



Ascentis Level 2 Certificate in Skills for Further Study in Business, Administration and Law

Specification

Ofqual Number: 601/7052/9

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ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual)

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

ASCENTIS CONTACT DETAILS

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ASCENTIS LEVEL 2 CERTIFICATE IN SKILLS FOR FURTHER STUDY IN BUSINESS, ADMINISTRATION AND LAW

Introduction

This qualification has been designed to help learners develop the essential and transferable knowledge and skills required in order to progress primarily to Level 3 qualifications in the Business, Administration and Law sectors.

Aims

The aims of the qualification are to enable learners:

- 1 to progress to further learning
- 2 to develop study skills
- 3 to develop skills and knowledge in the areas of Business, Administration and Law

Target Group

This qualification is for learners who:

- have gaps in your skills or knowledge, perhaps because their schooling was interrupted or disrupted, or because they are returning to study after some time away from formal learning;
- are interested in a career in Business, Administration or Law and are not yet ready to access a Level 3 qualification or Apprenticeship;
- need to build the confidence, skills, knowledge and understanding needed to progress on to Level 3
- need to build a foundation of knowledge and understanding in an unfamiliar vocational area.

Ofqual Qualification Number: 601/7052/9

Rules of Combination

Ascentis Level 2 Certificate in Skills for Further Study in Business, Administration and Law

The learner must achieve 25 credits. 13 credits must come from group A. A maximum of 12 credits may be selected from group B and a maximum of 9 can be selected from group C

Group A Learners must select 13 credits from this group but can select all 25 credits

Title	Level	Credit Value	GLH	Unit ref
Using Email	Level 2	3	20	D/505/3310
Business Studies	Level 2	3	24	D/505/6708
Law in the workplace	Level 2	4	21	F/504/0629
Understanding Business Organisations	Level 2	3	24	F/504/9587
Introduction to Law in the United Kingdom	Level 2	3	24	F/505/1999
How to Run Effective Meetings	Level 2	1	8	F/505/6720
Family Law	Level 2	4	21	H/504/0400
Data Protection and Confidentiality in a Working Environment	Level 2	3	24	H/505/6712
Management	Level 2	3	24	H/505/6726
Introduction to the Law of Tort	Level 2	3	24	J/504/9770
Law in Action: Criminal Law	Level 2	3	24	J/505/6041
Handle Mail	Level 2	3	17	J/505/6363
Using the Internet	Level 2	4	30	K/505/3312
Marketing	Level 2	3	24	K/505/6730
Understanding Young People, Law And Order	Level 2	3	24	K/506/0650
Consumer Law	Level 2	2	16	L/504/9771
Communicate in a Business Environment	Level 2	3	18	L/505/3285
Minute Taking	Level 2	3	24	L/505/6736
Financial Management	Level 2	3	24	M/505/6714
Use Office Equipment	Level 2	4	18	M/505/9127
Understanding Disability, Society and the Law	Level 2	3	24	R/504/8590
Understanding Retail Consumer Law	Level 2	2	16	R/505/2350
Solve Business Problems	Level 2	3	24	R/505/6365
International Aspects of Business	Level 2	3	24	R/505/6723
Work in a Business Environment	Level 2	2	18	T/505/3314
Understanding the Law for Public Services Workers	Level 2	6	48	T/506/3356
Introduction to Business Administration	Level 2	1	8	Y/504/9899
Meet and Welcome Visitors	Level 2	3	23	Y/505/3290
Business Skills	Level 2	3	24	Y/505/6707
Risk Management	Level 2	1	24	Y/505/6738

Group B- A maximum of 12 credits can come from this group

Title	Level	Credit Value	GLH	Unit ref
Critical Thinking	Level 2	3	24	A/505/1967
Punctuation and Grammar	Level 2	2	16	A/505/2133
Setting Learning Goals	Level 2	3	24	A/505/2147
Spreadsheets	Level 2	3	24	A/505/2150

Working in a Group	Level 2	3	24	A/505/2164
Information Literacy	Level 2	3	24	D/505/1976
Plagiarism	Level 2	1	7	F/505/2117
Working with Data and Probability	Level 2	3	24	F/505/2165
Measures and Shape	Level 2	3	24	H/505/2112
Research Project	Level 2	3	14	H/505/2143
Portfolio Building	Level 2	1	7	J/505/2118
Reading and Understanding	Level 2	3	24	J/505/2135
Note Taking	Level 2	3	24	K/505/2113
Oral Communication Skills	Level 2	3	24	M/505/2114
Study Management	Level 2	2	14	M/505/2162
Revision and Exam Skills	Level 2	3	24	M/505/2310
Equality and Diversity	Level 2	3	24	R/505/1974
Action Planning for Own Development	Level 2	2	16	T/505/1952
Word Processing	Level 2	3	24	T/505/2163
Calculations	Level 2	3	24	Y/505/1958
Essay Writing	Level 2	3	21	Y/505/1975
Spelling	Level 2	3	24	Y/505/4326
Group C- A maximum of 9 credits may be achieved from this group				
Title	Level	Credit Value	GLH	Unit ref
Introduction to Law in the United Kingdom	Level 2	3	24	F/505/1999
Introduction to Business	Level 2	3	24	H/505/1977
Introduction to Computer Studies	Level 2	3	24	T/505/1983

Unit certification is available for all units.

Recommended Guided Learning Hours

The recommended guided learning hours for the Level 2 Certificate for further study in Business, Administration and Law is 152.

Total Qualification Time

The total qualification time for the Level 2 Certificate for further study in Business, Administration and Law is 250.

Time Limit for the Process of Credit Accumulation and Exemptions

Credit accumulation is usually within the life span of the qualification. Exemptions may have been achieved previous to the qualification start date; each case will be considered separately.

Recommended Prior Knowledge, Attainment and/or Experience

There is no prior knowledge required for this qualification.

Age Range of Qualification

This qualification is suitable for learners aged 16-18 and 19+

Opportunities for Progression

The primary purpose of this qualification is to give learners skills to help them progress to the next level of vocational learning in Business, Administration and Law. This Level 2 Certificate will allow them to progress to further learning including:

- Level 3 Access to HE Diploma (Business Studies)
- Level 3 Access to HE Diploma (Policing and Criminal Justice)
- Level 3 Apprenticeships in Business Administration

Whilst this qualification is not designed to provide occupational competence in business, administration and law roles, the skills, knowledge and understanding may allow learners to progress into entry level roles within the sector.

Mapping/Relationship to National Occupational Standards

This qualification is not mapped to National Occupational Standards.

Resources to support the Delivery of the Qualification

No resources have been produced to support the delivery of this qualification.

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal.

Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*¹. Full details of this procedure, including how to make an application, are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

¹ The Scottish Qualifications Authority (SQA) have developed some high level principles that cover the same requirements as the Ofqual Conditions. These are the SQA Accreditation Regulatory Principles (2011).

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

All units are internally assessed through the learner building up a portfolio of evidence that covers the relevant assessment criteria, internally assessed and verified by the centre and then externally verified by Ascentis.

On completion of the learners' evidence for either the individual units or the qualification, the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement asks assessors and the internal verifier to confirm that the rules of combination have been followed. This is particularly important in cases where a learner has taken units at different levels. The Summary Record of Achievement form is provided in Appendix 1.

Centres are required to retain all evidence from all learners for external verification and for 4 weeks afterwards should any appeal be made.

Internal Assessment

Evidence for each unit is through building up a portfolio of evidence to demonstrate that all the assessment criteria within the unit have been achieved. The evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course.

Portfolios of evidence should include a variety of evidence to demonstrate that the assessment criteria for each unit have been met. Examples of evidence that could be included are:

- Observation record
- Questions and discussions
- Photographs
- Video
- Worksheets
- Tape recordings
- Self-assessments
- Workbook activities
- Final multiple choice tests.

If the learner fails to meet the assessment criteria on the first attempt at an activity they may redraft the work following feedback given by the tutor. However tutors must not correct the work of the learner, and all feedback given by the tutor must be included within the learner's evidence.

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criterion is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. Examples of tracking sheets are found in Appendix 2.

Verification

Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Further information is available from the Resources/Key Documents section of the Ascentis website www.ascentis.co.uk

External Verification

Recognised centres will be visited in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- A review of the centres management of the regulated provision
- The levels of resources to support the delivery of the qualification, including both physical resources and staffing
- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External Verifiers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Assessors and those delivering these qualifications should be knowledgeable and competent within the areas in which they are making assessment decisions/delivering these qualifications.

