



# **SVQ in Business and Administration level 3**

**Candidate Portfolio**

**Award Code: G8LH 23**

**Candidate name:**

**Publication code: Z0242**

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# Introduction

The candidate portfolio has been developed to provide you with all of the Unit descriptors and forms you will require when compiling your SVQ portfolio. The portfolio has been split into two sections:

Section 1 — Portfolio forms

Section 2 — The Units and recording documents for your SVQ

Although we have provided you with forms, your centre may have their own recording documents which they would prefer you to use. Remember to sign and date each piece of evidence you produce to show that it is your own work.

Prior to starting your SVQ you should start by carefully reading through the standards and, together with your assessor, decide which Units you might like to work on, making sure that the most appropriate Units for your job role have been chosen. Once this decision has been made, you will only be required to print the Units relevant to your SVQ and insert these into your portfolio.

In addition to the candidate portfolio, Candidate Guidance has been produced. The Candidate Guidance will provide you with information such as:

- ◆ General information on your SVQ, including: how your SVQ is achieved, how your SVQ is assessed and what is evidence? etc.
- ◆ Guidance on how to compile your portfolio
- ◆ Example forms

# Section 1 — Portfolio forms

<b>Title Page:</b>	
<b>Candidate Name:</b>	
<b>Organisation:</b>	
<b>Centre Name:</b>	
<b>SVQ title:</b>	
<b>Start date:</b>	
<b>Completion Date:</b>	
<b>Assessor name and contact details:</b>	
<b>Internal verifier name and contact details:</b>	

## Portfolio checklist

Use this checklist either as you work through your SVQ or at the end before you submit your completed portfolio for verification.

	Completed?	Page/Section number
Title page for the portfolio	<input type="checkbox"/>	
Witness Status List	<input type="checkbox"/>	
Personal profile		
◆ your own personal details	<input type="checkbox"/>	
◆ a brief CV or career profile	<input type="checkbox"/>	
◆ description of your job	<input type="checkbox"/>	
◆ information about your employer/training provider/college	<input type="checkbox"/>	
Unit Assessment Plans	<input type="checkbox"/>	
Award Achievement Record	<input type="checkbox"/>	
Completed Element Achievement Records for each Unit		
◆ signed by yourself, your assessor and the internal verifier (where relevant)	<input type="checkbox"/>	
◆ evidence reference numbers included	<input type="checkbox"/>	
Index of evidence (with cross-referencing information completed)	<input type="checkbox"/>	
Evidence in numerical order and individually labelled (with evidence descriptor attached)	<input type="checkbox"/>	

## Award achievement record

**Candidate Name:**

**Start Date:**

**SVQ Title:**                    **Business and Administration level 3**

For level 3 candidates must achieve two mandatory Units and four optional Units (three of which come from Group B)

### Mandatory Units

Unit Title	Date Achieved	Assessor Signature	IV Signature

### Optional Units

Unit Title	Date Achieved	Assessor Signature	IV Signature

**Candidate:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Unit record of evidence

Performance Indicators	Evidence numbers	Evidence type
1 Agree the purpose, format, quality standards and deadlines for the text.		
2 Take dictation using shorthand at a minimum speed of 80 words per minute.		
3 Clarify points you are unsure about.		
4 Input and format the text from your shorthand notes.		
5 Make efficient use of the technology available.		
6 Check for accuracy, editing and correcting as necessary.		
7 Store the text and the original shorthand notes safely and securely in approved locations.		
8 Present the text in the required format within agreed deadlines and quality standards.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

**Candidate:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_  
(if sampled)

**Date:** \_\_\_\_\_

Knowledge requirements	Evidence numbers	Evidence type
1 The different types of documents that you may be asked to produce from shorthand and the formats they should follow.		
2 The importance of having an effective working relationship with the person giving the dictation.		
3 Why it is important to agree the purpose, format and deadline for the text.		
4 How to check for accuracy and correctness — including spelling and grammar — and why this is important.		
5 Why it is important to store text safely and securely and how to do so.		
6 Why it is important to store the original shorthand notes safely and securely and how to do so.		
7 The importance of confidentiality and data protection.		
8 The different forms in which the text may be presented.		
9 Why it is important to meet quality standards and deadlines.		
10 The different types of technology available for inputting, formatting and editing text and their main features.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

**Candidate:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_  
(if sampled)

**Date:** \_\_\_\_\_





## Evidence gathering form

Candidate Name:

Date:

Evidence type — tick relevant box

Direct Observation

Personal Statement

Oral Questions

Professional Discussion

Witness testimony

### Evidence

	<b>PI</b>	<b>K</b>

## Related Units

Unit	PI	K

## Assessor /Witness Comments

**Candidate:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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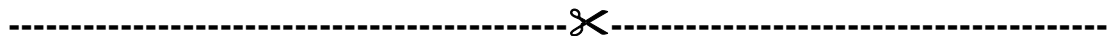
## Evidence descriptor

**Evidence Number:** \_\_\_\_\_

**Description of evidence:** \_\_\_\_\_

**What this evidence shows:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

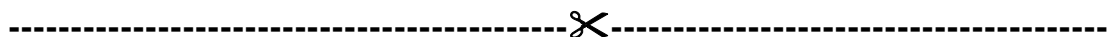


**Evidence Number:** \_\_\_\_\_

**Description of evidence:** \_\_\_\_\_

**What this evidence shows:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

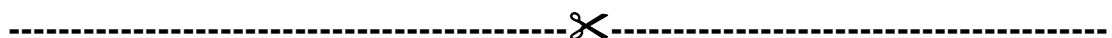


**Evidence Number:** \_\_\_\_\_

**Description of evidence:** \_\_\_\_\_

**What this evidence shows:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



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# Witness status list

Candidate Name:

Qualification:

Name	Contact Details	Signature	Relationship to candidate	Assessor or verifier qualification

## Unit assessment plan

Candidate Name:

Date:

Unit Title:

Evidence to be gathered	Evidence Type	Date (where applicable)	PI/K

## Accreditation of prior learning

Item and how evidenced	Applies to Knowledge statement

## **Section 2 — The Units and recording documents for your SVQ**

## UNIT DP7E 04 (301) Carry Out Your Responsibilities at Work 3

### Unit Summary

Communicate effectively, accept responsibility for your own work and its delivery, improve own performance and behave in a way that encourages effective working.

### You will apply the following skills:

Communicating  
Researching  
Negotiating  
Planning  
Managing time  
Solving problems  
Evaluating  
Team working

### Performance indicators

#### You will:

#### Communicate Information

- 1 Actively focus on information that other people are communicating, questioning any points you are unsure about.
- 2 Provide accurate, clear and structured information to different audiences.
- 3 Make useful contributions to discussions, developing points and ideas.
- 4 Give others the opportunity to contribute their ideas and opinions and take these into account.
- 5 Select and read written material that contains information that you need.
- 6 Identify and extract the main points you need from written material.
- 7 Provide written information to other people accurately and clearly.

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

- 8 Negotiate and agree realistic targets for your work
- 9 Prioritise targets and agree achievable timescales.
- 10 Plan how you will make best use of your time and the other resources you need and choose effective working methods.
- 11 Identify and solve problems when they arise, using the support of other people when necessary.
- 12 Keep other people informed of your progress.
- 13 Meet your deadlines or renegotiate targets, timescales and plans in good time.
- 14 Take responsibility for your own work and accept responsibility for any mistakes you make.
- 15 Follow agreed guidelines, procedures and, where appropriate, codes of practice.

## UNIT DP7E 04 (301) Carry Out Your Responsibilities at Work 3

### Performance indicators (cont)

#### Improve your own performance

- 16 Encourage and accept feedback from other people.
- 17 Evaluate your own work and use feedback from other people to identify where you should improve.
- 18 Identify ways to improve your work, consistently put them into practice and test how effective they are.
- 19 Identify where further learning and development could improve your performance.
- 20 Develop and follow through a learning plan that meets your own needs.
- 21 Review your progress and update your plans for improvement and learning.

#### Behave in a way that supports effective working

- 22 Set high standards for your work and show drive and commitment in achieving these standards.
- 23 Cope with pressure and overcome difficulties and setbacks.
- 24 Assert your own needs and rights when necessary.
- 25 Show a willingness to take on new challenges.
- 26 Adapt readily to change.
- 27 Treat other people with honesty, respect and consideration.
- 28 Help and support other people.

\*Highlighted PIs indicate contingencies

### Knowledge

#### You will know:

- 1 Why effective communication is important.
- 2 How to focus actively on what others are communicating.
- 3 How to structure and present information clearly and accurately.
- 4 Why it is important to adapt the way you communicate to different audiences.
- 5 How non-verbal communication affects the impact you have on other people.
- 6 How to contribute positively to discussions.
- 7 Why it is important to give other people the opportunity to contribute their ideas and opinions and show that you have taken account of these.
- 8 How to provide written information in a way that meets the needs of different audiences.
- 9 How to plan your work and be accountable to others.
- 10 How to negotiate realistic targets for your work and why this is important.
- 11 How to prioritise targets and set timescales.
- 12 The types of problems that may occur during your work and how to solve them.
- 13 Why it is important to keep other people informed about progress.
- 14 Why you should give other people sufficient notice if you need to revise your plans.
- 15 Why it is important to acknowledge and learn from your mistakes.
- 16 The guidelines, procedures and codes of practice that are relevant to your work.
- 17 Why it is important to try to continuously improve your work.
- 18 Why it is important to encourage and accept feedback from others.
- 19 How to evaluate your work.
- 20 Why it is important to test out possible improvements to your work.
- 21 How learning and development can help you to improve your work and further your career.
- 22 The main career progression routes available to you.
- 23 The learning and development opportunities that are available to you.
- 24 How to develop a learning plan.

## UNIT DP7E 04 (301) Carry Out Your Responsibilities at Work 3

### Knowledge (cont)

- 25 Why it is important to set high standards for your work and how to set these standards.
- 26 How to cope with pressure.
- 27 Why it is important to be resilient when you experience setbacks.
- 28 Why it is important to be assertive, what this means and situations when you should be assertive.
- 29 Why it is important to be ready to take on new challenges and adapt to change.
- 30 Why it is important to treat others with honesty, respect and consideration.
- 31 The types of behaviour that show you are honest, respectful and considerate and the types of behaviour that show you are not.
- 32 How to help and support others and why this is important.

## UNIT DP7E 04 (301) Carry Out Your Responsibilities at Work 3

### Record of Evidence

Performance indicators	Evidence numbers	Evidence type
1 Actively focus on information that other people are communicating, questioning any points you are unsure about.		
2 Provide accurate, clear and structured information to different audiences.		
3 Make useful contributions to discussions, developing points and ideas.		
4 Give others the opportunity to contribute their ideas and opinions and take these into account.		
5 Select and read written material that contains information that you need.		
6 Identify and extract the main points you need from written material.		
7 Provide written information to other people accurately and clearly.		
8 Negotiate and agree realistic targets for your work.		
9 Prioritise targets and agree achievable timescales.		
10 Plan how you will make best use of your time and the other resources you need and choose effective working methods.		
11 Identify and solve problems when they arise, using the support of other people when necessary.		
12 Keep other people informed of your progress.		
13 Meet your deadlines or renegotiate targets, timescales and plans in good time.		
14 Take responsibility for your own work and accept responsibility for any mistakes you make.		
15 Follow agreed guidelines, procedures and, where appropriate, codes of practice.		
16 Encourage and accept feedback from other people.		
17 Evaluate your own work and use feedback from other people to identify where you should improve.		
18 Identify ways to improve your work, consistently put them into practice and test how effective they are.		
19 Identify where further learning and development could improve your performance.		
20 Develop and follow through a learning plan that meets your own needs.		
21 Review your progress and update your plans for improvement and learning.		
22 Set high standards for your work and show drive and commitment in achieving these standards.		
23 Cope with pressure and overcome difficulties and setbacks.		
24 Assert your own needs and rights when necessary.		
25 Show a willingness to take on new challenges.		
26 Adapt readily to change.		
27 Treat other people with honesty, respect and consideration.		
28 Help and support other people.		

\* **Highlighted PIs indicate contingencies**

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

## UNIT DP7E 04 (301) Carry Out Your Responsibilities at Work 3

Knowledge requirements	Evidence Numbers	Evidence type
1 Why effective communication is important.		
2 How to focus actively on what others are communicating.		
3 How to structure and present information clearly and accurately.		
4 Why it is important to adapt the way you communicate to different audiences.		
5 How non-verbal communication affects the impact you have on other people.		
6 How to contribute positively to discussions.		
8 Why it is important to give other people the opportunity to contribute their ideas and opinions and show that you have taken account of these.		
9 How to provide written information in a way that meets the needs of different audiences.		
10 How to plan your work and be accountable to others.		
11 How to negotiate realistic targets for your work and why this is important.		
12 How to prioritise targets and set timescales.		
13 The types of problems that may occur during your work and how to solve them.		
14 Why it is important to keep other people informed about progress.		
15 Why you should give other people sufficient notice if you need to revise your plans.		
16 Why it is important to acknowledge and learn from your mistakes.		
17 The guidelines, procedures and codes of practice that are relevant to your work.		
18 Why it is important to try to continuously improve your work.		
19 Why it is important to encourage and accept feedback from others.		
20 How to evaluate your work.		
21 Why it is important to test out possible improvements to your work.		
22 How learning and development can help you to improve your work and further your career.		
23 The main career progression routes available to you.		
24 The learning and development opportunities that are available to you.		
25 How to develop a learning plan.		
26 Why it is important to set high standards for your work and how to set these standards.		
27 How to cope with pressure.		
28 Why it is important to be resilient when you experience setbacks.		
29 Why it is important to be assertive, what this means and situations when you should be assertive.		
30 Why it is important to be ready to take on new challenges and adapt to change.		

## UNIT DP7E 04 (301) Carry Out Your Responsibilities at Work 3

Knowledge requirements	Evidence numbers	Evidence type
31 Why it is important to treat others with honesty, respect and consideration.		
32 The types of behaviour that show you are honest, respectful and considerate and the types of behaviour that show you are not.		
33 How to help and support others and why this is important.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

**Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(if sampled)

## UNIT DP7C 04 (302) Work Within Your Business Environment 3

### Unit Summary

Work effectively within your organisation, supporting its purpose and values, applying employment rights and responsibilities, supporting sustainability, respecting diversity, protecting security and confidentiality and managing risk.

### You will apply the following skills:

Planning  
Reading  
Communicating  
Monitoring  
Interpersonal skills  
Problem solving  
Team working

### Performance indicators

#### You will:

#### Work to achieve your organisation's purpose and values

- 1 Work in a way that supports your organisation's overall mission and your team's objectives.
- 2 Follow the policies, systems and procedures that are relevant to your job.
- 3 Put your organisation's values into practice in all aspects of your work.
- 4 Work with outside organisations and individuals in a way that protects and improves the image of your organisation.
- 5 Seek guidance from others when you are unsure about objectives, policies, systems, procedures and values.
- 6 Contribute to improving objectives, policies, systems, procedures and values in a way that is consistent with your role.

#### Apply your employment responsibilities and rights

- 7 Access information about your employment rights and responsibilities.
- 8 Carry out your responsibilities to your employer in a way that is consistent with your contract of employment.
- 9 Assert your employment rights when necessary.
- 10 Seek guidance when you are unsure about your employment responsibilities and rights.

#### Support Sustainability

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

\* **Highlighted PIs indicate contingencies**

## UNIT DP7C 04 (302) Work Within Your Business Environment 3

### Performance indicators (cont)

#### Support Diversity

- 16 Interact with other people in a way that is sensitive to their individual needs and respects their background, abilities, values, customs and beliefs.
- 17 Learn from other people and use this to improve the way you work and interact with others.
- 18 Follow your organisation's procedures and legal requirements in relation to discrimination legislation.

#### Maintain security and confidentiality

- 19 Maintain the security of property in a way that is consistent with your organisation's procedures and legal requirements.
- 20 Maintain the security and confidentiality of information in a way that is consistent with your organisation's procedures and legal requirements.
- 21 Report any concerns about security and confidentiality to an appropriate person or agency.

#### Assess and Manage Risk

- 22 Identify and agree possible sources of risk.
- 23 Assess and confirm the level of risk.
- 24 Put in place ways of minimising risk.
- 25 Monitor risk.
- 26 Be alert to new risks and be able to manage these when they occur.
- 27 Review and learn from your experience of assessing and managing risk.

\* **Highlighted PIs indicate contingencies**

### Knowledge

#### You will know:

- 1 The sector in which your organisation operates.
- 2 Your organisation's mission and purpose.
- 3 How your organisation compares to other organisations in the sector.
- 4 Your main responsibilities at work.
- 5 How your role fits into your organisation's structure and contributes to its operation.
- 6 The policies, procedures, systems and values of your organisation that are relevant to your role.
- 7 How to apply your organisation's values and policies.
- 8 Who you should consult if you are unsure about policies, objectives, systems and values.
- 9 How you can help to improve policies, objectives, systems and values in a way that is consistent with your role.
- 10 Which aspects of employment are covered by law?
- 11 Any industry-specific legislation and regulations that are relevant to your role.
- 12 Why legislation is important in upholding and protecting the rights of both employer and employee.
- 13 The main terms and conditions of your contract of employment.
- 14 Who you should contact if you have a grievance at work or need guidance and support on an employment issue.
- 15 What you should do if you witness or experience discrimination or bullying at work.
- 16 What procedures you should follow if you are ill or need time off from work.
- 17 The types of information that are recorded in personnel records, why these are needed and what to do if you need to report changes to this information.
- 18 Why it is important to minimise waste in the workplace.

## UNIT DP7C 04 (302) Work Within Your Business Environment 3

### Knowledge (cont)

- 19 The main causes of waste in a business administration environment and how to minimise this waste.
- 20 Why recycling is important and your organisation's procedures for recycling.
- 21 The correct procedures to follow for the disposal of hazardous materials and why it is important to follow these.
- 22 How regular maintenance of equipment can help to minimise waste.
- 23 How to use technology and other methods to work more efficiently.
- 24 How to select sources of materials and equipment that provide best value for money.
- 25 Why it is important to help develop and support your colleagues so that they can work effectively and efficiently and the benefits to your organisation.
- 26 What is meant by 'diversity' and why it should be valued?
- 27 What advantages diversity can bring to an organisation?
- 28 How to be sensitive to people's individual needs and respect their abilities, background, values, customs and beliefs.
- 29 Ways in which you could learn from others.
- 30 The importance of maintaining security and confidentiality.
- 31 The legal and organisational requirements in relation to security and confidentiality.
- 32 The procedures you should follow if you have concerns about security and confidentiality.
- 33 The sources of risk in the work that you do, including Health and Safety.
- 34 How to assess and monitor risk.
- 35 The methods you can use to minimise risk.
- 36 The importance of learning from mistakes.

## UNIT DP7C 04 (302) Work Within Your Business Environment 3

### Record of Evidence

Performance indicators	Evidence numbers	Evidence type
1 Work in a way that supports your organisation's overall mission and your team's objectives.		
2 Follow the policies, systems and procedures that are relevant to your job.		
3 Put your organisation's values into practice in all aspects of your work.		
4 Work with outside organisations and individuals in a way that protects and improves the image of your organisation.		
5 Seek guidance from others when you are unsure about objectives, policies, systems, procedures and values.		
6 Contribute to improving objectives, policies, systems, procedures and values in a way that is consistent with your role.		
7 Access information about your employment rights and responsibilities.		
8 Carry out your responsibilities to your employer in a way that is consistent with your contract of employment.		
9 Assert your employment rights when necessary.		
10 Seek guidance when you are unsure about your employment responsibilities and rights.		
11 Keep waste to a minimum and follow procedures for recycling and the disposal of hazardous materials.		
12 Follow procedures for the maintenance of equipment.		
13 Continuously review working methods, including the use of technology and identify and take forward ways of improving efficiency.		
14 Choose sources of equipment and materials that provide best value for money.		
15 Support colleagues so that they can maximise their performance and their value to the organisation.		
16 Interact with other people in a way that is sensitive to their individual needs and respects their background, abilities, values, customs and beliefs.		
17 Learn from other people and use this to improve the way you work and interact with others.		
18 Follow your organisation's procedures and legal requirements in relation to discrimination legislation.		
19 Maintain the security of property in a way that is consistent with your organisation's procedures and legal requirements.		
20 Maintain the security and confidentiality of information in a way that is consistent with your organisation's procedures and legal requirements.		
21 Report any concerns about security and confidentiality to an appropriate person or agency.		
22 Identify and agree possible sources of risk.		
23 Assess and confirm the level of risk.		
24 Put in place ways of minimising risk.		
25 Monitor risk.		

## UNIT DP7C 04 (302) Work Within Your Business Environment 3

Performance indicators (cont)	Evidence numbers	Evidence type
26 Be alert to new risks and be able to manage these when they occur.		
27 Review and learn from your experience of assessing and managing risk.		

\* **Highlighted PIs indicate contingencies**

Knowledge requirements	Evidence numbers	Evidence type
1 The sector in which your organisation operates.		
2 Your organisation's mission and purpose.		
3 How your organisation compares to other organisations in the sector.		
4 Your main responsibilities at work.		
5 How your role fits into your organisation's structure and contributes to its operation.		
6 The policies, procedures, systems and values of your organisation that are relevant to your role.		
7 How to apply your organisation's values and policies.		
8 Who you should consult if you are unsure about policies, objectives, systems and values.		
9 How you can help to improve policies, objectives, systems and values in a way that is consistent with your role.		
10 Which aspects of employment are covered by law.		
11 Any industry-specific legislation and regulations that are relevant to your role.		
12 Why legislation is important in upholding and protecting the rights of both employer and employee.		
13 The main terms and conditions of your contract of employment.		
14 Who you should contact if you have a grievance at work or need guidance and support on an employment issue.		
15 What you should do if you witness or experience discrimination or bullying at work.		
16 What procedures you should follow if you are ill or need time off from work.		
17 The types of information that are recorded in personnel records, why these are needed and what to do if you need to report changes to this information.		
18 Why it is important to minimise waste in the workplace.		
19 The main causes of waste in a business administration environment and how to minimise this waste.		
20 Why recycling is important and your organisation's procedures for recycling.		
21 The correct procedures to follow for the disposal of hazardous material and why it is important to follow these.		
22 How regular maintenance of equipment can help to minimise waste.		

