



**Technical and Vocational Education and Training (TVET) Council**



**Occupational Standards  
of Competence**

**Business and  
Administration  
Level 1**

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**QUALIFICATION OVERVIEW**

**NVQB**

**In**

**BUSINESS AND ADMINISTRATION**

**Level 1**

## **QUALIFICATION OVERVIEW**

### **Who is the qualification for?**

The Business and Administration National Vocational Qualification (NVQ) was developed to meet the needs of three separate markets in view of the development of organisational, technical, managerial and communicational skills:

1. Generic business administrators across all sectors:
  - secretaries
  - clerks
  - administrators
  - business support operators etc
  
2. Specialist business administrators in sectors such as:
  - health
  - law
  - education etc
  
3. Persons who need some business and administration skills in order to carry out their own jobs competently:
  - professionals
  - managers
  - support workers
  - principals in small businesses

This list is not exhaustive and only serves to illustrate the breadth of the qualification.

## NVQB in Business and Administration – Level 1

### **APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE** **BUSINESS AND ADMINISTRATION – LEVEL 1**

To achieve the full award, candidates must successfully complete a total of five (5) units in all including three (3) Mandatory units and two (2) optional units. All units can also be taken separately and certificated, thus giving recognition for all achievements.

#### **Mandatory Units (All must be achieved)**

#### **TVETC CODES**

- |  |        |
|--|--------|
| 1. Carry out your responsibilities at work                 | U29501 |
| 1.1 Communicate information                                |        |
| 1.2 Be accountable for your work                           |        |
| 1.3 Improve your own performance                           |        |
| 1.4 Behave in a way that supports effective working        |        |
| 2. Work within your business environment                   | U29601 |
| 2.1 Work to achieve your organisation's purpose and values |        |
| 2.2 Apply your employment responsibilities and rights      |        |
| 2.3 Support sustainability                                 |        |
| 2.4 Support diversity                                      |        |
| 2.5 Maintain security and confidentiality                  |        |
| 3. Welcome visitors  | U29701 |
| 3.1 Welcome visitors.                                      |        |

#### **Optional Units (Choose 2)**

- |   |        |
|---|--------|
| 4. Ensure your own actions reduce risks to health and safety      | U18103 |
| 4.1 Identify the hazards and evaluate the risks in your workplace |        |
| 4.2 Reduce the risks to safety and health in your workplace       |        |
| 5. Handle mail  | U29801 |
| 5.1 Handle incoming mail  |        |
| 5.2 Handle outgoing mail  |        |
| 6. Store and retrieve information                                 | U29901 |
| 6.1 Process information   |        |
| 6.2 Retrieve information  |        |

## NVQB in Business and Administration – Level 1

### BUSINESS AND ADMINISTRATION – LEVEL 1

<u>Optional Units.../Continued</u>	<u>TVETC CODES</u>
7. Use ICT to exchange information 1	U25201
7.1 Use ICT to exchange information	
8. Produce documents using Word processing software 1	U24201
8.1 Produce documents using word processing software	
9. Make and receive telephone calls	U30001
9.1 Make calls	
9.2 Receive calls	
10. Use office equipment	U30101
10.1 Use office equipment	

## **RECORDING ASSESSMENT AND EVIDENCE**

Unless otherwise stated in the unit, evidence of competence may come from how you perform on a paid or unpaid job in the workplace and/or it may come from simulation.

### **A realistic working environment (RWE) is:**

*‘where the candidate is subjected to a work environment and is producing performance evidence subject to all of the following conditions:*

- *time pressures*
- *work problems*
- *accountabilities*
- *office environment*
- *tools to do the job’*

*e.g. learners in a model or virtual office.* External verifiers will need to approve RWEs on an individual basis before any assessment can begin. Authenticity is essential and approval needs to be endorsed on an annual basis by the external verifier.

### **Data protection and confidentiality**

Protecting identity:

It is extremely important to protect the identity of individuals (adults or children) encountered by candidates in the work setting, e.g. customers and clients.

Confidential information must not be included in candidate portfolios or assessment records. Confidential information should remain in its usual location, and a reference should be made to it in the portfolio or assessment records.

When recording evidence towards this qualification, candidates are expected in particular to protect the identity of individuals.

### **Age restrictions**

There are no age limits attached to candidates undertaking this NVQ unless this is a legal requirement of the process or the environment. Otherwise, there are no formal entry requirements for candidates undertaking this qualification; however centres must ensure that candidates have the potential and opportunity to gain evidence for the qualification in the work place.



**U29501: Carry out your responsibilities at work (Level 1)**

## Unit Descriptor:

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

**At the end of this unit you will be able to apply the following skills:**

- Communicating effectively
- Managing time
- Working in a team

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |                                 |   |
|---------------------------------|---|
| 1. Communicate information      | 1.1 Focus actively on information that other people are communicating and question any points you are unsure about.<br>1.2 Provide clear and accurate <b>information</b> .<br>1.3 Offer meaningful contributions to the discussions.  |
| 2. Be accountable for your work | 2.1 Accept and follow instructions given to you for your work and follow these instructions.<br>2.2 Agree how you will make best use of your time and the working methods you will use.<br>2.3 Report problems as they occur, and use the support of other people when necessary.<br>2.4 Keep other <b>people</b> informed of your progress.<br>2.5 Take responsibility for your own work and accept responsibility for any mistakes you make.<br>2.6 Follow agreed <b>guidelines, procedures</b> and, codes of practice where appropriate. |
| 3. Improve your own performance | 3.1 Accept feedback from other people.  |

- 3.2 Use feedback that will allow you to improve your work practice.
- 3.3 Formulate and follow through a learning plan that meets your own needs.
- 3.4 Review progress of your learning plan.
- 4. Behave in a way that supports effective working
  - 4.1 Set achievable standards for your work and show commitment in achieving them.
  - 4.2 Understand your own needs and know your rights.
  - 4.3 Show a willingness to take on new challenges.
  - 4.4 Adapt readily to change.
  - 4.5 Treat other people with honesty, respect and consideration.