Centres are responsible for ensuring that all staff involved in the delivery of the qualification are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

Those delivering the qualification should preferably hold or be working towards a recognised teaching qualification. Assessors must be able to make appropriate assessment decisions. Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes.

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of Ascentis qualifications.

Ascentis offers free support for centres. Further information on the support that is available can be found on Quartz Web or the Ascentis website.

GROUP A UNIT CRITERIA

UNIT SPECIFICATIONS

Unit Title: Using Email

Unit Reference Number: D/505/3310

Credit Value of Unit: 3

GLH of Unit: 20

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to use e-mail software tools and techniques to compose and send messages.	1.1. Select and use software tools to compose and format e-mail messages, including attachments.
	1.2. Determine the message size and how it can be reduced.
	1.3. Send e-mail messages to individuals and groups.
	1.4. Describe how to stay safe and respect others when using e-mail.
	1.5. Use an address book to organise contact information.
2. Be able to manage incoming e-mail effectively.	2.1. Follow guidelines and procedures for using e-mail.
	2.2. Read and respond to e-mail messages appropriately.
	2.3. Use email software tools and techniques to automate responses.
	2.4. Describe how to archive e-mail messages, including attachments.
	2.5. Organise, store and archive e-mail messages effectively.
	2.6. Respond appropriately to e-mail problems.

Assessment Method

Portfolio of Evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Business Studies

Unit Reference Number: D/505/6708

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the nature and purpose(s) of business.	1.1. Describe the nature and purpose(s) of business. 1.2. Describe the fundamental features of business.
2. Understand different types of business.	2.1. Describe the main factors of different types of business, including e-commerce.
3. Know how to formulate objectives for different types of business organisations.	3.1. Formulate objectives for different types of business organisations, using examples.
4. Understand the organisational structure of different types of businesses.	4.1. Describe the organisational structures of different types of businesses.
5. Understand the importance of communication that can be used in business.	5.1. Describe the nature and importance of business communication methods.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Law in the workplace
Unit Reference Number: F/504/0629

Credit Value of Unit: 4

GLH of Unit: 21

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the differences between a self-employed person and an employed person	1.1. describe the tests that are used to identify an employed person and a self-employed person
	1.2. describe the practical points that the tests examine to distinguish between an employed person and self-employed person
	1.3. explain how the courts will apply tests to different situations.
	1.4. explain the principle of vicarious liability within course of employment
2. Understand the importance of a contract of employment	2.1. describe the advantages of having a contract
	2.2. identify the main express terms that would usually be found in a contract of employment
	2.3. identify the implied terms of a contract of employment for the employer
	2.4. identify the implied terms of a contract of employment for the employee
3. Understand how contracts of employment can be terminated	3.1. explain the main distinction between wrongful dismissal and unfair dismissal
	3.2. identify situations where a dismissal would be automatically unfair
	3.3. identify the potentially fair reasons for dismissal
	3.4. describe the different remedies for unfair dismissal and the procedures for obtaining these
	3.5. describe the pro-formas used to commence an action including their content
4. Understand the requirements of an effective working environment	4.1. describe the health and safety and equality legislation that applies to the working environment
	4.2. identify the difference between direct and indirect discrimination

Assessment Method

Assignment

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Understanding Business Organisations
Unit Reference Number: F/504/9587

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the different types and purpose of businesses.	1.1. Explain the role and function of a business. 1.2. Describe different types of business and explain how they differ.
2. Understand the different types of business ownership.	2.1. Describe the main types of business ownership. 2.2. Explain the differences between types of business ownership.
3. Understand organisational structures of different types of businesses.	3.1. Describe the organisational structure of different types of businesses. 3.2. Identify the main advantages and disadvantages of different types of organisational structure.
4. Understand the role of communication in business.	4.1. Describe how a business communicates internally and externally. 4.2. Explain why communication is important to a business.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Introduction to Law in the United Kingdom

Unit Reference Number: F/505/1999

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the structure and jurisdiction of courts in the U.K.	1.1. Distinguish between criminal and civil law in the U.K. 1.2. Compare the jurisdiction of the different courts in the U.K.
2. Understand the roles of personnel in the U.K. legal system.	2.1. Describe the roles of personnel operating in the U.K. legal system.
3. Understand the sources and processes of legal advice in the U.K.	3.1. Describe the sources of legal advice available in the U.K. 3.2. Describe the processes of obtaining legal advice in the U.K.
4. Understand key legal processes in the U.K.	4.1. Describe some key legal processes operated in the U.K.
5. Understand the alternatives to taking matters to court in the U.K.	5.1. Describe legal alternatives to the formal U.K. court system in relation to an area of the law.
6. Know about career progression routes relevant to U.K. legal and related professions.	6.1. Compare progression routes available for legal and related professions in the U.K.

Assessment Method

Portfolio of evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: How to Run Effective Meetings

Unit Reference Number: F/505/6720

Credit Value of Unit: 1

GLH of Unit: 8

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the key features of effective meetings.	1.1. Describe the purpose of different types of meetings.
	1.2. Describe the purpose of key meeting documents.
	1.3. Describe the key responsibilities of a Chair and Secretary at a meeting.
	1.4. Describe the key elements to be captured when taking minutes at a meeting.
	1.5. Describe the importance of an agenda and standing items to be included.
2. Know how to organise a meeting.	2.1. Describe how to organise a meeting.
	2.2. Describe actions to be taken before, during and after a meeting.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Family Law

Unit Reference Number: H/504/0400

Credit Value of Unit: 4

GLH of Unit: 21

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the requirements for a valid marriage and civil partnership	1.1. identify the formalities of a valid marriage
	1.2. explain the requirement for capacity in relation to a valid marriage
	1.3. describe the factors relating to void and voidable marriages
	1.4. explain the basic principles of the Civil Partnership Act 2004
2. Understand the procedure for the dissolution of a marriage or civil partnership	2.1. explain the ground and the facts required to establish this ground, in relation to dissolution of marriage or civil partnership
	2.2. distinguish between divorce and judicial separation
	2.3. describe dissolution procedure for a marriage or civil partnership including examples of relevant documentation
3. Understand the provisions relating to children following the breakdown of a relationship	3.1. explain the welfare principle contained in Section 1 of the Children Act 1989
	3.2. explain the no delay, non-intervention principle and the welfare checklist
	3.3. describe the orders available under Section 8 of the Children Act 1989 and the circumstances in which they could be used

Assessment Method

Assignment

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Data Protection and Confidentiality in a Working Environment

Unit Reference Number: H/505/6712

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the importance of data protection and confidentiality in the workplace.	1.1. Describe the principles of current data protection legislation.
	1.2. Describe the consequences of failing to keep records confidential.
	1.3. Describe the differences between sensitive and non-sensitive data.
2. Know how to ensure confidentiality of an individual's information.	2.1. Describe rules for ensuring data is kept safe.
	2.2. Describe ways of safely sharing records with others.
	2.3. Describe security precautions that can be taken to protect an individual's data.
3. Know methods of transmitting and receiving sensitive information.	3.1. Describe ways to protect sensitive information being sent or received electronically.
	3.2. Describe ways to protect sensitive information being sent or received using a paper-based system.
	3.3. Describe situations where information should not be passed on.
4. Understand that information varies in its importance.	4.1. Assess the importance of confidential information.
5. Understand the importance of secure storage systems and methods of recording.	5.1. Describe methods of using and storing data safely in a paper based information system.
	5.2. Describe precautions that need to be in place when using and storing data in an electronic information system.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Management

Unit Reference Number: H/505/6726

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand management at different levels of a business.	1.1. Describe the meaning and purpose of management at senior, middle and junior levels.
2. Understand different styles of management.	2.1. Describe different styles of management.
3. Understand the management of change.	3.1. Describe why change occurs. 3.2. Describe how change is managed.
4. Understand the importance of information in decision making.	4.1. Describe the importance of communication by and with management, in relation to decision making. 4.2. Describe the nature and use of management information systems and their impact on the decision making process.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Introduction to the Law of Tort
Unit Reference Number: J/504/9770

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand how to establish negligence	1.1. Explain how the application of case law will result in the finding of negligence
2. Understand the two forms of nuisance	2.1. Compare the features of private and public nuisance
	2.2. Identify the factors that would lead to a finding of nuisance

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Law in Action: Criminal Law
Unit Reference Number: J/505/6041

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about concepts in criminal law.	1.1. Define actus reus, mens rea and strict liability.
2. Know about fatal offences.	2.1. Define and describe key elements of different fatal offences, including murder, voluntary manslaughter based on diminished responsibility and loss of control; involuntary manslaughter (constructive and gross negligence).
3. Know about non-fatal offences.	3.1. Define and describe key elements of different non-fatal offences against the person, including common assault (assault and battery), assault occasioning actual bodily harm, grievous bodily harm and wounding. 3.2. Use a case study to outline the key aspects of a specific non-fatal offence.
4. Know about property offences.	4.1. Define and describe key elements of different property offences, including theft; robbery; burglary and aggravated burglary; making off without payment.
5. Know about general defences.	5.1. Explain different general defences, for example insanity, automatism intoxication, duress; duress of circumstances/necessity, self-defence, consent.