## UNIT DP7C 04 (302) Work Within Your Business Environment 3

Knowledge requirements (cont)	Evidence numbers	Evidence type
23 How to use technology and other methods to work more efficiently.		
24 How to select sources of materials and equipment that provide best value for money.		
25 Why it is important to help develop and support your colleagues so that they can work effectively and efficiently and the benefits to your organisation.		
26 What is meant by 'diversity' and why it should be valued?		
27 What advantages diversity can bring to an organisation?		
28 How to be sensitive to people's individual needs and respect their abilities, background, values, customs and beliefs.		
29 Ways in which you could learn from others.		
30 The importance of maintaining security and confidentiality.		
31 The legal and organisational requirements in relation to security and confidentiality.		
32 The procedures you should follow if you have concerns about security and confidentiality.		
33 The sources of risk in the work that you do, including Health and Safety.		
34 How to assess and monitor risk.		
35 The methods you can use to minimise risk.		
36 The importance of learning from mistakes.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

**Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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**Internal Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(if sampled)

## UNIT DD56 04 (110)

## Ensure Your Own Actions Reduce Risks to Health and Safety

### Unit Summary

Identify and deal with hazards and risks to health and safety.

This standard has been taken from the ENTO suite of national occupational standards

### You will apply the following skills:

Reading  
Analysing  
Decision-making  
Communicating  
Working safely  
Personal presentation

### Performance indicators

#### You will:

#### Identifying hazards and evaluating risks

- 1 Correctly name and locate the persons responsible for health and safety in your workplace.
- 2 Identify which workplace policies are relevant to your working practices.
- 3 Identify those working practices in any part of your job role which could harm yourself or other persons.
- 4 Identify those aspects of the workplace which could harm yourself or others.
- 5 Evaluate which of the potentially harmful aspects of the workplace are those with the highest risk to you or to others.
- 6 Report those hazards with a high risk to the persons responsible for health and safety in the workplace.
- 7 Deal with those hazards with low risks following workplace policies and legal requirements.

#### Reducing risks to health and safety

- 8 Carry out your working practices in accordance with legal requirements.
- 9 Follow the most recent workplace policies for your job role.
- 10 Put right those health and safety risks that you are able to within the scope of your job responsibilities.
- 11 Pass on any suggestions for reducing risks to health and safety within your job role to the responsible persons.
- 12 Make sure your personal conduct in the workplace does not endanger the health and safety of yourself or others.
- 13 Follow the workplace policies and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products.
- 14 Report any differences between workplace policies and suppliers' or manufacturers' instructions as appropriate.
- 15 Make sure your personal presentation at work ensures the health and safety of yourself and others; meets any legal duties and is in accordance with workplace policies.

\* **Highlighted PIs indicate contingencies**

**Knowledge****You will know:**

- 1 Your legal duties for health and safety in the workplace as required by the Health and Safety at Work Act 1974.
- 2 Your duties for health and safety as defined by specific legislation covering your job role.
- 3 What hazards may exist in your workplace.
- 4 The particular health and safety risks which may be present in your own job role and the precautions you must take.
- 5 The importance of remaining alert to the presence of hazards in the whole workplace.
- 6 The importance of dealing with or promptly reporting risks.
- 7 The requirements and guidance on the precautions.
- 8 Agreed workplace policies relating to controlling risks to health and safety.
- 9 Your responsibility for health and safety in your job description.
- 10 The responsible persons to whom to report health and safety matters.
- 11 The specific workplace policies covering your job role.
- 12 Suppliers' and manufacturers' instructions for the safe use of equipment, materials and products.
- 13 The safe working practices for your own job role.
- 14 The importance of personal presentation in maintaining health and safety in the workplace.
- 15 The importance of personal conduct in maintaining the health and safety of yourself and others.
- 16 Your scope and responsibility for putting right risks.
- 17 Workplace procedures for handling risks which you are unable to deal with.

**UNIT DD56 04 (110)****Ensure Your Own Actions Reduce Risks to Health and Safety****Record of Evidence**

<b>Performance indicators</b>	<b>Evidence numbers</b>	<b>Evidence type</b>
1 Correctly name and locate the persons responsible for health and safety in your workplace.		
2 Identify which workplace policies are relevant to your working practices.		
3 Identify those working practices in any part of your job role which could harm yourself or other persons.		
4 Identify those aspects of the workplace which could harm yourself or others.		
5 Evaluate which of the potentially harmful aspects of the workplace are those with the highest risk to you or to others.		
6 Report those hazards with a high risk to the persons responsible for health and safety in the workplace.		
7 Deal with those hazards with low risks following workplace policies and legal requirements.		
8 Carry out your working practices in accordance with legal requirements.		
9 Follow the most recent workplace policies for your job role.		
10 Put right those health and safety risks that you are able to within the scope of your job responsibilities.		
11 Pass on any suggestions for reducing risks to health and safety within your job role to the responsible persons.		
12 Make sure your personal conduct in the workplace does not endanger the health and safety of yourself or others.		
13 Follow the workplace policies and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products.		
14 Report any differences between workplace policies and suppliers' or manufacturers' instructions as appropriate.		
15 Make sure your personal presentation at work ensures the health and safety of yourself and others; meets any legal duties and is in accordance with workplace policies.		

**\* Highlighted PIs indicate contingencies**

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

## UNIT DD56 04 (110)

## Ensure Your Own Actions Reduce Risks to Health and Safety

Knowledge requirements	Evidence numbers	Evidence type
1 Your legal duties for health and safety in the workplace as required by the Health and Safety at Work Act 1974.		
2 Your duties for health and safety as defined by specific legislation covering your job role.		
3 What hazards may exist in your workplace.		
4 The particular health and safety risks which may be present in your own job role and the precautions you must take.		
5 The importance of remaining alert to the presence of hazards in the whole workplace.		
6 The importance of dealing with or promptly reporting risks.		
7 The requirements and guidance on the precautions.		
8 Agreed workplace policies relating to controlling risks to health and safety.		
9 Your responsibility for health and safety in your job description.		
10 The responsible persons to whom to report health and safety matters.		
11 The specific workplace policies covering your job role.		
12 Suppliers' and manufacturers' instructions for the safe use of equipment, materials and products.		
13 The safe working practices for your own job role.		
14 The importance of personal presentation in maintaining health and safety in the workplace.		
15 The importance of personal conduct in maintaining the health and safety of yourself and others.		
16 Your scope and responsibility for putting right risks.		
17 Workplace procedures for handling risks which you are unable to deal with.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

**Candidate:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_  
(if sampled)

**Date:** \_\_\_\_\_

## UNIT DP81 04 (204)      Manage Diary Systems

### Unit Summary

Use a manual or electronic diary to manage activities and resources.

### You will apply the following skills:

Questioning  
Listening  
Analysing  
Planning  
Organising  
Problem solving  
Decision-making  
Negotiating  
Recording  
Communicating  
Using technology

### Performance indicators

#### You will:

#### Manage diary systems

- 1 Obtain the information you need about requested diary entries.
- 2 Make diary entries accurately and clearly.
- 3 Prioritise requested changes.
- 4 Identify the implications of any changes for existing entries.
- 5 Solve problems by negotiating alternative arrangements.
- 6 Record agreed changes in the diary.
- 7 Communicate agreed changes to those affected.
- 8 Keep the diary up to date.

\* **Highlighted PIs indicate contingencies**

### Knowledge

#### You will know:

- 1 Why it is important to use diary systems to plan and co-ordinate activities and resources.
- 2 The different types of diary systems, their advantages and disadvantages and the different situations for which they are appropriate.
- 3 How to use different types of diary systems.
- 4 Why it is important to obtain relevant information about requested diary entries and changes.
- 5 The types of information you must obtain.
- 6 Why it is important to prioritise requests.
- 7 How to prioritise requests.
- 8 The types of problems that may occur when new requests are made.
- 9 How you should solve the types of problems that may occur when new requests are made.
- 10 Why it is important to try to balance the needs of all those involved.
- 11 Why it is important to communicate changes to those affected.
- 12 Why it is important to keep the system up to date.
- 13 Why security and confidentiality issues are important when operating a diary system.
- 14 The types of security and confidentiality issues that are relevant to diary systems and how to manage them.

## UNIT DP81 04 (204)      Manage Diary Systems

### Record of Evidence

Performance indicators	Evidence numbers	Evidence type
1 Obtain the information you need about requested diary entries.		
2 Make diary entries accurately and clearly.		
3 Prioritise requested changes.		
4 Identify the implications of any changes for existing entries.		
5 Solve problems by negotiating alternative arrangements.		
6 Record agreed changes in the diary.		
7 Communicate agreed changes to those affected.		
8 Keep the diary up to date.		

\* **Highlighted PIs indicate contingencies**

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

Knowledge requirements	Evidence numbers	Evidence type
1 Why it is important to use diary systems to plan and co-ordinate activities and resources.		
2 The different types of diary systems, their advantages and disadvantages and the different situations for which they are appropriate.		
3 How to use different types of diary systems.		
4 Why it is important to obtain relevant information about requested changes.		
5 The types of information you must obtain.		
6 Why it is important to prioritise requests.		
7 How to prioritise requests.		
8 The types of problems that may occur when new requests are made.		
9 How you should solve the types of problems that may occur when new requests are made.		
10 Why it is important to try to balance the needs of all those involved.		
11 Why it is important to communicate changes to those affected.		
12 Why it is important to keep the system up to date.		
13 Why security and confidentiality issues are important when operating a diary system.		
14 The types of security and confidentiality issues that are relevant to diary systems and how to manage them.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

**Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(if sampled)

## UNIT DP6F 04 (205)

## Organise Business Travel and Accommodation

### Unit Summary

Make travel and accommodation arrangements for colleagues planning business trips.

### You will apply the following skills:

Negotiating  
Planning  
Researching  
Organising  
Communicating  
Checking  
Recording  
Problem solving  
Managing time  
Managing resources  
Evaluating

### Performance indicators

#### You will:

- 1 Confirm travel, accommodation and budget requirements.
- 2 Check the draft itinerary and schedule with the traveller.
- 3 **Arrange any meetings necessary during the trip.**
- 4 Book travel arrangements and accommodation as agreed.
- 5 Obtain and collate documents for travel, accommodation and meetings.
- 6 Maintain records of travel, accommodation and meetings.
- 7 **Arrange credit and payment facilities.**
- 8 **Deal with problems that may arise.**
- 9 Provide the traveller with an itinerary and required documents in good time.
- 10 Confirm with the traveller that itinerary and documents meet requirements.
- 11 **Evaluate and maintain a record of external services used.**

\* **Highlighted PIs indicate contingencies**

### Knowledge

#### You will know:

- 1 How to organise business travel and accommodation effectively and efficiently.
- 2 The main types of travel and accommodation arrangements you may need to make and the procedures you should follow.
- 3 Why it is important to confirm a brief and budget for travel and accommodation.
- 4 The sources of information and facilities you can use to make travel and accommodation arrangements.
- 5 How to keep records of travel and accommodation arrangements.
- 6 The information you should provide to the person who is travelling.
- 7 The procedures you should follow to make credit and payment arrangements.
- 8 The types of problems that may occur with travel and accommodation arrangements and how to deal with them.
- 9 Why it is important to evaluate the travel and accommodation used and record the evaluation.

## UNIT DP6F 04 (205) Organise Business Travel and Accommodation

### Record of Evidence

Performance indicators	Evidence numbers	Evidence type
1 Confirm travel, accommodation and budget requirements.		
2 Check the draft itinerary and schedule with the traveller.		
3 Arrange any meetings necessary during the trip.		
4 Book travel arrangements and accommodation as agreed.		
5 Obtain and collate documents for travel, accommodation and meetings.		
6 Maintain records of travel, accommodation and meetings.		
7 Arrange credit and payment facilities.		
8 Deal with problems that may arise.		
9 Provide the traveller with an itinerary and required documents in good time.		
10 Confirm with the traveller that itinerary and documents meet requirements.		
11 Evaluate and maintain a record of external services used.		

\* **Highlighted PIs indicate contingencies**

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

Knowledge requirements	Evidence numbers	Evidence type
1 How to organise business travel and accommodation effectively and efficiently.		
2 The main types of travel and accommodation arrangements you may need to make and the procedures you should follow.		
3 Why it is important to confirm a brief and budget for travel and accommodation.		
4 The sources of information and facilities you can use to make travel and accommodation arrangements.		
5 How to keep records of travel and accommodation arrangements.		
6 The information you should provide to the person who is travelling.		
7 The procedures you should follow to make credit and payment arrangements.		
8 The types of problems that may occur with travel and accommodation arrangements and how to deal with them.		
9 Why it is important to evaluate the travel and accommodation used and record the evaluation.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

**Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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**Internal Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(if sampled)

## UNIT DJ5N 04 (212) Use IT Systems 2

### Unit Summary

Set up and use different types of hardware, access data from different storage media networks and know how to avoid common security risks and restrict access to software and data. This is based on the e-skills Area of Competence: Use IT Systems, level 2 Unit.

### You will apply the following skills:

Organising  
Planning  
Using technology

### Performance indicators

#### You will:

- 1 Connect up a computer with hardware and other storage media safely.
- 2 Link a computer to other hardware safely.
- 3 Access files on a local area network (LAN) or a wide area network (WAN).
- 4 Set password levels on software and data.
- 5 Make backups of operating system data, where necessary.
- 6 Download software patches to fix any security flaws.
- 7 Take action to keep risks to a minimum, when downloading software.
- 8 Take action to avoid risks from receiving and opening attachments from e-mails.

### Knowledge

#### You will know:

- 1 What most types of computer hardware are.
- 2 What storage media are available such as hard disc, floppy disc or CD ROMs?
- 3 How to use most types of hardware and storage media.
- 4 What errors and problems can be corrected from experience to do with most hardware and storage media, most software, combinations of hardware and software, data and viruses?
- 5 Ways to keep risks to people to minimum.
- 6 Ways to keep risks to hardware to a minimum.
- 7 Risks of downloading software from the internet.
- 8 Where and how to find advice on common errors with hardware and software.

## UNIT DJ5N 04 (212) Use IT Systems 2

### Record of Evidence

Performance indicators	Evidence numbers	Evidence type
1 Connect up a computer with other hardware and storage media safely.		
2 Link a computer to other hardware safely.		
3 Access files on a local area network (LAN) or a wide area network (WAN).		
4 Set password levels on software and data.		
5 Make backups of operating system data, where necessary.		
6 Download software patches to fix any security flaws.		
7 Take action to keep risks to a minimum, when downloading software.		
8 Take action to avoid risks from receiving and opening attachments from e-mails.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

Knowledge requirements	Evidence numbers	Evidence type
1 What most types of computer hardware are.		
2 What storage media are available such as hard discs, floppy discs or CD ROMs.		
3 How to use most types of hardware and storage media.		
4 What errors and problems can be corrected from experience, to do with most hardware and storage media; most software; combinations of hardware and software; data and viruses.		
5 Ways to keep risks to people to minimum.		
6 Ways to keep risks to hardware to a minimum.		
7 Risks of downloading software from the internet.		
8 Where and how to find advice on common errors with hardware and software.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

**Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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(if sampled)

## UNIT DJ5W 04 (213) Use IT to Exchange Information 2

### Unit Summary

Use advanced email facilities such as setting up e-mail groups, adding signatures, compressing file attachments and choosing search engines. This is based on the e-skills Area of Competence: Use IT to Exchange Information, level 2 Unit.

### You will apply the following skills:

Planning  
Organising  
Researching  
Communicating  
Using technology  
Recording  
Reading  
Writing  
Problem solving

### Performance indicators

#### You will:

#### **Sending and receiving e-mails using facilities provided by software**

- 1 Use more advanced facilities, eg add signature or set priority of messages.
- 2 Send messages to groups of people set up in an address book.
- 3 Send and receive instant messages with and without attachments.
- 4 Compress messages on sending and un-compress messages received.
- 5 Archive e-mails where necessary, such as by using folders and subfolders.

#### **Search for information on the Internet or an intranet**

- 6 Choose a search engine that is appropriate for the information that is needed.
- 7 Carry out searches efficiently, such as by using meta search engines, wild cards, AND or NOT (Boolean notation).

### Knowledge

#### You will know:

- 1 How to send e-mails to groups using a group list within an address book.
- 2 How to archive and compress e-mails and how to avoid viruses.
- 3 What resources may be provided by e-mail software and how to use them.
- 4 What to do about e-mails intended to cause problems such as SPAM or chain mails.
- 5 How to keep the difficulties of sending and receiving large e-mails to a minimum.
- 6 What limits there are to the number or size of e-mails received and stored.
- 7 What and how different IT activities are affected by laws and guidelines, such as storing names and addresses, downloading images from the Internet or sending inappropriate e-mails.

## UNIT DJ5W 04 (213) Use IT to Exchange Information 2

### Record of Evidence

Performance indicators	Evidence numbers	Evidence type
1 Use more advanced facilities, eg add signature or set priority of messages.		
2 Send messages to groups of people set up in an address book.		
3 Send and receive instant messages with and without attachments.		
4 Compress messages on sending and un-compress messages received.		
5 Archive e-mails where necessary, such as by using folders and subfolders.		
6 Choose a search engine that is appropriate for the information that is needed.		
7 Carry out searches efficiently, such as by using meta search engines, wild cards, AND or NOT (Boolean notation).		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

Knowledge requirements	Evidence numbers	Evidence type
1 How to send e-mails to groups using a group list within an address book.		
2 How to archive and compress e-mails and how to avoid viruses.		
3 What resources may be provided by e-mail software and how to use them?		
4 What to do about e-mails intended to cause problems such as SPAM or chain mails.		
5 How to keep the difficulties of sending and receiving large e-mails to a minimum.		
6 What limits there are to the number or size of e-mails received and stored.		
7 What and how different IT activities are affected by laws and guidelines, such as storing names and addresses, downloading images from the Internet or sending inappropriate e-mails.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

**Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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**Internal Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(if sampled)

## UNIT DJ62 04 (216) Database Software 2

### Unit Summary

Use software applications to modify simple databases and create queries using multiple selection criteria and reports. This is based on the e-skills Area of Competence: Database Software, level 2 Unit.

### You will apply the following skills:

Planning  
Organising  
Communicating  
Using technology  
Checking  
Problem solving

### Performance indicators

#### You will:

- 1 Create fields for entering data with the required field characteristics, such as name, type, size and format.
- 2 Modify field characteristics within a simple (eg single table, non relational) database while maintaining the integrity of existing data, such as name, type and size.
- 3 Use appropriate tools and techniques to format data that is text and numbers.
- 4 Format reports from simple (eg simple table, non relational) databases using appropriate tools and techniques for page layout, such as page size, page orientation, page numbering, headers and footers and margins.
- 5 Use automated facilities for checking data and reports, such as spell checking and sorting data.
- 6 Check reports are formatted and laid out appropriately.
- 7 Create and use multiple criteria queries to extract data.
- 8 Plan and produce reports from single (eg single table, non relational) databases.
- 9 Set up short cuts.

### Knowledge

#### You will know:

- 1 What types of design content are stored within the database, such as field types, field names and table names.
- 2 How data is structured in a simple (eg single table, non relational) database.
- 3 What characteristics in a database fields may have, such as data type, field name, field size and field format.
- 4 How field characteristics can contribute to data validation.
- 5 Why it is important to maintain data integrity.
- 6 What methods should be used to maintain data integrity in a simple (eg single table, non relational) database.

## UNIT DJ62 04 (216) Database Software 2

### Record of Evidence

Performance indicators		Evidence numbers	Evidence type
1	Create fields for entering data with the required field characteristics, such as name, type, size and format.		
2	Modify field characteristics within a simple (eg single table, non relational) database while maintaining the integrity of existing data, such as name, type and size.		
3	Use appropriate tools and techniques to format data that is text and numbers.		
4	Format reports from simple (eg simple table, non relational) databases using appropriate tools and techniques for page layout, such as page size, page orientation, page numbering, headers and footers and margins.		
5	Use automated facilities for checking data and reports, such as spell checking and sorting data.		
6	Check reports are formatted and laid out appropriately		
7	Create and use multiple criteria queries to extract data.		
8	Plan and produce reports from single (eg single table, non relational) databases.		
9	Set up short cuts.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

Knowledge requirements		Evidence numbers	Evidence type
1	What types of design content are stored within the database, such as field types, field names and table names.		
2	How data is structured in a simple (eg single table, non relational) database.		
3	What characteristics in a database fields may have, such as data type, field name, field size and field format.		
4	How field characteristics can contribute to data validation.		
5	Why it is important to maintain data integrity.		
6	What methods should be used to maintain data integrity in a simple (eg single table, non relational) database.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

**Candidate:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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**Date:** \_\_\_\_\_

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(if sampled)

**Date:** \_\_\_\_\_

## UNIT DJ65 04 (217)      Presentation Software 2

### Unit Summary

Use software applications to produce complex presentations. This is based on the e-skills Area of Competence: Presentation Software, level 2 Unit.

### You will apply the following skills:

Planning  
Organising  
Summarising  
Writing  
Communicating  
Using technology  
Checking

### Performance indicators

#### You will:

- 1 Use appropriate techniques to handle, organise and save files.
- 2 Link information within the same type of software.
- 3 Add information from one type of software to information produced using different software, such as a spreadsheet graph to a word processing document; text to an image file; picture to a presentation slide; or simple information from a database onto a website.
- 4 Use a wide range of editing techniques appropriately for more complex presentations such as inserting objects and other resources, resizing images and changing the position or orientation of other objects.
- 5 Use proof reading techniques to check that text and images look professional.
- 6 Check text formatting techniques are used appropriately.
- 7 Check images and other objects are positioned and edited appropriately.
- 8 Format complex presentations using appropriate tools and techniques, such as changing colour schemes for slides or using an organisational house style.
- 9 Choose an appropriate method and presentation style to suit audience needs.
- 10 Choose, use and adjust templates for presentations.
- 11 Save a presentation as a slide show.
- 12 Print speaker notes.