**RANGE STATEMENT**

*You must cover the items below:*

**A. Information provided by:**

- (i) Oral methods:
  - Face-to-face
  - When using the telephone
- (ii) Written methods (including electronic methods)
  - Paper records
  - Electronic communication
- (iii) Non-verbal communication

**B. People to be informed:**

- (i) Internal customers
  - Colleagues
  - Supervisors
  - Team members
- (ii) External customers

**C. Guidelines and procedures for:**

- (i) Work processes and presentations
- (ii) Occupational safety and health

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You will know:*

1. Why effective communication is important.
2. How to focus actively on what others are communicating.
3. Why it is important to question things you are not sure about.
4. Why communication is important to meet the needs of other people.
5. How to contribute positively to discussions.
6. Where to find information that you need for your work.
7. How to listen to and follow instructions carefully.
8. How to plan your work.
9. Why it is important to keep other people informed about progress.
10. Why it is important to acknowledge and learn from your mistakes.
11. Guidelines, procedures and codes of practice that are relevant to your work.
12. Why it is important to try to continuously improve your work.
13. Why it is important to accept feedback from others.
14. How learning and development can help you to improve your work and further your career.
15. The main career progression routes available to you.
16. The learning and development opportunities that are available to you.
17. Why the way you behave in the workplace is important.
18. Why it is important to set achievable standards for your work.
19. Why it is important to be ready to take on new challenges and adapt to change.
20. Why it is important to treat others with honesty, respect and consideration.
21. Types of behavior that show you are honest, respectful and considerate and types of behavior that show you are not.
22. How to help and support others and why this is important.

**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

1. Evidence for this unit is generated when you carry out real work in a private sector, not-for-profit or public service organization, whether full-time, temporary, paid or voluntary.
2. Evidence for this unit may also be collected in an approved Realistic Working Environment or an extended work placement.
3. Evidence must show that you have consistently met the standard over a sufficient period of time for you to be considered competent.
4. You need to show that you:
  - A. Communicate **information** using **all** of the methods listed:
    - (i) Oral methods
      - Face-to-face
      - When using the telephone
    - (ii) Written methods (including electronic methods)
      - Paper records
      - Electronic communication
    - (iii) Non-verbal communication

Evidence may include:

To-do lists; minutes of meetings; written reports; observation by your assessor.

**B. Be accountable for your work** in view of **all** of the following items of range:

**People** to be informed:

- (i) Internal customers
  - Colleagues
  - Supervisors
  - Team members
- (ii) External customers

**C. Guidelines and procedures for all:**

- (i) Work processes and presentations
- (ii) Occupational safety and health

Evidence may include:

Reviews; appraisals; personal development plans; continuous professional development records; action plan for agreement of timescales; to-do lists; minutes of meetings; written reports; observation by your assessor.

**D. Improve your own performance.** Evidence may include:-

Performance reviews; personal development plans; continuous professional records; self reviews; appraisals; subscriptions to journals; minutes of discussions; minutes of meetings.

**E. Behave in a way that supports effective working.** Evidence may include:

Reviews; appraisals; personal development plans; continuous professional development records; minutes of team meetings.

Evidence will be generated for this unit while generating evidence for units at Level 2.

**(2) Methods of Assessment**

The following assessment methods can be used for this unit:

Performance evidence:	Observation Observation of work products
Supplementary evidence:	Witness testimony Questions*

\*This includes verbal and written questioning, questionnaires, work based tasks, reflective accounts, case studies, professional discussion and feedback reports.

Here are some examples to give you some ideas about the sort of evidence that can be used for:

Performance criterion 2.3:	If no problems arise during the assessment period, 'what if' questions may be asked to confirm competence.
Performance criterion 2.5:	If no mistakes arise during the assessment period professional discussion should be used to explain how mistakes have been rectified previously.
Performance criterion 2.6:	If the organization has no codes of practice, 'what if' questions may be asked to confirm competence.

**(3) Context of Assessment**

Simulation is allowed for this unit.

**U29601: Work within your business environment (Level 1)**

## Unit Descriptor:

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

**At the end of this unit you will be able to apply the following skills:**

- Reading
- Communicating effectively
- Interpersonal skills
- Working in a team

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |  |
|--|--|
| 1. Work to achieve your organisation's purpose and values. | 1.1 Work in a way that <b>supports your team's objectives</b> .  |
|  | 1.2 Follow the systems and procedures that are relevant to your role.                                    |
|  | 1.3 Work with <b>people</b> in a way that presents a good image of your organisation.                    |
|  | 1.4 Seek guidance from <b>appropriate person</b> when you are unsure about your work.                    |
| 2. Apply your employment responsibilities and rights.      | 2.1 Demonstrate your <b>employment responsibilities and rights</b> .                                     |
|  | 2.2 Work within your contract of employment.   |
|  | 2.3 Seek guidance when you are unsure about your employment responsibilities and rights.                 |
| 3. Support sustainability.                                 | 3.1 Keep waste to a minimum and follow procedures for recycling and the disposal of hazardous materials. |
| 4. Support diversity.                                      | 4.1 Treat other people in a way that respects their background, abilities, values, customs and beliefs.  |
|  | 4.2 Learn from other people and use this to improve the way you work.                                    |

- 4.3 Follow your organisation's procedures and legal requirements in relation to discrimination legislation.
5. Maintain security and confidentiality
- 5.1 Keep property secure in a way that is consistent with your organisation's procedures and legal requirements.
- 5.2 Keep **information** secure and confidential in a way that is consistent with your organisation's procedures and legal requirements.



**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Work to achieve****A. Support team's objectives.**

- (i) Support colleagues
- (ii) Achievement of assignments

**B. Types of people:**

- (i) Have different needs and expectations
- (ii) Appear angry
- (iii) Appear confused
- (iv) Behave unconventionally

**C. Appropriate person**

- (i) The person to whom you report
- (ii) Assigned colleagues
- (iii) Your assessor
- (iv) Someone from your training/personnel department

**Element 2: Employment responsibilities and rights****D. Apply their employment responsibilities and rights**

- (i) Labour legislation
- (ii) Organization's requirements

**Element 5: Maintain security and confidentiality.****E. Information:**

- (i) Paper-based
- (ii) Verbal
- (iii) Electronic

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You will know:*

1. Your responsibilities at work.
2. How your role fits into your organisation's structure
3. Your organizations systems and procedures that are relevant to your role.
4. Who you should consult if you are unsure about policies, objectives, systems and values.
5. The main terms and conditions of your contract of employment.
6. Who you should contact if you have a grievance at work or need guidance and support on an employment issue.
7. What you should do if you witness or experience discrimination or bullying at work.
8. What procedures you should follow if you are ill or need time off from work.
9. Why it is important to keep waste to a minimum.
10. The main types of waste that occur in a business administration environment and how to minimize waste.
11. The procedures you should follow for recycling and disposal of hazardous materials and why these are important.
12. What is meant by 'diversity' and why it should be valued.
13. How to treat other people in a way that respects their abilities, background, values, customs and beliefs.
14. Ways in which you could learn from others.
15. The importance of maintaining security and confidentiality
16. Legal and organizational requirements in relating to security and confidentiality.