Assessment Method

Portfolio of Evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Handle Mail

Unit Reference Number: J/505/6363

Credit Value of Unit: 3

GLH of Unit: 17

Level of Unit: 2

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand security procedures when handling mail or packages.	1.1. Describe the purpose of security procedures for handling mail or packages.
	1.2. Give examples of security procedures for handling mail in an organisation.
2. Know the range of available internal and external mail services.	2.1. Give examples of internal and external mail services available to organisations.
	2.2. Describe the purpose of distributing and dispatching mail to the correct recipient within agreed timescales.
3. Be able to receive, distribute and collect internal mail or packages.	3.1. Receive, check and sort incoming mail or packages.
	3.2. Identify and deal appropriately with unwanted junk mail, damaged or suspicious items.
	3.3. Distribute incoming mail or packages.
	3.4. Collect, sort and prioritise outgoing mail or packages.
4. Be able to follow procedures for despatching mail or packages.	4.1. Identify best options for despatching mail.
	4.2. Agree a cost for despatching mail or packages.
	4.3. Arrange services to collect outgoing mail or packages, if required.
	4.4. Prepare items for urgent or special delivery, where necessary.
	4.5. Calculate correct postage charges for outgoing mail or packages.
	4.6. Record postage costs.
	4.7. Despatch outgoing mail or packages to agreed timescale.
5. Be able to resolve, report or refer problems that may occur in handling mail or packages.	5.1. Identify where a problem may exist with incoming and outgoing mail or packages, and how to deal with it.
	5.2. Resolve, report or refer problems with incoming and outgoing mail or packages.

Assessment Method

Portfolio of Evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Using the Internet

Unit Reference Number: K/505/3312

Credit Value of Unit: 4

GLH of Unit: 30

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to connect to the Internet.	1.1. Identify different types of connection methods that can be used to access the Internet.
	1.2. Identify the benefits and drawbacks of the connection method used.
	1.3. Get online with an Internet connection.
	1.4. Use help facilities to solve Internet connection problems.
2. Be able to use browser software to navigate webpages effectively.	2.1. Select and use browser tools to navigate webpages.
	2.2. Identify when to change settings to aid navigation.
	2.3. Adjust browser settings to optimise performance and meet needs.
	2.4. Identify ways to improve the performance of a browser.
3. Be able to use browser tools to search for information from the Internet.	3.1. Select and use appropriate search techniques to locate information efficiently.
	3.2. Describe how well information meets requirements.
	3.3. Manage and use references to make it easier to find information another time.
	3.4. Download, organise and store different types of information from the Internet.
4. Be able to use browser software to communicate information online.	4.1. Identify opportunities to create, post or publish material to websites.
	4.2. Select and use appropriate tools and techniques to communicate information online.
	4.3. Use browser tools to share information sources with others.
	4.4. Submit information online.
5. Understand the need for safety and security practices when working online.	5.1. Describe the threats to system performance when working online.
	5.2. Work responsibly and take appropriate safety and security precautions when working online.
	5.3. Describe the threats to information security when working online.
	5.4. Manage personal access to online sources securely.
	5.5. Describe the threats to user safety when working online.
	5.6. Describe how to minimise Internet security risks.
	5.7. Apply laws, guidelines and procedures for safe and secure Internet use.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
	5.8. Explain the importance of the relevant laws affecting Internet users.

Assessment Method

N/A

Equivalences

A/502/4297- Using the Internet

UNIT SPECIFICATIONS

Unit Title: Marketing

Unit Reference Number: K/505/6730

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand marketing.	1.1. Give a definition of marketing. 1.2. Describe the importance of market orientation.
2. Understand product development and the role of market research.	2.1. Describe why organisations need to have market research. 2.2. Describe when certain types of market research should be used. 2.3. Describe the limitations of market research.
3. Understand the role of the marketing mix.	3.1. Define marketing mix. 3.2. Describe the application of the marketing mix.
4. Know how to manage marketing strategies.	4.1. Describe methods of monitoring marketing activity.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Understanding Young People, Law and Order
Unit Reference Number: K/506/0650

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand why young people might become involved in crime.	1.1. Describe three factors that may contribute to the reasons why young people become involved in crime.
2. Understand the consequences of crime on different people.	2.1. Describe the consequences of two given crimes for: a) the victim b) the offender c) identified/named others.
3. Know the Criminal/Youth Justice System.	3.1. Describe each stage of the Criminal/Youth Justice System from reporting through to sentencing.
	3.2. Describe the role of people involved at each stage.
4. Understand custodial and alternative forms of sentences.	4.1. Describe two arguments for and against custodial sentences.
	4.2. Describe the advantages and disadvantages of two alternative forms of sentence.
5. Know the roles of local agencies.	5.1. Describe how local agencies work together to provide support for young offenders and their victims.

Assessment Method

N/A

Equivalences

F/500/5685 - Understanding Young People, Law and Order

UNIT SPECIFICATIONS

Unit Title: Consumer Law

Unit Reference Number: L/504/9771

Credit Value of Unit: 2

GLH of Unit: 2

Level of Unit: 16

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand consumer protection legislation	1.1. Describe the key features of legislation designed to protect the consumer
	1.2. Analyse the effectiveness of the legislation
2. Understand the function of regulatory bodies	2.1. Describe the function of regulatory bodies
	2.2. Analyse the effectiveness of regulatory bodies

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Communicate in a Business Environment
Unit Reference Number: L/505/3285

Credit Value of Unit: 3

GLH of Unit: 18

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to plan a communication.	1.1. Explain why it is important to plan a communication. 1.2. Explain why it is important to know the audience for a communication. 1.3. Describe different methods of communication and when to use them. 1.4. Identify the purpose of a communication and the audience. 1.5. Select appropriate methods of communication to be used.
2. Be able to communicate in writing.	2.1. Identify different sources of information that may be used when preparing written communication. 2.2. Select appropriate information needed for a written communication. 2.3. Organise, structure and present information so that it is clear, accurate and meets the needs of the audience. 2.4. Use language that suits the purpose of written communication and the audience. 2.5. Use accurate grammar, spelling and punctuation, and plain English to make sure that the meaning is clear. 2.6. Proofread and check written communications and make amendments, as required. 2.7. Explain how to identify work that is important and work that is urgent. 2.8. Describe organisational procedures for saving and filing written communications.
3. Be able to communicate verbally.	3.1. Verbally present information and ideas to others clearly and accurately. 3.2. Make contributions to discussions that move the discussion forward. 3.3. Respond appropriately to information given by other people. 3.4. Ask relevant questions to clarify own understanding. 3.5. Summarise verbal communication(s) and agree that the correct meaning has been understood.
4. Be able to identify and agree ways of developing communication skills.	4.1. Get feedback from others on own communication skills. 4.2. Use feedback to identify and agree ways of improving own communication skills.

