movement of Individuals Outside the Custodial Establishment

**SQA Code FN6Y 04**

## General overview

This unit is imported from the Skills for Justice NOS suite, therefore the Skills for Justice Assessment Strategy for SVQs in the Justice, Community Safety and Legal sectors should be used during assessment.

The unit is about making administrative arrangements to move individuals held in custody to other establishments and other environments. This standard is imported from Skills for Justice Custodial Administration suite.

This involves:

- ◆ Identifying and recording requirements for moving individuals outside the custodial establishment.
- ◆ Maintaining systems to record when individuals in custody need to be moved and where to.
- ◆ Obtaining and recording sufficient, accurate and up-to-date information to allow the movement of individuals to be arranged.
- ◆ Updating records promptly, if there are changes to the requirements for moving individuals.
- ◆ Making administrative arrangements with escorting authorities, other establishments and other environments.
- ◆ Making arrangements with other custodial establishments or other environments to receive individuals.
- ◆ Communicating in ways that can be understood by individuals, responding to their different needs, abilities and preferences.
- ◆ Confirming full details of movements with the relevant escorting authorities at the agreed time.
- ◆ Informing internal authorities about the movements in time for them to get the individuals and their property ready.
- ◆ Preparing the required paperwork to support the movements.
- ◆ Informing only those authorised to have the information about the movements.
- ◆ Checking that individuals have returned to the establishment where arrangements have been made for this to happen, and take appropriate action if they have not.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Letters, memos and e-mails.
- ◆ Documentation relating to records of when individuals in custody need to be moved and where to.
- ◆ Documentation relating to the receipt of individuals.
- ◆ Documentation relating to the movements of individuals and their property including updates to requirements. This should cover relevant escorting authorities, internal authorities, other custodial establishments and other environments.
- ◆ Identifying and recording requirements for moving individuals outside the custodial establishment.
- ◆ Communications to individuals appropriate to their different needs, abilities and preferences.
- ◆ Records or documentation confirming individuals have returned to the establishment when relevant and detailing action taken if they have not.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the Skills for Justice Assessment Strategy for SVQs in the Justice, Community Safety and Legal sectors for full Assessment Criteria.**

# Unit S257: Administer Documentation for the Appeals Process

**SQA Code FN70 04**

## General overview

This unit is imported from the Skills for Justice NOS suite, therefore the Skills for Justice Assessment Strategy for SVQs in the Justice, Community Safety and Legal sectors should be used during assessment.

The unit is about providing limited administrative assistance in the appeals process. Ensuring that the correct appeals documentation is available and recording details of the appellant.

This involves:

- ◆ Ensuring the correct appeals documentation is available.
- ◆ Ensuring the appellant is aware that the establishment is not able to provide any advice about their appeals.
- ◆ Ensuring the appellant is told to contact relevant sources if they require further information and advice.
- ◆ Recording and documenting details of the appellant.
- ◆ Informing only authorised people.
- ◆ Referring to a higher authority if in doubt about role in assisting individuals with appeals.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Appeals documentation.
- ◆ Details of appellant.
- ◆ Correspondence relating to the appeal.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the Skills for Justice Assessment Strategy for SVQs in the Justice, Community Safety and Legal sectors for full Assessment Criteria.**

# Unit S258: Administer Personal Money for Individuals in Custody

SQA Code FN71 04

## General overview

This unit is imported from the Skills for Justice NOS suite, therefore the Skills for Justice Assessment Strategy for SVQs in the Justice, Community Safety and Legal sectors should be used during assessment.

The unit is about accounting for individuals' personal money and wages.

This involves:

- ◆ Maintaining systems to account for individuals' personal money.
- ◆ Ensuring that deposits of individuals' personal money are accurately recorded.
- ◆ Accurately entering and updating the limits of money individuals are allowed to spend within the establishment for money to be sent out.
- ◆ Recording money spent by individuals within the establishment.
- ◆ Making deductions from individuals' personal money account as instructed.
- ◆ Recording and preparing money that individuals request.
- ◆ Getting approval from the appropriate authority.
- ◆ Providing information about individuals' personal money accounts to those authorised to have this information.
- ◆ Communicating in ways that can be understood by individuals, responding to their different needs, abilities and preferences.
- ◆ Reconciling individuals' personal money accounts.
- ◆ Maintaining systems to record individuals' wages.
- ◆ Ensuring that the rates at which individuals are paid are accurately entered and updated.
- ◆ Ensuring that the work individuals have done is entered on the systems.
- ◆ Providing information about individuals' wages to those authorised to have this information.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Records of deposits of individuals' personal money.
- ◆ Records of money spent by individuals.
- ◆ Records of deductions from individuals' personal account.
- ◆ Records of money that individuals request to be sent out.
- ◆ Records showing reconciling individuals' accounts.
- ◆ Records of wages.
- ◆ Communications to individuals regarding their wages and personal money accounts appropriate to their different needs, abilities and preferences.
- ◆ Correspondence relating to individuals' wages and personal money accounts.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the Skills for Justice Assessment Strategy for SVQs in the Justice, Community Safety and Legal sectors for full Assessment Criteria.**

# **Unit S259: Prepare Documentation to Help Authorities Decide on the Conditions on Which to Release Individuals from Custody**

**SQA Code FN72 04**

## **General overview**

This unit is imported from the Skills for Justice NOS suite, therefore the Skills for Justice Assessment Strategy for SVQs in the Justice, Community Safety and Legal sectors should be used during assessment.

The unit is about preparing all the documentation required to allow the authorities to decide whether individuals should be released from custody and the conditions on which they should be released.

This involves:

## **Requesting and receiving reports on individuals in custody**

- ◆ Identifying individuals eligible for release in time for the necessary documentation to be prepared.
- ◆ Identifying the reports required and the internal and external authorities which must complete them.
- ◆ Preparing the correct form and sending these to the internal and external authorities at the correct time.
- ◆ Maintaining systems to track the return of reports from internal and external authorities.
- ◆ Recording the return of completed reports on the systems.
- ◆ Contacting the internal and external authorities in appropriate ways to request the immediate return of completed reports, if these are not returned on time.
- ◆ Referring to a higher authority if completed reports are not returned despite requests.
- ◆ Communicating in ways that can be understood by individuals, responding to their different needs, abilities and preferences.

## **Preparing documentation for authorities to decide conditions of release**

- ◆ Copying, collating and numbering all documentation.
- ◆ Referring to a higher authority if you need to obtain documentation which is not available.
- ◆ Providing reasons if not all the required documentation is available.
- ◆ Sending the collated documentation to the releasing authorities in the required format at the required time.
- ◆ Communicating in ways that can be understood by individuals, responding to their different needs, abilities and preferences.