### Knowledge

#### You will know:

- 1 How to produce information that communicates clearly and accurately with the audience, where and when it is needed.
- 2 How to produce more complex presentations for a wide variety of uses. More complex presentations consist of electronic slides that included animation. They are well structured and appropriately styled so that they communicate effectively.
- 3 How to include still images (eg downloading photos from a digital camera) and other objects produced using different software.

## UNIT DJ65 04 (217) Presentation Software 2

### Record of Evidence

Performance indicators	Evidence numbers	Evidence type
1 Use appropriate techniques to handle, organise and save files.		
2 Link information within the same type of software.		
3 Add information from one type of software to information produced using different software, such as a spreadsheet graph to a word processing document; text to an image file; picture to a presentation slide; or simple information from a database onto a website.		
4 Use a wide range of editing techniques appropriately for more complex presentations such as inserting objects and other resources, resizing images and changing the position or orientation of other objects.		
5 Use proof reading techniques to check that text and images look professional.		
6 Check text formatting techniques are used appropriately.		
7 Check images and other objects are positioned and edited appropriately.		
8 Format complex presentations using appropriate tools and techniques, such as changing colour schemes for slides or using an organisational house style.		
9 Choose an appropriate method and presentation style to suit audience needs.		
10 Choose, use and adjust templates for presentations		
11 Save a presentation as a slide show.		
12 Print speaker notes.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

Knowledge requirements	Evidence numbers	Evidence type
1 How to produce information that communicates clearly and accurately with the audience, where and when it is needed.		
2 How to produce more complex presentations for a wide variety of uses. More complex presentations consist of electronic slides that included animation. They are well structured and appropriately styled so that they communicate effectively.		
3 How to include still images (eg, downloading photos from a digital camera) and other objects produced using different software.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

**Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(if sampled)

## UNIT DJ66 04 (218)      Specialist or Bespoke Software 2

### Unit Summary

Select and use specialist or bespoke software. This is based on the e-skills Area of Competence: Specialist or Bespoke Software, level 2 Unit.

Examples of specialist software include:

- ◆ Accounts applications
- ◆ Computer aided design (CAD) applications
- ◆ Digital video editing applications
- ◆ Project management applications

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.

### You will apply the following skills:

Planning  
Organising  
Using technology  
Checking

### Performance indicators

#### You will:

- 1 Use appropriate techniques to handle, organise and save files.
- 2 Link information with the same kind of software.
- 3 Add information from one type of software to information produced using different software, such as a spreadsheet graph to a word processing document, text to an image file, picture to a presentation file, or simple information from a database onto a website.
- 4 Carry out more complex tasks using appropriate tools and techniques for entering, editing and processing information.
- 5 Use appropriate techniques to check more complex information.

### Knowledge

#### You will know:

- 1 Why and how using the software was an appropriate way of carrying out the task.
- 2 What most tools and functions of the software applications can be used for.
- 3 How to select and use appropriate tools and functions for more complex tasks.

## UNIT DJ66 04 (218) Specialist or Bespoke Software 2

### Record of Evidence

Performance indicators	Evidence numbers	Evidence type
1 Use appropriate techniques to handle, organise and save files.		
2 Link information with the same kind of software.		
3 Add information from one type of software to information produced using different software, such as a spreadsheet graph to a word processing document, text to an image file, picture to a presentation file, or simple information from a database onto a website.		
4 Carry out more complex tasks using an appropriate tools and techniques for entering, editing and processing information.		
5 Use appropriate techniques to check more complex information.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

Knowledge requirements	Evidence numbers	Evidence type
1 Why and how using the software was an appropriate way of carrying out the task.		
2 What most tools and functions of the software applications can be used for.		
3 How to select and use appropriate tools and functions for more complex tasks.		

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**Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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**Internal Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(if sampled)

## UNIT DP74 04 (303) Supervise an Office Facility

### Unit Summary

Maintain office equipment, resources and facilities to meet the needs of users.

### You will apply the following skills:

Negotiating  
Planning  
Organising  
Communicating  
Evaluating  
Checking  
Interpersonal skills  
Problem solving  
Developing others  
Prioritising  
Monitoring  
Managing time

### Performance indicators

#### You will:

- 1 Agree and maintain office facilities.
- 2 Supervise the use of office resources.
- 3 Use and review office systems and procedures.
- 4 Make sure office equipment is serviceable.
- 5 Build and maintain relationships with suppliers.
- 6 Contribute to reviewing office environment in line with health, safety and security policy.
- 7 **Resolve problems effectively.**
- 8 Provide information and guidance on office facilities.
- 9 Communicate priorities to users.
- 10 Monitor the use of office facilities.

\* **Highlighted PIs indicate contingencies**

### Knowledge

#### You will know:

- 1 Why it is important to maintain an effective and efficient office facility.
- 2 The range of office facilities, equipment and resources and what they can be used for.
- 3 Why it is important to identify and regularly review the needs of office users and the methods you can use.
- 4 Why office systems and procedures are important.
- 5 The types of office systems and procedures that are appropriate to your responsibilities.
- 6 Why it is important to communicate office systems and procedures and provide users with information, guidance and support.
- 7 Why it is important to build relationships with suppliers and how to do so.
- 8 Why health, safety and security are important to the office environment.
- 9 The main health, safety and security requirements that are important to an office environment.
- 10 The types of problems that arise when supervising an office facility and how to deal with them.
- 11 Why it is important to monitor office facilities and the types of activities you should monitor for.

## UNIT DP74 04 (303) Supervise an Office Facility

### Record of Evidence

Performance indicators	Evidence numbers	Evidence type
1 Agree and maintain office facilities.		
2 Supervise the use of office resources.		
3 Use and review office systems and procedures.		
4 Make sure office equipment is serviceable.		
5 Build and maintain relationships with suppliers.		
6 Contribute to reviewing office environment in line with health, safety and security policy.		
7 Resolve problems effectively.		
8 Provide information and guidance on office facilities.		
9 Communicate priorities to users.		
10 Monitor the use of office facilities.		

\* **Highlighted PIs indicate contingencies**

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

## UNIT DP74 04 (303) Supervise an Office Facility

Knowledge requirements	Evidence numbers	Evidence type
1 Why it is important to maintain an effective and efficient office facility.		
2 The range of office facilities, equipment and resources and what they can be used for.		
3 Why it is important to identify and regularly review the needs of office users and the methods you can use.		
4 Why office systems and procedures are important.		
5 The types of office systems and procedures that are appropriate to your responsibilities.		
6 Why it is important to communicate office systems and procedures and provide users with information, guidance and support.		
7 Why it is important to build relationships with suppliers and how to do so.		
8 Why health, safety and security are important to the office environment.		
9 The main health, safety and security requirements that are important to an office environment.		
10 The types of problems that arise when supervising an office facility and how to deal with them.		
11 Why it is important to monitor office facilities and the types of activities you should monitor for.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

**Candidate:** \_\_\_\_\_

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**Date:** \_\_\_\_\_

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(if sampled)

**Date:** \_\_\_\_\_

## UNIT DP6N 04 (304) Procure Products and Services

### Unit Summary

Produce products and services to support the achievement of goals and objectives.

#### You will apply the following skills:

Communicating  
Research  
Problem solving  
Monitoring  
Evaluating  
Negotiating

### Performance indicators

#### You will:

- 1 Agree a specification for product or service.
- 2 Source quality products and services that meet your specification.
- 3 Select the product or service which represents best value for money.
- 4 Procure products or services following your organisation's procedure.
- 5 Create and maintain partnerships with suppliers to improve quality and cut costs.
- 6 Deal effectively with problems as they occur, seeking support from others where necessary.
- 7 Continually monitor and evaluate procurement procedures.
- 8 Take action to improve efficiency and obtain better value for money.

\* **Highlighted PIs indicate contingencies**

### Knowledge

#### You will know:

- 1 How to write a specification for a product or service.
- 2 The sources of quality products and services.
- 3 How to select products and services that represent best value for money.
- 4 How to negotiate best value for money.
- 5 Your organisation's procurement procedures.
- 6 How to create and maintain effective working partnerships.
- 7 How supply chains work.
- 8 Your organisation's needs and priorities regarding procurement.
- 9 How to monitor and evaluate procurement procedures.
- 10 What action you might take to improve efficiency and obtain better value for money.

## UNIT DP6N 04 (304) Procure Products and Services

### Record of Evidence

Performance indicators	Evidence numbers	Evidence type
1 Agree a specification for product or service.		
2 Source quality products and services that meet your specification.		
3 Select the product or service which represents best value for money.		
4 Procure products or services following your organisation's procedure.		
5 Create and maintain partnerships with suppliers to improve quality and cut costs.		
6 Deal effectively with problems as they occur, seeking support from others where necessary.		
7 Continually monitor and evaluate procurement procedures.		
8 Take action to improve efficiency and obtain better value for money.		

\* **Highlighted PIs indicate contingencies**

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

Knowledge requirements	Evidence numbers	Evidence type
1 How to write a specification for a product or service.		
2 The sources of quality products and services.		
3 How to select products and services that represent best value for money.		
4 How to negotiate best value for money.		
5 Your organisation's procurement procedures.		
6 How to create and maintain effective working partnerships.		
7 How supply chains work.		
8 Your organisation's needs and priorities regarding procurement.		
9 How to monitor and evaluate procurement procedures.		
10 What action you might take to improve efficiency and obtain better value for money.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

**Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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**Internal Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(if sampled)

## UNIT DP7X 04 (305)      Manage and Evaluate Customer Relations

### Unit Summary

Deliver, evaluate and improve services to meet customer needs. Customers may be internal or external to the organisation.

### You will apply the following skills:

Interpersonal skills  
Questioning  
Listening  
Negotiating  
Managing time  
Monitoring  
Evaluating  
Problem solving

### Performance indicators

#### You will:

#### Identify customer needs and expectations

- 1 Build positive working relationships with customers.
- 2 Identify and confirm customer needs.
- 3 Agree timescales and quality standards with customers, and the procedures to follow if these are not achieved.

#### Deliver services

- 4 Provide services to agreed timescales and quality standards.
- 5 Check customer needs and expectations are met.
- 6 Resolve or refer complaints in a professional manner and to a given timescale.

#### Monitor and evaluate services

- 7 Obtain and record customer feedback.
- 8 Analyse and evaluate customer feedback.
- 9 Take action to improve customer relations.

\* **Highlighted PIs indicate contingencies**

### Knowledge

#### You will know:

- 1 What is meant by 'customer' and who your customers are.
- 2 Why effective and efficient customer service is important.
- 3 How to build positive working relationships with customers.
- 4 Why it is important to identify and confirm customer needs.
- 5 The types of quality standards that are appropriate to your responsibilities.
- 6 How to set and meet timescales and quality standards with customers.
- 7 Why it is important to monitor customer satisfaction and how to do so.
- 8 The types of problems that customers may experience and how to solve them.
- 9 The complaints procedures you should follow and when.
- 10 The techniques for collecting and analysing customer feedback.
- 11 Why continuous improvement is important.

## UNIT DP7X 04 (305)      Manage and Evaluate Customer Relations

### Record of Evidence

Performance indicators	Evidence numbers	Evidence type
1 Build positive working relationships with customers.		
2 Identify and confirm customer needs.		
3 Agree timescales and quality standards with customers, and the procedures to follow if these are not achieved.		
4 Provide services to agreed timescales and quality standards.		
5 Check customer needs and expectations are met.		
6 Resolve or refer complaints in a professional manner and to a given timescale.		
7 Obtain and record customer feedback.		
8 Analyse and evaluate customer feedback.		
9 Take action to improve customer relations.		

\* **Highlighted PIs indicate contingencies**

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

Knowledge requirements	Evidence numbers	Evidence type
1 What is meant by 'customer' and who your customers are.		
2 Why effective and efficient customer service is important.		
3 How to build positive working relationships with customers.		
4 Why it is important to identify and confirm customer needs.		
5 The types of quality standards that are appropriate to your responsibilities.		
6 How to set and meet timescales and quality standards with customers.		
7 Why it is important to monitor customer satisfaction and how to do so.		
8 The types of problems that customers may experience and how to solve them.		
9 The complaints procedures you should follow and when.		
10 The techniques for collecting and analysing customer feedback.		
11 Why continuous improvement is important.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

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**Internal Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(if sampled)

## UNIT DP84 04 (306)      Manage the Payroll Function

### Unit Summary

Control the accuracy and compliance of the payroll, provide information to employees and managers and implement redundancy pay procedures.

### You will apply the following skills:

Planning  
Organising  
Researching  
Checking  
Communicating  
Using technology  
Reading  
Recording  
Problem solving  
Using number  
Managing time

### Performance indicators

#### You will:

#### Apply management controls to the payroll function

- 1 Ensure the treatment of all allowances and enhancements is correctly identified with respect to tax, National Insurance and pension's deductions.
- 2 Update rates for permanent and temporary payments and deductions against agreed scales for each type of employee affected.
- 3 Calculate exceptional payments in accordance with organisational requirements, to the deadlines agreed.
- 4 Reconcile the National Insurance liability for directors against the National Insurance actually paid.
- 5 Monitor compliance with attachments to earnings legislation.
- 6 Ensure termination payments are processed accurately and in accordance with legislative requirements.
- 7 Reconcile total charges to organisational budgets against aggregate payroll totals and correctly code them for allocation.

#### Resolve queries and produce management information

- 8 Seek clarification or additional information from employees or managers where the nature of their queries is not clear.
- 9 Check that individuals raising queries are authorised to receive the information they are requesting.
- 10 Agree all requests for information for content, and the medium in which data is to be presented, together with the format of the information and deadlines for the dispatch of information.
- 11 Produce accurate information that meets the requirements agreed with the intended recipients.
- 12 Respond to telephone or face-to-face enquiries accurately and in accordance with the organisation's customer care requirements.
- 13 Refer enquiries to the appropriate person when you do not have the authority or expertise to resolve them.

## UNIT DP84 04 (306)      Manage the Payroll Function

### Performance indicators (cont)

#### Implement redundancy pay procedures

- 14 Ensure all documentation relating to the redundancy is checked for compliance with statutory and organisational requirements.
- 15 Refer documentation that does not comply with statutory and organisational requirements to the appropriate person for resolution.
- 16 Calculate the length of reckonable service, age and value of a week's pay in accordance with statutory rules.
- 17 Calculate the amount of any statutory redundancy payment accurately.
- 18 Apply the terms of any local, non-statutory scheme to enhance the statutory payment correctly.
- 19 Inform the relevant pensions administrator where the redundancy is linked to pensionable retirement; calculate any abatement correctly and apply it to the final payment.
- 20 Input to the payroll system all sums due in respect of the redundancy in ways that ensure that payments will be made at the correct time and will receive the appropriate tax treatment.
- 21 Ensure all communications relating to redundancy are conducted at an appropriate level of confidentiality.

### Knowledge

#### You will know:

- 1 The Employment Rights Act legislation in respect of redundancy rights.
- 2 Industrial Tribunals legislation in respect of redundancy rights.
- 3 Data Protection legislation.
- 4 The PAYE regulations in respect of:
  - ◆ Tax and NI liability on pay, expenses and benefits
  - ◆ National Insurance regulations concerning directors
  - ◆ Tax and National Insurance regulations relating to 'out of synch' payments
  - ◆ Tax and National Insurance regulations concerning termination and lump sum payments
  - ◆ Legislation controlling attachments of earnings and their interaction with each other.
- 5 The information flows within the organisation.
- 6 The organisational, external agency and employee requirements for information.
- 7 The procedures for the security and confidentiality of information.
- 8 The sources of information for the resolution of discrepancies.

## UNIT DP84 04 (306)      Manage the Payroll Function

### Record of Evidence

Performance indicators	Evidence numbers	Evidence type
1 Ensure the treatment of all allowances and enhancements is correctly identified with respect to tax, National Insurance and pensions deductions.		
2 Update rates for permanent and temporary payments and deductions against agreed scales for each type of employee affected.		
3 Calculate exceptional payments in accordance with organisational requirements, to the deadlines agreed.		
4 Reconcile the National Insurance liability for directors against the National Insurance actually paid.		
5 Monitor compliance with attachments to earnings legislation.		
6 Ensure termination payments are processed accurately and in accordance with legislative requirements.		
7 Reconcile total charges to organisational budgets against aggregate payroll totals and correctly code them for allocation.		
8 Seek clarification or additional information from employees or managers where the nature of their queries is not clear.		
9 Check that individuals raising queries are authorised to receive the information they are requesting.		
10 Agree all requests for information for content, and the medium in which data is to be presented, together with the format of the information and deadlines for the dispatch of information.		
11 Produce accurate information that meets the requirements agreed with the intended recipients.		
12 Respond to telephone or face-to-face enquiries accurately and in accordance with the organisation's customer care requirements.		
13 Refer enquiries to the appropriate person when you do not have the authority or expertise to resolve them.		
14 Ensure all documentation relating to the redundancy is checked for compliance with statutory and organisational requirements.		
15 Refer documentation that does not comply with statutory and organisational requirements to the appropriate person for resolution.		
16 Calculate the length of reckonable service, age and value of a week's pay in accordance with statutory rules.		
17 Calculate the amount of any statutory redundancy payment accurately.		
18 Apply the terms of any local, non-statutory scheme to enhance the statutory payment correctly.		
19 Inform the relevant pensions administrator where the redundancy is linked to pensionable retirement; calculate any abatement correctly and apply it to the final payment.		

## UNIT DP84 04 (306)      Manage the Payroll Function

Performance indicators (cont)	Evidence numbers	Evidence type
20 Input to the payroll system all sums due in respect of the redundancy in ways that ensure that payments will be made at the correct time and will receive the appropriate tax treatment.		
21 Ensure all communications relating to redundancy are conducted at an appropriate level of confidentiality.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

Knowledge requirements	Evidence numbers	Evidence type
1 The Employment Rights Act legislation in respect of redundancy rights.		
2 Industrial Tribunals legislation in respect of redundancy rights.		
3 Data Protection legislation.		
4 The PAYE regulations in respect of: <ul style="list-style-type: none"> <li>◆ Tax and NI liability on pay, expenses and benefits</li> <li>◆ National Insurance regulations concerning directors</li> <li>◆ Tax and National Insurance regulations relating to ‘out of synch’ payments</li> <li>◆ Tax and National Insurance regulations concerning termination and lump sum payments</li> <li>◆ Legislation controlling attachments of earnings and their interaction with each other</li> </ul>		
5 The information flows within the organisation.		
6 The organisational, external agency and employee requirements for information.		
7 The procedures for the security and confidentiality of information.		
8 The sources of information for the resolution of discrepancies.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

**Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(if sampled)

## UNIT D34F 04 (307) Complete Year End Procedures

### Unit Summary

Produce pay roll year-end returns and reports.

### You will apply the following skills:

Planning  
Organising  
Researching  
Checking  
Communicating  
Using technology  
Reading  
Recording  
Problem Solving  
Using number  
Managing time

### Performance indicators

#### You will:

#### Produce payroll year-end returns

- 1 Reconcile cumulative pay records to year-end balances.
- 2 Reconcile totals of tax and National Insurance contributions deducted with payments made to the Collector of Taxes, taking into account recoverable sums.
- 3 Reconcile the total value of basic and supplementary pension contributions and Additional Voluntary Contributions from each employee with cumulative net taxable pay prior to completion of year-end returns to the Revenue.
- 4 Complete all statutory and non-statutory year-end returns accurately.
- 5 Despatch all statutory and non-statutory year-end returns by the agreed media and due dates.
- 6 Distribute employee year-end information for employees by the applicable statutory date.
- 7 Prepare internal year-end summaries for accounting purposes in an accurate and timely manner.

#### Identify reportable benefits and expenses in the content of tax and national insurance

- 8 Identify the existence of a tax and National Insurance liability for benefits and expenses.
- 9 Identify statutory and non-statutory exemptions from liability to tax and National Insurance.
- 10 Ensure that dispensations are up-to-date and are applicable to current organisational procedures.
- 11 Identify the relevant statutory return to be submitted for each employee.
- 12 Identify the correct method of calculating the tax and National Insurance liability of benefits and expenses.

## UNIT D34F 04 (307) Complete Year End Procedures

### Performance indicators (cont)

- 13 Correctly calculate the value of taxable benefits.
- 14 Report the value of taxable benefits and expenses accurately, taking into account non-reportable items.
- 15 Calculate the Class 1A National Insurance liability accurately in accordance with statutory timescales.
- 16 Calculate the tax and Class 1B National Insurance liability on benefits where the organisation has agreed to meet the liability.
- 17 Complete all statutory and non statutory year-end returns accurately.
- 18 Despatch all statutory and non-statutory year-end returns by the due dates.
- 19 Ensure all year-end information for employees is made available by the applicable statutory date.
- 20 Produce internal year-end summaries for management accounting purposes in an accurate and timely manner.

### Knowledge

#### You will know:

- 1 About Data Protection legislation.
- 2 The PAYE regulations in respect of:
  - ◆ The Tax and National Insurance liability on pay, expenses and benefits
  - ◆ Tax and National Insurance regulations relating to end-of year reporting
  - ◆ The methods of submitting end-of-year returns
  - ◆ Dispensations, extra statutory concessions, statutory exemptions and PAYE settlement agreements and their impact on end-of-year reporting for Tax and National Insurance purposes
- 3 The policies for dealing with expenses and benefits.
- 4 The method of payment of expenses.
- 5 The policies, practices and procedures for filing.
- 6 The signatories and authorisations.
- 7 The information flows within the organisation.
- 8 The procedures for the security and confidentiality of information.
- 9 The sources of information for the resolution of discrepancies.
- 10 The principles of payroll accounting and the reconciliation of balances.