Assessment Method

Portfolio of Evidence.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Minute Taking

Unit Reference Number: L/505/6736

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how different types of meeting are recorded.	1.1. Describe four types of meeting and the most appropriate method of recording each of them. 1.2. Describe the importance of minutes as the legal record of a meeting.
2. Understand the importance of preparation and planning in order to help prepare good minutes.	2.1. Describe how the development of a meeting agenda can impact on the preparation of minutes. 2.2. Describe how the relationship with the chair of a meeting influences the preparation and quality of the minutes.
3. Understand different techniques for note-taking, paraphrasing and summarising information during a meeting.	3.1. Describe three different techniques for assisting with note taking, paraphrasing and summarising.
4. Be able to summarise the content of a meeting.	4.1. Use three different techniques for preparing the notes and summarising the content of a meeting accurately.
5. Understand the characteristics of good minutes in terms of content, style and recording the content of a meeting accurately.	5.1. Compare given sets of minutes to identify errors and suggest appropriate improvements.
6. Be able to prepare minutes.	6.1. Prepare a set of minutes that accurately records the content of a meeting with several types of outcome.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Financial Management
Unit Reference Number: M/505/6714

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand how to read a balance sheet.	1.1. List the component parts of the balance sheet. 1.2. Calculate the capital employed. 1.3. Describe the relationship between profit and capital.
2. Understand a basic end of year profit and loss statement.	2.1. Calculate gross and net profit. 2.2. List items of Capital and Revenue Expenditure. 2.3. Distinguish between income and expenditure.
3. Know how to control cash in business.	3.1. Construct a statement to show incoming and outgoing cash flows. 3.2. Reconcile the bank statement to cash book.
4. Understand the basic measures of performance.	4.1. Calculate margin and mark-up. 4.2. Calculate return on capital. 4.3. Calculate working capital. 4.4. Calculate debt collection periods.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Use Office Equipment
Unit Reference Number: M/505/9127

Credit Value of Unit: 4

GLH of Unit: 18

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about different types of office equipment and its uses.	1.1. Identify different types of equipment and their uses.
	1.2. Describe the different features of different types of office equipment.
	1.3. Explain why different types of equipment are chosen for tasks.
2. Understand the purpose of following instructions and health and safety procedures.	2.1. Explain the purpose of following manufacturer's instructions when using equipment.
	2.2. Explain the purpose of following organisational instructions when using equipment.
	2.3. Identify health and safety procedures for using different types of equipment.
	2.4. Explain the purpose of following health and safety procedures when using equipment.
	2.5. Explain the purpose of keeping equipment clean and hygienic.
3. Understand how to use equipment in a way that minimises waste.	3.1. Give examples of waste when using equipment.
	3.2. Give examples of ways to reduce waste.
	3.3. Explain the purpose of minimising waste.
4. Know about the different types of problems that may occur when using equipment and how to deal with them.	4.1. Give examples of equipment problems.
	4.2. Explain the purpose of following manufacturer's instructions and organisational procedures when dealing with problems.
	4.3. Give examples of how to deal with problems.
5. Understand the purpose of meeting work standards and deadlines.	5.1. Explain the purpose of meeting work standards and deadlines when using equipment.
6. Understand the purpose of leaving equipment and the work area ready for the next user.	6.1. Explain the purpose of leaving equipment and the work area ready for the next user.
7. Be able to use office equipment.	7.1. Locate and select equipment needed for a task.
	7.2. Use equipment following manufacturers and organisational guidelines.
	7.3. Use equipment minimising waste.
	7.4. Keep equipment clean and hygienic.
	7.5. Deal with equipment problems following manufacturers and organisational procedures.
	7.6. Produce final work to meet agreed requirements.
	7.7. Deliver product to agreed timescale.
	7.8. Leave equipment, resources and work area ready for the next user.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Understanding Disability, Society and the Law
Unit Reference Number: R/504/8590

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the legal framework for the protection of disabled people and its place in anti-discrimination legislation in the UK.	1.1. Describe the legal definition of disability. 1.2. Describe the current legislation and its place in anti-discrimination legislation. 1.3. Describe the importance of the law on Disability Discrimination to people with: <ul style="list-style-type: none"> •mental health problems •physical disabilities •learning disabilities •visual impairment •hearing impairment.
2. Know how to support people with disabilities so they are cognisant of and able to exercise their rights under the law.	2.1. Describe a number of practical ways of supporting people with disabilities so they are cognisant of and able to exercise their rights under the law. 2.2. Describe the importance of taking into account a wide range of needs when disseminating information to people with disabilities.
3. Understand the current philosophies towards people who have support needs.	3.1. Describe present day philosophies that underpin and support people with: <ul style="list-style-type: none"> •mental health problems •physical disabilities •learning disabilities •visual impairment •hearing impairment 3.2. Illustrate by example based on these philosophies how to work effectively with an individual from one of these groups to enable them to achieve an 'ordinary life'. 3.3. Compare the strengths and weaknesses of the medical model and social model of disability.
4. Understand the historical and present day attitudes in society towards people with disabilities.	4.1. Describe the historical and present day values and attitudes to people with: <ul style="list-style-type: none"> •mental health problems •physical disabilities •learning disabilities •visual impairment •hearing impairment. 4.2. Describe the effect these perceptions have had on the treatment in society of one of these groups of disabled people. 4.3. Compare the strengths and weaknesses of the medical model and social model of disability.

Assessment Method

N/A

Equivalences

Understanding Disability, Society and the Law H/500/5100

UNIT SPECIFICATIONS

Unit Title: Understanding Retail Consumer Law
Unit Reference Number: R/505/2350

Credit Value of Unit: 2

GLH of Unit: 16

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand how consumer legislation protects the rights of customers.	1.1. State the purpose of consumer legislation in relation to retail.
	1.2. Describe the key principles and concepts of consumer legislation such as fitness for purpose, misinterpretation, and merchantable quality.
2. Know the main provisions for the protection of consumers from unfair trading practices.	2.1. Describe the provisions in place to protect consumers from unfair trading practices.
	2.2. Describe retail employees' responsibilities in ensuring fair trading practices.
3. Know the main provisions of consumer credit legislation in relation to retail.	3.1. Describe the key legal responsibilities of a retail business and its employees when offering credit facilities to customers.
4. Know the main provisions of data protection legislation in relation to retail.	4.1. Describe the key responsibilities and obligations of a retail business and its employees under current data protection legislation.
5. Know the main provisions of the law relating to the sale of licensed and age-restricted products.	5.1. Identify the responsibilities and obligations of a retail business and its employees in relation to the sale of licensed goods.
	5.2. Identify the responsibilities and obligations of a retail business and its employees in relation to the sale of age-restricted goods.
6. Understand the consequences for businesses and employees of contravening retail law.	6.1. Describe the legal consequences for businesses and employees of contravening retail law.
	6.2. Describe the probable commercial consequences and sanctions for employees and businesses of contravening retail law.

Assessment Method

Portfolio of Evidence.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Solve Business Problems
Unit Reference Number: R/505/6365

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to recognise business problems and their causes.	1.1. Outline ways of recognising business problems. 1.2. Describe how to identify possible causes of business problems.
2. Know techniques for solving business problems.	2.1. Describe different ways of solving business problems. 2.2. Give reasons for having support and feedback from others when solving business problems. 2.3. Outline the purpose of checking progress and adjusting approaches to solving a business problem.
3. Be able to plan a solution to a business problem.	3.1. Agree approaches to solving a specific business problem. 3.2. Develop a plan to solve a business problem, involving others as required.
4. Be able to carry out a solution to a business problem.	4.1. Implement an agreed solution to a specific business problem, involving others as required. 4.2. Check progress towards solving a business problem, adjusting plan if required. 4.3. Confirm that a business problem has been solved, with others as required.
5. Be able to review a solution to a business problem.	5.1. Review an approach to solving a business problem for its effectiveness. 5.2. Review the effectiveness of solution to a business problem. 5.3. Identify alternative approaches and solutions to a business problem.

Assessment Method

Portfolio of Evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: International Aspects of Business

Unit Reference Number: R/505/6723

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand factors affecting business at an international level.	1.1. Describe factors which effect business at an international level.
2. Understand the importance of exporting and importing.	2.1. Describe the importance of exporting and importing.
3. Understand international marketing.	3.1. Describe how international marketing differs from marketing in domestic markets.
4. Understand the nature and role of the multinational company.	4.1. Define characteristics of multinational companies.
5. Understand the importance of European economic and political integration on business.	5.1. Discuss the impact of the European Union economic and political integration on business.
6. Understand the nature of distribution on an international scale.	6.1. Describe the nature of distribution at international level.
7. Understand trends in international business.	7.1. Describe trends in international trade, markets and employment.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Work in a Business Environment
Unit Reference Number: T/505/3314