A key piece of supporting evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely. Annotation of work product is an excellent way of contextualising evidence and can also be an opportunity to cover Knowledge.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Letters, memos and e-mails.
- ◆ Reports on individuals in custody.
- ◆ Documentation relating to conditions of release may include a log of collated and numbered documents and detail reasons for documentation not available for inclusion.
- ◆ Records detailing eligibility for release in time for preparation of necessary documentation.
- ◆ Tracking record for reports which details authority to complete report, confirms correct report sent to correct authority at correct time, records return of reports, requesting immediate return of completed reports by relevant authority if not returned on time, referral to higher authority if completed reports not returned despite requests.
- ◆ Communications to individuals appropriate to their different needs, abilities and preferences.
- ◆ Referrals to a higher authority requesting documentation where not available.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the Skills for Justice Assessment Strategy for SVQs in the Justice, Community Safety and Legal sectors for full Assessment Criteria.**

# Unit S260: Making Administrative Arrangements for the Release of Individuals from Custody

**SQA Code FN74 04**

## General overview

This unit is imported from the Skills for Justice NOS suite, therefore the Skills for Justice Assessment Strategy for SVQs in the Justice, Community Safety and Legal sectors should be used during assessment.

The unit is about making administrative arrangements for all the official documentation, cash, travel warrants and personal property to be available so that individuals can be released from custody.

This involves:

- ◆ Processing information about the release of individuals from custody.
- ◆ Maintaining systems which give you adequate notice about individuals' eligibility for release.
- ◆ Identifying individuals eligible for release in time for the necessary documentation and entitlements to be prepared.
- ◆ Providing information about release dates and terms:
  - to the internal and external authorities.
  - only to those authorised to have this information:
    - in the required format.
    - at the required time.
- ◆ Communicating in ways that can be understood by individuals, responding to their different needs, abilities and preferences.
- ◆ Preparing documentation and entitlements for individuals on release.
- ◆ Identifying correctly the entitlements of individuals on release.
- ◆ Preparing those entitlements for which you are directly responsible in time for release.
- ◆ Preparing the required documentation in line with legal and organisational requirements.
- ◆ Notify others in time for them to prepare entitlements ready for release.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Letters, memos and e-mail.
- ◆ Documentation relating to release from custody.
- ◆ Documentation and entitlements relating to individuals on release.
- ◆ Records detailing eligibility for release including identification in time for preparation of necessary documentation and entitlements, detailing release dates and times.
- ◆ Communications to individuals appropriate to their different needs, abilities and preferences.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the Skills for Justice Assessment Strategy for SVQs in the Justice, Community Safety and Legal sectors for full Assessment Criteria.**

# Unit S125: Calculate Pay

**SQA Code FD8V 04**

## General overview

This unit is imported from the Financial Skills Partnership Accountancy and Finance NOS suite, therefore the SVQ Providing Financial Services Assessment Strategy should be used during assessment.

The unit is about calculating gross and net pay for employees

This involves:

- ◆ Checking all data and documentation for accuracy and authorisation.
- ◆ Identify where action is required to ensure correct payment.
- ◆ Checking overtime rates against scales.
- ◆ Accurately process temporary payments and deductions.
- ◆ Accurately process termination payments.
- ◆ Check employment status and verify entitlement to receive pay for the pay period.
- ◆ Enter applicable pre-tax deductions and relevant statutory and non-statutory voluntary or contractual deductions into the system.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Authorised timesheets.
- ◆ Records of hourly rates and other payroll details.
- ◆ Authorised overtime.
- ◆ Overtime rate schedule.
- ◆ Letters, e-mails and memos requesting authorisation.
- ◆ Holiday records.
- ◆ Tax tables.
- ◆ Details of temporary payments and deductions.
- ◆ Details of termination payments.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the Financial Skills Partnership Assessment Strategy for SVQs in Financial Services for full Assessment Criteria.**

# Unit S247: Control Payroll

**SQA Code FD9K 04**

## General overview

This unit is imported from the Financial Skills Partnership Accountancy and Finance NOS suite, therefore the SVQ Providing Financial Services Assessment Strategy should be used during assessment.

The unit is about controlling the accuracy and compliance of payroll.

This involves:

- ◆ Correctly identifying the treatment of all allowances and enhancements with respect to tax, national insurance and pension deductions.
- ◆ Updating rates for permanent and temporary payments and deductions against agreed scales for each type of employee affected.
- ◆ Reconciling the national insurance liability for directors against the national insurance actually paid.
- ◆ Monitoring compliance with attachments of earnings legislation.
- ◆ Correctly coding and reconciling total charges to organisational budgets against agreed payroll totals.
- ◆ Promptly reconciling the number of no pays and actual pays with the number of employees on the payroll.

Calculating and reconciling aggregate payroll totals, including aggregate statutory payments and non-statutory deductions against authorised control totals

- ◆ Calculating and reconciling aggregate amounts payable to, or recoverable from, statutory and non-statutory bodies against control totals.
- ◆ Reconciling payroll records with the organisation's financial reports.
- ◆ Making payments to statutory and non-statutory bodies by the required deadline, accompanied by the applicable documentation.
- ◆ Checking that individuals raising queries are authorised to receive the information they are requesting.
- ◆ Seeking clarification or additional information from employees of managers where the nature of their queries is not clear.
- ◆ Presenting accurate information extracted from the payroll system in an appropriate format.
- ◆ Dealing effectively with enquiries from statutory agencies and non-statutory bodies.
- ◆ Obtain employee authorisation where required prior to release of information.
- ◆ Supplying information within the specified timescale and in compliance with relevant legislation.
- ◆ Filing copies of responses in a logical and orderly manner.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Payroll documentation.
- ◆ BACS reports.
- ◆ Letters, memos, e-mails advising of amendments to payroll / clarification / enquiries / employee authorisation.
- ◆ Payroll reports.
- ◆ Reconciliation checks.
- ◆ Relevant legislation with annotation / testimony.
- ◆ Organisational policy and procedure with annotation / testimony.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the Financial Skills Partnership Assessment Strategy for SVQs in Financial Services for full Assessment Criteria.**

# Unit S248: Account for Income and Expenditure

**SQA Code FD9L 04**

## General overview

This unit is imported from the Financial Skills Partnership Accountancy and Finance NOS suite, therefore the SVQ Providing Financial Services Assessment Strategy should be used during assessment.