## UNIT D34F 04 (307) Complete Year End Procedures

### Record of Evidence

Performance indicators	Evidence numbers	Evidence type
1 Reconcile cumulative pay records to year-end balances.		
2 Reconcile totals of tax and National Insurance contributions deducted with payments made to the Collector of Taxes, taking into account recoverable sums.		
3 Reconcile the total value of basic and supplementary pension contributions and Additional Voluntary Contributions from each employee with cumulative net taxable pay prior to completion of year-end returns to the Revenue.		
4 Complete all statutory and non-statutory year-end returns accurately.		
5 Despatch all statutory and non-statutory year-end returns by the agreed media and due dates.		
6 Distribute employee year-end information for employees by the applicable statutory date.		
7 Prepare internal year-end summaries for accounting purposes in an accurate and timely manner.		
8 Identify the existence of a tax and National Insurance liability for benefits and expenses.		
9 Identify statutory and non-statutory exemptions from liability to tax and National Insurance.		
10 Ensure that dispensations are up-to-date and are applicable to current organisational procedures.		
11 Identify the relevant statutory return to be submitted for each employee.		
12 Identify the correct method of calculating the tax and National Insurance liability of benefits and expenses.		
13 Correctly calculate the value of taxable benefits.		
14 Report the value of taxable benefits and expenses accurately, taking into account non-reportable items.		
15 Calculate the Class 1A National Insurance liability accurately in accordance with statutory timescales.		
16 Calculate the tax and Class 1B National Insurance liability on benefits where the organisation has agreed to meet the liability.		
17 Complete all statutory and non statutory year-end returns accurately.		
18 Despatch all statutory and non-statutory year-end returns by the due dates.		
19 Ensure all year-end information for employees is made available by the applicable statutory date.		
20 Produce internal year-end summaries for management accounting purposes in an accurate and timely manner.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

## UNIT D34F 04 (307) Complete Year End Procedures

Knowledge requirements	Evidence numbers	Evidence type
1 About Data Protection legislation		
2 The PAYE regulations in respect of: <ul style="list-style-type: none"> <li>◆ The Tax and National Insurance liability on pay, expenses and benefits</li> <li>◆ Tax and National Insurance regulations relating to end-of year reporting</li> <li>◆ The methods of submitting end-of-year returns</li> <li>◆ Dispensations, extra statutory concessions, statutory exemptions and PAYE settlement agreements and their impact on end-of-year reporting for Tax and National Insurance purposes</li> </ul>		
3 The policies for dealing with expenses and benefits.		
4 The method of payment of expenses.		
5 The policies, practices and procedures for filing.		
6 The signatories and authorisations.		
7 The information flows within the organisation.		
8 The procedures for the security and confidentiality of information.		
9 The sources of information for the resolution of discrepancies.		
10 The principles of payroll accounting and the reconciliation of balances.		

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**Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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**Internal Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(if sampled)

## UNIT DP86 04 (308) Monitor Information Systems

### Unit Summary

Provide and maintain manual or electronic information systems to meet the needs of users.

### You will apply the following skills:

Researching  
Analysing  
Negotiating  
Planning  
Organising  
Supporting and developing others  
Monitoring  
Problem solving  
Monitoring resources  
Using technology

### Performance indicators

#### You will:

- 1 Identify the information to be monitored and the resources available.
- 2 Contributing to designing a system specification that meets identified needs and an agreed budget.
- 3 Choose an information system to meet the specification.
- 4 Provide training on use of information system to users.
- 5 Maintain and update the information system.
- 6 Monitor the use of the information system.
- 7 Resolve problems when they occur.
- 8 Review and further develop the information system to meet users' needs.
- 9 Ensure that all requirements for Data Protection are followed.

\* **Highlighted PIs indicate contingencies**

### Knowledge

#### You will know:

- 1 Why it is important to manage information effectively and efficiently.
- 2 The types of information that need to be managed in a business.
- 3 The types of information systems available and their main features.
- 4 Why it is important to identify and agree user needs for an information system and have specifications based on them.
- 5 How to choose an information system based on identified user needs.
- 6 Why it is important to train users of the information system.
- 7 Why it is important to maintain and update the information system and the methods you can use.
- 8 Why it is important to monitor the use of the information system and the methods you can use.
- 9 The types of problems that occur with information systems and how to deal with them.
- 10 Why it is important to continuously improve information systems.
- 11 Legislation and organisational requirements covering Data Protection.

## UNIT DP86 04 (308) Monitor Information Systems

### Record of Evidence

Performance indicators	Evidence numbers	Evidence type
1 Identify the information to be monitored and the resources available.		
2 Contributing to designing a system specification that meets identified needs and an agreed budget.		
3 Choose an information system to meet the specification.		
4 Provide training on use of information system to users.		
5 Maintain and update the information system.		
6 Monitor the use of the information system.		
7 <b>Resolve problems when they occur.</b>		
8 Review and further develop the information system to meet users' needs.		
9 Ensure that all requirements for Data Protection are followed.		

\* **Highlighted PIs indicate contingencies**

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

Knowledge requirements	Evidence numbers	Evidence type
1 Why it is important to manage information effectively and efficiently.		
2 The types of information that need to be managed in a business.		
3 The types of information systems available and their main features.		
4 Why it is important to identify and agree user needs for an information system and have specifications based on them.		
5 How to choose an information system based on identified user needs.		
6 Why it is important to train users of the information system.		
7 Why it is important to maintain and update the information system and the methods you can use.		
8 Why it is important to monitor the use of the information system and the methods you can use.		
9 The types of problems that occur with information systems and how to deal with them.		
10 Why it is important to continuously improve information systems.		
11 Legislation and organisational requirements covering Data Protection.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

**Candidate:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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**Internal Verifier:** \_\_\_\_\_  
(if sampled)

**Date:** \_\_\_\_\_

## UNIT DP71 04 (309) Plan and Run Projects

### Unit Summary

Plan and run projects to achieve agreed outcomes.

### You will apply the following skills:

Planning  
Organising  
Communicating  
Managing resources  
Managing time  
Problem solving  
Prioritising  
Monitoring

### Performance indicators

#### You will:

#### Plan the project

- 1 Confirm the purpose, aims and objectives of the projects.
- 2 Agree the project specification.
- 3 Confirm resources for the projects.
- 4 Plan the projects and agree use of resources.
- 5 Agree timescales for the projects.

#### Run the project

- 6 Implement and monitor the projects.
- 7 Seek advice in response to unexpected events.
- 8 Achieve required outcomes on time and to budget.
- 9 Report on projects outcomes.
- 10 Evaluate the projects to identify strengths and weakness in planning and implementation.

### Knowledge

#### You will know:

- 1 Why it is important to define a project's purpose, aims and objectives.
- 2 The project planning methodologies appropriate to the type of project you plan and run.
- 3 How to monitor a project and the methods you can use.
- 4 Who to approach for advice on problems.
- 5 Why it is important to be flexible and adapt a project's plans when necessary.
- 6 Why it is important to achieve a project's outcomes within agreed timescales.
- 7 How to report the outcomes of a project.
- 8 How to evaluate projects.
- 9 Why it is important to evaluate projects.

## UNIT DP71 04 (309) Plan and Run Projects

### Record of Evidence

Performance indicators	Evidence numbers	Evidence type
1 Confirm the purpose, aims and objectives of the projects.		
2 Agree the project specification.		
3 Confirm resources for the projects.		
4 Plan the projects and agree use of resources.		
5 Agree timescales for the projects.		
6 Implement and monitor the projects.		
7 Seek advice in response to unexpected events.		
8 Achieve required outcomes on time and to budget.		
9 Report on projects outcomes.		
10 Evaluate the projects to identify strengths and weakness in planning and implementation.		

\* **Highlighted PIs indicate contingencies**

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

Knowledge requirements	Evidence numbers	Evidence type
1 Why it is important to define a project's purpose, aims and objectives.		
2 The project planning methodologies appropriate to the type of project you plan and run.		
3 How to monitor a project and the methods you can use.		
4 Who to approach for advice on problems.		
5 Why it is important to be flexible and adapt a project's plans when necessary.		
6 Why it is important to achieve a project's outcomes within agreed timescales.		
7 How to report the outcomes of a project.		
8 How to evaluate projects.		
9 Why it is important to evaluate projects.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

**Candidate:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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**Date:** \_\_\_\_\_

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(if sampled)

**Date:** \_\_\_\_\_

## UNIT DP70 04 (310)      Research, Analyse and Report Information

### Unit Summary

Research, analyse and report information.

#### You will apply the following skills:

Planning  
Researching  
Analysing  
Organising  
Decision-making  
Reading  
Writing  
Using number  
Problem solving  
Communicating  
Using technology  
Presenting information

### Performance indicators

#### You will:

##### Research information

- 1 Agree aims and objectives and deadlines for the information search.
- 2 Identify relevant sources of information.
- 3 Search for and obtain information to meet deadlines.
- 4 Record the information.
- 5 Maintain a record of sources used.

##### Analyse and report information

- 6 Organise the information in a way that will help you analyse it.
- 7 Examine, interpret and extract the information required.
- 8 If necessary, get feedback on what you have found.
- 9 Present information in the most appropriate format, accurately and on time.

\* **Highlighted PIs indicate contingencies**

### Knowledge

#### You will know:

- 1 Why it is important to research information efficiently and accurately.
- 2 The types of information you are required to obtain and analyse.
- 3 Why it is important to agree aims, objectives and deadlines.
- 4 Relevant information sources and search methods.
- 5 Why you should maintain a record of sources you have used and how to do so.
- 6 How to organise information in a way that will help you analyse it.
- 7 The different formats that may be required when reporting information.

## UNIT DP70 04 (310)      Research, Analyse and Report Information

### Record of Evidence

Performance indicators	Evidence numbers	Evidence type
1 Agree aims and objectives and deadlines for the information search.		
2 Identify relevant sources of information.		
3 Search for and obtain information to meet deadlines.		
4 Record the information.		
5 Maintain a record of sources used.		
6 Organise the information in a way that will help you analyse it.		
7 Examine, interpret and extract the information required.		
8 If necessary, get feedback on what you have found.		
9 Present information in the most appropriate format, accurately and on time.		

\* **Highlighted PIs indicate contingencies**

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

Knowledge requirements	Evidence numbers	Evidence type
1 Why it is important to research information efficiently and accurately.		
2 The types of information you are required to obtain and analyse.		
3 Why it is important to agree aims, objectives and deadlines.		
4 Relevant information sources and search methods.		
5 Why you should maintain a record of sources you have used and how to do so.		
6 How to organise information in a way that will help you analyse it.		
7 The different formats that may be required when reporting information.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

**Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(if sampled)

## UNIT DP6J 04 (311) Plan, Organise and Support Meetings

### Unit Summary

Plan and prepare meetings; support meetings and undertake follow-up activities.

### You will apply the following skills:

Negotiating  
Planning  
Organising  
Communicating  
Checking  
Interpersonal skills  
Problem solving  
Writing  
Managing time  
Managing resources  
Evaluating

### Performance indicators

#### You will:

#### Prepare for meetings

- 1 Plan and agree the meeting brief.
- 2 Organise and confirm the venue, equipment and catering requirements.
- 3 Prepare and agree an agenda and meeting papers.
- 4 Invite attendees and confirm attendance.
- 5 Make sure attendees' needs are met.
- 6 Collate and dispatch papers for the meeting within agreed timescales.
- 7 Make sure the chair receives a necessary briefing.
- 8 Produce spare copies of meeting papers.
- 9 Arrange the equipment and layout of the room.

#### At the meeting

- 10 Make sure attendees have a full set of papers.
- 11 Take accurate notes of the meeting, including attendance.
- 12 **Provide information, advice and support when required.**

#### After the meeting

- 13 Produce a record of the meeting.
- 14 Seek approval and amend the meeting record as necessary.
- 15 Circulate the meeting record to agreed timescales.
- 16 **Respond to requests for amendments and re-circulate amended copies.**
- 17 Follow up action points.
- 18 Evaluate and maintain a record of external services.

\* **Highlighted PIs indicate contingencies**

**Knowledge****You will know:**

- 1 The role of the person organising and supporting the meeting.
- 2 How to plan and support meetings effectively and efficiently.
- 3 The types of meeting and their main features.
- 4 Why it is important to plan and agree a brief for the meeting.
- 5 The main points that should be covered by an agenda and meeting papers.
- 6 The types of information that attendees will need.
- 7 How to identify suitable venues for different types of meetings.
- 8 The types of resources that will be needed for different types of meetings.
- 9 Any special requirements that attendees may have and how to meet them.
- 10 Health, safety and security requirements when organising meetings.
- 11 Why it is important to brief the chair in advance of the meeting.
- 12 The types of information and advice and support you may be asked to provide during meetings.
- 13 The types of problems that may occur during meetings and how to solve these.
- 14 What should be included in a record of the meeting.
- 15 Why it is important that you make sure the record is accurate and is approved.
- 16 How to record and follow up actions.
- 17 How to evaluate external services.

## UNIT DP6J 04 (311) Plan, Organise and Support Meetings

### Record of Evidence

Performance indicators	Evidence numbers	Evidence type
1 Plan and agree the meeting brief.		
2 Organise and confirm the venue, equipment and catering requirements.		
3 Prepare and agree an agenda and meeting papers.		
4 Invite attendees and confirm attendance.		
5 Make sure attendees' needs are met.		
6 Collate and dispatch papers for the meeting within agreed timescales.		
7 Make sure the chair receives a necessary briefing.		
8 Produce spare copies of meeting papers.		
9 Arrange the equipment and layout of the room.		
10 Make sure attendees have a full set of papers.		
11 Take accurate notes of the meeting, including attendance.		
12 Provide information, advice and support when required.		
13 Produce a record of the meeting.		
14 Seek approval and amend the meeting record as necessary.		
15 Circulate the meeting record to agreed timescales.		
16 Respond to requests for amendments and re-circulate amended copies.		
17 Follow up action points.		
18 Evaluate and maintain a record of external services.		

\* **Highlighted PIs indicate contingencies**

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

Knowledge requirements	Evidence numbers	Evidence type
1 The role of the person organising and supporting the meeting.		
2 How to plan and support meetings effectively and efficiently.		
3 The types of meeting and their main features.		
4 Why it is important to plan and agree a brief for the meeting.		
5 The main points that should be covered by an agenda and meeting papers.		
6 The types of information that attendees will need.		
7 How to identify suitable venues for different types of meetings.		
8 The types of resources that will be needed for different types of meetings.		
9 Any special requirements that attendees may have and how to meet them.		
10 Health, safety and security requirements when organising meetings.		
11 Why it is important to brief the chair in advance of the meeting.		
12 The types of information and advice and support you may be asked to provide during meetings.		
13 The types of problems that may occur during meetings and how to solve these.		
14 What should be included in a record of the meeting.		
15 Why it is important that you make sure the record is accurate and is approved.		

## UNIT DP6J 04 (311) Plan, Organise and Support Meetings

Knowledge requirements	Evidence numbers	Evidence type
16 How to record and follow up actions.		
17 How to evaluate external services.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

**Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(if sampled)

## UNIT DP7T 04 (312)      Make a Presentation

### Unit Summary

Present information to an audience and deal with their questions.

#### You will apply the following skills:

Negotiating  
Researching  
Summarising  
Planning  
Organising  
Writing  
Communicating to groups  
Managing time  
Using technology  
Evaluating

### Performance indicators

#### You will:

##### Before the presentation

- 1 Agree the purpose, content, style and timing of the presentation.
- 2 Research and plan the presentation.
- 3 Choose equipment and plan how to use the equipment's features to best effect.
- 4 Prepare the presentation to achieve its purpose.
- 5 Obtain feedback on the presentation.
- 6 Practice and time the presentation.
- 7 Produce presentation handouts.

##### At the presentation

- 8 Check equipment and resources.
- 9 Circulate presentation handouts and materials.
- 10 Address the audience by speaking clearly and confidently.
- 11 Make the presentation and summarise your key points.
- 12 Use the equipment effectively, dealing with any problems that may occur.
- 13 Provide the audience with the opportunity to ask questions.
- 14 Respond to questions in a way that meets the audience's needs.

##### After the presentation

- 15 Collect feedback on the presentation.
- 16 Evaluate the presentation and identify changes that will improve the presentation.

\* Highlighted PIs indicate contingencies

## UNIT DP7T 04 (312)      Make a Presentation

### Knowledge

#### You will know:

- 1 The advantages and disadvantages of using presentations to provide information.
- 2 Different ways of making presentations and their features.
- 3 Why it is important to agree the purpose, content, style and timing of presentations before planning and preparation.
- 4 How to prepare presentations so they are attractive, interesting, concise and informative.
- 5 Why it is important to practise presentations and how to do so.
- 6 Why it may be important to get feedback on your prepared presentation.
- 7 How handouts can complement presentations.
- 8 The types of equipment used for presentations and their features.
- 9 Why it is important to check equipment in advance.
- 10 How to use equipment to make presentations.
- 11 The types of problems that may occur with presentation equipment and how to deal with these.
- 12 Why it is important to speak clearly and convey the main points of a presentation and how to gauge whether you are doing so.
- 13 Why it is important to summarise your points.
- 14 Why it is important to give opportunities to the audience to ask questions.

## UNIT DP7T 04 (312)      Make a Presentation

### Record of Evidence

Performance indicators	Evidence numbers	Evidence type
1 Agree the purpose, content, style and timing of the presentation.		
2 Research and plan the presentation.		
3 Choose equipment and plan how to use the equipment's features to best effect.		
4 Prepare the presentation to achieve its purpose.		
5 Obtain feedback on the presentation.		
6 Practice and time the presentation.		
7 Produce presentation handouts.		
8 Check equipment and resources.		
9 Circulate presentation handouts and materials.		
10 Address the audience by speaking clearly and confidently.		
11 Make the presentation and summarise your key points.		
12 Use the equipment effectively, dealing with any problems that may occur.		
13 Provide the audience with the opportunity to ask questions.		
14 Respond to questions in a way that meets the audience's needs.		
15 Collect feedback on the presentation.		
16 Evaluate the presentation and identify changes that will improve the presentation.		

\* **Highlighted PIs indicate contingencies**

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

Knowledge requirements	Evidence numbers	Evidence type
1 The advantages and disadvantages of using presentations to provide information.		
2 Different ways of making presentations and their features.		
3 Why it is important to agree the purpose, content, style and timing of presentations before planning and preparation.		
4 How to prepare presentations so they are attractive, interesting, concise and informative.		
5 Why it is important to practice presentations and how to do so.		
6 Why it may be important to get feedback on your prepared presentation.		
7 How handouts can complement presentations.		
8 The types of equipment used for presentations and their features.		
9 Why is it important to check equipment in advance.		
10 How to use equipment to make presentations.		
11 The types of problems that may occur with presentation equipment and how to deal with these.		
12 Why it is important to speak clearly and convey the main points of a presentation and how to gauge whether you are doing so.		

## UNIT DP7T 04 (312)      Make a Presentation

Knowledge requirements	Evidence numbers	Evidence type
13 Why it is important to summarise your points.		
14 Why it is important to give opportunities to the audience to ask questions.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

**Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(if sampled)

## UNIT DP89 04 (313) Organise and Co-ordinate Events

### Unit Summary

Organise events and co-ordinate resources and arrangements during events.

### You will apply the following skills:

Negotiating  
Planning  
Organising  
Communicating  
Checking  
Interpersonal skills  
Problem solving  
Monitoring  
Managing time  
Managing resources  
Evaluating

### Performance indicators

#### You will:

#### Before the event

- 1 Agree the event brief and budget.
- 2 Identify and cost suitable venues.
- 3 Prepare and send out invitations to delegates.
- 4 Identify and co-ordinate resources and the production of event materials.
- 5 Co-ordinate delegate responses.
- 6 Confirm venue and event requirements.
- 7 **Agree contracts if required.**
- 8 Provide delegates with joining instructions and event materials.

#### At the event

- 9 Prepare the venue.
- 10 Co-ordinate activities and resources during the event.
- 11 Help delegates to feel welcome.
- 12 Respond to delegates' needs throughout the event.
- 13 **Resolve problems.**

#### After the event

- 14 Clear and vacate the venue.
- 15 Co-ordinate the event evaluation and identify action points for the future.
- 16 **If necessary, prepare and circulate papers.**
- 17 Reconcile accounts to budget.

\* **Highlighted PIs indicate contingencies**

**Knowledge****You will know:**

- 1 Why it is important to plan and manage events effectively and efficiently.
- 2 The role of an event organiser.
- 3 The types of events and their main features.
- 4 Why it is important to agree a brief and budget for the event.
- 5 The types of information that delegates will need.
- 6 How to identify suitable venues for different types of events.
- 7 The types of resources that will be needed for different types of events.
- 8 The special requirements that delegates may have and how to meet these.
- 9 Health, safety and security requirements when organising events.
- 10 The legal and organisational requirements for contracts.
- 11 The types of activities and resources that may need to be co-ordinated during an event.
- 12 The types of problems that may occur during events and how to solve them.
- 13 What points to observe when clearing and vacating an event.
- 14 Why it is important to evaluate an event and the methods you can use.
- 15 The types of papers that may need to be circulated after an event.
- 16 Budgetary responsibilities and procedures.

## UNIT DP89 04 (313) Organise and Co-ordinate Events

### Record of Evidence

Performance indicators	Evidence numbers	Evidence type
1 Agree the event brief and budget.		
2 Identify and cost suitable venues.		
3 Prepare and send out invitations to delegates.		
4 Identify and coordinate resources and the production of event materials.		
5 Co-ordinate delegate responses.		
6 Confirm venue and event requirements.		
7 Agree contracts if required.		
8 Provide delegates with joining instructions and event materials.		
9 Prepare the venue.		
10 Co-ordinate activities and resources during the event.		
11 Help delegates to feel welcome.		
12 Respond to delegates' needs throughout the event.		
13 Resolve problems.		
14 Clear and vacate the venue.		
15 Coordinate the event evaluation and identify action points for the future.		
16 If necessary, prepare and circulate papers.		
17 Reconcile accounts to budget.		

