Intellectual Output O5- FOUR Qualification Frameworks of EUPA Level 2-5

(Intellectual Output 5)

Validation of Formal, Non-Formal and Informal Learning: The case study of Administration Personnel

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Executive Summary

This deliverable is the qualification framework for administrative personnel in four different EQF levels namely level 2,3,4 and 5

The qualification framework is structured in «**work areas**» and in each work area there are different «**units»** (from different levels). In this way one can see the progression in levels within the work area. The concept of the «**theme**» is also introduced as some work areas deal with more than one themes.

For each of the units the code of the unit, the number of learning outcomes and the ECVET points allocated to that unit are presented.

The current version is the long version of the qualification framework that presents the learning outcomes analysed in knowledge, skills and competences. This version is only available in the English language

The work areas at a glance

- **Work Areas 1:** Office Procedures
- **Work Area 2:** Office equipment and technology
- **Work Area 3:** Communication and social, telephone handling, code of conduct, equal opportunities and relationships
- **Work Area 4:** Written Communication
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- **Work Area 17:** Business Environment
- **Work Area 18:** General Legislation
- **Work Area 19:** Tenders
- **Work Area 20:** Assistance at a corporate level
- **Work Area 21:** Innovation and change
- **Work Area 22:** PA as a manager

Work Areas, Themes and Units

Work Areas	Theme	Unit title	Level	Learning Outcome
WA1: Office Procedures	1. Mail	2.1 Handle the Mail	2	Demonstrate the ability to describe and follow the procedure through which the organisation handles incoming and outgoing mail.
WA1: Office Procedures	1. Mail	2.1 Handle the Mail	2	Demonstrate the ability to arrange incoming mail appropriately (control of documents, delivery to the right persons, etc.).
WA1: Office Procedures	1. Mail	2.1 Handle the Mail	2	Demonstrate the ability to collect, arrange and dispatch outgoing mail accurately.
WA1: Office Procedures	2. Stock	2.2 Handle the Stock	2	Demonstrate the ability to explain, describe and follow the stock control procedures that apply in

Work Areas	Theme	Unit title	Level	Learning Outcome
				the office in order for the office to run smoothly. Recommend improvements to these procedures.
WA1: Office Procedures	2. Stock	2.2 Handle the Stock	2	Demonstrate the ability to maintain the right level of stock needed to run the office smoothly using specific procedures and tools.
WA2: Office Equipment and Technology	3. Office Equipment	2.3 Use of office equipment to carry out simple tasks including simple troubleshooting	2	Demonstrate the ability to identify the proper use of office equipment to meet different simple business tasks and use this equipment, carry out simple trouble shooting in accordance with health and safety legislation and regulations.

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Work Areas	Theme	Unit title	Level	Learning Outcome
WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships	4. Business Communication	2.4 Use business communication skills clearly and effectively	2	Demonstrate the ability to recall the main principles of effective verbal and non-verbal communication and demonstrate competence in applying these principles in a clear and effective way.
WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships	5. Telephone Techniques	2.5 Use telephone techniques effectively	2	Demonstrate the ability to recall the main principles of effective telephone communication and demonstrate competence in applying these principles in a clear and effective way.
WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships	6. Code of conduct and equal opportunities	2.6 Understand and apply code of conduct according to organizational principles	2	Demonstrate the ability to define, describe and follow the organisation's Code of Conduct within the social, economic and cultural context.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships	7. Relationships	2.7 Recall and apply key principles of good relationships with customers, external stakeholders and colleagues in a clear and effective way	2	Demonstrate the ability to recall the key principles of data protection, security and confidentiality within the workplace and in the business environment and apply these principles effectively and efficiently.
WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships	7. Relationships	2.7 Recall and apply key principles of good relationships with customers, external stakeholders and colleagues in a clear and effective way	2	Demonstrate the ability to recall the key principles of good relationships with customers and other external stakeholders, demonstrate competence in applying these principles in a clear and effective way. Be able to perform Public Relations activities to improve workplace relations, for example acknowledging birthdays, name days and other special occasions.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships	7. Relationships	2.7 Recall and apply key principles of good relationships with customers, external stakeholders and colleagues in a clear and effective way	2	Demonstrate the ability to recall the key principles of good working relationships within the organisation and demonstrate competence in applying these principles in a clear and effective way within the organisation. Be able to perform Public Relations activities to improve workplace relations, for example acknowledging birthdays, name days and other special occasions.
WA4: Written Communication	8. Written Communication	2.8 Use written communication skills to produce a variety of routine business documents	2	Demonstrate the ability to recall the main principles of effective forms of written communication and demonstrate competence in applying these principles in a clear and effective way in order to produce simple routine