This unit is about understanding an organisation's accounting processes and identifying and correcting or referring any errors or discrepancies as well as maintaining security and confidentiality of information.

This involves:

- ◆ Recording details from the relevant primary records in the cash book and ledgers.
- ◆ Correctly calculating totals and balances of receipts and payments.
- ◆ Comparing individual items on the bank statement and in the cash book for accuracy and identifying discrepancies.
- ◆ Preparing a bank reconciliation statement that illustrates any discrepancies.
- ◆ Making and recording authorised adjustments.
- ◆ Balancing relevant accounts in the main ledger.
- ◆ Reconciling control accounts with the totals of the balance in the subsidiary ledger accounts.
- ◆ Reconciling the petty cash book with cash in hand and subsidiary records.
- ◆ Identifying discrepancies arising from the reconciliation of control accounts and either resolve them or refer to the appropriate person.
- ◆ Draft a trial balance and open a suspense account to record any imbalance where necessary.
- ◆ Identifying reasons for imbalance, rectifying them and making accurate corrections in the journal.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Cash book / ledgers.
- ◆ Copies of bank statement.
- ◆ Bank reconciliation statement.
- ◆ Control accounts.
- ◆ Petty cash.
- ◆ Draft trial balance.
- ◆ Journal entries.
- ◆ Suspense account.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the Financial Skills Partnership Assessment Strategy for SVQs in Financial Services for full Assessment Criteria.**

# Unit S249: Draft Financial Statements

**SQA Code FD9M 04**

## General overview

This unit is imported from the Financial Skills Partnership Accountancy and Finance NOS suite, therefore the SVQ Providing Financial Services Assessment Strategy should be used during assessment.

This unit is about drafting financial statements of incorporated organisations following the preparation of an initial trial balance.

This involves:

- ◆ Identifying the users of financial accounting information and financial statements.
- ◆ Identifying the general purpose, elements and relationships between the elements of financial statements.
- ◆ Use appropriate information to draft financial statements in the appropriate form and in compliance with relevant accounting standards.
- ◆ Correctly identifying and implementing subsequent adjustments.
- ◆ Identifying discrepancies, unusual features or queries and either resolve them or refer to the appropriate person.
- ◆ Preparing simple consolidated accounts.
- ◆ Preparing and interpreting a cash flow statement.
- ◆ Interpreting financial statements using ratio analysis.
- ◆ Drawing valid conclusions from the information contained within financial statements.
- ◆ Presenting issues, interpretations and conclusions clearly to the appropriate people.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Draft financial statements.
- ◆ Simple consolidated accounts.
- ◆ Cash flow statement.
- ◆ Ratio analysis calculations.
- ◆ Letters, memos, e-mails.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the Financial Skills Partnership Assessment Strategy for SVQs in Financial Services for full Assessment Criteria.**

# Unit S236a: Bespoke Software 2

## SQA Code F9AP 04

### General overview

This unit is imported from E-skills SVQ for IT User suite, therefore the E-skills Assessment Strategy should be used during assessment.

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

Some organisations have software applications developed specifically for employees to be able to carry out particular tasks or activities (bespoke applications). For example, for customer relationship management, stock control, plant control, engineering diagnostics, credit management or analysing sales performance.

This involves:

- ◆ Inputting information so that it is ready for processing — inputting tools and techniques will vary according to the technology being used, for example, keyboard, mouse, stylus, touch screen, microphone, camera.
- ◆ Organising and combining information of different forms or from different sources — combining techniques: insert, size, position, wrap, order, group
- ◆ Following local and / or legal guidelines for the storage and use of data, import data, links and references to external data.
- ◆ Responding appropriately to data entry error messages.
- ◆ Using appropriate tools and techniques to edit, process and format information:
  - Editing: Select, insert, delete, cut, copy, paste, drag and drop, find, replace, page layout, labelling, alignment, orientation, colour, resolution, size, pitch
  - Process / Analysis: Design queries, mathematical, logical or statistical functions.
  - Formatting: Characters, lines, paragraphs, pages, file types.
- ◆ Checking information meets needs, using IT tools and making corrections as necessary.
- ◆ Using appropriate presentation methods — on-screen display, publishing on the web, hard copy, digital file.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Bespoke information will vary according to the software — for example, text, numbers, photos, scanned images, graphic elements, digital recorded sound, graphs, charts, tables.
- ◆ Screen dumps.
- ◆ Hard copies of documents constructed using bespoke software.
- ◆ Electronic copies of documents constructed using specialist software.
- ◆ E-mails confirming information meets needs and / or detailing changes.
- ◆ Personal statement.
- ◆ Witness testimony.
- ◆ Professional discussion / oral questioning / written questioning.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the E-Skills Assessment Strategy for SVQ for IT Users for full Assessment Criteria.**

# Unit S236b: Specialist Software 2

SQA Code F9AV 04

## General overview

This unit is imported from E-skills SVQ for IT User suite, therefore the E-skills Assessment Strategy should be used during assessment.

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

Examples of specialist software include:

- ◆ Logistics planning applications.
- ◆ Computer Aided Design (CAD) applications.
- ◆ Computer animation applications.
- ◆ Music composition and editing applications.

This involves:

- ◆ Inputting information so that it is ready for processing — inputting tools and techniques will vary according to the technology being used; for example, keyboard, mouse, stylus, touch screen, microphone, camera.
- ◆ Organising and combining information of different forms or from different sources — combining techniques; insert, size, position, wrap, order, group.
- ◆ Following local and / or legal guidelines for the storage and use of data, import data, links and references to external data.
- ◆ Responding appropriately to data entry error messages.
- ◆ Using appropriate tools and techniques to edit, process and format information:
  - Editing: Select, insert, delete, cut, copy, paste, drag and drop, find, replace, page layout, labelling, alignment, orientation, colour, resolution, size, pitch.
  - Process / Analysis: Design queries, mathematical, logical or statistical functions.
  - Formatting: Characters, lines, paragraphs, pages, file types.
- ◆ Checking information meets needs, using IT tools and making corrections as necessary.
- ◆ Using appropriate presentation methods — on-screen display, publishing on the web, hard copy, digital file.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Specialist information will vary according to the software — for example, text, numbers, photos, scanned images, graphic elements, digital recorded sound, graphs, charts, tables.
- ◆ Screen dumps.
- ◆ Hard copies of documents constructed using specialist software.
- ◆ Electronic copies of documents constructed using specialist software.
- ◆ E-mails confirming information meets needs and / or detailing changes.
- ◆ Personal statement.
- ◆ Witness testimony.
- ◆ Professional discussion / oral questioning / written questioning.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the E-Skills Assessment Strategy for SVQ for IT Users for full Assessment Criteria.**

# Unit S237: Data Management Software 2

**SQA Code F9C2 04**

## **General overview**

This unit is imported from E-skills SVQ for IT User suite, therefore the E-skills Assessment Strategy should be used during assessment.