Credit Value of Unit: 2

GLH of Unit: 18

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
<p>1. Be able to work in ways which respect other people in the workplace.</p>	<p>1.1. Describe what is meant by diversity and why it should be valued.</p> <p>1.2. Describe how to treat other people in a way that is sensitive to their needs and respects their abilities, background, values, customs and beliefs.</p> <p>1.3. Complete work tasks alongside other people in a way that shows respect for</p> <p style="padding-left: 20px;">a) backgrounds</p> <p style="padding-left: 20px;">b) abilities</p> <p style="padding-left: 20px;">c) values, customs and beliefs</p> <p style="padding-left: 20px;">d) sensitivity to their needs.</p> <p>1.4. Follow organisational procedures and legal requirements in relation to discrimination legislation.</p>
<p>2. Be able to maintain security and confidentiality at work and deal with concerns.</p>	<p>2.1. Describe the purpose and benefits of maintaining security and confidentiality at work.</p> <p>2.2. Describe requirements for security and confidentiality in an organisation.</p> <p>2.3. Keep property secure, following organisational procedures and legal requirements.</p> <p>2.4. Keep information secure and confidential, following organisational procedures and legal requirements.</p> <p>2.5. Describe organisational procedures to report concerns about security / confidentiality.</p>
<p>3. Be able to support sustainability and minimise waste in an organisation.</p>	<p>3.1. Explain the purpose of improving efficiency and minimising waste.</p> <p>3.2. Describe the main causes of waste that may occur in a business environment.</p> <p>3.3. Complete work tasks, keeping waste to a minimum.</p> <p>3.4. Use technology in work task(s) in ways that minimise waste.</p> <p>3.5. Describe organisational procedures for recycling and disposal of hazardous materials.</p> <p>3.6. Suggest ways of improving own working methods and using technology to reduce waste and work efficiently.</p>

Assessment Method

Portfolio of Evidence.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Understanding the Law for Public Services Workers

Unit Reference Number: T/506/3356

Credit Value of Unit: 6

GLH of Unit: 48

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how criminal law has evolved.	1.1. Describe the evolution of criminal law from common law to present day legislation. 1.2. Outline how the outcomes of previous cases (decided and stated) influence current practice in trying cases.
2. Know about police powers as set out in legislation.	2.1. Describe the powers available to the police to deal with suspects. 2.2. Outline the codes of practice which govern police powers, including any published amendments.
3. Know about rights of suspects as set out in legislation.	3.1. Describe the legal rights of a person at the time of arrest, while in police custody, before and after charge.
4. Know how the police and Crown Prosecution Service establish that an offence has been committed and build a case for prosecution.	4.1. Outline the criteria used to determine that an offence has been committed and that there are grounds for prosecution. 4.2. Describe the process by which a case is built.
5. Understand the role of key people and main processes in a trial.	5.1. Explain the role of <ul style="list-style-type: none"> •the prosecutor •the defence •witnesses •the judge and jury •magistrates and their advisers. 5.2. Outline the key processes of a trial.

Assessment Method

Portfolio of Evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Introduction to Business and Administration

Unit Reference Number: Y/504/9899

Credit Value of Unit: 1

GLH of Unit: 8

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the Business and Administration sector.	1.1. Describe the structure of the Business and Administration sector and key functions of organisations within it.
	1.2. Describe the roles and responsibilities of personnel working in the Business and Administration sector.
2. Know about different types of career opportunities and training available in the Business and Administration sector.	2.1. Describe how different types of organisation offer career opportunities and training.
	2.2. Explain why training is important to employers and employees.
	2.3. Review own skillset in relation to a chosen career or training opportunity.
3. Be able to demonstrate and review an appropriate skill in the Business and Administration sector.	3.1. Demonstrate competence in the chosen skill.
	3.2. Explain the benefits of learning the skill.
	3.3. Review the skill learned and identify how it could be further developed for use in future situations.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Meet and Welcome Visitors
Unit Reference Number: Y/505/3290

Credit Value of Unit: 3

GLH of Unit: 23

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand how to meet and welcome visitors.	1.1. Describe different reasons for people visiting a business, their requirements and how their needs may be met.
	1.2. Explain the importance of dealing with visitors promptly and courteously.
	1.3. Explain the importance of presenting a positive image of self and the organisation.
	1.4. Explain the importance of following health, safety and security procedures when dealing with visitors, including own responsibilities.
	1.5. Describe different types of problems that may occur with visitors including, conflict and aggression.
	1.6. Describe ways of dealing with different problems and when to refer them to an appropriate colleague.
	1.7. Explain the importance of communicating with visitors.
	1.8. Describe organisation structures and communication channels within the organisation.
2. Be able to meet and welcome visitors.	2.1. Greet visitor(s) and make them feel welcome.
	2.2. Use the organisation's systems to identify visitors and record the reason for their visit.
	2.3. Identify visitors' needs and meet them appropriately.
	2.4. Present a positive image of self and the organisation.
	2.5. Observe appropriate health, safety and security procedures.
	2.6. Communicate with colleagues to inform them of the visitors' arrival.
	2.7. Follow organisational procedures during the visit

Assessment Method

Portfolio of Evidence.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Business Skills

Unit Reference Number: Y/505/6707

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand methods of collecting information for business purposes.	1.1. Describe methods of collecting information for business purposes.
2. Know how to interpret and draw conclusions from business data and information.	2.1. Describe, present and draw conclusions from simple business data and information.
3. Know how to create a business report.	3.1. Produce an informal business report.
4. Understand the use of oral presentations in business.	4.1. Present a simple business topic.
	4.2. Describe the advantages and limitations of using oral presentations in business.
5. Know how to interpret and use business terminology.	5.1. Use appropriate business terminology.

Assessment Method

N/A

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Risk Management
Unit Reference Number: Y/505/6738

Credit Value of Unit: 1

GLH of Unit: 8

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand key characteristics of risk assessment and risk reduction for an organisation.	1.1. Describe key characteristics of risk and risk reduction for an organisation. 1.2. Describe risk assessment techniques.
2. Understand risk assessment and risk mitigation in own organisation.	2.1. Describe the potential likelihood of risks in own organisation. 2.2. Describe risk mitigation processes in place in own organisation. 2.3. Assess potential actions to minimise risk in own organisation.

Assessment Method

N/A

Equivalences

N/A

GROUP B UNIT CRITERIA

UNIT SPECIFICATIONS

Unit Title: Critical Thinking

Unit Reference Number: A/505/1967

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the nature and importance of critical thinking.	1.1. Describe the characteristics of critical thinking. 1.2. Describe the importance of critical thinking in and outside academic study.
2. Understand key terms relating to critical thinking.	2.1. Use key terms in critical thinking.
3. Understand the nature of assumption, bias and stereotyping in argument and point of view.	3.1. Give examples of assumption, bias and stereotyping.
	3.2. Illustrate how assumption, bias and stereotyping may impact on argument and point of view.
4. Understand how structure and style impact on argument.	4.1. Give examples of structure and style which impact on argument.
5. Be able to form an argument.	5.1. Form a logical argument.
6. Be able to question an argument or point of view.	6.1. Ask critical questions of an argument or point of view.
	6.2. Answer critical questions with reference to an argument or point of view.

Assessment Method

Portfolio of evidence.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Punctuation and Grammar
Unit Reference Number: A/505/2133

Credit Value of Unit: 2

GLH of Unit: 16

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to use punctuation to aid understanding.	1.1. Use capital letters correctly in a range of contexts.
	1.2. Use a range of punctuation that can end sentences.
	1.3. Use commas, semi-colons, colons and speech marks appropriately.
2. Be able to use grammar correctly.	2.1. Use subordinate clauses appropriately in own writing.
	2.2. Use tenses appropriately showing subject and verb agreement and correct construction of tenses.
	2.3. Use pronouns so that their meaning is clear.

Assessment Method

Portfolio of evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Setting Learning Goals
Unit Reference Number: A/505/2147

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the purpose of own learning.	1.1. Describe the possible impact of learning on own development.
	1.2. Describe the possible impact of learning on own personal life and community.
	1.3. Define own learning goals and objectives.
2. Be able to make learning choices.	2.1. Describe and comment on own past learning experiences.
	2.2. Describe own preferred learning style and methods.
	2.3. Make learning choices based on own goals, learning style and experiences.
3. Be able to set learning goals.	3.1. Formulate learning goals which are specific, measurable, attainable and relevant.
	3.2. Assess own skills in relation to learning goals.
	3.3. Describe the commitment required to meet own learning goals.
4. Be able to review own progress and achievement.	4.1. Assess own progress against learning outcomes and goals.
	4.2. Assess own learning experience.
5. Be able to plan future learning and development.	5.1. Research opportunities for personal and professional development.
	5.2. Set targets for own future learning and development.