**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

1. Evidence for this unit is generated when you carry out real work in a private sector, not-for-profit or public service organization, whether full-time, paid or voluntary.
2. Evidence must show that you have consistently met the standard over a sufficient period of time for you to be considered competent.
3. You need to show that you:

**A. Support team's objectives using all of the methods listed:**

- (i) Support colleagues
- (ii) Achievement of assignments

**B. Work with all types of people:**

- (i) Have different needs and expectations
- (ii) Appear angry
- (iii) Appear confused
- (iv) Behave unconventionally

**C. Sought guidance from, appropriate persons**

- (i) The person to whom you report
- (ii) Assigned colleagues
- (iii) Your assessor
- (iv) Someone from your training/personnel department

Evidence may include:

Action plan; reviews; appraisals; personal development plan; continuous professional development records; minutes of team meetings.

**D. Apply their employment responsibilities and rights**

- (i) Labour legislation
- (ii) Organization's requirements

Evidence may include:

Task list; action plan; reviews; appraisals; personal development plan; continuous professional development records; minutes of 1-1 meetings; contract of employment; induction agenda/programme.

**E. Maintain security and confidentiality of all the listed types of information:**

- (i) Paper-based
- (ii) Verbal
- (iii) Electronic

Evidence may include:

Task list; reviews; appraisals; personal development plans; continuous professional development records; action plan; minutes of meetings.

Evidence will be generated for this unit while generating evidence for units at Level 2

**(2) Methods of Assessment**

The following assessment methods can be used for this unit:

Observation of you by your assessor.

Performance evidence:            Observation  
   Examination of work products

Supplementary evidence:        Witness testimony  
   Questions\*

\*This includes verbal and written questioning, questionnaires, work based tasks, reflective accounts, case studies, professional discussion and feedback reports.

Here are some examples to give you some ideas about the sort of evidence that can be used for:

Performance criterion 2.2:        Where no contract of employment exists, contracts between the learner and training provider or fund holder may be used.

Performance criterion 2.3:        If no guidance is needed during the assessment period, 'what if' questions may be asked to confirm competence.

Performance criterion 4.3:        If no procedures are in place during the assessment period, 'what if' questions may be asked to confirm competence.

**(3) Context of Assessment**

Simulation is not allowed for this unit.

**U29701:****Welcome Visitors****(Level 1)**

Unit Descriptor:

Welcome visitors and make sure their needs are met.

**At the end of this unit you will be able to apply the following skills:**

- Interpersonal skills
- Presentation skills
- Questioning techniques
- Listening skills
- Communicating skills

**ELEMENT****PERFORMANCE CRITERIA***To be competent you must achieve the following:*

1. Welcome visitors.

- 1.1 Present a **positive image** of yourself and your organisation.
- 1.2 Help **visitors** feel welcome.
- 1.3 Identify visitors and the reason for their visit.
- 1.4 Inform colleagues of the visitors' arrival if appropriate.
- 1.5 Make sure visitors' needs are met as appropriate.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1:****A. Types of visitors:**

- (i) Expected
- (ii) Unexpected

**B. Present a positive image:**

- (i) During routine delivery of customer service
- (ii) During a busy period for your organisation
- (iii) During a quiet period for your organisation
- (iv) When people, systems or resources have failed
- (v) When dealing with unusual variations to normal visitor enquiries
- (vi) When dealing with visitor complaints
- (vii) When dealing with visitor enquiries that contain aspects outside of your immediate job responsibilities.

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You will know:*

1. Why it is important to present a positive image of yourself and your organisation.
2. How to make visitors feel welcome.
3. The types of visitors you receive, the requirements that they have and how to meet their needs.
4. Organisation structures and communication channels within your organisation.
5. The personnel within your organization.

**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

1. Evidence for this unit is generated when you carry out real work in a private sector, not-for-profit or public service organization, whether full-time, paid or voluntary.
2. Evidence must show that you have consistently met the standard over a sufficient period of time for you to be considered competent.
3. You need to show that you:

**Element 1:****A. Welcome visitors who are:**

- (i) Expected
- (ii) Unexpected

**B. Present a positive image:**

- (i) During routine delivery of customer service
- (ii) During a busy period for your organisation
- (iii) During a quiet period for your organisation
- (iv) When people, systems or resources have failed
- (v) When dealing with unusual variations to normal customer enquiries
- (vi) When dealing with visitor complaints
- (vii) When dealing with visitor enquiries that contain aspects outside of your immediate job responsibilities

Evidence may include:

Visitors sign in book; minutes of 1-1 discussions; team meeting minutes; reviews; appraisals; personal development plans; continuous professional development records.



**(2) Methods of Assessment**

The following assessment methods can be used for this unit:

Performance evidence:	Observation Examination of work results
Supplementary evidence:	Witness testimony Questions*

\*This includes verbal and written questioning, questionnaires, work based tasks, reflective accounts, case studies, professional discussion and feedback reports.

Here are some examples to give you some ideas about the sort of evidence that can be used for:

Performance criterion 1.4:	If the workplace does not expect colleagues to be informed of a visitors' arrival, 'what if ' questions should be asked to confirm competence.
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**(3) Context of Assessment**

Simulation is not allowed for this unit.

**(4) Links to other units**

Evidence generated for this unit may contribute towards evidence for units:

- Carry out your responsibilities at work – Level 1
- Work within your own business environment – Level 1

**U18103: Ensure your own actions reduce risks to safety and health**

## Unit Descriptor:

Fundamental to this unit is an understanding of the terms 'hazard' and 'risk'. They have been defined in the Glossary and it is **VERY IMPORTANT** that they are understood before undertaking the unit.

**This unit is for:**

Everyone at work (whether paid, unpaid, full or part-time). The scope of the Safety and Health at Work Act 2005-12 covers persons whether employers, employees, self-employed, contractors, etc. Amongst other things the Act seeks to secure the safety, health and welfare of people whilst they work and protect other people against risks to safety or health arising from the activity of people at work. This unit does not require the candidate to undertake a full risk assessment, it is about having an appreciation of significant risks in the workplace and knowing how to identify them and deal with them.

**This unit covers:**

The safety and health duties for everyone in the workplace. It describes the competences required to ensure that:

- Your own actions do not create any safety and health risks,
- You do not ignore significant risks in your workplace, and
- You take sensible action to put things right, including: reporting situations which pose a danger to people in the workplace and seeking advice.

**Elements in this unit are:**

- 1 Identify the hazards and evaluate the risks in your workplace
- 2 Reduce the risks to safety and health in your workplace

**This is what you need to show:**

**In Element 1** you need to show that you understand the safety and health requirements and policies in the workplace, and that you check your own working practices and work area for any risk of you or others being harmed. You should be able to identify the risk arising from any hazards you have identified and know which you can deal with safely yourself, and those which you must report to the 'responsible person' for attention.

**Element 2** requires you to show you have taken steps to reduce those safety and health risks with which you might come into contact during the course of your work. It covers carrying out tasks safely and in accordance with instructions and workplace requirements.