The unit is about selecting and using intermediate data management software tools and techniques.

This involves:

### **Entering, editing and maintaining data records in a data management system**

- ◆ Entering data accurately into groups of records.
- ◆ Locating and amending data.
- ◆ Checking data records meet needs.
- ◆ Responding appropriately to data entry and other error messages.
- ◆ Applying local and / or legal guidelines for the storage and use of data.

### **Retrieving and displaying data records to meet requirements**

- ◆ Selecting and using queries to search for and retrieve information.
- ◆ Creating and viewing reports.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Printout showing records have been added.
- ◆ Printouts of search queries.
- ◆ Printouts of reports.
- ◆ Letters, memos, e-mails.
- ◆ Error log.
- ◆ Personal statement.
- ◆ Witness testimony.
- ◆ Professional discussion / oral questioning / written questioning.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the E-Skills Assessment Strategy for SVQ for IT Users for full Assessment Criteria.**

# Unit S238: Database Software 2

SQA Code F9C5 04

## General overview

This unit is imported from E-skills SVQ for IT User suite, therefore the E-skills Assessment Strategy should be used during assessment.

The unit is about selecting and using intermediate database software tools and techniques to enter information into databases, retrieve information by creating queries and producing reports.

This involves:

### Creating and modifying non-relational database tables

- ◆ Creating and modifying database tables using a range of field types.
- ◆ Responding to problems with tables.
- ◆ Using database tools and techniques to ensure data integrity is maintained.

### Entering, editing and organising structured information in a database

- ◆ Selecting and using appropriate tools and techniques to format data entry forms.
- ◆ Checking data entry meets needs.
- ◆ Responding appropriately to data entry errors.

### Using database software tools to run queries and produce reports

- ◆ Creating and running database queries using multiple criteria.
- ◆ Planning and producing database reports from a single table non relational database.
- ◆ Selecting and using appropriate tools and techniques to format database reports.
- ◆ Checking reports meet needs.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Screen dump of creation of tables including field types.
- ◆ Screen dump of form used to enter, edit and organise data.
- ◆ Printouts of search queries.
- ◆ Printouts of reports from single table non relational database.
- ◆ Personal statement.
- ◆ Witness testimony.
- ◆ Professional discussion / oral questioning / written questioning.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the E-Skills Assessment Strategy for SVQ for IT Users for full Assessment Criteria.**

# Unit S239: Improving Productivity Using IT 2

**SQA Code F99E 04**

## **General overview**

This unit is imported from E-skills SVQ for IT User suite, therefore the E-skills Assessment Strategy should be used during assessment.

This unit is about planning and reviewing the use of predefined or commonly used IT tools for activities that are at times non-routine or unfamiliar. As a result of reviewing their work, the individual will be able to devise solutions to use IT tools to improve productivity.

This involves:

### **Planning, selecting and using appropriate IT systems and software for different purposes**

- ◆ Planning how to carry out tasks using IT to achieve the required purpose.
- ◆ Selecting and using IT systems and software applications to complete planned tasks and produce effective outcomes.

### **Reviewing and adapting the ongoing use of IT tools and systems to make sure that activities are successful**

- ◆ Reviewing ongoing use of IT tools and techniques and change the approach as needed.
- ◆ Developing and testing solutions to improve the ongoing use of IT tools and systems.
- ◆ Developing solutions to improve own productivity in using IT.
- ◆ Testing solutions to ensure that they work as intended.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Evidence of planning.
- ◆ Evidence of use of IT systems and software to complete planned tasks.
- ◆ Evidence of testing of solutions to improve own productivity in using IT.
- ◆ Letters, memos, e-mails.
- ◆ Personal statement.
- ◆ Witness testimony.
- ◆ Professional discussion / oral questioning / written questioning.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the E-Skills Assessment Strategy for SVQ for IT Users for full Assessment Criteria.**

# Unit S240: IT Security for Users 2

**SQA Code F99T 04**

## **General overview**

This unit is imported from E-skills SVQ for IT User suite, therefore the E-skills Assessment Strategy should be used during assessment.

This unit is about avoiding common security risks and controlling access to software and data and using a wider range of methods to protect software and data.

This involves:

### **Selecting and using appropriate methods to minimise security risk to IT systems and data**

- ◆ Applying a range of security precautions to protect IT systems and data.
- ◆ Keeping information secure and manage personal access to information sources securely.
- ◆ Applying guidelines and procedures for the secure use of IT.
- ◆ Selecting and using effective back up procedures for systems and data.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Evidence of range of security precautions in use.
- ◆ Evidence of back up procedures.
- ◆ Personal statement.
- ◆ Witness testimony.
- ◆ Professional discussion / oral questioning / written questioning.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the E-Skills Assessment Strategy for SVQ for IT Users for full Assessment Criteria.**

# Unit S241: Presentation Software 2

SQA Code F9CT 04

## General overview

This unit is imported from E-skills SVQ for IT User suite, therefore the E-skills Assessment Strategy should be used during assessment.

This unit is about selecting and using a wide range of advanced presentation software tools and techniques effectively to produce presentations that are non-routine or unfamiliar.

This involves:

### Inputting and combining text and other information within presentation slides

- ◆ Entering text and other information using layouts appropriate to type of information.
- ◆ Inserting charts and tables and link to source data.
- ◆ Inserting images, video and sound to enhance the presentation.
- ◆ Organising and combining information for presentations in line with any constraints.
- ◆ Storing and retrieving presentation files effectively.

### Using presentation software tools to structure, edit and format presentations

- ◆ Creating, amending and using appropriate templates and themes for slides.
- ◆ Selecting and using appropriate techniques to edit and format presentations.
- ◆ Creating and using interactive elements to enhance presentations.
- ◆ Selecting and using animation and transition effects to enhance presentations.

### Preparing slideshow for presentation

- ◆ Preparing interactive slideshow and associated products for presentation.
- ◆ Checking presentation meets needs.
- ◆ Identifying and responding to any quality problems with presentations.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Slideshows.
- ◆ Handouts.
- ◆ Personal statement.
- ◆ Witness testimony.
- ◆ Professional discussion / oral questioning / written questioning.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the E-Skills Assessment Strategy for SVQ for IT Users for full Assessment Criteria.**

# Unit S242: Setting up an IT System 2

**SQA Code F99K 04**

## **General overview**

This unit is imported from E-skills SVQ for IT User suite, therefore the E-skills Assessment Strategy should be used during assessment.