Assessment Method

Portfolio of evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Spreadsheets

Unit Reference Number: A/505/2150

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know different uses for spreadsheets.	1.1. Describe different uses for spreadsheets.
2. Be able to use formatting techniques to enter data into a spreadsheet.	2.1. Set up a spreadsheet for a specific purpose.
	2.2. Enter data into a spreadsheet and adjust cell sizes to suit.
	2.3. Format text in a spreadsheet, using font style and colour.
	2.4. Format cell borders, shading and alignment in a spreadsheet.
	2.5. Format date and currency cells in a spreadsheet
3. Be able to use multiple worksheets within a spreadsheet.	3.1. Set up a workbook using more than one worksheet.
	3.2. Name worksheets within a workbook.
	3.3. Insert and delete worksheets in a workbook.
	3.4. Use copy and paste facility between worksheets in a workbook.
	3.5. Link cells between worksheets in a workbook.
4. Be able to use formulae in a spreadsheet to calculate data.	4.1. Use basic formulae in a spreadsheet to calculate values based on single cells.
	4.2. Perform calculations on groups of cells in a spreadsheet.
	4.3. Use relative and absolute referencing in a spreadsheet.
	4.4. Use formulae in a spreadsheet to compare cell values.
5. Be able to present data in graphical form.	5.1. Produce graphs and charts using spreadsheet data.
	5.2. Edit the format of graphs and charts to suit own purpose.
6. Be able to sort and manage data in a spreadsheet.	6.1. Sort data in a spreadsheet by single and multiple column headings.
	6.2. Apply filters to a spreadsheet, to extract data.
7. Be able to print a spreadsheet.	7.1. Print a workbook, worksheet and selection from a spreadsheet.

Assessment Method

Portfolio of evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Working in a Group
Unit Reference Number: A/505/2164

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand characteristics of groups.	1.1. Describe, with examples, characteristics of effective groups.
	1.2. Describe possible advantages and disadvantages of working in a group.
	1.3. Give examples of roles played by members of a group.
2. Be able to plan work with a group.	2.1. Use team working skills to plan group activities.
	2.2. Negotiate own role and contribution to group work.
	2.3. Negotiate the roles and contribution of group members.
	2.4. Negotiate ground rules when planning activities with a group.
3. Be able to work in a group.	3.1. Work to a plan to carry out group activities.
	3.2. Respond appropriately to feedback on own contribution and group activity.
	3.3. Support others during group activities.
	3.4. Coordinate own work with that of others to complete group activities.
4. Be able to review own group working experience.	4.1. Assess the activities completed by own group.
	4.2. Assess the performance of own group.
	4.3. Assess own performance as a group member.

Assessment Method

Portfolio of evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Information Literacy
Unit Reference Number: D/505/1976

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about information sources.	1.1. Identify available information sources for specific purposes.
	1.2. Describe the tools which can be used to find information.
	1.3. Describe the benefits and limitations of different sources of information for specific purposes.
2. Be able to prepare for gathering information for a specific purpose.	2.1. Use techniques to clarify what information is required.
	2.2. Use techniques to search relevant information from different sources.
	2.3. Produce an action plan breaking down tasks and actions to be taken.
	2.4. Prepare criteria against which to assess the relevance of information.
3. Be able to gather required information.	3.1. Search information sources with reference to information required for specific purposes.
	3.2. Assess located information against own devised criteria.
	3.3. Select, organise and store and label information for efficient retrieval.
4. Be able to communicate information according to purpose and audience.	4.1. Combine and summarise information, ideas and data for specific purposes.
	4.2. Use an appropriate referencing system to acknowledge information sources.
	4.3. Communicate summarised information in a format suitable for audience and purpose.

Assessment Method

Portfolio of evidence.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Plagiarism

Unit Reference Number: F/505/2117

Credit Value of Unit: 1

GLH of Unit: 7

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand definitions of plagiarism.	1.1. Describe different definitions of plagiarism. 1.2. Describe the difference between plagiarism and copyright infringement.
2. Understand how plagiarism may be used in different contexts.	2.1. Give examples of contexts in which work might be plagiarised.
3. Understand what constitutes plagiarism.	3.1. Describe the types of activity that plagiarism includes. 3.2. List different types of plagiarism.
4. Understand terms used in relation to plagiarism and its avoidance.	4.1. Describe the meaning of terms used in relation to plagiarism and its avoidance.
5. Know how plagiarism can be avoided in own work.	5.1. Describe ways in which plagiarism can be avoided in own work.
6. Be able to avoid plagiarism in own work.	6.1. Use correct and appropriate citation methods in own work.

Assessment Method

Portfolio of evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Working with Data and Probability
Unit Reference Number: F/505/2165

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to extract and interpret information from tables, charts diagrams and line graphs.	1.1. Extract and interpret information from tables and charts.
	1.2. Extract and interpret information from bar charts, pie charts, and line graphs with more than one line.
	1.3. Identify the effect of different scales on diagrams, graphs and charts.
	1.4. Identify trends from the slopes of a line graph.
2. Understand the difference between discrete and continuous data.	2.1. Describe what is meant by discrete data.
	2.2. Give examples of discrete data.
	2.3. Describe what is meant by continuous data.
	2.4. Give examples of continuous data.
3. Be able to collect, organise and represent discrete and continuous data in tables, charts, diagrams and line graphs.	3.1. Organise and represent given data sets in suitable ways.
	3.2. Organise and represent collected data in suitable ways.
	3.3. Use suitable scales when representing data in charts, diagrams and line graphs.
	3.4. Label charts, graphs and diagrams appropriately.
4. Be able to find the mean, median and mode and use them as appropriate to compare two sets of data.	4.1. Use the terms mean, median and mode correctly.
	4.2. Find the mean for collected or given data.
	4.3. Find the median of collected or given data sets.
	4.4. Find the mode of collected or given data sets.
5. Be able to find the range and use it to describe the spread within sets of data.	4.5. Compare two sets of data using the mean, median and mode.
	5.1. Calculate the range of given data sets as the difference between the highest and lowest values in the set.
6. Understand probability.	5.2. Calculate and compare the ranges of collected data.
	6.1. Use the vocabulary of probability appropriately.
	6.2. Describe what is meant by independent events.
	6.3. Give examples of independent events.
	6.4. Describe what is meant by combined events.
7. Be able to represent the outcomes of combined events using diagrams and tables.	6.5. Give examples of combined events.
	7.1. Display the outcomes of combined events in tables.
	7.2. Display the outcomes of combined events in tree diagrams.

Assessment Method

Portfolio of evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Measures and Shape
Unit Reference Number: H/505/2112

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to calculate, measure and record time.	1.1. Measure and record durations of time using appropriate measuring instruments.
	1.2. Convert between units of time.
	1.3. Calculate durations of time.
	1.4. Calculate durations of time using 12 and 24 hour clock times.
2. Be able to measure and compare temperature, including reading scales and conversion tables.	2.1. Measure temperature using thermometers with scales in degrees Centigrade and degrees Fahrenheit.
	2.2. Compare temperatures on the same scale.
	2.3. Convert between temperatures in degrees Centigrade and degrees Fahrenheit, using conversion tables.
3. Be able to estimate, measure and calculate with length, distance, weight and capacity.	3.1. Estimate lengths, distances, weights and capacities, in appropriate metric or imperial units.
	3.2. Measure lengths, distances, weights and capacities, in appropriate metric or imperial units, using appropriate measuring instruments.
	3.3. Convert between metric units for length, weight and capacity.
	3.4. Convert between imperial units for length, weight and capacity.
	3.5. Identify approximate equivalences between common metric and imperial units of measurement for length, distance, weight and capacity.
	3.6. Convert between common metric and imperial units of measurement for length, distance, weight and capacity, using approximate conversion factors and conversion tables.
	3.7. Calculate with units of measure in the same system in practical contexts.
4. Be able to use scale and find dimensions from scale drawings.	4.1. Find real length using simple scales, identifying the units from the scale.
	4.2. Find real length using scales written as ratios.
	4.3. Work out actual measurements from simple plans and scale drawings with different scales.
	4.4. Work out distances from a scale on a map.
5. Be able to use compound measures and rate of	5.1. Calculate miles per gallon.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
exchange.	5.2. Calculate distance, time and average speed, using the formula: speed = distance/time.
	5.3. Calculate density using the formula: Density = mass/volume.
	5.4. Use exchange rates to convert between different currencies.
6. Be able to recognise and use common 2D representations of 3D objects.	6.1. Identify 3D objects represented in 2D form.
	6.2. Identify parallel lines, on diagrams and in practical situations.
	6.3. Use the properties of parallel lines to solve everyday problems.
7. Be able to find the perimeters of regular and composite 2D shapes, using a given formula.	7.1. Find the perimeter of regular and composite shapes.
	7.2. Find the perimeters of regular and composite shapes, where some lengths are missing and must be calculated from information on other edges.
	7.3. Work out the circumference of different circles using the given formula: $C = \pi d$ and $C = 2\pi r$ with π as 3.14.
8. Be able to find areas of regular and composite shapes, using given formulae.	8.1. Find the areas of regular shapes, using given formulae.
	8.2. Find the areas of composite shapes, by breaking them down into regular shapes.