ELEMENT	PERFORMANCE CRITERIA
	<i>To be competent you must achieve the following:</i>
1. Identify the hazards and evaluate the risks in your workplace	<p>1.1 Name correctly and locate the persons responsible for safety and health in the workplace.</p> <p>1.2 Identify which workplace policies are relevant to your working practices.</p> <p>1.3 Identify those working practices in any part of your job role which could harm yourself or other persons.</p> <p>1.4 Identify those aspects of the workplace which could harm yourself or other persons.</p> <p>1.5 Evaluate which of the potentially harmful working practices and the potentially harmful aspects of the workplace are those with the highest <b>risk</b> to you or to others.</p> <p>1.6 Report those hazards which present a high <b>risk</b> to the persons responsible for safety and health in the workplace.</p> <p>1.7 Deal with hazards with low <b>risks</b> in accordance with workplace policies and legal requirements.</p>
2. Reduce the risks to safety and health in your workplace	<p>2.1 Carry out your working practices in accordance with legal requirements.</p> <p>2.2 Follow the most recent <b>workplace policies</b> for your job role.</p> <p>2.3 Rectify those safety and health risks within your capability and the scope of your job responsibilities.</p> <p>2.4 Pass on any suggestions for reducing risks to safety and health within your job role to the responsible persons.</p> <p>2.5 Show that your personal conduct in the workplace does not endanger the safety and health of yourself or other persons.</p>

- 2.6 Follow the **workplace policies** and suppliers' or manufacturers' instructions for the safe use of equipment, materials, biological and chemical agents and products.
- 2.7 Report any differences between **workplace policies** and suppliers' or manufacturers' instructions as appropriate.
- 2.8 Show that your personal presentation at work:
- ensures the safety and health of yourself and others
  - meets any legal duties, and
  - is in accordance with **workplace policies**

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Identify the hazards and evaluate the risks in your workplace****A. Risks** resulting from:

- (i) The use and maintenance of machinery or equipment
- (ii) The use of biological agents or substances
- (iii) Administrative and industrial working practices which do not conform to laid down policies.
- (iv) Unsafe behaviour
- (v) Accidental breakages and spillages
- (vi) Environmental factors

**Element 2: Reduce the risks to safety and health in your workplace****B. Workplace policies** covering:

- (i) The use of safe working methods and equipment
- (ii) The safe use of hazardous substances
- (iii) Smoking, eating, drinking and drugs
- (iv) What to do in the event of an emergency
- (v) Personal presentation

**UNDERPINNING KNOWLEDGE AND SKILLS**

*For assessment purposes:*

**Essential Knowledge and understanding for this unit:**

To ensure your own actions reduce risks to safety and health you should know and understand the following aspects of safety and health legislation:

1. Your legal duties for safety and health in the workplace as required by the Safety and Health at work Act, 2005-12.
2. Your duties for safety and health as defined by any specific legislation covering your job role.

To ensure your own actions reduce risks to safety and health you should know and understand the following relating to risks to safety and health:

3. What hazards may exist in your workplace.
4. The particular safety and health risks which may be present in your own job role and the precautions you must take.
5. The importance of remaining alert to the presence of hazards in the whole workplace.
6. The importance of dealing with or promptly reporting risks.
7. The requirements and guidance on the precautions.

**Underpinning knowledge and skills for specific elements**

For Element 1 you must understand:

8. Agreed workplace procedures relating to controlling risks to safety and health.
9. Responsibilities for safety and health in your job description.
10. The responsible persons to whom to report safety and health matters.

For Element 2 you must understand:

11. The specific workplace policies covering your job role.
12. Suppliers' and manufacturers' instructions for the safe use of equipment, materials and products.
13. Safe working practices for your own job role.
14. The importance of personal presentation in maintaining safety and health in the workplace.
15. The importance of personal conduct in maintaining the safety and health of yourself and others.
16. Your range and responsibility for rectifying risks.
17. Workplace procedures for handling risks which you are unable to deal with.
18. Fire safety and first aid.

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

Performance evidence must be provided against each of the performance criteria and should be the primary source of evidence, but this will often be supported by questioning or other forms in order to gather evidence of your ability to perform competently across all the range items listed. This performance evidence must be provided from real working practice. In order to demonstrate competence you must be able to show consistent competent performance.

The assessor must see performance evidence for each of the range items, as specified in both elements, appropriate to your own workplace context. Performance evidence must show from the range that you have:

- Identified a minimum of **two** types of **risks** resulting from those listed (range A), and
- Followed a minimum of **four** types of **workplace policies** (range B).

The assessor will need to be satisfied that you have the necessary knowledge and understanding to perform competently in respect of all the range items listed in this unit. Answers to questions and other forms of evidence may additionally be used to demonstrate an understanding of the essential knowledge required for the unit, and for the specific knowledge required for each element.

**(2) Methods of Assessment**

You are required to provide the following evidence:

One **report** outlining the particular hazards and associated risks you encounter in your workplace (these could affect you or others), both directly (your actual work) and indirectly (other areas you are in contact with; e.g. fire, forklift truck traffic, etc.). You must identify in the report any hazards/risks that you cannot control yourself and show that these have been reported to a responsible person.

Additionally your report must show how you have reduced those safety and health risks you have previously identified. This can be by following instructions, safe systems of work, making the area safe and reporting those hazards/risks etc.

It is expected that your **report** will include evidence to demonstrate your competence in respect of **all** performance criteria from element 1 and from element 2 – performance criteria 3, 4 and 5.

Your report should be supported by work products.

One **witness testimony** describing how you ensure your own actions reduce risks to safety and health, by a witness who regularly observes your working practices, e.g. a supervisor or team leader.

It is expected that your **witness testimony** will include evidence to demonstrate your competence in respect of performance criteria 6 and 7 from element 1 and all performance criteria from 2.

**PLUS**

A record of questioning or professional discussion with your assessor

The **record** of your questioning or professional discussion should identify your thinking and reason for actions and overall approach. The evidence will re-enforce your competence in element 1 and 2.

Knowledge requirements should occur naturally within the overall report and be re-enforced in the overall questioning/professional discussion.

**(3) Context of Assessment**

Simulation should not normally be used to produce evidence of a candidate's competence. Wherever practical all evidence must be derived from performance in the workplace. Simulation will be accepted where the candidate or others would be in personal danger or the company's operation would be significantly disrupted through real life assessment. The use of simulation must be approved by the external verifier.



**U29801:****Handle Mail****(Level 1)**

Unit Descriptor:

Receive, sort, distribute and dispatch mail.