This unit is about selecting and connecting up an IT system with a range of hardware, removable storage media and a communication system safely and run more advanced tests to check it is working successfully

This involves:

**Selecting and connecting up a personal computer safely with associated hardware and storage media**

**Selecting and connecting an IT system to a communication service**

**Installing and configuring software**

- ◆ Configuring the user interface.
- ◆ Installing, setting up and configuring virus protection and other security systems and software.
- ◆ Installing application software.
- ◆ Establishing a back up routine for system and data files.

**Checking that the IT system and communication service are working successfully**

- ◆ Selecting and running suitable tests to make sure that the system and communication service are working successfully.
- ◆ Establishing procedures for recovery in the event of system faults or failure.
- ◆ Responding to faults and error messages making use of the help facility.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory Units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Printouts from testing procedures.
- ◆ Letters, memos, e-mails.
- ◆ Fault log.
- ◆ Installation log — license numbers, serial number of equipment, etc.
- ◆ Back up logs.
- ◆ Personal statement.
- ◆ Witness testimony.
- ◆ Professional discussion / oral questioning / written questioning.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the E-Skills Assessment Strategy for SVQ for IT Users for full Assessment Criteria.**

# Unit S243: Spreadsheet Software 2

SQA Code F9D1 04

## General overview

This unit is imported from E-skills SVQ for IT User suite, therefore the E-skills Assessment Strategy should be used during assessment.

This unit is about selecting and using a wide range of intermediate spreadsheet software tools and techniques to produce, present and check spreadsheets that are at times non-routine or unfamiliar.

This involves:

### Using a spreadsheet to enter, edit and organise numerical and other data

- ◆ Entering and editing numerical and other data.
- ◆ Combining and linking data across worksheets.
- ◆ Storing and retrieving spreadsheet files effectively.

### Selecting and using appropriate formulas and data analysis tools to meet requirements

- ◆ Selecting and using a range of appropriate functions and formulas.
- ◆ Use a range of tools and techniques to analyse and manipulate data.
- ◆ Selecting and using tools and techniques to format spreadsheet information.
- ◆ Selecting and using appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets.
- ◆ Selecting and formatting an appropriate chart or graph to display selected information.
- ◆ Selecting and using appropriate page layouts to present and print information.
- ◆ Checking information meets needs.
- ◆ Responding to any problems.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Variety of appropriate spreadsheets.
- ◆ Personal statement.
- ◆ Witness testimony.
- ◆ Professional discussion / oral questioning / written questioning.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the E-Skills Assessment Strategy for SVQ for IT Users for full Assessment Criteria.**

# Unit S244: Using Collaborative Technologies 2

**SQA Code F9A7 04**

## **General overview**

This unit is imported from E-skills SVQ for IT User suite, therefore the E-skills Assessment Strategy should be used during assessment.

This unit is about facilitating the use of appropriate combinations of IT tools and devices for groups to work collaboratively.

This involves:

## **Staying safe and secure when working with collaborative technology**

- ◆ Taking appropriate steps to avoid risks.
- ◆ Using appropriate methods to promote trust.
- ◆ Carrying out appropriate checks on others' online identities and different types of information.
- ◆ Identifying and responding to inappropriate content and behavior.

## **Planning and setting up IT tools and devices for collaborative working**

- ◆ Selecting an appropriate combination of IT tools and devices to carry out collaborative tasks.
- ◆ Connecting and configuring a combination of IT tools and devices needed for a collaborative task.

## **Preparing collaborative technologies for use**

- ◆ Setting up and using access rights to enable others to access information.
- ◆ Setting up and using permissions to filter information.
- ◆ Adjusting settings so that others can access IT tools and devices.
- ◆ Selecting and using different elements to control environments for collaborative technologies.
- ◆ Selecting and joining networks and data feeds to manage data to suit collaborative tasks.
- ◆ Contribute to tasks using collaborative technologies.
- ◆ Enabling others to contribute responsibly.
- ◆ Presenting relevant and valuable information.
- ◆ Moderating the use of collaborative technologies.
- ◆ Archive the outcome of collaborative working.
- ◆ Responding to problems with collaborative technologies.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Letters, memos and e-mails.
- ◆ Evidence of planning and setting up IT tools and devices.
- ◆ Personal statement.
- ◆ Witness testimony.
- ◆ Professional discussion / oral questioning / written questioning.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the E-Skills Assessment Strategy for SVQ for IT Users for full Assessment Criteria.**

# Unit S245: Website Software 2

**SQA Code F9D4 04**

## **General overview**

This unit is imported from E-skills SVQ for IT User suite, therefore the E-skills Assessment Strategy should be used during assessment.

This unit is about selecting and using a wide range of intermediate website software tools and techniques to produce multi-page websites.

This involves:

## **Planning and creating web page templates to layout**

- ◆ Selecting and using website features and structures to help the user navigate round web pages.
- ◆ Creating, selecting and using styles to keep the appearance of web pages consistent and make them easy to understand.
- ◆ Storing and retrieving files effectively.

## **Using website software tools to prepare content for websites**

- ◆ Preparing content for web pages so that it is ready for editing and formatting.
- ◆ Organising and combining information needed for web pages including across different software.
- ◆ Selecting and using appropriate editing and formatting techniques.
- ◆ Selecting and using appropriate development techniques to link information across pages.
- ◆ Change the file formats appropriately.
- ◆ Check web pages meet needs.

## **Publish websites**

- ◆ Selecting and using appropriate testing methods to check that all elements of websites are working as planned.
- ◆ Selecting and using an appropriate programme to upload and publish the website.
- ◆ Respond appropriately to problems with multiple page websites.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Printouts of web pages.
- ◆ Plan of website.
- ◆ Letters, memos, e-mails.
- ◆ Testing documentation.
- ◆ Fault logs.
- ◆ Personal statement.
- ◆ Witness testimony.
- ◆ Professional discussion / oral questioning / written questioning.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the E-Skills Assessment Strategy for SVQ for IT Users for full Assessment Criteria.**

# Unit S246: Word Processing Software 2

SQA Code F9D7 04

## General overview

This unit is imported from E-skills SVQ for IT User suite, therefore the E-skills Assessment Strategy should be used during assessment.

This unit is about selecting and using a range of intermediate word processing software tools and techniques to produce documents that are at times non-routine or unfamiliar.