\* **Highlighted PIs indicate contingencies**

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

Knowledge requirements	Evidence numbers	Evidence type
1 Why it is important to plan and manage events effectively and efficiently.		
2 The role of an event organiser.		
3 The types of events and their main features.		
4 Why it is important to agree a brief and budget for the event.		
5 The types of information that delegates will need.		
6 How to identify suitable venues for different types of events.		
7 The types of resources that will be needed for different types of events.		
8 The special requirements that delegates may have and how to meet these.		
9 Health, safety and security requirements when organising events.		
10 The legal and organisational requirements for contracts.		
11 The types of activities and resources that may need to be co-ordinated during an event.		
12 The types of problems that may occur during events and how to solve them.		
13 What points to observe when clearing and vacating an event.		
14 Why it is important to evaluate an event and the methods you can use.		
15 The types of papers that may need to be circulated after an event.		

## UNIT DP89 04 (313) Organise and Co-ordinate Events

Knowledge requirements	Evidence numbers	Evidence type
16 Budgetary responsibilities and procedures.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

**Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(if sampled)

## UNIT DJ6J 04 (314)      Word Processing Software 3

### Unit Summary

Use word processing software to produce complex documents, for example, newsletters, journals, complex reports, form letters, form envelopes and form address labels. This is based on the e-skills Area of Competence: Word Processing Software, level 3 Unit.

### You will apply the following skills:

Presentation  
Planning  
Organising  
Communicating  
Using technology  
Reading  
Checking

### Performance indicators

#### You will:

- 1 Convert files to another suitable format, where necessary.
- 2 Export and import, link objects between different software.
- 3 Make references to external data eg, hyperlinks, object linking, embedding.
- 4 Use advanced techniques for combining or merging versions of information from different users.
- 5 Use advanced editing techniques appropriately, such as: sort and merge a data source with a main document, change security, authoring tools, create, modify and merge different versions and improve efficiency for users.
- 6 Format complex word processing documents effectively using appropriate tools and techniques for sections (formatting text differently in each section) and styles (create, rename, modify styles eg, characters, tabs, paragraphs).
- 7 Use appropriate tools and techniques for creating, editing and formatting complex tables such as convert text to tables and tables to text.
- 8 Create suitable templates.
- 9 Change document structure, such as headings, footnotes, bookmarks, watermarks, captions and numbered paragraphs, and also cross references to these, such as indexes and table of content.
- 10 Check structure, style and formatting are used to aid meaning in complex text.

### Knowledge

#### You will know:

- 1 How to produce information that communicates effectively by structuring the content to take account of different contexts and audience needs.
- 2 How to produce word processing documents that are complex in terms of content and meaning as well as the understanding, skills and techniques needed to produce them.

## UNIT DJ6J 04 (314) Word Processing Software 3

### Record of Evidence

Performance indicators	Evidence numbers	Evidence type
1 Convert files to another suitable format, where necessary.		
2 Export and import, link objects between different software.		
3 Make references to external data eg, hyperlinks, object linking, embedding.		
4 Use advanced techniques for combining or merging versions of information from different users.		
5 Use advanced editing techniques appropriately, such as: sort and merge a data source with a main document, change security, authoring tools, create, modify and merge different versions and improve efficiency for users.		
6 Format complex word processing documents effectively using appropriate tools and techniques for sections (formatting text differently in each section) and styles (create, rename, modify styles eg, characters, tabs, paragraphs).		
7 Use appropriate tools and techniques for creating, editing and formatting complex tables such as convert text to tables and tables to text.		
8 Create suitable templates.		
9 Change document structure, such as headings, footnotes, bookmarks, watermarks, captions and numbered paragraphs, and also cross references to these, such as indexes and table of content.		
10 Check structure, style and formatting are used to aid meaning in complex text.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

Knowledge requirements	Evidence numbers	Evidence type
1 How to produce information that communicates effectively by structuring the content to take account of different contexts and audience needs.		
2 How to produce word processing documents that are complex in terms of content and meaning as well as the understanding, skills and techniques needed to produce them.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

**Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(if sampled)

## UNIT DJ6K 04 (315)      Spreadsheet Software 3

### Unit Summary

Use spreadsheet software to produce spreadsheets for analysing and interpreting complex data. This is based on the e-skills Area of Competence: Spreadsheet Software, level 3 Unit.

### You will apply the following skills:

Analysing  
Interpreting  
Planning  
Organising  
Communicating  
Using technology  
Using number  
Checking

### Performance indicators

#### You will:

- 1 Convert files to another suitable format, where necessary.
- 2 Export and import, link objects between different software.
- 3 Make references to external data eg, hyperlinks, object linking, embedding.
- 4 Use advanced techniques for combining or merging versions of information from different users.
- 5 Use advanced editing techniques appropriately in technically complex spreadsheets, such as hide and protect cells, create a wide range of types of chart and create, modify and merge multiple copies of a shared workbook.
- 6 Format complex spreadsheets for using appropriate tools and techniques for cells (data type) conditional formatting, charts (font, number format, axis scale, colour, annotation and layout and pivot table reports).
- 7 Check the validity, relevance and accuracy of analysis and the interpretation of calculations and results.
- 8 Use appropriate functions and formulas in technically complex spreadsheets, such as look-up, arguments, arrays and formulas for validating data.
- 9 Use appropriate tools and techniques for analysing complex data, such as retrieving text and data from a table or preformatted area on a web page, adding data restrictions, adding messages to data, data validation, using formula to determine valid entries for cells, displaying data according to interest, using pivot tables to create, rotate rows and columns and filter data by displaying different pages and creating data maps with titles, text and pin maps.
- 10 Use appropriate methods to present complex data, such as views, pivot tables and pivot table reports.
- 11 Customise menus and toolbars and automate common tasks such as using macros.

**Knowledge****You will know:**

- 1 How to produce information that communicates effectively, by structuring the content to take account of different context and audience needs.
- 2 How to produce spreadsheets that are technically complex in terms of content and analysis, as well as understanding the skills and techniques needed to produce them.
- 3 What methods can be used for complex data such as to compare related totals or predict trends.

## UNIT DJ6K 04 (315) Spreadsheet Software 3

### Record of Evidence

Performance indicators	Evidence numbers	Evidence type
1 Convert files to another suitable format, where necessary.		
2 Export and import, link objects between different software.		
3 Make references to external data eg, hyperlinks, object linking, embedding.		
4 Use advanced techniques for combining or merging versions of information from different users.		
5 Use advanced editing techniques appropriately in technically complex spreadsheets, such as hide and protect cells, create a wide range of types of chart and create, modify and merge multiple copies of a shared workbook.		
6 Format complex spreadsheets for using appropriate tools and techniques for cells (data type) conditional formatting, charts (font, number format, axis scale, colour, annotation and layout and pivot table reports).		
7 Check the validity, relevance and accuracy of analysis and the interpretation of calculations and results.		
8 Use appropriate functions and formulas in technically complex spreadsheets, such as look up, arguments, arrays and formulas for validating data.		
9 Use appropriate tools and techniques for analysing complex data, such as retrieving text and data from a table or preformatted area on a web page, adding data restrictions, adding messages to data, data validation, using formula to determine valid entries for cells, displaying data according to interest, using pivot tables to create, rotate rows and columns and filter data by displaying different pages and creating data maps with titles, text and pin maps.		
10 Use appropriate methods to present complex data, such as views, pivot tables and pivot table reports.		
11 Customise menus and toolbars and automate common tasks such as using macros.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

## UNIT DJ6K 04 (315)      Spreadsheet Software 3

Knowledge requirements	Evidence numbers	Evidence type
1    How to produce information that communicates effectively, by structuring the content to take account of different context and audience needs.		
2    How to produce spreadsheets that are technically complex in terms of content and analysis, as well as understanding the skills and techniques needed to produce them.		
3    What methods can be used for complex data such, as to compare related totals or predict trends?		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

**Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(if sampled)

## UNIT DJ63 04 (316) Website Software 2

### Unit Summary

Use an application to produce multiple-page websites. This is based on the e-skills Area of Competence: Website Software, level 2 Unit.

### You will apply the following skills:

Planning  
Organising  
Communication  
Using technology  
Checking

### Performance indicators

#### You will:

- 1 Use appropriate techniques to handle, organise and save files.
- 2 Link information within the same type of software.
- 3 Add information from one type of software to information produced using different software, such as spreadsheet graph to a word processing document; text to an image file; picture to a presentation slide; or simple information from a database onto a website.
- 4 Choose what content and features will be included.
- 5 Plan the layout of the content and how any features will be used.
- 6 Use appropriate web tools and techniques to create a multiple-page website, such as: create links to bookmark text within a page, link web pages together within a web site and add a hyperlink to someone else's website and alter simple code using programming language.
- 7 Use a wide range of editing and formatting tools and techniques to produce content for multiple-page websites, such as: for characters, lines, paragraphs and pages; insert and change text; resize, align, rotate, flip and arrange images; use tables and frames to lay out a web page.
- 8 Format more complex content using a wide range of appropriate tools and techniques such as, character, line spacing, paragraphs and pages and colour, fonts, size, background and pictures.
- 9 Use proof reading techniques to check that text looks professional.
- 10 Check line, paragraph and page breaks fall in appropriate places and check that headings, subheadings and other formatting techniques are used appropriately.
- 11 Check colour mode and filters are used appropriately.
- 12 Check image resolution is suitable for where and how it will be used.
- 13 Use a file exchange programme to upload and publish a website, such as FTP or HTTP.

**Knowledge****You will know:**

- 1 How to produce information that communicates clearly and accurately with the audience, where and when it is needed.
- 2 How multiple-page web sites set out information on different pages, such as about contact details, employees, interests, services or products.
- 3 How web pages and multiple-page websites are structured, such as using frames, hyperlinks and pop-ups.
- 4 What different design elements are used, such as using colour for the page background, the text, hyperlinks and visited hyperlinks.
- 5 What multimedia features are used, such as sound, animation or live video.
- 6 What interactive features are used, such as message boards, forms, e-mails links and registration log-ins.
- 7 The benefits and drawbacks of different features for the user.
- 8 What and how different IT activities are affected by law and guidelines, such as storing names and addresses, downloading images from the internet or sending inappropriate e-mails.
- 9 What difficulties users with different needs may have in accessing websites.
- 10 Why download speed varies, such as by the type of browser and connection and by the memory size of the contents of the web page.

## UNIT DJ63 04 (316) Website Software 2

### Record of Evidence

Performance indicators	Evidence numbers	Evidence type
1 Use appropriate techniques to handle, organise and save files.		
2 Link information within the same type of software.		
3 Add information from one type of software to information produced using different software, such as spreadsheet graph to a word processing document; text to an image file; picture to a presentation slide; or simple information from a database onto a website.		
4 Choose what content and features will be included.		
5 Plan the layout of the content and how any features will be used.		
6 Use appropriate web tools and techniques to create a multiple-page website, such as: create links to bookmark text within a page, link web pages together within a web site and add a hyperlink to someone else's website and alter simple code using programming language.		
7 Use a wide range of editing and formatting tools and techniques to produce content for multiple-page websites, such as: for characters, lines, paragraphs and pages; insert and change text; resize, align, rotate, flip and arrange images; use tables and frames to lay out a web page.		
8 Format more complex content using a wide range of appropriate tools and techniques such as: character, line spacing, paragraphs and pages and colour, fonts, size, background and pictures.		
9 Use proof reading techniques to check that text looks professional.		
10 Check line, paragraph and page breaks fall in appropriate places and check that headings, subheadings and other formatting techniques are used appropriately.		
11 Check colour mode and filters are used appropriately.		
12 Check image resolution is suitable for where and how it will be used.		
13 Use a file exchange programme to upload and publish a website, such as FTP or HTTP.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

## UNIT DJ63 04 (316) Website Software 2

Knowledge requirements	Evidence numbers	Evidence type
1 How to produce information that communicates clearly accurately with the audiences, where and when it is needed.		
2 How multiple-page web sites set out information on different pages, such as about contact details, employees, interests, services or products.		
3 How web pages and multiple-page websites are structured, such as using frames, hyperlinks and pop-ups.		
4 What different design elements are used, such as using colour for the page background, the text, hyperlinks and visited hyperlinks.		
5 What multimedia features are used, such as sound, animation or live video.		
6 What interactive features are used, such as message boards, forms, e-mails links and registration log-ins.		
7 The benefits and drawbacks of different features for the user.		
8 What and how different IT activities are affected by law and guidelines, such as storing names and addresses, downloading images from the internet or sending inappropriate e-mails.		
9 What difficulties users with different needs may have in accessing websites.		
10 Why download speed varies, such as by the type of browser and connection and by the memory size of the contents of the web page.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

**Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(if sampled)

## UNIT DJ64 04 (317)      Artwork and Imaging Software 2

### Unit Summary

Use a software application to create complex artwork and images. This is based on the e-skills Area of Competence: Artwork and Imaging Software, level 2 unit.

### You will apply the following skills:

Planning  
Designing  
Organising  
Communication  
Using technology  
Checking

### Performance indicators

#### You will:

- 1 Use appropriate techniques to handle, organise and save files.
- 2 Choose and use the most suitable software tools and techniques for creating artwork and images and drawing more complicated shapes, such as painting, drawing, DTP or image manipulation software.
- 3 Take account of the following when creating artwork and images: page or canvas size, colour mode and file size and format.
- 4 Use common tools and techniques appropriately, such as: group and ungroup, filters to create special effects and edit existing templates (letterheads, mail shots, posters).
- 5 Check colour mode and filters are used appropriately.
- 6 Check image resolution is suitable for where and how it will be used.
- 7 Use proof reading techniques to check that text looks professional.
- 8 Check line, paragraph and page breaks fall in appropriate places, and check that headings, subheadings and other formatting techniques are used appropriately.

### Knowledge

#### You will know:

- 1 How to produce information that communicates clearly and accurately with the audience where and when it is needed.
- 2 How to produce more complex artwork and images for a wide variety of uses. More complex artwork and images involve more understanding and skills to produce, such as in using layout grids in DTP software or filters and effects in image manipulation software.
- 3 What file formats are suitable for websites (bmp, jpeg, gif).
- 4 What file formats are suitable for print publishing that are application specific and more common (psd, eps, rtf, html).
- 5 What and how different IT activities are affected by laws and guidelines, such as storing names and addresses, downloading images from the Internet or sending inappropriate e-mails.

## UNIT DJ64 04 (317) Artwork and Imaging Software 2

### Record of Evidence

Performance indicators	Evidence numbers	Evidence type
1 Use appropriate techniques to handle, organise and save files.		
2 Choose and use the most suitable software tools and techniques for creating artwork and images and drawing more complicated shapes, such as painting, drawing, DTP or image manipulation software.		
3 Take account of the following when creating artwork and images: page or canvas size, colour mode and file size and format.		
4 Use common tools and techniques appropriately, such as: group and ungroup, filters to create special effects and edit existing templates (letterheads, mail shots, posters).		
5 Check colour mode and filters are used appropriately.		
6 Check image resolution is suitable for where and how it will be used.		
7 Use proof reading techniques to check that text looks professional.		
8 Check line, paragraph and page breaks fall in appropriate places, and check that headings, subheadings and other formatting techniques are used appropriately.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

Knowledge requirements	Evidence numbers	Evidence type
1 How to produce information that communicates clearly and accurately with the audience where and when it is needed.		
2 How to produce more complex artwork and images for a wide variety of uses. More complex artwork and images involve more understanding and skills to produce, such as in using layout grids in DTP software or filters and effects in image manipulation software.		
3 What file formats are suitable for websites (bmp, jpeg, gif).		
4 What file formats are suitable for print publishing that are application specific and more common (psd, eps, rtf, html).		
5 What and how different IT activities are affected by laws and guidelines, such as storing names and addresses, downloading images from the Internet or sending inappropriate e-mails.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

**Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(if sampled)

## UNIT DP7L 04 (318) Design and Produce Documents

### Unit Summary

Design and produce high quality, attractive documents to agreed specifications.

### You will apply the following skills:

Listening  
Questioning  
Negotiating  
Reading  
Researching  
Organising  
Designing  
Writing  
Using technology  
Checking  
Managing time

### Performance indicators

#### You will:

- 1 Agree the purpose, content, style, quality standards and deadlines for the document.
- 2 Identify and prepare the resources you need.
- 3 Research and organise the content you need.
- 4 Make efficient use of the technology available.
- 5 Design and produce the document in the agreed style.
- 6 Integrate non-text objects in the agreed layout.
- 7 Check for accuracy, editing and correcting as necessary.
- 8 Store the document safely and securely in an approved location.
- 9 Present the document in the required format within agreed deadlines and quality standards.

\* **Highlighted PIs indicate contingencies**

### Knowledge

#### You will know:

- 1 Why it is important to produce high quality and attractive documents.
- 2 The different types of documents that you may be asked to design and produce and the document styles you should use.
- 3 The different formats in which the text may be presented.
- 4 Why it is important to agree the purpose, content, style, quality standards and deadlines for the document.
- 5 The different types of technology available for inputting, formatting and editing text and their main features.
- 6 The types of resources you need to produce high quality and attractive documents.
- 7 How to research and organise the content you need for the document.
- 8 How to integrate and lay out text and non-text.
- 9 How to check for accuracy and correctness, including spelling and grammar, and why this is important.
- 10 Why it is important to store the document safely and securely and how to do so.
- 11 The importance of confidentiality and data protection.
- 12 Why it is important to meet quality standards and deadlines.

## UNIT DP7L 04 (318) Design and Produce Documents

### Record of Evidence

Performance indicators	Evidence numbers	Evidence type
1 Agree the purpose, content, style, quality standards and deadlines for the document.		
2 Identify and prepare the resources you need.		
3 Research and organise the content you need.		
4 Make efficient use of the technology available.		
5 Design and produce the document in the agreed style.		
6 Integrate non-text objects in the agreed layout.		
7 Check for accuracy, editing and correcting as necessary.		
8 Store the document safely and securely in an approved location.		
9 Present the document in the required format within agreed deadlines and quality standards.		

\* **Highlighted PIs indicate contingencies**

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

Knowledge requirements	Evidence numbers	Evidence type
1 Why it is important to produce high quality and attractive documents.		
2 The different types of documents that you may be asked to design and produce and the document styles you should use.		
3 The different formats in which the text may be presented.		
4 Why it is important to agree the purpose, content, style, quality standards and deadlines for the document.		
5 The different types of technology available for inputting, formatting and editing text and their main features.		
6 The types of resources you need to produce high quality and attractive documents.		
7 How to research and organise the content you need for the document.		
8 How to integrate and lay out text and non-text.		
9 How to check for accuracy and correctness, including spelling and grammar, and why this is important.		
10 Why it is important to store the document safely and securely and how to do so.		
11 The importance of confidentiality and data protection.		
12 Why it is important to meet quality standards and deadlines.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

**Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(if sampled)

## UNIT DP6G 04 (319) Plan and Implement Innovation and Change

### Unit Summary

Plan and implement change and new ways of working in your area of responsibility.

#### You will apply the following skills:

Evaluating  
Planning  
Organising  
Communicating  
Negotiating  
Managing resources  
Analysing  
Motivating  
Problem solving  
Decision-making

### Performance indicators

#### You will:

#### Plan opportunities for change

- 1 Encourage individuals and teams to challenge existing ways of working.
- 2 Identify options for innovation and change.
- 3 Plan change, identifying your vision, goals, objectives, timescales and resources.
- 4 Agree plans for change with decision-makers.

#### Implement change

- 5 Communicate your plans for change.
- 6 Encourage colleagues to contribute to your plans.
- 7 Negotiate changes to your plans whilst still focusing on your vision and goals.
- 8 Implement change, providing information, support and motivation to those affected.
- 9 Identify and solve problems.
- 10 Monitor and evaluate change.

\* **Highlighted PIs indicate contingencies**

### Knowledge

#### You will know:

- 1 Why change and innovation are important to organisations, individuals and teams.
- 2 How to engage teams and individuals in the whole change process and encourage them to feel they are contributing to the process.
- 3 The impact of change and innovation on teams and individuals and how to manage this impact to achieve positive outcomes.
- 4 How teams and individuals can challenge existing ways of working creatively and constructively.
- 5 Why it is important to have a vision and goals for change and innovation and to communicate them to those involved.
- 6 Why planning is important to promoting change and innovation.
- 7 The types of problems that may arise during a change process and how to respond to these.
- 8 Why it is important to monitor and evaluate the change process and how to make use of the outcomes of evaluation.

## UNIT DP6G 04 (319) Plan and Implement Innovation and Change

### Record of Evidence

Performance indicators	Evidence numbers	Evidence type
1 Encourage individuals and teams to challenge existing ways of working.		
2 Identify options for innovation and change.		
3 Plan change, identifying your vision, goals, objectives, timescales and resources.		
4 Agree plans for change with decision-makers.		
5 Communicate your plans for change.		
6 Encourage colleagues to contribute to your plans.		
7 Negotiate changes to your plans whilst still focusing on your vision and goals.		
8 Implement change, providing information, support and motivation to those affected.		
9 Identify and solve problems.		
10 Monitor and evaluate change.		

\* **Highlighted PIs indicate contingencies**

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

## UNIT DP6G 04 (319) Plan and Implement Innovation and Change

Knowledge requirements	Evidence numbers	Evidence type
1 Why change and innovation are important to organisations, individuals and teams.		
2 How to engage teams and individuals in the whole change process and encourage them to feel they are contributing to the process.		
3 The impact of change and innovation on teams and individuals and how to manage this impact to achieve positive outcomes.		
4 How teams and individuals can challenge existing ways of working creatively and constructively.		
5 Why it is important to have a vision and goals for change and innovation and to communicate them to those involved.		
6 Why planning is important to promoting change and innovation.		
7 The types of problems that may arise during a change process and how to respond to these.		
8 Why it is important to monitor and evaluate the change process and how to make use of the outcomes of evaluation.		

The evidence is authentic and /or the assessment has been conducted under the specified conditions or context.

**Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(if sampled)

## UNIT DP7M 04 (320)      Develop Productive Working Relationships with Colleagues and Stakeholders

### Unit Summary

Developing working relationships with colleagues, within your own organisation and within other organisations.