**At the end of this unit you will be able to apply the following skills:**

- Reading
- Checking
- Sorting
- Recording
- Tracking mail
- Decision-making
- Problem solving
- Prioritising

**ELEMENT****PERFORMANCE CRITERIA***To be competent you must achieve the following:*

1. Handle incoming mail.

1.1 Receive, check and register **incoming mail**.

1.2 Sort incoming mail.

1.3 Record and/or report suspicious or damaged items.

1.4 Distribute incoming mail.

1.5 Deal with urgent incoming mail correctly.

2. Handle outgoing mail.

2.1 Collect and sort **outgoing mail**.

2.2 Identify best options for dispatching mail

2.3 Prepare items for urgent or special delivery

2.4 Frank or stamp outgoing mail

2.5 Dispatch outgoing mail on time

2.6 Follow agreed procedures for recording and tracking mail.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1:****A. Handle incoming mail**

- (i) Receiving
- (ii) Checking
- (iii) Registering
- (iv) Sorting

**Element 2:****B. Handle outgoing mail**

- (i) Collect and sort
- (ii) Best option for dispatching
- (iii) Urgent or special delivery
- (iv) Frank or stamp
- (v) Record mail using agreed procedures

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You will know:*

1. Why the efficient distribution of mail is important.
2. Your organisation's procedures for handling and recording mail and why you must follow these.
3. Your organizational structure and the titles, names, roles and locations of individuals and teams.
4. Your organisation's procedures for dealing with urgent incoming mail.
5. The range of internal and external mail services available and how to choose the most appropriate service.
6. Why security procedures are important when handling mail.

**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

1. Evidence for this unit is generated when you carry out real work in a private sector, not-for-profit or public service organization, whether full-time, paid or voluntary.
2. Evidence must show that you have consistently met the standard over a sufficient period of time for you to be considered competent.
3. You need to show that you:

**Element 1:****A. Handle incoming mail**

- (i) Receiving
- (ii) Checking
- (iii) Registering
- (iv) Sorting

**Element 2:****B. Handle outgoing mail**

- (i) Collect and sort
- (ii) Best option for dispatching
- (iii) Urgent or special delivery
- (iv) Frank or stamp
- (v) Record mail using agreed procedures

Evidence may include:

Reviews; appraisals; personal development plans; continuous professional development records; log/mail book.

**(2) Methods of Assessment**

The following assessment methods can be used for this unit:

Performance evidence:	Observation Examination of work products
Supplementary evidence:	Witness testimony Questions*

\*This includes verbal and written questioning, questionnaires, work based tasks, reflective accounts, case studies, professional discussion and feedback reports.

Here are some examples to give you some ideas about the sort of evidence that can be used for:

Performance criterion 1.3:	If no suspicious or damaged items are received during the assessment period, 'what if' questions should be asked to confirm competence.
Performance criterion 2.3:	If no items for urgent or special delivery are dispatched during the assessment period, 'what if' questions should be asked to confirm competence.
Performance criterion 2.4:	Performance evidence of franking or stamping mail should be gathered; supporting evidence that the candidate knows how to do the alternative is required.

**(3) Context of Assessment**

Simulation is not allowed for this unit.

**(4) Links to other units**

Evidence generated for this unit may contribute towards evidence for units:

- Carry out your responsibilities at work – Level 1
- Work within your own business environment – Level

**Unit 29901: Store and Retrieve Information (Level 1)**

Unit Descriptor:

Use a manual or electronic information system to store and retrieve information.

**At the end of this unit you will be able to apply the following skills:**

- Planning
- Organising
- Reading
- Writing
- Using technology
- Communicating
- Problem solving
- Using numbers

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

1. Process information	1.1 Identify and collect required <b>information.</b>
	1.2 Follow agreed <b>procedures and legislation</b> for <b>maintaining security and confidentiality.</b>
	1.3 Store information accurately in approved locations.
	1.4 Update information as required.
2. Retrieve information	2.1 Confirm information for retrieval.
	2.2 Comply with procedures and legislation for retrieving information.
	2.3 Locate and retrieve the required information.
	2.4 Report problems with information systems.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1****Information****A. Types of information:**

- (i) Correspondence
  - Faxes
  - Memos
  - Letters
  - E-mail
- (ii) Computer databases
- (iii) Computer files
  - Letters
  - Memos
  - Other documents
- (iv) Sales records
- (v) Forms
- (vi) Invoices
- (vii) Personnel records
- (viii) Financial figures
- (ix) Production targets

**B. Maintain security and confidentiality of information:**

- (i) Paper-based
- (ii) Verbal
- (iii) Electronic

**C. Procedures and legislation**

- (i) Quality assurance and/or procedure manuals
- (ii) Information protocol
  - Security and confidentiality policies guidelines and requirements
  - Legal and organisational policies guidelines and requirements
- (iii) Procedures for updating records

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You will know:*

1. Why it is important to store and retrieve information effectively and efficiently.
2. The different information systems and their main features.
3. Legal and organisational requirements covering the security and confidentiality of information.
4. Why it is important to confirm information to be collected, stored and retrieved.
5. The methods you can use to collect required information.
6. Methods used to store and sort information collected.
7. The procedures you should follow to retrieve information.
8. The types of problems that occur with information systems and who to report them to.



**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

1. Evidence for this unit is generated when you carry out real work in a private sector, not-for-profit or public service organization, whether full-time, paid or voluntary.
2. Evidence must show that you have consistently met the standard over a sufficient period of time for you to be considered competent.
3. You need to show that you:

**Element 1****Information****A. Types of information:**

- (i) Correspondence
  - Faxes
  - Memos
  - Letters
  - E-mail
- (ii) Computer databases
- (iii) Computer files
  - Letters
  - Memos
  - Other documents
- (iv) Sales records
- (v) Forms
- (vi) Invoices
- (vii) Personnel records
- (viii) Financial figures
- (ix) Production targets

**B. Maintain security and confidentiality.****Information:**

- (i) Paper-based
- (ii) Verbal
- (iii) Electronic



**U25201: Use ICT to exchange information**

## Unit Descriptor:

This unit is suitable for you if your work involves the use of basic e-mail facilities, such as using address books to send e-mails to individuals; sending, receiving and opening attachments (e.g. digital pictures, word processing documents or spreadsheets); and using key words to search for information using a search engine.

**At the end of this unit you will be able to:**

Use basic facilities to e-mail software to send and receive messages and find information using browser software.