This involves:

### Entering and combining text and other information accurately with word processing documents

- ◆ Using appropriate techniques to enter text accurately and efficiently.
- ◆ Selecting and using appropriate templates for different purposes.
- ◆ Combining or merging information within a document from a range of sources.
- ◆ Storing and retrieving document and template files effectively.

### Creating and modifying appropriate layouts, structures and styles for word processing documents

- ◆ Creating, using and modifying columns, tables and forms to organise information.
- ◆ Selecting and applying styles to text.

### Using word processing software tools and techniques to format and present documents effectively to meet requirements

- ◆ Selecting and using appropriate techniques to format characters and paragraphs.
- ◆ Selecting and using appropriate page and section layouts to present and print multi-page and multi-section documents.
- ◆ Checking documents meet needs.
- ◆ Responding appropriately to any quality problems with documents.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Variety of word processed documents.
- ◆ Draft documents.
- ◆ E-mails detailing amendments to documents / giving feedback.
- ◆ Personal statement.
- ◆ Witness testimony.
- ◆ Professional discussion / oral questioning / written questioning.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the E-Skills Assessment Strategy for SVQ for IT Users for full Assessment Criteria.**

# Unit S252: Using Email 2

**SQA Code F9A4 04**

## **General overview**

This unit is imported from E-skills SVQ for IT User suite, therefore the E-skills Assessment Strategy should be used during assessment.

This unit is about understanding and using a range of basic e-mail software tools to send, receive and store messages for straightforward or routine activities. Any aspect that is unfamiliar will require support and advice from others.

This involves:

- ◆ Composing and formatting e-mail messages, including attachments.
- ◆ Sending e-mail messages to individual and groups.
- ◆ Using address book to manage contact information.
- ◆ Follow guidelines and procedures for using e-mail effectively.
- ◆ Responding appropriately to e-mail messages.
- ◆ Organising, storing and archiving e-mail messages.
- ◆ Responding appropriately to e-mail problems.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Variety of e-mail messages.
- ◆ Screenshot of stored e-mail messages and archived e-mail messages.
- ◆ Screenshot of organising address book — contact and group maintenance.
- ◆ Screenshot of folders pane.
- ◆ Screenshot / records showing how problems were resolved.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

**Please refer to the E-Skills Assessment Strategy for SVQ for IT Users for full Assessment Criteria.**

# Unit S323: Contribute to Innovation in a Business Environment

SQA Code J6X1 04

## General overview

This unit is about contributing to innovation in a business environment. It includes generating, developing and evaluating ideas for innovation in a business environment. It also covers identifying and researching possible ways of improving working practices, products or services, evaluating the ideas and adapting them based on feedback received.

This involves:

- ◆ Analysing the current working practices within the organisation.
- ◆ Researching and identifying possible innovations of working methods, services or products.
- ◆ Collating information to support the innovation with your own ideas.
- ◆ Evaluating your ideas against the agreed criteria and organisational aims and objectives.
- ◆ Identifying the costs and benefits of your ideas and analysing their impact on working methods, services and products.
- ◆ Carrying out a risk analysis of your ideas.
- ◆ Assessing your ideas' competitiveness.
- ◆ Questioning your own ideas and assumptions to develop concepts and propositions.
- ◆ Evaluating the potential of your ideas with colleagues and team members, identifying the required improvements.
- ◆ Communicating and promoting your ideas to colleagues and team members.
- ◆ Developing a formal proposal to influence the stakeholders and decision-makers.
- ◆ Collating the feedback and reviewing your ideas and working practices.
- ◆ Improving your ideas and working practices from lessons learned.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement / reflective account / storyboard.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Letters, e-mails, memos.
- ◆ Examples of analysis of current working practices.
- ◆ Researching and identifying possible innovations.
- ◆ Identifying costs and benefits of your ideas.
- ◆ Carrying out a risk analysis.
- ◆ Evaluating the potential of your ideas.
- ◆ Developing a formal proposal.
- ◆ Communicating feedback and improving your working practices from lessons learned.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video)
- ◆ Witness testimony
- ◆ Professional discussion
- ◆ Verbal / written questioning

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S325: Deliver and Evaluate Customer Service

**SQA Code J6X2 04**

## **General overview**

This unit is about delivering and evaluating customer service. The customers may be both internal and external to your organisation. It includes identifying customer needs and expectations, providing services to agreed timescales and quality standards and taking action to improve services based on customers' feedback.

This involves:

### **Identify customer needs and expectations**

- ◆ Building working relationships with internal and external customers.
- ◆ Identifying and confirming customer needs.
- ◆ Agreeing timescales and quality standards with customers.
- ◆ Managing expectations of all customers to make sure they are met.

### **Deliver customer service**

- ◆ Providing services to agreed timescales and quality standards.
- ◆ Following the organisational procedures if agreed timescales are not achieved.
- ◆ Checking customer needs and expectations are met.
- ◆ Following the correct procedures to handle complaints in a professional manner and within set timescales.

### **Monitor and evaluate customer services**

- ◆ Obtaining and recording customer feedback.
- ◆ Analysing and evaluating customer feedback.
- ◆ Take action to improve service to customers.
- ◆ Following the relevant legal and data protection legislation in relation to delivering customer service and information handling.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement / Reflective Account / Storyboard.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Letters, e-mails, memos.
- ◆ Department contact logs.
- ◆ Feedback analysis.
- ◆ Customer feedback.
- ◆ Examples of confirming customer needs and expectations.
- ◆ Examples of handling complaints.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S311: Design and Produce documents in a business environment

**SQA Code J6X0 04**

## General overview

This unit is about designing and producing high-quality professional documents in accordance with agreed specifications. It includes clarifying the requirements for the documents, checking work for accuracy, editing and correcting these as necessary.