### You will apply the following skills:

Communicating  
Managing conflict  
Empathising  
Networking  
Information management  
Leading by example  
Valuing and supporting others  
Involving others  
Providing feedback  
Obtaining feedback  
Stress management  
Prioritising

### Performance indicators

#### You will:

- 1 Establish working relationships with all colleagues who are relevant to the work being carried out.
- 2 Recognise, agree and respect the roles and responsibilities of colleagues.
- 3 Understand and take account of the priorities, expectations, and authority of colleagues in decisions and actions.
- 4 Fulfill agreements made with colleagues and let them know.
- 5 Advise colleagues promptly of any difficulties or where it will be impossible to fulfill agreements.
- 6 Identify and sort out conflicts of interest and disagreements with colleagues in ways that minimise damage to the work being carried out.
- 7 Exchange information and resources with colleagues to make sure that all parties can work effectively.
- 8 Provide feedback to colleagues on their performance and seek feedback from colleagues on your own performance in order to identify areas for improvement.

\* **Highlighted PIs indicate contingencies**

### Behaviours

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

## UNIT DP7M 04 (320)      **Develop Productive Working Relationships with Colleagues and Stakeholders**

### **Knowledge**

#### **You will know:**

#### **General knowledge and understanding**

- 1 The benefits of developing productive working relationships with colleagues.
- 2 The principles of effective communication and how to apply them in order to communicate effectively with colleagues.
- 3 How to identify disagreements with colleagues and the techniques for sorting them out.
- 4 How to identify conflicts of interest with colleagues and the measures that can be used to manage or remove them.
- 5 How to take account of diversity issues when developing working relationships with colleagues.
- 6 The importance of exchanging information and resources with colleagues.
- 7 How to get and make use of feedback on your performance from colleagues.
- 8 How to provide colleagues with useful feedback on their performance.

#### **Industry/sector specific knowledge and understanding**

- 9 The regulations and codes of practice that apply in the industry or sector.
- 10 The standards of behaviour and performance in the industry or sector.
- 11 The working culture of the industry or sector.

#### **Context specific knowledge and understanding**

- 12 What current and future work is being carried out.
- 13 Which colleagues who are relevant to the work being carried out, their work roles and responsibilities.
- 14 The processes within the organisation for making decisions.
- 15 Line management responsibilities and relationships within the organisation.
- 16 The organisation's values and cultures.
- 17 About power, influence and politics within the organisation.
- 18 The standards of behaviour and performance expected in the organisation.
- 19 The information and resources that different colleagues might need.
- 20 The agreements with colleagues.

## UNIT DP7M 04 (320)      Develop Productive Working Relationships with Colleagues and Stakeholders

### Record of Evidence

Performance indicators	Evidence numbers	Evidence type
1 Establish working relationships with all colleagues who are relevant to the work being carried out.		
2 Recognise, agree and respect the roles and responsibilities of colleagues.		
3 Understand and take account of the priorities, expectations, and authority of colleagues in decisions and actions.		
4 Fulfill agreements made with colleagues and let them know.		
5 Advise colleagues promptly of any difficulties or where it will be impossible to fulfill agreements.		
6 Identify and sort out conflicts of interest and disagreements with colleagues in ways that minimise damage to the work being carried out.		
7 Exchange information and resources with colleagues to make sure that all parties can work effectively.		
8 Provide feedback to colleagues on their performance and seek feedback from colleagues on your own performance in order to identify areas for improvement.		

\* **Highlighted PIs indicate contingencies**

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

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

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

## UNIT DP7M 04 (320)      Develop Productive Working Relationships with Colleagues and Stakeholders

Knowledge requirements	Evidence numbers	Evidence type
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The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

**Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(if sampled)

## UNIT DP6T 04 (321) Provide Leadership for Your Team

### Unit Summary

Provide direction to the members of your team and motivate and support them to achieve the objectives of the team and their personal work objectives.

### You will apply the following skills:

Communicating  
Planning  
Team building  
Leading by example  
Providing feedback  
Setting objectives  
Motivating  
Consulting  
Problem solving  
Valuing and supporting others  
Monitoring  
Managing conflict  
Decision-making  
Following

### Performance indicators

#### You will:

- 1 Set out and positively communicate the purpose and objectives of the team to all members.
- 2 Involve members in planning how the team will achieve its objectives.
- 3 Ensure that each member of the team has personal work objectives and understands how achieving these will contribute to achievement of the team's objectives.
- 4 Encourage and support team members to achieve their personal work objectives and those of the team and provide recognition when objectives have been achieved.
- 5 Win, through your performance, the trust and support of the team for your leadership.
- 6 Steer the team successfully through difficulties and challenges, including conflict within the team.
- 7 Encourage and recognise creativity and innovation within the team.
- 8 Give team members support and advice when they need it, especially during periods of setback and change.
- 9 Motivate team members to present their own ideas and listen to what they say.
- 10 Encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead.
- 11 Monitor activities and progress across the team without interfering.

\* **Highlighted PIs indicate contingencies**

## UNIT DP6T 04 (321) Provide Leadership for Your Team

### Behaviours

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

### Knowledge

#### You will know:

#### General knowledge and understanding

- 1 The different ways of communicating effectively with members of a team.
- 2 How to set objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).
- 3 How to plan the achievement of team objectives and the importance of involving team members in this process.
- 4 The importance of and the ability to show team members how personal work objectives contribute to achievement of team objectives.
- 5 That different styles of leadership exist.
- 6 How to select and successfully apply a limited range of different methods for motivating, supporting and encouraging team members and recognising their achievements.
- 7 The types of difficulties and challenges that may arise, including conflict within the team, and ways of identifying and overcoming them.
- 8 The importance of encouraging others to take the lead and the ways in which this can be achieved.
- 9 The benefits of encouraging and recognising creativity and innovation within a team and how to achieve this.

#### Industry/sector specific knowledge and understanding

- 10 The legal, regulatory and ethical requirements in the industry/sector.

#### Context specific knowledge and understanding

- 11 The members, purpose, objectives and plans of your team.
- 12 The personal work objectives of members of your team.
- 13 The types of support and advice that team members are likely to need and how to provide them.
- 14 The standards of performance for the work of your team.

## UNIT DP6T 04 (321) Provide Leadership for Your Team

### Record of Evidence

Performance indicators	Evidence numbers	Evidence type
1 Set out and positively communicate the purpose and objectives of the team to all members.		
2 Involve members in planning how the team will achieve its objectives.		
3 Ensure that each member of the team has personal work objectives and understands how achieving these will contribute to achievement of the team's objectives.		
4 Encourage and support team members to achieve their personal work objectives and those of the team and provide recognition when objectives have been achieved.		
5 Win, through your performance, the trust and support of the team for your leadership.		
6 Steer the team successfully through difficulties and challenges, including conflict within the team.		
7 Encourage and recognise creativity and innovation within the team.		
8 Give team members support and advice when they need it, especially during periods of setback and change.		
9 Motivate team members to present their own ideas and listen to what they say.		
10 Encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead.		
11 Monitor activities and progress across the team without interfering.		

\* **Highlighted PIs indicate contingencies**

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

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

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

## UNIT DP6T 04 (321) Provide Leadership for Your Team

Knowledge requirements	Evidence numbers	Evidence type
1 The different ways of communicating effectively with members of a team.		
2 How to set objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).		
3 How to plan the achievement of team objectives and the importance of involving team members in this process.		
4 The importance of and the ability to show team members how personal work objectives contribute to achievement of team objectives.		
5 That different styles of leadership exist.		
6 How to select and successfully apply a limited range of different methods for motivating, supporting and encouraging team members and recognising their achievements.		
7 The types of difficulties and challenges that may arise, including conflict within the team, and ways of identifying and overcoming them.		
8 The importance of encouraging others to take the lead and the ways in which this can be achieved.		
9 The benefits of encouraging and recognising creativity and innovation within a team and how to achieve this.		
10 The legal, regulatory and ethical requirements in the industry/sector.		
11 The members, purpose, objectives and plans of your team.		
12 The personal work objectives of members of your team.		
13 The types of support and advice that team members are likely to need and how to provide them.		
14 The standards of performance for the work of your team.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

**Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(if sampled)

## UNIT DP6M 04 (323) Prepare Text from Shorthand

### Unit Summary

Take shorthand notes and produce accurate and correct text from these notes in an agreed format.

### You will apply the following skills:

Questioning  
Listening  
Noting  
Writing  
Using technology  
Checking  
Managing time

### Performance indicators

#### You will:

- 1 Agree the purpose, format, quality standards and deadlines for the text.
- 2 Take dictation using shorthand at a minimum speed of 80 words per minute.
- 3 Clarify points you are unsure about.
- 4 Input and format the text from your shorthand notes.
- 5 Make efficient use of the technology available.
- 6 Check for accuracy, editing and correcting as necessary.
- 7 Store the text and the original shorthand notes safely and securely in approved locations.
- 8 Present the text in the required format within agreed deadlines and quality standards.

\* Highlighted PIs indicate contingencies

### Knowledge

#### You will know:

- 1 The different types of documents that you may be asked to produce from shorthand and the formats they should follow.
- 2 The importance of having an effective working relationship with the person giving the dictation.
- 3 Why it is important to agree the purpose, format and deadline for the text.
- 4 How to check for accuracy and correctness, including spelling and grammar, and why this is important.
- 5 Why it is important to store text safely and securely and how to do so.
- 6 Why it is important to store the original shorthand notes safely and securely and how to do so.
- 7 The importance of confidentiality and data protection.
- 8 The different forms in which the text may be presented.
- 9 Why it is important to meet quality standards and deadlines.
- 10 The different types of technology available for inputting, formatting and editing text and their main features.

## UNIT DP6M 04 (323) Prepare Text from Shorthand

### Record of Evidence

Performance indicators	Evidence numbers	Evidence type
1 Agree the purpose, format, quality standards and deadlines for the text.		
2 Take dictation using shorthand at a minimum speed of 80 words per minute.		
3 Clarify points you are unsure about.		
4 Input and format the text from your shorthand notes.		
5 Make efficient use of the technology available.		
6 Check for accuracy, editing and correcting as necessary.		
7 Store the text and the original shorthand notes safely and securely in approved locations.		
8 Present the text in the required format within agreed deadlines and quality standards.		

\* Highlighted PIs indicate contingencies

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

Knowledge requirements	Evidence numbers	Evidence type
1 The different types of documents that you may be asked to produce from shorthand and the formats they should follow.		
2 The importance of having an effective working relationship with the person giving the dictation.		
3 Why it is important to agree the purpose, format and deadline for the text.		
4 How to check for accuracy and correctness — including spelling and grammar — and why this is important.		
5 Why it is important to store text safely and securely and how to do so.		
6 Why it is important to store the original shorthand notes safely and securely and how to do so.		
7 The importance of confidentiality and data protection.		
8 The different forms in which the text may be presented.		
9 Why it is important to meet quality standards and deadlines.		
10 The different types of technology available for inputting, formatting and editing text and their main features.		

The evidence is authentic and /or the assessment has been conducted under the specified conditions or context.

**Candidate:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_  
(if sampled)

**Date:** \_\_\_\_\_

## UNIT DP6L 04 (324)

## Prepare Text from Recorded Audio Instruction

### Unit Summary

Transcribe accurate and correct text in an agreed format from an audio recording.

### You will apply the following skills:

Questioning  
Listening  
Reading  
Writing  
Using technology  
Checking  
Managing time

### Performance indicators

#### You will:

- 1 Agree the purpose, format, quality standards and deadlines for the transcription.
- 2 Input the text from the audio recording at a minimum speed of 60 words per minute.
- 3 Format the text, making efficient use of the technology available.
- 4 Check content for accuracy, editing and correcting as necessary.
- 5 Seek clarification when necessary.
- 6 Store the text and the original recording safely and securely in approved locations.
- 7 Present the text in the required format within agreed deadlines and quality standards.

\* **Highlighted PIs indicate contingencies**

### Knowledge

#### You will know:

- 1 The different types of documents that you may be asked to produce from audio recordings and the formats they should follow.
- 2 Why it is important to agree the purpose, format and deadline for the text.
- 3 How to check for accuracy and correctness, including spelling and grammar, and why this is important.
- 4 Why it is important to store text safely and securely and how to do so.
- 5 The importance of confidentiality and data protection.
- 6 The different formats in which the text may be presented.
- 7 Why it is important to meet quality standards and deadlines.
- 8 The different types of technology available for playing back recordings, inputting, formatting and editing text and their main features.

## UNIT DP6L 04 (324)

## Prepare Text from Recorded Audio Instruction

### Record of Evidence

Performance indicators	Evidence numbers	Evidence type
1 Agree the purpose, format, quality standards and deadlines for the transcription.		
2 Input the text from the audio recording at a minimum speed of 60 words per minute.		
3 Format the text, making efficient use of the technology available.		
4 Check content for accuracy, editing and correcting as necessary.		
5 Seek clarification when necessary.		
6 Store the text and the original recording safely and securely in approved locations.		
7 Present the text in the required format within agreed deadlines and quality standards.		

\* **Highlighted PIs indicate contingencies**

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

Knowledge requirements	Evidence numbers	Evidence type
1 The different types of documents that you may be asked to produce from audio recordings and the formats they should follow.		
2 Why it is important to agree the purpose, format and deadline for the text.		
3 How to check for accuracy and correctness, including spelling and grammar, and why this is important.		
4 Why it is important to store text safely and securely and how to do so.		
5 The importance of confidentiality and data protection.		
6 The different formats in which the text may be presented.		
7 Why it is important to meet quality standards and deadlines.		
8 The different types of technology available for playing back recordings, inputting, formatting and editing text and their main features.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

**Candidate:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_  
(if sampled)

**Date:** \_\_\_\_\_

## Unit DD7P 04 (325)

## Calculate and Verify Critical Dates for Sentence

### Unit Summary

Calculate, review and verify critical dates for sentences.

### You will apply the following skills:

Quality checking  
Questioning  
Analysing  
Communicating  
Using technology  
Using number  
Decision making  
Informing and advising

### Performance indicators

#### You will:

#### Verify and interpret documentation relevant to the imprisonment or detention of individuals

- 1 Verify that the documentation allows lawful imprisonment or detention of the individual in the establishment.
- 2 Check that all information on the documentation has been interpreted correctly.
- 3 Check with the relevant authority if you are in doubt about how to interpret information.
- 4 Check that all information has been accurately entered into systems in line with organisational procedures.

#### Calculate critical dates for complex cases

- 5 Assess information which may have an impact on critical dates.
- 6 Calculate critical dates for sentences of individuals in the establishment.
- 7 Check with the relevant authority if you are in doubt about critical dates.
- 8 Make sure that critical dates are entered accurately on systems, in line with organisational procedures.
- 9 Communicate critical dates to those authorised to have this information, in the approved format and within the agreed time limits.
- 10 Explain clearly how critical dates have been calculated where you are requested to do so by those authorised to have this information.

#### Verify sentence calculations

- 11 Provide advice and guidance to those interpreting documentation and calculating critical dates.
- 12 Check the interpretation of documentation and calculations of critical dates and make sure they are accurate.
- 13 Identify any errors in the interpretation of documentation or calculation of critical dates and make sure any errors are corrected.
- 14 Check with the relevant authority where you are in doubt about critical dates.

\* **Highlighted PIs indicate contingencies**

**Knowledge**

**You will know:**

- 1 The legal requirements which impact on the calculation of critical dates.
- 2 Your organisation's policies and procedures for calculating critical dates.
- 3 The documentation required in order to imprison or detain an individual lawfully.
- 4 The different types of documentation which are relevant to the imprisonment or detention of individuals and the calculation of critical dates for sentences, and how to interpret the information they contain.
- 5 The relevant authorities to contact when in doubt about how to interpret information or calculate sentences.
- 6 The organisation's systems and how to use them.
- 7 The range of different types of information which may have an impact on critical dates, where to obtain it, and how to assess its impact accurately.
- 8 The range of critical dates which apply to different types of sentences, and how to calculate these accurately the importance of ensuring critical dates are entered accurately on systems.
- 9 The importance of ensuring critical dates are entered accurately on systems.
- 10 The people who are authorised to have information about critical dates.
- 11 The formats and time limits within which information about critical dates must be supplied.
- 12 How to explain clearly how critical dates have been calculated.
- 13 The types of advice and guidance people may need in interpreting documentation and calculating critical dates, and how to provide this advice and guidance.
- 14 The importance of checking the interpretation of documentation and calculation of sentences to ensure accuracy.

## Unit DD7P 04 (325)

## Calculate and Verify Critical Dates for Sentence

### Record of Evidence

Performance indicators	Evidence numbers	Evidence type
1 Verify that the documentation allows lawful imprisonment or detention of the individual in the establishment.		
2 Check that all information on the documentation has been interpreted correctly.		
3 Check with the relevant authority if you are in doubt about how to interpret information.		
4 Check that all information has been accurately entered into systems in line with organisational procedures.		
5 Assess information which may have an impact on critical dates.		
6 Calculate critical dates for sentences of individuals in the establishment.		
7 Check with the relevant authority if you are in doubt about critical dates.		
8 Makes sure that critical dates are entered accurately on systems, in line with organisational procedures.		
9 Communicate critical dates to those authorised to have this information, in the approved format and within the agreed time limits.		
10 Explain clearly how critical dates have been calculated where you are requested to do so by those authorised to have this information.		
11 Provide advice and guidance to those interpreting documentation and calculating critical dates.		
12 Check the interpretation of documentation and calculations of critical dates and make sure they are accurate.		
13 Identify any errors in the interpretation of documentation or calculation of critical dates and make sure any errors are corrected.		
14 Check with the relevant authority where you are in doubt about critical dates.		

\* **Highlighted PIs indicate contingencies**

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

Knowledge requirements	Evidence numbers	Evidence type
1 The legal requirements which impact on the calculation of critical dates.		
2 Your organisation's policies and procedures for calculating critical dates.		
3 The documentation required in order to imprison or detain an individual lawfully.		
4 The different types of documentation which are relevant to the imprisonment or detention of individuals and the calculation of critical dates for sentences, and how to interpret the information they contain.		
5 The relevant authorities to contact when in doubt about how to interpret information or calculate sentences		
6 The organisation's systems and how to use them.		

**Unit DD7P 04 (325)****Calculate and Verify Critical Dates for Sentence**

<b>Knowledge requirements</b>	<b>Evidence numbers</b>	<b>Evidence type</b>
7 The range of different types of information which may have an impact on critical dates, where to obtain it, and how to assess its impact accurately.		
8 The range of critical dates which apply to different types of sentences, and how to calculate these accurately.		
9 The importance of ensuring critical dates are entered accurately on systems.		
10 The people who are authorised to have information about critical dates.		
11 The formats and time limits within which information about critical dates must be supplied.		
12 How to explain clearly how critical dates have been calculated.		
13 The types of advice and guidance people may need in interpreting documentation and calculating critical dates, and how to provide this advice and guidance.		
14 The importance of checking the interpretation of documentation and calculation of sentences to ensure accuracy.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

**Candidate:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_  
**(if sampled)**

**Date:** \_\_\_\_\_

## Unit DD85 04 (326)      Verify the Release Process

### Unit Summary

Check individuals are eligible for release and ensure the availability of associated documentation.

### You will apply the following skills:

Quality checking  
Using number  
Recording  
Managing time  
Communicating  
Informing and advising  
Using technology

### Performance indicators

#### You will:

#### Verify the eligibility of individuals for release

- 1 Maintain systems which give you accurate information about individuals' eligibility for release.
- 2 Accurately recalculate release dates for individuals at the required time prior to release.
- 3 Refer promptly to the releasing authorities if there is any doubt about an individual's eligibility for release.

#### Verify that the correct documentation and entitlements have been prepared

- 4 Provide advice and guidance to those preparing documentation and entitlements for individuals on release.
- 5 Check that the correct documentation and entitlements have been prepared for each individual to be released.
- 6 Identify any errors in the preparation of documentation and entitlements and ensure these errors are corrected.
- 7 Present documentation in the required format so that the release of individuals from custody can be authorised.

\* **Highlighted PIs indicate contingencies**

### Knowledge

#### You will know:

- 1 The legal and organisational requirements which impact on the release of individuals from custody.
- 2 Manual and computerised systems for providing information about individuals' eligibility for release, and how to use them.
- 3 The different types of documentation which are relevant to the calculation of critical dates of sentences, and how to interpret the information they contain.
- 4 The critical dates which apply to different types of sentences and how to calculate these accurately.
- 5 The range of releasing authorities and how to contact them.
- 6 The range of documentation required on release, and how to prepare them.
- 7 The range of entitlements of individuals on release, and how to prepare them.

**Knowledge (cont)**

- 8 The types of advice and guidance people may need in preparing documentation and entitlements for release, and how to provide this advice and guidance.
- 9 The importance of checking individuals' eligibility for release and that the correct documentation and entitlements have been prepared.
- 10 The format in which documentation should be presented so that the release of individuals from custody can be authorised.

## Unit DD85 04 (326) Verify the Release Process

### Record of Evidence

Performance indicators	Evidence numbers	Evidence type
1 Maintain systems which give you accurate information about individuals' eligibility for release.		
2 Accurately recalculate release dates for individuals at the required time prior to release.		
3 Refer promptly to the releasing authorities if there is any doubt about an individual's eligibility for release.		
4 Provide advice and guidance to those preparing documentation and entitlements for individuals on release.		
5 Check that the correct documentation and entitlements have been prepared for each individual to be released.		
6 Identify any errors in the preparation of documentation and entitlements and ensure these errors are corrected.		
7 Present documentation in the required format so that the release of individuals from custody can be authorised.		

\* **Highlighted PIs indicate contingencies**

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

Knowledge requirements	Evidence numbers	Evidence type
1 The legal and organisational requirements which impact on the release of individuals from custody.		
2 Manual and computerised systems for providing information about individuals' eligibility for release, and how to use them.		
3 The different types of documentation which are relevant to the calculation of critical dates of sentences, and how to interpret the information they contain.		
4 The critical dates which apply to different types of sentences and how to calculate these accurately.		
5 The range of releasing authorities and how to contact them.		
6 The range of documentation required on release, and how to prepare them.		
7 The range of entitlements of individuals on release, and how to prepare them.		
8 The types of advice and guidance people may need in preparing documentation and entitlements for release, and how to provide this advice and guidance.		