ELEMENT	PERFORMANCE CRITERIA
1. Use ICT to exchange information	<p><i>To be competent you must achieve the following:</i></p> <p><b>Send and receive</b></p> <p>1.1 Use basic <b>send commands</b>.</p> <p>1.2 Use basic <b>reply commands</b>.</p> <p>1.3 Delete e-mail.</p> <p>1.4 Send and open e-mails with attachments.</p> <p>1.5 Save attachments to appropriate places.</p> <p>1.6 Find e-mails.</p> <p>1.7 Follow any rules and guidelines for sending and replying to e-mails.</p> <p><b>Search</b></p> <p>1.8 Use a search engine to find and select appropriate information.</p> <p>1.9 Save the results of searches.</p> <p>1.10 Use <b>suitable techniques</b> to make it easier to find useful information again.</p> <p>1.11 Send and share information.</p>

**RANGE STATEMENT**

*You must cover the items below:*

**A. Use send commands to:**

- i. E-mail individual message/s
- ii. Reply by carbon copies
- iii. Reply by blind carbon copies

**B. Use reply commands to:**

- i. Reply to individuals
- ii. Reply to all
- iii. Reply with history

**C. Use forward command to:**

- i. Forward e-mail

**D. Use suitable techniques to find information again and share it:**

- i. bookmarks/favourites
- ii. saving of web pages

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You will know*

**E-mail facilities**

1. How to compose and receive E-mail messages.
2. Basic options for sending and replying.
3. How to send and receive attachments.
4. How to use an address book.

**Problems and exchanging information**

5. Why some computer users may have difficulty in sending and receiving e-mails with attachments.
6. What to do about e-mails from unknown users.
7. What are viruses and what problems they can cause.
8. How using anti-virus software can help to keep risks to a minimum.
9. What risks there may be in downloading documents and software.
10. Risks in sharing information, such as personal details
11. Where and when to seek advice.

**Laws and guidelines**

12. What legislation (e.g. Computer Misuse Act, 2005 – 4) and guidelines affect day-to-day use of ICT, such as data protection, equal opportunities, disability, health and safety, copyright and guidelines set by your employer or organisations.

**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

You will need to produce **at least two tasks**. The evidence may come from activities in your workplace and/or from simulation.

Your performance evidence should show that you are able to:

1.
  - i. Send and receive e-mail messages while using all of the basic commands listed below:

**Send commands:**

- ii. To send to individuals
- iii. Using carbon copies
- iv. Using blind carbon copies

**Reply commands:**

- v. Reply to individuals
- vi. Reply to all
- vii.. Reply with history

2.
  - viii. Use a search engine to find and select appropriate information.
  - ix. Use all of the following techniques to find and/or share information:
    - a. bookmarks
    - b. saving of web pages
    - c. sending of web pages and links

**(2) Methods of Assessment**

Typical task size: One page of e-mail including an attachment on an appropriate size paper, plus some organization of recipients.

Observation of you by your assessor:

- Sending and receiving e-mails with attachments and without attachments
- Use a search engine to find relevant information efficiently
- Deleting e-mails
- Exchanging information by using appropriate methods such as forwarding and replying to e-mails while following netiquette rules.

Products of work e.g. data presented in a suitable format to meet specifications

Answers to written or oral questions from your assessor

**(3) Context of Assessment**

Your evidence may come from activities in your workplace and/or from simulation

## U24201: Produce documents using word processing software

### Unit Descriptor:

This unit is suitable for you if your work involves producing simple documents (e.g. producing letters, envelopes, memos, simple reports, faxes, CVs, agendas, posters, travel directions and simple web pages).

#### At the end of this unit you will be able to:

Use word processing software to produce appropriate simple documents.

### ELEMENT

### PERFORMANCE CRITERIA

*To be competent you must achieve the following:*

1. Produce documents using word processing software

#### Handle files

- 1.1 Use basic **file handling techniques** for the software.

#### Combine information

- 1.2 Use **basic techniques** to combine information

#### Edit text

- 1.3 Use **basic editing techniques** appropriately.

#### Format text

- 1.4 Format simple word processing documents using **appropriate tools and techniques** for:

- Characters.
- Paragraphs.
- Lines.
- Pages.

#### Layout

- 1.5 Create simple tables and add data to them.
- 1.6 Enter text into existing **templates**.

**Check text**

- 1.7 Use spell and grammar check for accuracy of text.
- 1.8 Use word count appropriately.



**RANGE STATEMENT**

*You must cover the items below:*

**A. File handling techniques:**

- i. create/save
- ii. save as
- iii. open
- iv. print

**B. Basic techniques to combine information:**

- i. insert (text, graphics and tables)
- ii. size (text, graphics and tables)
- iii. position (text, graphics and tables)

**C. Use basic editing tools and techniques:**

- i. insert
- ii. delete
- iii. cut and paste
- iv. copy and paste
- v. drag and drop
- vi. find and replace.

**D. Use tools and techniques for formatting:**

Characters:

- i. size
- ii. font (typeface)
- iii. colour
- iv. bold
- v. underline
- vi. italic

Paragraphs:

- i. alignment
- ii. bullets
- iii. numbering
- iv. line spacing
- v. borders and shadings
- vi. tabs and indents

**E. Use tools and techniques** for formatting (continued)

## Lines:

- i. spacing
- ii. alignment
- iii. breaks

## Pages:

- i. size
- ii. orientation
- iii. margins
- iv. page numbers
- v. date
- vi. time

**F. Templates:**

- i. letters
- ii. faxes
- iii. web pages
- iv. memos
- v. reports

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You will know:*

**Produce information**

1. Who and what the information is for, where it will be used (e.g on screen or hard copy) and when it is needed.

**Word processing documents**

2. How to produce simple word processing documents that are accurate and well laid out. Simple documents will have structure and style that is often used. Producing them may involve using a template or working from an existing example.

**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

You will need to produce **at least two comprehensive tasks**. The evidence may come from activities in your workplace and/or from simulation.

Your performance evidence should show that you are able to:

- A. Use **all** of the following tools and techniques:
1. Basic file handling techniques for the software (e.g. create, open, save (as) and print).
  2. Basic techniques to combine information (e.g. insert, size and position).
  3. Basic editing and formatting techniques appropriately (e.g. insert and delete; cut, copy and paste; drag and drop; and find and replace).
  4. Format simple word processing documents using appropriate tools and techniques for:
    - Characters e.g. size, font (typeface), colour, bold, under-line and italic.
    - Paragraphs e.g. alignment, bullets, numbering, line spacing, borders, shading, tabs and indents.
    - Lines e.g. spacing, alignment and breaks.
    - Pages e.g. size, orientation, margins, page numbers, date and time.
- B. Your performance evidence should show that you are able to:
- i. Create simple tables and add data to them.
  - ii. Enter text into existing templates (e.g. letters, faxes and web pages, memos and reports).
- C. And that you are able to check **all** of the following:
- i. spelling
  - ii. grammar
  - iii. the number of words in a document

Your evidence must show that you have met all the performance criteria, range and underpinning knowledge requirements.

**(2) Methods of Assessment**

Typical task size: Two full pages of text.