This involves:

- ◆ Agreeing the purpose, content, style and quality standards for the documents.
- ◆ Confirming the deadlines for completion of the documents.
- ◆ Allocating and preparing the required resources for the documents' production.
- ◆ Researching and preparing the required content.
- ◆ Using relevant technology to produce the documents.
- ◆ Drafting the documents in accordance with agreed specifications and format.
- ◆ Reviewing the drafts and incorporating review comments.
- ◆ Checking the documents for accuracy and amending as required.
- ◆ Designing and producing the documents in the agreed style.
- ◆ Integrating non-text objects in the agreed layout.
- ◆ Saving and storing documents safely and securely in relevant locations.
- ◆ Adhering to relevant data protection and confidentiality legislation.
- ◆ Clarifying document requirements, when necessary.
- ◆ Using relevant methods for the documents' version control.
- ◆ Reviewing, editing and updating documents on a regular basis.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement / Reflective Account / Storyboard.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Letters, e-mails, memos.
- ◆ Evidence confirming purpose, content, style, quality of documents.
- ◆ Agreeing timescales.
- ◆ Identification of resources needed.
- ◆ Draft documents.
- ◆ Final documents.
- ◆ Version control.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S360: Develop Skills and Competencies About Social Media Channels and Digital Platforms

**SQA Code J6X3 04**

## **General overview**

This unit relates to digital technologies, channels and platforms. It covers developing skills and competencies about social channels and digital platforms. As a digital marketer, you promote products, services and brands with your target audience using social media channels and platforms. The important skills include strong communication skills, creativity, knowledge of social media management and scheduling tools, analytical and reporting skills, understanding of social media advertising and post-boosting techniques, research and planning abilities. All these skills enable you to expand the reach of your content, stay up to date with social media trends and best practices, maintain your business presence on social media and increase the revenue.

This involves:

- ◆ Developing social media campaigns aimed at your target audience.
- ◆ Identifying the objectives for the marketing activities.
- ◆ Creating and launching the social media campaigns.
- ◆ Collecting information required for content creation for the target audiences.
- ◆ Creating visual and descriptive content about your products and services.
- ◆ Tailoring your content in the format relevant for each social media channel and digital platform.
- ◆ Amplifying your platform-specific content with relevant hashtags.
- ◆ Refining, updating and scheduling content on a regular basis.
- ◆ Optimising your online content with relevant keywords to increase the leads and interactions with your target audiences.
- ◆ Using relevant social media management and scheduling tools for targeting your audiences and interaction with them.
- ◆ Using the relevant software for content promotion.
- ◆ Collating and interpreting the data by using the analytical tools and software.
- ◆ Evaluating the performance of social media marketing activities and making changes, where required.
- ◆ Following the legal, regulatory and ethical requirements relating to marketing activities.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement / Reflective Account / Storyboard.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Letters, e-mails, memos.
- ◆ Evidence of developing social media campaigns aimed at target audience.
- ◆ Tailoring content for each social media channel and digital platform.
- ◆ Updating your online content.
- ◆ Using relevant social media management and scheduling tools to target your audiences.
- ◆ Using relevant software for content promotion.
- ◆ Evaluating your work in this area.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' Knowledge and Understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S211b: Produce and Process Documents

**SQA Code J6XA 04**

## **General overview**

This unit is about the processing of documentation to the required organisational standards. It is about identifying, gathering and validating the required information and producing and circulating final documents to the relevant colleagues, clients and stakeholders

This involves:

- ◆ Establishing the purpose of the required documents and what they must contain.
- ◆ Identifying and locating the required information for the documents.
- ◆ Gathering and collating the relevant information to be processed.
- ◆ Taking the required action when the relevant information is not available.
- ◆ Confirming that the accuracy and validity of the required information conforms to your organisational standards.
- ◆ Following organisational procedures and the relevant data protection legislation for maintaining the confidentiality of the required information.
- ◆ Following your organisational procedures for the processing of the required information.
- ◆ Collating and producing documents to meet your organisational standards.
- ◆ Forwarding documentation to the relevant colleagues, clients and stakeholders within the timescales outlined in your organisational standards.
- ◆ Archiving documents following the organisational procedures.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement / reflective account / storyboard.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Letters, e-mails, memos.
- ◆ Evidence of establishing the purpose of the required documents.
- ◆ Identifying and gathering the relevant information.
- ◆ Produce documents.
- ◆ Archiving documents.
- ◆ Following organisational procedures and relevant data protection legislation to maintain confidentiality.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S324: Support organisational projects

**SQA Code J6WT 04**

## General overview

This unit is about providing administrative support to organisational projects. It covers supporting the planning, implementation and monitoring of projects. It includes communicating with all those involved in the projects, keeping records of project activities and preparing progress reports.

This involves:

- ◆ Identifying all stakeholders involved in the project.
- ◆ Supporting the project team by preparing information which confirms the purpose of the project with all relevant stakeholders.
- ◆ Supporting the project team by preparing information which confirms the project scope, timescale, aims and objectives.
- ◆ Contributing to the preparation of a project specifications and plans.
- ◆ Supporting the project team by preparing information which confirms the activities and resources required for the project.
- ◆ Contributing to the development of a contingency plan to mitigate potential risks.
- ◆ Collecting and collating information to implement and monitor the project to meet the agreed budget and timescales.
- ◆ Communicating with all stakeholders involved in or affected by the project.
- ◆ Identifying any issues within your control and seeking advice for those which are outside your competence and authority.
- ◆ Keeping records of all project activities in the agreed format.
- ◆ Supporting the project team to provide interim reports on project progress to the relevant stakeholders at the agreed stages.
- ◆ Supporting the project team to report project completion to all relevant stakeholders.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement / reflective account / storyboard.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Letters, e-mails, memos.
- ◆ Minutes of meetings.
- ◆ Project specifications including scope, timescale, aims and objectives.
- ◆ Records of all project activity including plans and contingencies.
- ◆ Interim reports.
- ◆ Records of accessing assistance with issues outside your control.
- ◆ Records of dealing with issues within your control.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S112: Use Office Equipment in Accordance with Occupational Regulations and Safety Guidelines

SQA Code J6WS 04

## General overview

This unit is about using a range of office equipment to produce work to agreed standards within negotiated deadlines in accordance with occupational regulations and safety guidelines while following the concepts of ergonomic practice.

This involves:

- ◆ Identifying the requirements for tasks to be carried out.
- ◆ Agreeing deadlines for tasks with managers, colleagues or customers.
- ◆ Locating and selecting the equipment and resources needed to complete tasks.
- ◆ Maintaining ergonomic good practice when typing at a workstation.
- ◆ Operating within organisational guidelines to position your body to the size, slope and type of keyboard being used.
- ◆ Setting up your body position to align with the size and shape of the workstation being used.
- ◆ Maintaining workstations being used for typing operations.
- ◆ Following manufacturer's operating instructions, organisational instructions and health and safety requirements for using office equipment.
- ◆ Using as few resources as possible to minimise waste.
- ◆ Following your organisation's procedures to maintain clean and hygienic equipment.
- ◆ Dealing with equipment and resource problems according to the manufacturer's and organisational procedures.
- ◆ Reporting problems that you cannot deal with to the appropriate colleague.
- ◆ Producing the final work product to meet the agreed requirements within agreed deadlines.
- ◆ Preparing the equipment, resources and work area ready for the next user.
- ◆ Following the relevant health and safety requirements and legislation for the use of equipment.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement / Reflective Account / Storyboard.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Letters, e-mails, memos.
- ◆ Examples of identifying the requirements of the task.
- ◆ Examples of agreeing deadlines.
- ◆ Examples of locating and selecting equipment and resources to complete tasks.
- ◆ Manufacturer's operating instructions with annotation / testimony.
- ◆ Evidence of reporting problems.
- ◆ Final Work Product to the required standard submitted within agreed deadlines.
- ◆ Leaving equipment ready for next user.
- ◆ Workstation audit report.
- ◆ Photographs or video recording of candidate maintaining ergonomic good practice when typing at workstation.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# Unit S304: Collaborate and Provide Support in a Business Environment