Assessment Method

Portfolio of evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Research Project
Unit Reference Number: H/505/2143

Credit Value of Unit: 3

GLH of Unit: 14

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the objectives of a research project.	1.1. Outline the objectives of a viable research project.
2. Be able to identify and use secondary data for research.	2.1. Identify sources of secondary data. 2.2. Use secondary data to support points made in writing and discussion.
3. Be able to identify and use primary data for research.	3.1. Identify sources of primary data. 3.2. Use primary data as appropriate, to illustrate points made in writing and discussion.
4. Be able to generate primary data.	4.1. Use a range of methods to generate primary data.
5. Be able to produce a research report.	5.1. Produce a structured research report in an appropriate format and style using standard conventions. 5.2. Produce a research report describing findings in relation to own research question.
6. Be able to present research.	6.1. Use images or examples to illustrate points made in writing and discussion. 6.2. Present information orally to a group in a tone and manner suited to the audience.
7. Be able to review own research process.	7.1. Assess own research process, identifying what went well and areas for development.

Assessment Method

Portfolio of evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Portfolio Building
Unit Reference Number: J/505/2118

Credit Value of Unit: 1

GLH of Unit: 7

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand what a portfolio is.	1.1. Describe the principles of portfolio building.
2. Know what a portfolio can be used for.	2.1. Describe possible uses for different types of portfolio.
	2.2. Describe different contexts in which a portfolio may be required.
3. Know how to build a portfolio suitable for own requirements and context.	3.1. Select appropriate methods to evidence own learning, work or experience.
	3.2. Outline the structure and contents for a portfolio to meet own requirements and context.
4. Be able to build a portfolio suitable for own needs and context.	4.1. Build and organise a portfolio to meet own requirements and context.
	4.2. Review own portfolio in the light of constructive feedback.

Assessment Method

Portfolio of evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Reading and Understanding
Unit Reference Number: J/505/2135

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to interpret source material.	1.1. Describe key points from different types of source material.
	1.2. Summarise facts and opinions from source material.
	1.3. Describe points of view from source material.
	1.4. Identify the inferred meaning of texts.
	1.5. Give examples of bias in source material.
2. Be able to extract information from source material for specific purposes.	2.1. Use reading strategies to extract information from written and visual source material.
	2.2. Summarise information from source material.
	2.3. Use information from source material for different purposes.

Assessment Method

Portfolio of evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Note Taking

Unit Reference Number: K/505/2113

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand reasons for making notes.	1.1. Explain reasons for making notes. 1.2. Describe how notes can be used.
2. Be able to use note taking methods.	2.1. Make notes from a variety of sources. 2.2. Use different note taking methods according to specific tasks.
3. Be able to store and retrieve own notes.	3.1. Use an appropriate system to store own notes. 3.2. Retrieve own notes for specific purposes.
4. Be able to use notes for specific purpose.	4.1. Use own notes to complete specific tasks.
5. Be able to review own note taking.	5.1. Review own note taking technique with reference to tasks completed.

Assessment Method

Portfolio of evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Oral Communication Skills
Unit Reference Number: M/505/2114

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to speak to an audience.	1.1. Plan and prepare to speak to an audience.
	1.2. Structure and time own presentation.
	1.3. Use tone and register appropriate to audience.
	1.4. Use appropriate body language when speaking to an audience.
	1.5. Use audio-visual aids when speaking to an audience.
2. Be able to respond to questions.	2.1. Respond to questions in relation to own prepared presentation.
3. Be able to engage in discussion.	3.1. Make contributions to clarify or move discussion forward.
	3.2. Acknowledge points made by others in discussion.
4. Understand information presented orally.	4.1. Summarise points of information from oral presentations and discussions.
5. Be able to communicate orally in different contexts.	5.1. Express ideas and opinions orally.
	5.2. Establish rapport when communicating orally in one-to-one and group situations.
	5.3. Use appropriate and relevant vocabulary when communicating orally in different contexts.

Assessment Method

Portfolio of evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Study Management
Unit Reference Number: M/505/2162

Credit Value of Unit: 2

GLH of Unit: 14

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the nature and importance of study management.	1.1. Describe the characteristics of good study management.
	1.2. Describe the advantages of good study management.
2. Be able to establish a study environment.	2.1. Establish an environment conducive to study.
	2.2. Take into account own physical and psychological needs when managing own study environment.
3. Be able to manage own study.	3.1. Produce a study plan to meet own needs and those of own course of study.
	3.2. Set priorities for study, taking into account deadlines and logical progression.
	3.3. Set realistic timescales for study, with room for flexibility.
	3.4. Set and meet own study goals.
4. Be able to review own study management.	4.1. Describe own experience of using a study plan, with reference to setting and achieving study tasks and goals.
	4.2. Describe how own study management may be improved.

Assessment Method

Portfolio of evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Revision and Exam Skills
Unit Reference Number: M/505/2310

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the purposes of academic examinations.	1.1. Describe the purposes of academic examinations.
2. Be able to establish a study environment.	2.1. Establish and maintain an environment which is conducive to study.
3. Be able to plan own revision.	3.1. Plan own revision according to a schedule.
4. Be able to use revision techniques.	4.1. Use a variety of revision techniques to suit own needs and the demands to be met.
5. Know how to maintain personal health and well-being when undertaking academic revision and examination.	5.1. Describe the importance of maintaining own health and well-being when undertaking academic revision and examination.
	5.2. Describe measures which can be taken to maintain own health and well-being when undertaking academic revision and examination.
6. Be able to use exam techniques.	6.1. Prepare for an exam, taking into account own physical, psychological and resource needs.
	6.2. Use time management and planning skills in exam conditions.
	6.3. Follow instructions in exam conditions.
7. Be able to review own revision and exam skills.	7.1. Review revision and exam skills, with reference to own experience.

Assessment Method

Portfolio of Evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Equality and Diversity
Unit Reference Number: R/505/1974

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the term 'equality'.	1.1. Define the term 'equality'.
2. Understand the term 'diversity'.	2.1. Define the term 'diversity'.
3. Know organisations that work on equality issues.	3.1. Describe the remit of different organisations working on equality issues.
4. Understand the importance of equality and diversity.	4.1. Illustrate ways in which diversity can benefit society.
	4.2. Differentiate between inequality and discrimination.
	4.3. Assess the possible effects of discrimination on individuals, organisations and communities.
	4.4. Describe the impact of stereotyping on equality and diversity.
5. Understand equality and diversity legislation.	4.5. Describe ways in which stereotyping can be challenged.
	5.1. Describe key points of equality and diversity legislation.

Assessment Method

Portfolio of Evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Action Planning for Own Development
Unit Reference Number: T/505/1952

Credit Value of Unit: 2

GLH of Unit: 16

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to recognise own skills, knowledge and ability.	1.1. Describe own skills and knowledge. 1.2. Define own current ability level in relation to particular skills and knowledge.
2. Be able to match own skills, knowledge, ability and personal requirements with possible career paths.	2.1. Describe a variety of careers which may be suitable, with reference to own skills, knowledge and ability. 2.2. Illustrate how personal requirements may be a factor in own career choice. 2.3. Compare the requirements of different careers in terms of personal, experiential and qualification achievement.
3. Know routes available for own learning and development, in relation to possible career paths.	3.1. Compare possible routes for own learning and development, in relation to a selected career path.
4. Be able to plan own development.	4.1. Prepare a SMART action plan for own learning and career development.
5. Be able to action own development.	5.1. Use own action plan to initiate own learning and development.

Assessment Method

Portfolio of evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Word Processing
Unit Reference Number: T/505/2163

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to enter, edit and combine text and other information in word processed documents.	1.1. Identify what types of information are needed in documents.
	1.2. Enter text and other information into a document accurately and efficiently.
	1.3. Select and use appropriate templates for different purposes.
	1.4. Select and use a range of editing tools to amend document content.
	1.5. Combine or merge information within a document from a range of sources.
	1.6. Store and retrieve document and template files effectively, in line with local guidelines.
2. Be able to structure information within word processed documents.	2.1. Identify document requirements for structure and style.
	2.2. Identify what templates and styles are available and when to use them.
	2.3. Organise information in a structure appropriate to the document.
	2.4. Select and apply styles to text.
3. Be able to use word processing software tools to format and present documents to meet requirements.	3.1. Format a document to aid meaning.
	3.2. Select and use appropriate techniques to format characters and paragraphs.
	3.3. Select and use appropriate page and section layouts to present and print documents.
	3.4. Check documents meet needs, using IT tools and making corrections as necessary.
	3.5. Respond appropriately to quality problems with documents so that outcomes meet needs.