Observation by your assessor of you:

- Handling files appropriately.
- Combining information using basic techniques
- Editing text using appropriate techniques.
- Formatting simple word processing documents
- Creating simple tables and adding data to them.
- Entering text into existing templates
- Checking text by using spell checks, grammar checks and word count checks.

Products of work e.g. a letter or information sheet etc produced to specifications, inclusive of electronic copy.

Answers to written or oral questions from your assessor.

**(3) Context of Assessment**

Your evidence may come from activities in your workplace and/or from simulation.

**U30001: Make and receive telephone calls (Level 1)**

Unit Descriptor:

Use a telephone system to make, receive and transfer internal and external calls.

**At the end of this unit you will be able to apply the following skills:**

- Questioning
- Listening
- Communicating
- Presenting yourself
- Summarising
- Using technology
- Recording

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |                  |  |
|------------------|--|
| 1. Make calls    | 1.1 Project a <b>positive image</b> of yourself and the organization.                          |
|                  | 1.2 Confirm the name and number of the person to be contacted.                                 |
|                  | 1.3 Identify the <b>purpose of the call</b> .  |
|                  | 1.4 Make contact with the person.  |
|                  | 1.5 Communicate information to achieve the <b>purpose of the call</b> .                        |
| 2. Receive calls | 2.1 Answer the phone according to your organisation's procedures.                              |
|                  | 2.2 Identify the caller, where they are calling from and what they need.                       |
|                  | 2.3 Record accurate information when receiving calls.  |
|                  | 2.4 Provide accurate and up-to-date information whilst protecting confidentiality and security |
|                  | 2.5 Transfer calls where requested.  |
|                  | 2.6 Take and relay messages according to the caller's needs.                                   |

**RANGE STATEMENT**

*You must cover the items below:*

**A. Purpose of call:**

- (i) Provide information
- (ii) Obtain information

**B. Positive image**

- (i) Appropriate tone
- (ii) Appropriate language

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You will know:*

1. Why it is important to identify the purpose of a call before you make it.
2. How to use telephone systems to make contact with people inside and outside your organization.
3. Why it is important to project a positive image of yourself and your organization.
4. How to follow your organisation's procedures when making and receiving calls.
5. How to identify the caller and his/her needs.
6. Why it is important to give accurate and up-to-date information to callers
7. Why confidentiality and security are important when dealing with callers
8. How to identify the appropriate person to whom you should transfer a call.
9. The information you should give when transferring calls and taking messages.
10. Why it is important to record information accurately.



**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

1. Evidence for this unit is generated when you carry out real work in a private sector, non-profit or public service organization, whether full-time, paid or voluntary.
2. Evidence for this unit may also be collected in an approved Realistic Working Environment or an extended work placement.
3. Evidence must show that you have consistently met the standard over a sufficient period of time for you to be considered competent.
4. You need to show that you:

Demonstrate a **Positive image** and understand **the Purpose of the call** in view of **all** of the following items of range:

**A. Positive image**

- (i) Appropriate tone
- (ii) Appropriate language

**B. Purpose of call:**

- (i) Provide information
- (ii) Obtain information

Candidates need to show that they:

**Make calls.** Evidence may include:

Scripts; notes and recordings.

**Receive calls.** Evidence may include.

Copy messages to colleagues; other relevant stationery; notes; recordings

Evidence will be generated for this unit while generating evidence for units at Level 2.

**(2) Methods of Assessment**

The following assessment methods can be used for this unit:

Observation of you by your assessor.

Performance evidence:            Observation  
   Examination of work results

Supplementary evidence:        Witness testimony  
   Questions\*

\*This includes verbal and written questioning, questionnaires, work based tasks, reflections, case studies, professional discussion and feedback reports.

Here are some examples to give you some ideas about the sort of evidence that can be used for:

Performance criterion 2.5:        Whether the transfer is from one extension to another or by handing the phone to a colleague, the candidate must demonstrate that they pass the information (written/recorded) gathered from the caller to the recipient.

**(3) Context of Assessment**

Simulation is not allowed for this unit.

**(4) Links to other units**

Evidence generated for this unit may contribute towards Units 101 and 102

**U30101:****Use office equipment****(Level 1)**

Unit Descriptor:

Use a range of office equipment to carry out administrative tasks.

**At the end of this unit you will be able to apply the following skills:**

- Organising
- Communicating
- Using technology
- Using equipment safely

**ELEMENT****PERFORMANCE CRITERIA***To be competent you must achieve the following:*

## 1. Use office equipment

- 1.1 Select/confirm confirm the equipment and resources you need for the task.
- 1.2 Operate the **equipment** following the manufacturer's operating instructions.
- 1.3 Keep the equipment clean and hygienic.
- 1.4 Report problems with equipment and resources.
- 1.5 Make sure the equipment, **resources** work areas are ready for the next user.
- 1.6 Produce work product within agreed timescales.
- 1.7 Make sure the equipment, **resources** and work areas are ready for the next user.
- 1.8 Waste as few **resources** as possible.

**RANGE STATEMENT**

*You must cover the items below:*

**A. Types of equipment**

- (i) Computer
- (ii) Printer
- (iii) Scanner
- (iv) Photocopier
- (v) Telephone
- (vi) FAX machine
- (vii) Shredder
- (viii) Laminator
- (ix) Answering machine
- (x) Paper folder
- (xi) Franking machine
- (xii) Book binder (Manual/electrical)
- (xiii) Electric sharpener
- (xiv) Electric stapler

**B. Resources**

- (i) Paper
- (ii) Toner cartridge
- (iii) Storage media

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You will know:*

1. The different types of office equipment and what they can be used for.
2. Why it is important to follow manufacturers' instructions when operating equipment.
3. How to keep waste to a minimum.
4. How to keep equipment clean and hygienic.
5. The person you should report problems to.
6. Why it is important to meet work standards and deadlines.
7. Why it is important to leave the equipment, resources and work area ready for the next user.

**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

1. Evidence for this unit is generated when you carry out real work in a private sector, non-profit or public service organization, whether full-time, paid or voluntary.
2. Evidence must show that you have consistently met the standard over a sufficient period of time for you to be considered competent.
3. You need to show that you:

Use **all** of the equipment in range A from (i) to (v) and at least **one** from (vi) to (xiv).

**A. Types of equipment**

- (i) Computer
- (ii) Printer
- (iii) Scanner
- (iv) Photocopier
- (v) Telephone
- (vi) FAX machine
- (vii) Shredder
- (viii) Laminator
- (ix) Answering machine
- (x) Paper folder
- (xi) Franking machine
- (xii) Book binder (Manual/Electrical)
- (xiii) Electric sharpener
- (xiv) Electric stapler

**B. Resources**

- (i) Paper
- (ii) Toner cartridge
- (iii) Storage media

Evidence may include:

Brief from colleagues; records of training on use of equipment; minutes of 1 – 1 and team meetings; copies of work produced using equipment.