SQA Code J6X4 04

## General Overview

This unit is about collaborating and providing support in a business environment. It covers working collaboratively with other members of staff to achieve the organisational goals and objectives. It includes supporting team members, sharing work goals, objectives, seeking feedback and working in a way that recognises the strengths or weaknesses of your colleagues and other members of staff, whilst also presenting and promoting a professional image of your organisation. The unit is also addressing planning, solving and evaluating business problems.

This involves:

- ◆ Working in a way that supports your organisation's mission and your team's objectives.
- ◆ Putting your organisation's values into your working practices.
- ◆ Welcoming opportunities to work with other colleagues to achieve set outcomes.
- ◆ Following organisational policies and procedures relevant to your job.
- ◆ Working with your colleagues and other members of staff to maintain a professional image of your organisation.
- ◆ Sharing work goals and planning work objectives with your colleagues and other members of staff.
- ◆ Seeking guidance from colleagues and other members of staff, when required.
- ◆ Contributing to improving organisational objectives, policies, procedures and values.
- ◆ Working with external organisations and stakeholders in a way that promotes a professional image of your organisation.
- ◆ Providing support to other team members as appropriate.
- ◆ Working in a way that recognises the strengths or weaknesses of your colleagues and members of staff.
- ◆ Communicating with colleagues, other members of staff and stakeholders.
- ◆ Referring problems and disagreements to an appropriate member of staff.
- ◆ Recognising when a business problem exists.
- ◆ Analysing the business problem, collating additional information as necessary.
- ◆ Discussing the business problem with colleagues or senior members of staff.
- ◆ Agreeing an approach to solve the business problem.
- ◆ Seeking feedback from colleagues and other members of staff to improve own work.
- ◆ Sharing feedback for identification of improvements or on achievement of objectives.

A key piece of evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement / reflective account / storyboard.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation.
- ◆ Letters, e-mails, memos.
- ◆ Evidence of working in a team, showing your contribution which;
- ◆ Supports your organisation's mission and values.
- ◆ Follows organisational policies and procedures.
- ◆ Maintaining a professional image.
- ◆ Sharing work goals.
- ◆ Seeking guidance from colleagues.
- ◆ Contributes to improving organisational objectives, policies, procedures and values.
- ◆ Promotes the professional image of your organisation with external organisations and stakeholders.
- ◆ Communicates problems to an appropriate member of staff.
- ◆ Recognises, analyses and agrees an approach to solve a business problem.
- ◆ Seeks and shares feedback from colleagues and other members of staff.

Simulation and / or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the unit is part of the candidate's normal work duties. The use of simulation and / or supporting evidence for performance must be restricted to a small part of any unit.

## **Knowledge and understanding**

- ◆ Personal statement (written / audio / video).
- ◆ Witness testimony.
- ◆ Professional discussion.
- ◆ Verbal / written questioning.

Some of the knowledge and understanding may be covered by performance evidence. 'How to' knowledge and understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and / or annotation of work product.

# **Appendix 1: Blank recording forms**

## Unit progress record

Qualification and level \_\_\_\_\_

Candidate \_\_\_\_\_

To achieve the whole qualification, you must prove competence in the **three mandatory** units and **five optional** units.

### Unit checklist

<b>Mandatory</b>					
<b>Optional</b>					

### Mandatory units achieved

Unit number	Title	Assessor's signature	Date

### Optional units achieved

Unit number	Title	Assessor's signature	Date





**Unit**

**Element**

**Notes / comments**

The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.

**Candidate's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Assessor's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Internal verifier's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## Assessment plan

<b>Units</b>	
<b>Elements</b>	

<b>Activities</b>	<b>Performance criteria (PC)</b>	<b>Method of assessment / sources of evidence</b>	<b>Date of assessment</b>	<b>Evidence already available</b>	<b>Links to other units (performance criteria and range)</b>
<b>Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review</b>					

**Assessor's signature** \_\_\_\_\_ **1st review due** \_\_\_\_\_

**Candidate's signature** \_\_\_\_\_ **2nd review due** \_\_\_\_\_

**Date of agreement** \_\_\_\_\_ **Date of completion** \_\_\_\_\_

**Personal statement**

<b>Date</b>	<b>Evidence index number</b>	<b>Details of statement</b>	<b>Links to other evidence (enter numbers)</b>	<b>Units, elements, performance criteria, and range covered</b>

**Candidate's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Observation record**

**Unit / element(s)** \_\_\_\_\_

**Candidate** \_\_\_\_\_

**Evidence index number** \_\_\_\_\_

**Date of observation** \_\_\_\_\_

<b>Skills / activities observed</b>	<b>Performance criteria covered</b>

<b>Knowledge and understanding apparent from this observation</b>

<b>Other units / elements to which this evidence may contribute</b>

<b>Assessor comments and feedback to candidate</b>

I can confirm the candidate's performance was satisfactory.

**Assessor's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Candidate's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## Witness testimony

<b>SVQ title and level</b>	
<b>Candidate name</b>	
<b>Evidence index no</b>	
<b>Where applicable, evidence number to which this testimony relates</b>	
<b>Element(s)</b>	
<b>Range</b>	
<b>Date of evidence</b>	
<b>Witness name</b>	
<b>Designation / relationship to candidate</b>	

<b>Details of testimony</b>
-----------------------------

I can confirm the candidate's performance was satisfactory.

**Witness signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Witness** (please select the appropriate box):

- Holds A1 / A2 or D32 / D33 qualifications
- Is familiar with the SVQ standards to which the candidate is working

## Record of questions and candidate's answers

<b>Unit</b>	
<b>Element(s)</b>	
<b>Evidence index number</b>	

**Circumstances of assessment**

--

**List of questions and candidate's responses**

<b>Q</b>	
<b>A</b>	

**Assessor's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Candidate's signature** \_\_\_\_\_ **Date** \_\_\_\_\_