## Unit DD85 04 (326) Verify the Release Process

Knowledge requirements	Evidence numbers	Evidence type
9 The importance of checking individuals' eligibility for release and that the correct documentation and entitlements have been prepared.		
10 The format in which documentation should be presented so that the release of individuals from custody can be authorised.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

**Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(if sampled)

## Unit DD7X 04 (327)

## Maintain Agricultural and Horticultural Records and Prepare Claims for Subsidies

### Unit Summary

Gather and record data in a range of agricultural and horticultural settings to prepare claims for subsidies.

### You will apply the following skills:

Quality checking  
Recording  
Researching  
Using number  
Communicating  
Managing time  
Problem solving

### Performance indicators

#### You will:

#### Gather data about physical resources

- 1 Gather correct data from relevant sources.
- 2 Make sure other people understand what data you will need and when, and how they can contribute to data collection.
- 3 Gather data in a systematic way and within necessary timescales.
- 4 Check that data is accurate.

#### Record data about physical resources

- 5 Use appropriate recording mechanisms.
- 6 Record data in a systematic way within required timescales.
- 7 Check that recorded data is accurate, complete and cross-referenced where required.
- 8 Convert data into the required format.
- 9 Make sure other people understand how the data is recorded and how to access it if they need to.

#### Monitor and submit records, returns and claims

- 10 Use correct procedures and appropriate software as required by the external agency.
- 11 Check information and actions as appropriate with relevant person.
- 12 Comply with required timescales for submission of the data.
- 13 Make sure all claims and returns are signed by the appropriate person.
- 14 Answer any queries about the submission of the data.
- 15 Monitor the progress of the claim.
- 16 Make sure payment has been received and recorded in the financial records.

\* **Highlighted PIs indicate contingencies**

**Knowledge****You will know:**

- 1 The administrative services that you are responsible for.
- 2 Your organisation's policies, procedures and constraints that affect administrative services in your area of responsibility.
- 3 The legislation that applies to working on a farm, dealing with stock or property and dealing with data.
- 4 The software used by your organisation for the recording and processing of returns and subsidies.
- 5 What data is needed for a range of types of records in agricultural contexts (eg, arable, dairy, beef, sheep, pigs or poultry, horticulture), and why.
- 6 How to find out what data is needed for each specific purpose.
- 7 How to gather this data in ways which comply with health and safety requirements.
- 8 How to ensure the data gathered is accurate.
- 9 The timescales within which the data must be collected.
- 10 How to record data and convert it into the form needed by external agencies.
- 11 What subsidies are available in each agricultural specialism (eg, arable, dairy, beef, sheep, pigs or poultry, horticulture) and what information/data is needed to complete a subsidy claim.
- 12 What assurance schemes exist for each specialism and what information they require.
- 13 What conservation schemes affect your organisation and what information is required for the conservation scheme.
- 14 The procedures for claiming subsidies in your organisation.
- 15 The procedures for making returns in your organisation.
- 16 How to monitor a subsidy claim and check and record that payment is made.

**Unit DD7X 04 (327)****Maintain Agricultural and Horticultural Records and Prepare Claims for Subsidies****Record of Evidence**

<b>Performance indicators</b>	<b>Evidence numbers</b>	<b>Evidence type</b>
1 Gather correct data from relevant sources.		
2 Make sure other people understand what data you will need and when, and how they can contribute to data collection.		
3 Gather data in a systematic way and within necessary timescales.		
4 Check that data is accurate.		
5 Use appropriate recording mechanisms.		
6 Record data in a systematic way within required timescales.		
7 Check that recorded data is accurate, complete and cross-referenced where required.		
8 Convert data into the required format.		
9 Make sure other people understand how the data is recorded and how to access it if they need to.		
10 Use correct procedures and appropriate software as required by the external agency.		
11 Check information and actions as appropriate with relevant person.		
12 Comply with required timescales for submission of the data.		
13 Make sure all claims and returns are signed by the appropriate person.		
14 Answer any queries about the submission of the data.		
15 Monitor the progress of the claim.		
16 How to monitor a subsidy claim and check and record that payment is made.		

\* **Highlighted PIs indicate contingencies**

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

<b>Knowledge requirements</b>	<b>Evidence numbers</b>	<b>Evidence type</b>
1 The administrative services that you are responsible for.		
2 Your organisation's policies, procedures and constraints that affect administrative services in your area of responsibility.		
3 The legislation that applies to working on a farm, dealing with stock or property and dealing with data.		
4 The software used by your organisation for the recording and processing of returns and subsidies.		
5 What data is needed for a range of types of records in agricultural contexts (eg, arable, dairy, beef, sheep, pigs or poultry, horticulture), and why.		
6 How to find out what data is needed for each specific purpose.		

**Unit DD7X 04 (327)****Maintain Agricultural and Horticultural Records and Prepare Claims for Subsidies**

<b>Knowledge requirements (cont)</b>		<b>Evidence numbers</b>	<b>Evidence type</b>
7	How to gather this data in ways which comply with health and safety requirements.		
8	How to ensure the data gathered is accurate.		
9	The timescales within which the data must be collected.		
10	How to record data and convert it into the form needed by external agencies.		
11	What subsidies are available in each agricultural specialism (eg arable, dairy, beef, sheep, pigs or poultry, horticulture) and what information/data is needed to complete a subsidy claim.		
12	What assurance schemes exist for each specialism and what information they require.		
13	What conservation schemes affect your organisation and what information is required for the conservation scheme.		
14	The procedures for claiming subsidies in your organisation.		
15	The procedures for making returns in your organisation.		
16	How to monitor a subsidy claim and check and record that payment is made.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

**Candidate:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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(if sampled)

**Date:** \_\_\_\_\_

## Unit DD7L 04 (328)      Administer Legal Files

### Unit Summary

Open, maintain, close and retrieve legal files.

#### You will apply the following skills:

Planning  
Using number  
Researching  
Problem solving  
Organising  
Quality checking  
Decision making  
Communicating  
Reading  
Using technology  
Writing

### Performance indicators

#### You will:

##### Open a file

- 1 Receive instructions from the fee earner and arrange a conflict of interest search.
- 2 Report on the outcome of a conflict of interest search to the fee earner.
- 3 Generate matter reference.
- 4 Record matter information and open file.
- 5 Carry out routine checks as appropriate and report on outcomes to the fee earner.
- 6 Confirm all necessary details with the client by creating and issuing a 'terms of engagement' notification.

##### Maintain and administer a current file

- 7 Produce and amend correspondence and appropriate documents as instructed, following housestyle and organisational requirements.
- 8 Carry out research as instructed and report back to fee earner.
- 9 Make sure all costs and disbursements are charged to the correct matter reference.
- 10 Make sure all file management activities conform to housestyle and organisational requirements.
- 11 Make sure all time spent on the matter is correctly recorded.
- 12 Generate bills as requested in accordance with instructions.
- 13 Receive instructions to close a file.
- 14 Review the file and identify any outstanding issues and unbilled disbursements.
- 15 Report outstanding issues to the fee earner for resolution.
- 16 Where necessary, deal with reimbursements.
- 17 Check with the fee earner whether any documents, knowledge or data needs to be added to the firm's precedent, knowledge or data bank.
- 18 Ensure the file is complete for preparation of the final bill.
- 19 If appropriate, prepare the final bill.

**Performance indicators (cont)****Close a file and prepare it for archiving**

- 20 Complete file closing documentation and check that the account shows a nil balance.
- 21 Notify relevant people that the file is closing.
- 22 Sort the file, to clear it of unnecessary material, and check with the fee earner on the appropriate distribution of documents.
- 23 Make sure that hard copies of electronic communications are in the file.
- 24 Prepare a schedule of the file contents so that they can be readily retrieved.
- 25 Correctly label files for storage with all the required information, and amend records to show that the file is closed.
- 26 Make arrangements for the file to be archived.
- 27 Where necessary, provide accurate and timely information to retrieve files from archives.

\* **Highlighted PIs indicate contingencies**

**Knowledge****You will know:**

- 1 The administrative services that you are responsible for.
- 2 Your organisation's policies, procedures and constraints that affect administrative services in your area of responsibility.
- 3 The duty of confidentiality that applies when you are dealing with client's information.
- 4 The specialist software used by your organisation for the recording and processing of legal cases.
- 5 The importance of accuracy and attention to detail when dealing with information in a legal context.
- 6 The type of transaction that your department is involved in (for example, conveyance, family law, commercial, litigation).
- 7 The particular legal terminology that is associated with different types of transactions.
- 8 Your organisation's procedures for opening files, and allocating references to matters.
- 9 Who needs to be informed of the opening of a new file, and why this is important.
- 10 How to open files in a range of formats.
- 11 How to open files for new clients and new matters on files for existing clients.
- 12 How to carry out searches and why these are needed.
- 13 How to carry out routine checks and why these are needed.
- 14 With which organisations to carry out routine checks and why these are needed.
- 15 Understand the contents and purpose of a 'terms of engagement' notification and how to prepare one.
- 16 How time spent on a matter is monitored and recorded in your organisation.
- 17 The range of activity and documentation that needs to be noted within a client's file.
- 18 Your organisation's house-style for the presentation of a file.
- 19 How and when to generate bills from the information in a client's file.
- 20 What is meant by 'precedent' and 'know-how', how to identify them and record them for later use by your organisation and why this is important.
- 21 Who you should refer matters beyond your authority to.
- 22 How to prioritise your work and work to other people's priorities.

## Unit DD7L 04 (328) Administer Legal Files

### Record of Evidence

Performance indicators	Evidence numbers	Evidence type
1 Receive instructions from the fee earner and arrange a conflict of interest search.		
2 Report on the outcome of a conflict of interest search to the fee earner.		
3 Generate matter reference.		
4 Record matter information and open file.		
5 Carry out routine checks as appropriate and report on outcomes to the fee earner.		
6 Confirm all necessary details with the client by creating and issuing a 'terms of engagement' notification.		
7 Produce and amend correspondence and appropriate documents as instructed, following housestyle and organisational requirements.		
8 Carry out research as instructed and report back to fee earner.		
9 Make sure all costs and disbursements are charged to the correct matter reference.		
10 Make sure all file management activities conform to house-style and organisational requirements.		
11 Make sure all time spent on the matter is correctly recorded.		
12 Generate bills as requested in accordance with instructions.		
13 Receive instructions to close a file.		
14 Review the file and identify any outstanding issues and unbilled disbursements.		
15 Report outstanding issues to the fee earner for resolution.		
16 Where necessary, deal with reimbursements.		
17 Check with the fee earner whether any documents, knowledge or data needs to be added to the firm's precedent, knowledge or data bank.		
18 Ensure the file is complete for preparation of the final bill.		
19 If appropriate, prepare the final bill.		
20 Complete file closing documentation and check that the account shows a nil balance.		
21 Notify relevant people that the file is closing.		
22 Sort the file, to clear it of unnecessary material, and check with the fee earner on the appropriate distribution of documents.		
23 Make sure that hard copies of electronic communications are in the file.		
24 Prepare a schedule of the file contents so that they can be readily retrieved.		
25 Correctly label files for storage with all the required information, and amend records to show that the file is closed.		
26 Make arrangements for the file to be archived.		
27 Where necessary, provide accurate and timely information to retrieve files from archives.		

\* **Highlighted PIs indicate contingencies**

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

## Unit DD7L 04 (328)

## Administer Legal Files

Knowledge requirements	Evidence numbers	Evidence type
1 The administrative services that you are responsible for.		
2 Your organisation's policies, procedures and constraints that affect administrative services in your area of responsibility.		
3 The duty of confidentiality that applies when you are dealing with client's information.		
4 The specialist software used by your organisation for the recording and processing of legal cases.		
5 The importance of accuracy and attention to detail when dealing with information in a legal context.		
6 The type of transaction that your department is involved in (for example, conveyance, family law, commercial, litigation).		
7 The particular legal terminology that is associated with different types of transactions.		
8 Your organisation's procedures for opening files, and allocating references to matters.		
9 Who needs to be informed of the opening of a new file, and why this is important.		
10 How to open files in a range of formats.		
11 How to open files for new clients and new matters on files for existing clients.		
12 How to carry out searches and why these are needed.		
13 How to carry out routine checks and why these are needed.		
14 With which organisations to carry out routine checks and why these are needed.		
15 Understand the contents and purpose of a 'terms of engagement' notification and how to prepare one.		
16 How time spent on a matter is monitored and recorded in your organisation.		
17 The range of activity and documentation that needs to be noted within a client's file.		
18 Your organisation's housestyle for the presentation of a file.		
19 How and when to generate bills from the information in a client's file.		
20 What is meant by 'precedent' and 'know-how', how to identify them and record them for later use by your organisation and why this is important.		
21 Who you should refer matters beyond your authority to.		
22 How to prioritise your work and work to other people's priorities.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

**Candidate:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_  
(if sampled)

**Date:** \_\_\_\_\_

## Unit DD86 04 (329) Administer Representations

### Unit Summary

Provide administrative services for representations against Penalty Charge Notices.

### You will apply the following skills:

Interpersonal skills  
Recording  
Presenting yourself  
Using technology  
Questioning  
Communicating  
Listening  
Decision making  
Negotiating  
Problem solving  
Researching  
Managing time  
Quality checking

### Performance indicators

#### You will:

#### Respond to the receipt of an informal representation

- 1 Respond promptly to a customer's initial enquiry with accurate advice.
- 2 Record that you have received the written representation.
- 3 Make sure you have the information you need to understand the customer's case.
- 4 Where the customer proceeds, check the details of the documentation you have received for accuracy, consistency and validity.
- 5 If the documentation fails to meet the requirements for considering the representation, promptly inform the customer of this and the courses of action they can take.

#### Respond appropriately to the receipt of a formal representation

- 6 Respond promptly to a customer's initial enquiry with accurate advice.
- 7 Record that you have received the written representation.
- 8 Make sure you have the information you need to understand the customer's case.
- 9 Where the customer proceeds, check the details of the documentation you have received for accuracy, consistency and validity.
- 10 If the customer's situation does not fall within a recognised category for exemption, inform the customer of this and the courses of action they can take.
- 11 At all stages, comply with organisational and legal requirements.

**Performance indicators (cont)****Prepare case evidence for formal and informal representations**

- 12 If necessary, take prompt action to suspend the enforcement process while the representation is being investigated.
- 13 Make sure all records are accurate, reliable, valid and up-to-date.
- 14 Review the documentation to make sure there is sufficient evidence, and decide whether you need additional evidence.
- 15 Where necessary, obtain the additional items of evidence needed.
- 16 Collate and present the evidence.
- 17 Refer any matter which is beyond the limits of your responsibility to the appropriate person.
- 18 At all stages comply with current organisational and legal requirements.

**Investigate the case and act upon your decision**

- 19 Review all evidence and make a decision.
- 20 Inform the customer, in writing and within agreed timescales, of your decision and the courses of action that they can take.
- 21 Where appropriate, reactivate the enforcement process.
- 22 Keep copies of all correspondence and update the records.
- 23 At all stages, comply with current organisational and legal requirements.

\* **Highlighted PIs indicate contingencies**

**Knowledge****You will know:**

- 1 The administrative services that you are responsible for and the limits and scope of your responsibilities and authority in providing these services.
- 2 Your organisation's policies, procedures and constraints that affect administrative services in your area of responsibility and how to apply them.
- 3 The legislation and codes of practice that currently apply when you are dealing with representations (eg, the Road Traffic Act 1991 and its amendments, Adjudicator's Regulations and Traffic Management and Traffic Regulation Orders, Parking Code of Practice, Contravention Codes, grounds for making representations).
- 4 The specialist software used by your organisation for the recording and processing of representations and how to use it.
- 5 How to access and use the sources of information (both paper-based and electronic) that you need to deal with representations.
- 6 What documents are used in parking control administration in relation to dealing with representations.
- 7 How to communicate effectively with customers so that you can be clear about the nature of their enquiry and can explain to customers the courses of action available to them.
- 8 The minimum information that is needed before you can agree to consider an informal representation, and why this is the case.
- 9 The conditions that apply for acceptable representations eg, by whom the representation can be made.
- 10 How to record receipt of an informal representation, and why this is important.
- 11 The conditions that apply for acceptable representations eg, that the representation must be submitted within statutory timescales.
- 12 How to identify evidence that is reliable, valid and sufficient.
- 13 What information has to be provided and how to check that it is accurate.
- 14 The range of evidence that is needed to support a reliable decision, and where to obtain it.

**Knowledge (cont)**

- 15 How to clarify the details of the customer's representation through oral or written questioning.
- 16 The approved format and contents of case evidence.
- 17 What the limits of your responsibility in investigating representations are, and who to refer matters outside of your authority to.
- 18 What evidence is needed.
- 19 How to identify and obtain evidence that you have not been provided with.
- 20 How to make decisions that are supported by the evidence and comply with current legal and organisational requirements.
- 21 The courses of action that a customer can take once a decision has been made, and the consequences of taking those courses of action.

## Unit DD86 04 (329)

## Administer Representations

### Record of Evidence

Performance indicators	Evidence numbers	Evidence type
1 Respond promptly to a customer's initial enquiry with accurate advice.		
2 Record that you have received the written representation.		
3 Make sure you have the information you need to understand the customer's case.		
4 Where the customer proceeds, check the details of the documentation you have received, for accuracy and validity.		
5 If the documentation fails to meet the requirements for considering the representation, promptly inform the customer of this and the courses of action they can take.		
6 Respond promptly to a customer's initial enquiry with accurate advice.		
7 Record that you have received the written representation.		
8 Make sure you have the information you need to understand the customer's case.		
9 Where the customer proceeds, check the details of the documentation you have received for accuracy, consistency and validity.		
10 If the customer's situation does not fall within a recognised category for exemption, inform the customer of this and the courses of action they can take.		
11 At all stages, comply with organisational and legal requirements.		
12 If necessary, take prompt action to suspend the enforcement process while the representation is being investigated.		
13 Make sure all records are accurate, reliable, valid and up-to-date.		
14 Review the documentation to make sure there is sufficient evidence, and decide whether you need additional evidence.		
15 Where necessary, obtain the additional items of evidence needed.		
16 Collate and present the evidence.		
17 Refer any matter which is beyond the limits of your responsibility to the appropriate person.		
18 At all stages comply with current organisational and legal requirements.		
19 Review all evidence and make a decision.		
20 Inform the customer, in writing and within agreed timescales, of your decision and the courses of action that they can take.		
21 Where appropriate, reactivate the enforcement process.		
22 Keep copies of all correspondence and update the records.		
23 At all stages, comply with current organisational and legal requirements.		

\* **Highlighted PIs indicate contingencies**

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

**Unit DD86 04 (329)****Administer Representations**

<b>Knowledge requirements</b>	<b>Evidence numbers</b>	<b>Evidence type</b>
1 The administrative services that you are responsible for and the limits and scope of your responsibilities and authority in providing these services.		
2 Your organisation's policies, procedures and constraints that affect administrative services in your area of responsibility and how to apply them.		
3 The legislation and codes of practice that currently apply when you are dealing with representations (eg, the Road Traffic Act 1991 and its amendments, Adjudicator's Regulations and Traffic Management and Traffic Regulation Orders, Parking Code of Practice, Contravention Codes, grounds for making representations).		
4 The specialist software used by your organisation for the recording and processing of representations and how to use it.		
5 How to access and use the sources of information (both paper-based and electronic) that you need to deal with representations.		
6 What documents are used in parking control administration in relation to dealing with representations.		
7 How to communicate effectively with customers so that you can be clear about the nature of their enquiry and can explain to customers the courses of action available to them.		
8 The minimum information that is needed before you can agree to consider an informal representation, and why this is the case.		
9 The conditions that apply for acceptable representations eg, by whom the representation can be made.		
10 How to record receipt of an informal representation, and why this is important.		
11 The conditions that apply for acceptable representations eg, that the representation must be submitted within statutory timescales.		
12 How to identify evidence that is reliable, valid and sufficient.		
13 What information has to be provided and how to check that it is accurate.		
14 The range of evidence that is needed to support a reliable decision, and where to obtain it.		
15 How to clarify the details of the customer's representation through oral or written questioning.		
16 The approved format and contents of case evidence.		
17 What the limits of your responsibility in investigating representations are and who to refer matters outside of your authority to.		
18 What evidence is needed.		
19 How to identify and obtain evidence that you have not been provided with.		

**Unit DD86 04 (329)****Administer Representations**

<b>Knowledge requirements (cont)</b>	<b>Evidence numbers</b>	<b>Evidence type</b>
20 How to make decisions that are supported by the evidence and comply with current legal and organisational requirements.		
21 The courses of action that a customer can take once a decision has been made, and the consequences of taking those courses of action.		

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**Candidate:** \_\_\_\_\_

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(if sampled)

**Date:** \_\_\_\_\_

## Unit DD7N 04 (330) Administer the Appeals Process

### Unit Summary

Process documentation and respond to appeals against Parking Penalty Charge Notices.

### You will apply the following skills:

Recording  
Decision making  
Quality checking  
Communicating  
Managing time  
Organising  
Analysing  
Presenting yourself  
Researching  
Evaluating  
Problem solving

### Performance indicators

#### You will:

#### Prepare case evidence

- 1 Record that you have received the appeal notification.
- 2 If necessary, take action to suspend the enforcement process during the investigation.
- 3 Check the details of the documentation you have received for accuracy and consistency and notify the appropriate person of any discrepancies.
- 4 Make sure that you understand the grounds on which the customer is appealing.
- 5 At all stages comply with current organisational and legal requirements.
- 6 At all stages carry out work within the given deadline for the case.