**(2) Methods of Assessment**

The following assessment methods can be used for this unit:

Observation of you by your assessor.

Performance evidence:            Observation  
   Observation of work results

Supplementary evidence:        Witness testimony  
   Questions\*

\*This includes verbal and written questioning, questionnaires, work based tasks, reflections, case studies, professional discussion and feedback reports.

Here are some examples to give you some ideas about the sort of evidence that can be used for:

Performance criterion 1:4:        If no problems arise during the assessment period ‘what if’ questions may be asked to confirm competence.

**(3) Context of Assessment**

Simulation is not allowed for this unit.

**(4) Links to other units**

Evidence generated for this unit may contribute towards Units 101 and 102

**Assessment methods**

The assessment methods describe the methods which should be used to assess performance and underpinning knowledge.

**Assessors**

The Assessor's role is to assess the work carried out by candidates and use this evidence to judge whether the candidate has met the standard laid down in the NVQ element. The Assessor needs to be competent to assess to national standards in the area under assessment.

**Approved Centre**

Organisation/centre approved by the TVET Council to offer full National Vocational Qualifications.

**Case Studies**

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the candidate, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge they can generate and the specific nature of the evidence produced.

**Competence**

In the context of vocational qualifications, competence means: the ability to carry out prescribed activities to nationally pre-determined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding, and the ability to react appropriately in contingency situations.

**Element**

An element is a description of an activity which a person should be able to do. It is a description of an action, behaviour or outcome which a person should be able to demonstrate.



**Explanation of NVQ Levels**

NVQs cover five (5) levels of competence, from entry level staff at Level 1 through to senior management at Level 5.

**Level 1 – Entry Level**

Recognises competence in a range of varied work activities performed in a variety of contexts.

Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

**Level 2 – Skilled Occupations:**

Recognises competence in a broad range of varied work activities performed in a variety of contexts, some of which are complex and non-routine. Some responsibility and autonomy. Collaboration with others through work groups or teams and guidance of others may be required.

**Level 3 – Technician and Supervisory Occupations:**

Recognises competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

**Level 4 – Technical Specialist and Middle Management Occupations:**

Recognises competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of resources, as well as personal accountabilities for analysis, diagnosis, design, planning, execution, and evaluation.

**Level 5 – Chartered, Professional and Senior Management Occupations:**

Recognises the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognises technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contribution to the promotion and practice of their occupation.

**External Verifier**

Person trained and appointed by the TVET Council and competent to approve and ensure an approved centre's quality of provision.

**Extracted workplace examples**

This could be something produced during the normal course of work, which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

**Hazard**

See Safety and Health

**Internal Verifier**

The Internal Verifiers act in a supporting role for Assessors and ensure consistent quality of assessment and competence. Needs to be competent to assess to national standards in the area under assessment.

**Key role**

Key roles are the broadest descriptions of the activities required in employment. They describe the principle components of work and help shape the standards into a comprehensive structure. This structure is then broken down into further units of competence.

**NVQ**

National Vocational Qualifications (NVQs) are work-based qualifications that assess someone's competence in a work situation and certify that the individual can perform the work role to the standards expected in employment.

NVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector which the NVQ covers.

**NVQ Coordinator**

Within each approved centre offering NVQs, there will be a centre contact who takes overall responsibility for the operation and administration of the NVQ system.

**Observation**

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

**Performance criteria**

Performance criteria indicate what is required for the successful achievement of an element. They are descriptions of what you would expect to see in competent performance.

**Questioning**

Questioning can sometimes be used to assess a candidate in those areas of work listed in the range which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidance of each individual element.

Questioning is also one of the most appropriate ways you will be able to collect evidence to assess a candidate's underpinning knowledge and understanding.

As an assessment method, questioning ensures you have all of the evidence about a candidate's performance. It also allows you to clarify situations.

**Range statements**

A range puts the element of competence into context. A range statement is a description of the range of situations to which an element and its performance criteria is intended to apply.

Range statements are prescriptive therefore each category must be assessed.

**Risk**

See Safety and Health

**Role-plays**

Role-plays are simulations where the candidate is asked to act out a situation in the way he/she considers "real" people would behave. By using role-play situations to assess a candidate you are able to collect evidence and make a judgment about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself, or where the candidate needs to develop competence, for example, in a disciplinary situation, before being judged competently.

## Safety and Health

Key words and phrases which you might see used frequently within the Safety and Health for People at Work units.

The Labour Department is the body appointed to support and enforce safety and health law. They have defined two important concepts and follows:

**Hazard** ‘ “a hazard is something with potential to cause harm”.

**Risk** “a risk is the likelihood of that harm occurring”.

Almost anything may be a hazard, but may or may not become a risk. For example:

1. A trailing electric cable from a piece of equipment is a hazard. If it is trailing across a passageway there is a high risk of someone tripping over it, but if it lies along a wall out of the way, the risk is much less.
2. Toxic or flammable chemicals stored in a building are a hazard, and by their nature may present a high risk. However, if they are kept in a properly designed secure store, and handled by properly trained and equipped people, the risk is much less than if they are left about in a busy workshop for anyone to use or misuse.
3. A failed light bulb is a hazard. If it is just one bulb out of many in a room it presents very little risk, but if it is the only light on a stairwell, it is a very high risk. Changing the bulb may be a high risk, if it is high up, or if the power has been left on, or low risk if it is in a table lamp which has been unplugged.
4. A box of heavy material is a hazard. It presents a higher risk to someone who lifts it manually than if a mechanical handling device is properly used.

## Simulations

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance**, however, can be used where specified to collect evidence about an aspect of the candidate's work which occurs infrequently or is potentially hazardous; for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, you will be able to elicit evidence which will help you judge how a candidate is **most likely** to perform in real life.

**Underpinning knowledge**

Underpinning knowledge indicates what knowledge is essential for a person to possess in order to successfully achieve an element and prove total competence.

**Units**

A unit of competence describes one or more activities which form a significant part of a person's work. Units are accredited separately but in combination can make up a vocational qualification. There are three categories of units:

**Mandatory units** – are core to a qualification and have to be completed.

**Elective units** – within some qualifications which allow the candidate to choose a number of individual units from a specific group.

**Additional units** – are units which do not have to be completed to achieve a qualification.

**Work-based projects**

Work-based projects are a useful way for you to collect evidence to support any decision you make about a candidate's performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning observation.

A project often involves the identification of a solution to a specific problem identified by you and/or the candidate (such as looking at ways to redress a recent drop in sales), or may be a

**Work-based projects (Cont'd)**

structured programme of work built around a central situation or idea (such as the introduction of a new job rostering process).