Assessment Method

Portfolio of evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Calculations

Unit Reference Number: Y/505/1958

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to add, subtract, multiply and divide whole numbers of any size, and numbers with up to three decimal places.	1.1. Add, subtract, multiply and divide whole numbers and numbers with up to three decimal places, without a calculator.
	1.2. Add, subtract, multiply and divide whole numbers using mental calculation methods.
	1.3. Identify multiples and factors in relation to whole number multiplication and division.
2. Be able to use fractions.	2.1. Order fractions, expressing them with a common denominator.
	2.2. Express one quantity as a fraction of another, using the appropriate units.
	2.3. Add fractions with different denominators.
	2.4. Subtract fractions with different denominators.
3. Be able to use percentages.	3.1. Express one number as a percentage of another by changing a fraction to a percentage.
	3.2. Express percentages as fractions out of 100.
	3.3. Find percentage parts of quantities and measurements without a calculator.
	3.4. Increase and decrease quantities by given percentages in practical contexts.
4. Be able to convert between fractions, decimals and percentages.	4.1. Change fractions to decimals and percentages.
	4.2. Change decimals and percentages to fractions.
	4.3. Order a mix of fractions, decimals and percentages.
5. Be able to calculate ratio and direct proportion.	5.1. Write ratios in the form 3:2.
	5.2. Work out the number of parts in a given ratio and the value of one part.
	5.3. Calculate quantities involved in mixtures, using ratio as number of parts, in everyday situations.
	5.4. Use direct proportion to scale quantities up or down, in everyday situations.
6. Be able to evaluate expressions and make whole number substitutions in given formulae to produce results.	6.1. Carry out calculations in the correct order (BODMAS).
	6.2. Match expressions in words and symbols, for example, $V = lwh$ and $\text{Volume} = \text{length} \times \text{width} \times \text{height}$.
	6.3. Identify the operation of multiplication when there is no operator between a number and one or more variables, for example, $2ab = 2 \times a \times b$.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
	6.4. Identify the operation of multiplication when there is no operator between a number and a bracket.
	6.5. Evaluate simple formulae involving a single variable.
	6.6. Evaluate simple expressions involving more two and three variables.
	6.7. Evaluate simple expressions involving brackets.
7. Be able to use a calculator to calculate with fractions, decimals and percentages.	7.1. Use the add, subtract, multiply, divide, fraction and percentage, square and square root functions on a calculator appropriately and correctly.
	7.2. Use memory on a calculator, for simple two-stage calculations.
	7.3. Use the constant function on a calculator, for repetitive calculations.
	7.4. Round calculated answers to an appropriate degree of accuracy.
8. Be able to use strategies to check calculations.	8.1. Estimate to check that answers are reasonable, using approximate number calculations.
	8.2. Check that answers are reasonable, using knowledge of content.

Assessment Method

Portfolio of evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Essay Writing

Unit Reference Number: Y/505/1975

Credit Value of Unit: 3

GLH of Unit: 21

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand an essay task.	1.1. Describe what is asked in terms of different essays. 1.2. Define the meanings of essay titles. 1.3. Propose structures for different essay types.
2. Be able to plan an essay.	2.1. Prepare a detailed essay plan, taking into account identified requirements.
3. Be able to research information for the purpose of essay writing.	3.1. Locate, summarise and record information for the purpose of essay writing. 3.2. Use a referencing system to acknowledge use of research sources.
4. Be able to present information in essay form.	4.1. Structure an essay to meet requirements of task. 4.2. Express ideas in essay form, using appropriate vocabulary and avoiding plagiarism. 4.3. Develop points in an essay. 4.4. Consistently use correct standard punctuation and grammar in an essay.
5. Be able to review and revise own essays.	5.1. Review and revise own essay writing.

Assessment Method

Portfolio of evidence.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Spelling

Unit Reference Number: Y/505/4326

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know own spelling strengths and weaknesses.	1.1. Identify own spelling difficulties and classify these.
	1.2. Describe the nature of own spelling difficulties.
2. Be able to locate spellings.	2.1. Use a variety of sources to locate spellings.
	2.2. Find and correct errors in own writing when proof-reading.
3. Be able to use spelling rules.	3.1. Outline common spelling rules.
	3.2. Use a range of spelling rules.
4. Be able to use strategies to spell accurately.	4.1. Use appropriate strategies to overcome particular spelling difficulties.
	4.2. Systematically group words to be learned.
	4.3. Prioritise words to be learned.
	4.4. Review effectiveness of strategies used.

Assessment Method

Portfolio of Evidence

Equivalences

N/A

GROUP C UNIT CRITERIA

UNIT SPECIFICATIONS

Unit Title: Introduction to Law in the United Kingdom

Unit Reference Number: F/505/1999

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the structure and jurisdiction of courts in the U.K.	1.1. Distinguish between criminal and civil law in the U.K. 1.2. Compare the jurisdiction of the different courts in the U.K.
2. Understand the roles of personnel in the U.K. legal system.	2.1. Describe the roles of personnel operating in the U.K. legal system.
3. Understand the sources and processes of legal advice in the U.K.	3.1. Describe the sources of legal advice available in the U.K. 3.2. Describe the processes of obtaining legal advice in the U.K.
4. Understand key legal processes in the U.K.	4.1. Describe some key legal processes operated in the U.K.
5. Understand the alternatives to taking matters to court in the U.K.	5.1. Describe legal alternatives to the formal U.K. court system in relation to an area of the law.
6. Know about career progression routes relevant to U.K. legal and related professions.	6.1. Compare progression routes available for legal and related professions in the U.K.

Assessment Method

Portfolio of evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Introduction to Business
Unit Reference Number: H/505/1977

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the principles of business.	1.1. Describe the principles of business. 1.2. Describe different types of economy. 1.3. Classify business activity.
2. Understand how business is organised.	2.1. Describe different business models. 2.2. Describe different business structures.
3. Understand how business may impact on the environment.	3.1. Describe ways in which business may affect the environment.
4. Know how business operates.	4.1. Describe a chain of business production. 4.2. Describe the role of marketing in business. 4.3. Describe the operation of business finance.
5. Understand how law and ethics relate to business.	5.1. Describe the role of law in business. 5.2. Assess the importance of ethics in business.
6. Understand the roles played by people in business.	6.1. Describe the roles people play in business.
7. Know how computers are used in business.	7.1. Describe different ways computers are used in business.

Assessment Method

Portfolio of evidence.

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Introduction to Computer Studies
Unit Reference Number: T/505/1983

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about the capability of a range of computer applications.	1.1. Compare the functionality of a range of computer applications.
	1.2. Describe the advanced features of a specific computer application.
	1.3. Describe the limitations of computer applications designed for specific purposes.
2. Be able to solve problems using computing tools and techniques.	2.1. Use computer tools and techniques to solve a range of identified problems.
	2.2. Organise a range of files into directories and sub-directories.
	2.3. Design and test own computing solution to an identified problem.
	2.4. Review and amend own computing solution for an identified problem.
	2.5. Use appropriate terminology to describe computing tools and functions.
3. Know about the place of computing in society.	3.1. Illustrate aspects of the social and economic impact of computing.
4. Be able to integrate use of computers into own studies and interests.	4.1. Use computing tools, techniques and applications in an area of own study or interest.
5. Know about careers available in computer studies.	5.1. Describe available careers in computing.

Assessment Method

Portfolio of evidence

Equivalences

N/A

APPENDIX 1

Summary Record of Achievement

Ascentis Level 2 Certificate in Skills for Further Study in Business, Administration and Law Group A Units

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)

Learner Name _____

Minimum Credit Value of Qualification X

I confirm that the minimum number of credits have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

APPENDIX 1

Summary Record of Achievement

Ascentis Level 2 Certificate in Skills for Further Study in Business, Administration and Law - Group B Units

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)

Learner Name _____

Minimum Credit Value of Qualification X

I confirm that the minimum number of credits have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

APPENDIX 1

Summary Record of Achievement

Ascentis Level 2 Certificate in Skills for Further Study in Business, Administration and Law - Group C Units

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)

Learner Name _____

Minimum Credit Value of Qualification X

I confirm that the minimum number of credits have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Tracking Sheet

Unit Ref _____

Unit Title _____

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

If you require Tracking Sheets for the Optional Groups please contact development@ascentis.co.uk