#### Investigate the case for appeal and decide how to proceed

- 7 Make sure all necessary evidence is present, accurate, valid and reliable.
- 8 Identify and obtain any additional items of evidence that are needed.
- 9 Where necessary consult other people to obtain further information.
- 10 Refer any matter which is beyond the limits of your responsibility or competence to the appropriate person.
- 11 Review all evidence and make and record a decision on the basis of the evidence.
- 12 Where the decision is not to contest the appeal, make sure that the adjudicator and appellant are informed.
- 13 At all stages, comply with organisational and legal requirements.

**Performance indicators (cont)****Contest the appeal**

- 14 Prepare a case summary in accordance with organisational guidelines and relevant codes of practice.
- 15 Collate, label and present documentation in the format required by the people who will use it.
- 16 Make sure copies of documentation are provided to all relevant people.
- 17 Make sure that you are prepared to respond to requests for further information.
- 18 If you attend the hearing, ensure that you are fully conversant with the case and that you comply with the Code of Conduct for personal attendance.

**Respond appropriately to the outcomes of the appeal**

- 19 On receiving notification of the outcome of the appeal, update all records in accordance with organisational and legal requirements.
- 20 Proceed with the case as appropriate to the outcomes of the appeal.
- 21 Review and consider the adjudicator's feedback, and take appropriate actions.

\* **Highlighted PIs indicate contingencies**

**Knowledge****You will know:**

- 1 The administrative services that you are responsible for.
- 2 Your organisation's policies, procedures and constraints that affect administrative services in your area of responsibility.
- 3 The rules that apply when you are dealing with appeals (eg, Codes of Conduct, Code of Practice).
- 4 The current legislation that applies when you are dealing with appeals (eg, Road Traffic Act).
- 5 The specialist software used by your organisation for the recording and processing of appeals.
- 6 How to identify evidence that is sufficient, reliable and valid
- 7 What information has to be provided and how to check that it is accurate.
- 8 The grounds on which someone may appeal.
- 9 The importance of acting within the given deadline for the case, and the consequences of failing to do so.
- 10 What the limits of your responsibility in investigating appeals are, and to whom matters outside your authority should be referred.
- 11 What evidence is needed, and why.
- 12 How to identify and obtain evidence that you have not been provided with.
- 13 Who to consult if further information is needed.
- 14 How to prepare a case summary.
- 15 How to present a case summary, and why it is important to present it in this way.
- 16 How to prepare the documentation for a case that is not to be contested.
- 17 Your organisation's requirements for the presentation and organisation of documents for an appeal hearing.
- 18 How to prepare yourself for a hearing, if you have to attend one yourself.
- 19 The Code of Conduct which regulates how to behave if you attend appeal hearings yourself.
- 20 The kinds of further information that might be requested.
- 21 What actions to take to close a case.
- 22 How to arrange for refunds of fees to be paid.
- 23 The records (paper and electronic) that need to be updated to record the outcome of the appeal, and how to do this.
- 24 Who to inform of the outcomes of an appeal, and why.
- 25 The courses of action that are available to the appellant.
- 26 What actions to take to reactivate the recovery process.

## Unit DD7N 04 (330) Administer the Appeals Process

### Record of Evidence

Performance indicators	Evidence numbers	Evidence type
1 Record that you have received the appeal notification.		
2 If necessary, take action to suspend the enforcement process during the investigation.		
3 Check the details of the documentation you have received for accuracy and consistency and notify the appropriate person of any discrepancies.		
4 Make sure that you understand the grounds on which the customer is appealing.		
5 At all stages comply with current organisational and legal requirements.		
6 At all stages carry out work within the given deadline for the case.		
7 Make sure all necessary evidence is present, accurate, valid and reliable.		
8 Identify and obtain any additional items of evidence that are needed.		
9 Where necessary consult other people to obtain further information.		
10 Refer any matter which is beyond the limits of your responsibility or competence to the appropriate person.		
11 Review all evidence and make and record a decision on the basis of the evidence.		
12 Where the decision is not to contest the appeal, make sure that the adjudicator and appellant are informed.		
13 At all stages, comply with organisational and legal requirements.		
14 Prepare a case summary in accordance with organisational guidelines and relevant codes of practice.		
15 Collate, label and present documentation in the format required by the people who will use it.		
16 Make sure copies of documentation are provided to all relevant people.		
17 Make sure that you are prepared to respond to requests for further information.		
18 If you attend the hearing, ensure that you are fully conversant with the case and that you comply with the Code of Conduct for personal attendance.		
19 On receiving notification of the outcome of the appeal, update all records in accordance with organisational and legal requirements.		
20 Proceed with the case as appropriate to the outcomes of the appeal.		
21 Review and consider the adjudicator's feedback, and take appropriate actions.		

\* **Highlighted PIs indicate contingencies**

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

## Unit DD7N 04 (330) Administer the Appeals Process

Knowledge requirements	Evidence numbers	Evidence type
1 The administrative services that you are responsible for.		
2 Your organisation's policies, procedures and constraints that affect administrative services in your area of responsibility.		
3 The rules that apply when you are dealing with appeals (eg, Codes of Conduct, Code of Practice).		
4 The current legislation that applies when you are dealing with appeals (eg, Road Traffic Act)		
5 The specialist software used by your organisation for the recording and processing of appeals.		
6 How to identify evidence that is sufficient, reliable and valid.		
7 What information has to be provided and how to check that it is accurate.		
8 The grounds on which someone may appeal.		
9 The importance of acting within the given deadline for the case, and the consequences of failing to do so.		
10 What the limits of your responsibility in investigating appeals are, and to whom matters outside your authority should be referred.		
11 What evidence is needed, and why.		
12 How to identify and obtain evidence that you have not been provided with.		
13 Who to consult if further information is needed.		
14 How to prepare a case summary.		
15 How to present a case summary, and why it is important to present it in this way.		
16 How to prepare the documentation for a case that is not to be contested.		
17 Your organisation's requirements for the presentation and organisation of documents for an appeal hearing.		
18 How to prepare yourself for a hearing, if you have to attend one yourself.		
19 The Code of Conduct which regulates how to behave if you attend appeal hearings yourself.		
20 The kinds of further information that might be requested.		
21 What actions to take to close a case.		
22 How to arrange for refunds of fees to be paid.		
23 The records (paper and electronic) that need to be updated to record the outcome of the appeal, and how to do this.		
24 Who to inform of the outcomes of an appeal, and why.		
25 The courses of action that are available to the appellant.		
26 What actions to take to reactivate the recovery process.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

**Candidate:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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**Date:** \_\_\_\_\_

## Unit DV5F 04 (331)      Administer Case Files

### Unit Summary

Open, maintain and close case files.

### You will apply the following skills:

Communicating  
Reading  
Decision making  
Researching  
Organising  
Using numbers  
Planning  
Using technology  
Problem solving  
Writing

### Performance indicators

#### You will:

- 1 Create a new record and open a case file.
- 2 Obtain or identify the location of all file documents and materials.
- 3 Produce and amend documents as requested.
- 4 Liaise with the relevant people to progress the case.
- 5 Keep the case file up to date.
- 6 Record file movement and ensure confidentiality and security of information.
- 7 Prepare court bundles as requested.
- 8 Action and record hearing outcomes as necessary.
- 9 Prepare the case file for closure.
- 10 Notify relevant people that the case file is closing.
- 11 Close the case file.

### Knowledge

#### You will know:

- 1 The administrative services that you are responsible for and the limits and scope of your responsibilities and authority in providing these services.
- 2 Your organisation's policies, procedures and constraints that affect administrative services in your area of responsibility and how to apply them.
- 3 Legal and organisational requirements covering the security and confidentiality of information.
- 4 The importance of accuracy and attention to detail when dealing with information in a legal context.
- 5 How to carry out research and identify sources of information.
- 6 How to collect evidence and materials that is sufficient, reliable and valid.
- 7 What evidence is needed and why.
- 8 How to prepare court bundles.
- 9 How to ensure case files are complete and why this is important.

**Knowledge (cont)**

- 10 What to do if a new file is not complete.
- 11 Who to consult if further information is needed.
- 12 How to clean and close a case file.
- 13 Legislation, regulations and codes of practice that apply in the sector to your area of work.
- 14 Working culture and practices in the sector.
- 15 Procedures for receiving and opening a new case file.
- 16 The structure, format and content of a new case file.
- 17 Your organisation's house style and requirements for presentation of correspondence, documents and bills.
- 18 Your organisation's procedures for closing case files.
- 19 Where and when to refer matters that are beyond your authority.

## Unit DV5F 04 (331) Administer Case Files

### Record of Evidence

Performance indicators	Evidence numbers	Evidence type
1 Create a new record and open a case file.		
2 Obtain or identify the location of all file documents and materials.		
3 Produce and amend documents as requested.		
4 Liaise with the relevant people to progress the case.		
5 Keep the case file up to date.		
6 Record file movement and ensure confidentiality and security of information.		
7 Prepare court bundles as requested.		
8 Action and record hearing outcomes as necessary.		
9 Prepare the case file for closure.		
10 Notify relevant people that the case file is closing.		
11 Close the case file.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

Knowledge requirements	Evidence numbers	Evidence type
1 The administrative services that you are responsible for and the limits and scope of your responsibilities and authority in providing these services.		
2 Your organisation's policies, procedures and constraints that affect administrative services in your area of responsibility and how to apply them.		
3 Legal and organisational requirements covering the security and confidentiality of information.		
4 The importance of accuracy and attention to detail when dealing with information in a legal context.		
5 How to carry out research and identify sources of information.		
6 How to collect evidence and materials that is sufficient, reliable and valid.		
7 What evidence is needed and why.		
8 How to prepare court bundles.		
9 How to ensure case files are complete and why this is important.		
10 What to do if a new file is not complete.		
11 Who to consult if further information is needed.		
12 How to clean and close a case file.		
13 Legislation, regulations and codes of practice that apply in the sector to your area of work.		
14 Working culture and practices in the sector.		
15 Procedures for receiving and opening a new case file.		
16 The structure, format and content of a new case file.		

## Unit DV5F 04 (331) Administer Case Files

Knowledge requirements (cont)	Evidence numbers	Evidence type
17 Your organisation's house style and requirements for presentation of correspondence, documents and bills.		
18 Your organisation's procedures for closing case files.		
19 Where and when to refer matters that are beyond your authority.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

**Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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**Internal Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(if sampled)

## Unit DV5G 04 (332) Administer Appeals

### Unit Summary

Initiate and administer the contesting of appeals and act on the outcomes.

#### You will apply the following skills:

Analysing  
Problem solving  
Application of law and Reading procedure  
Researching  
Communicating  
Evaluating  
Decision making  
Team working  
Interviewing  
Using numbers  
Negotiating  
Using technology  
Organising  
Report writing  
Planning

### Performance indicators

#### You will:

- 1 Open the appeals file or record receipt of the appeal.
- 2 Review the case file, grounds for appeal and initial judicial determination.
- 3 Make a decision on how to proceed.
- 4 File report and refer case file recommendation.
- 5 Identify and collect additional evidence and materials relevant to the appeal.
- 6 Consult the relevant people where necessary.
- 7 Liaise with the relevant judicial body as necessary.
- 8 Liaise with and support the advocate if required.
- 9 Take responsibility for any follow up actions.
- 10 Respond to requests for further information.
- 11 If required, attend the appeal hearing, complying with any Code of Conduct for personal attendance.
- 12 If required, proceed with the case as appropriate to the outcomes of the appeal.
- 13 Communicate and action the outcome and update all records.

\* **Highlighted PIs indicate contingencies**

**Knowledge****You will know:**

- 1 The administrative services that you are responsible for and the limits and scope of your responsibilities and authority in providing these services.
- 2 You will know the obligations and duties of presenting an appeal to the judiciary or court by an advocate and witnesses.
- 3 Your organisation's policies, procedures and constraints that affect administrative services in your area of responsibility and how to apply them.
- 4 Legal and organisational requirements covering the security and confidentiality of information.
- 5 The importance of accuracy and attention to detail when dealing with information in a legal context.
- 6 How to access and use the sources of information that you need.
- 7 How to identify evidence that is sufficient, reliable and valid.
- 8 What evidence is needed, and why.
- 9 How to check evidence and materials are complete.
- 10 How to identify and obtain evidence that you have not been provided with.
- 11 Who to consult if further information is needed.
- 12 The software used by your organisation for the recording and processing of appeals.
- 13 Your organisation's house style and requirements for presentation of case files, reports and recommendations.
- 14 What constitutes grounds for appeal.
- 15 Legal and regulatory requirements that apply to appeals.
- 16 How to review and make recommendations on appeals, and decide when further information is needed.
- 17 The kinds of further information that might be requested.
- 18 Your organisation's requirements for the presentation and organisation of documents for an appeal hearing.
- 19 How to act on the decision about an appeal.
- 20 The Code of Conduct for personal attendance at appeal hearings.
- 21 How to prepare yourself for a hearing, if you have to attend one yourself.
- 22 Legislation, regulations and codes of practice that apply in the sector to your area of work.
- 23 How to prepare the documentation for a case that is not to be contested.
- 24 The records (paper and electronic) that need to be updated to record the outcome of the appeal, and how to do this.
- 25 Who to inform of the outcomes of an appeal, and why.
- 26 Where and when to refer matters that are beyond your authority.
- 27 The courses of action that are available to the appellant.
- 28 Working culture and practices in the sector.

## Unit DV5G 04 (332) Administer Appeals

### Record of Evidence

Performance indicators	Evidence numbers	Evidence type
1 Open the appeals file or record receipt of the appeal.		
2 Review the case file, grounds for appeal and initial judicial determination.		
3 Make a decision on how to proceed.		
4 File report and refer case file recommendation.		
5 Identify and collect additional evidence and materials relevant to the appeal.		
6 Consult the relevant people where necessary.		
7 Liaise with the relevant judicial body as necessary.		
8 Liaise with and support the advocate if required.		
9 Take responsibility for any follow up actions.		
10 Respond to requests for further information.		
11 If required, attend the appeal hearing, complying with any Code of Conduct for personal attendance.		
12 If required, proceed with the case as appropriate to the outcomes of the appeal.		
13 Communicate and action the outcome and update all records.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

Knowledge requirements	Evidence numbers	Evidence type
1 The administrative services that you are responsible for and the limits and scope of your responsibilities and authority in providing these services.		
2 You will know the obligations and duties of presenting an appeal to the judiciary or court by an advocate and witnesses.		
3 Your organisation's policies, procedures and constraints that affect administrative services in your area of responsibility and how to apply them.		
4 Legal and organisational requirements covering the security and confidentiality of information.		
5 The importance of accuracy and attention to detail when dealing with information in a legal context.		
6 How to access and use the sources of information that you need.		
7 How to identify evidence that is sufficient, reliable and valid.		
8 What evidence is needed, and why.		
9 How to check evidence and materials are complete.		
10 How to identify and obtain evidence that you have not been provided with.		
11 Who to consult if further information is needed.		
12 The software used by your organisation for the recording and processing of appeals.		

## Unit DV5G 04 (332) Administer Appeals

Knowledge requirements (cont)	Evidence numbers	Evidence type
13 Your organisation's house style and requirements for presentation of case files, reports and recommendations.		
14 What constitutes grounds for appeal.		
15 Legal and regulatory requirements that apply to appeals.		
16 How to review and make recommendations on appeals, and decide when further information is needed.		
17 The kinds of further information that might be requested.		
18 Your organisation's requirements for the presentation and organisation of documents for an appeal hearing.		
19 How to act on the decision about an appeal.		
20 The Code of Conduct for personal attendance at appeal hearings.		
21 How to prepare yourself for a hearing, if you have to attend one yourself.		
22 Legislation, regulations and codes of practice that apply in the sector to your area of work.		
23 How to prepare the documentation for a case that is not to be contested.		
24 The records (paper and electronic) that need to be updated to record the outcome of the appeal, and how to do this.		
25 Who to inform of the outcomes of an appeal, and why.		
26 Where and when to refer matters that are beyond your authority.		
27 The courses of action that are available to the appellant.		
28 Working culture and practices in the sector.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

**Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(if sampled)

## **Unit F4HN 04 (334)      Provide administrative support in schools**

### **Unit Summary**

Providing administrative support for working with education establishment contacts and wider community contacts to contribute to the educational establishment's goals and priorities.

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

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

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

### **You will apply the following skills:**

- Communicating
- Team working
- Planning
- Analysing
- Researching
- Evaluating
- Organising
- Negotiating
- Managing time
- Prioritising
- Problem solving
- Managing conflict
- Numeracy
- Literacy
- Writing
- Using technology

**Performance indicators****You will:****Work with school contacts and wider community contacts**

- 1 Build positive working relationships.
- 2 Present a positive image of yourself and your school.
- 3 Communicate effectively with contacts.
- 4 Follow school policies and procedures for dealing with parents, guardians and carers.
- 5 Follow school policies and procedures for dealing with pupils and students.
- 6 Follow school policies and procedures for dealing with colleagues and the wider community.
- 7 Provide effective administrative and organisational support to school contacts and the wider community.
- 8 Operate school administration systems.
- 9 Analyse and evaluate information.
- 10 Produce reports in line with school procedures.
- 11 Safeguard confidential information.
- 12 Act within the limits of your authority.
- 13 Refer issues beyond your authority to the appropriate person.

\* **Highlighted PIs indicate contingencies**

**Knowledge****You will know:**

- 1 Why it is important to build positive working relationships with contacts.
- 2 How to build positive working relationships with contacts.
- 3 Why it is important for your school to have a friendly and efficient way of dealing with contacts.
- 4 The types of contacts you deal with, the requirements that they have and how to meet their needs.
- 5 Why it is important to present a positive image of yourself and your school.
- 6 Types of problems that may occur with contacts — including conflict and aggression and the procedures for dealing with these.
- 7 The social context in which your school operates, including the cultural diversity of the community and how it impacts on the school environment.
- 8 How your role contributes to your school's goals and improvement or development priorities.
- 9 How your role supports teaching and learning.
- 10 Your school's policy and administrative procedures for dealing with parents, guardians and carers, and your roles and responsibilities in relation to these.
- 11 Your school's policy and administrative procedures for dealing with pupils and students, and your roles and responsibilities in relation to these.
- 12 Your school's policy and administrative procedures for dealing with the wider community, and your roles and responsibilities in relation to these.
- 13 How to comply with policies and procedures relating to child protection and student welfare; and how to report concerns to an appropriate person.
- 14 The policy context, wider issues and initiatives that affect the work of the school, (eg, relevant authority policies; government standards, legislation and regulations; government initiatives; etc).
- 15 The types of administrative and organisational support that you may be required to provide to school contacts and the wider community.
- 16 The purpose of school administration systems and procedures and why they are important.
- 17 Your school's administrative and organisational systems and procedures in relation to your role.
- 18 Methods of analysing and evaluating information.
- 19 Your school's procedures for producing reports.
- 20 How to identify confidential information in line with your school's procedures and relevant data protection legislation.
- 21 Why confidential information should be safeguarded and how to do this.
- 22 The limits of your authority in relation to confidential information.
- 23 When to refer confidential information to the relative authority or appropriate person and who to refer it to (eg, where concerns for a child's safety override confidentiality).
- 24 The limits of your authority and why it is important to act within them.
- 25 When to refer issues to a higher authority and who to refer them to.

## Unit F4HN 04 (334) Provide administrative support in schools

### Record of Evidence

Performance indicators	Evidence numbers	Evidence type
1 Build positive working relationships.		
2 Present a positive image of yourself and your school.		
3 Communicate effectively with contacts.		
4 Follow school policies and procedures for dealing with parents, guardians and carers.		
5 Follow school policies and procedures for dealing with pupils and students.		
6 Follow school policies and procedures for dealing with colleagues and the wider community.		
7 Provide effective administrative and organisational support to school contacts and the wider community.		
8 Operate school administration systems.		
9 Analyse and evaluate information.		
10 Produce reports in line with school procedures.		
11 Safeguard confidential information.		
12 Act within the limits of your authority.		
13 Refer issues beyond your authority to the appropriate person.		

\* **Highlighted PIs indicate contingencies**

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

Knowledge requirements	Evidence numbers	Evidence type
1 Why it is important to build positive working relationships with contacts.		
2 How to build positive working relationships with contacts.		
3 Why it is important for your school to have a friendly and efficient way of dealing with contacts.		
4 The types of contacts you deal with, the requirements that they have and how to meet their needs.		
5 Why it is important to present a positive image of yourself and your school.		
6 Types of problems that may occur with contacts — including conflict and aggression — and the procedures for dealing with these.		
7 The social context in which your school operates, including the cultural diversity of the community and how it impacts on the school environment.		
8 How your role contributes to your school's goals and improvement or development priorities.		
9 How your role supports teaching and learning.		
10 Your school's policy and administrative procedures for dealing with parents, guardians and carers, and your roles and responsibilities in relation to these.		

## Unit F4HN 04 (334) Provide administrative support in schools

Knowledge requirements (cont)	Evidence numbers	Evidence type
11 Your school's policy and administrative procedures for dealing with pupils and students, and your roles and responsibilities in relation to these.		
12 Your school's policy and administrative procedures for dealing with the wider community, and your roles and responsibilities in relation to these.		
13 How to comply with policies and procedures relating to child protection and student welfare; and how to report concerns to an appropriate person.		
14 The policy context, wider issues and initiatives that affect the work of the school, (eg relevant authority policies; government standards, legislation and regulations; government initiatives; etc).		
15 The types of administrative and organisational support that you may be required to provide to school contacts and the wider community.		
16 The purpose of school administration systems and procedures and why they are important.		
17 Your school's administrative and organisational systems and procedures in relation to your role.		
18 Methods of analysing and evaluating information.		
19 Your school's procedures for producing reports.		
20 How to identify confidential information in line with your school's procedures and relevant data protection legislation.		
21 Why confidential information should be safeguarded and how to do this.		
22 The limits of your authority in relation to confidential information.		
23 When to refer confidential information to the relative authority or appropriate person and who to refer it to (eg, where concerns for a child's safety override confidentiality).		
24 The limits of your authority and why it is important to act within them.		
25 When to refer issues to a higher authority and who to refer them to.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

**Candidate:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_

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