Work Areas	Theme	Unit title	Level	Learning Outcome
				documents.
WA4: Written Communication	8. Written Communication	2.8 Use written communication skills to produce a variety of routine business documents	2	Demonstrate the ability to produce a variety of routine business documents (based on predefined templates).
WA4: Written Communication	8. Written Communication	2.8 Use written communication skills to produce a variety of routine business documents	2	Demonstrate the ability to communicate in writing at a level that is appropriate for business (use business terms, avoid jargon etc.).
WA5: Filing System Documentation and Databases	9. Filing	2.9 Use filing skills to maintain an established system	2	Demonstrate the ability to maintain established physical and electronic filing systems.
WA5: Filing System Documentation and Databases	10. Business Document	2.10 Interpret routine business Documents	2	Demonstrate the ability to prepare, interpret and check entries of routine business documents.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA5: Filing System Documentation and Databases	11. Databases	2.11 Use basic database skills to enter information in a database	2	Demonstrate the ability to enter, edit, organise and store accurate and relevant data in an existing database system (electronic or manual).
WA6: Bookkeeping, Accounting and Financial Transactions	12. Accounting	2.12 Perform routine business transactions	2	Demonstrate the ability to make business transactions and to implement simple and routine accounting (e.g. petty cash reconciliation).
WA6: Bookkeeping, Accounting and Financial Transactions	12. Accounting	2.12 Perform routine business transactions	2	Demonstrate the ability to make payments to suppliers and receive payments from customers in conformity with organisational procedures.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA7: Business Travel, Diary Systems, Meeting organization and event management	13. Business travel and accommodation	2.13 Recommend business travel and accommodation arrangements and prepare relevant documentation	2	Demonstrate the ability to recommend business travel and accommodation arrangements in accordance with a deadline and in line with budget requirements and organisational procedures.
WA7: Business Travel, Diary Systems, Meeting organization and event management	13. Business travel and accommodation	2.13 Recommend business travel and accommodation arrangements and prepare relevant documentation	2	Demonstrate ability to produce and collate travel documentation within an appropriate timescale in order to meet traveller's needs and legal requirements (e.g. visa procedures).
WA7: Business Travel, Diary Systems, Meeting organization and event management	13. Business travel and accommodation	2.13 Recommend business travel and accommodation arrangements and prepare relevant documentation	2	Demonstrate ability to state the importance of checking travel plans immediately prior to the journey and carry out the process in a clear and effective way.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA7: Business Travel, Diary Systems, Meeting organization and event management	14. Meetings	2.14 Prepare for a routine meeting (including meeting documentation)	2	Demonstrate ability to prepare for a routine meeting by drawing up a simple checklist, liaising with the Chair of the meeting, and produce the relevant documents required.
WA7: Business Travel, Diary Systems, Meeting organization and event management	14. Meetings	2.14 Prepare for a routine meeting (including meeting documentation)	2	Demonstrate ability to produce drafts of all pre and post-meeting documentation before and after a routine meeting.
WA7: Business Travel, Diary Systems, Meeting organization and event management	15. Diary Systems	2.15 Use diary systems for routine business purposes	2	Demonstrate ability to operate an electronic diary for routine business purposes to meet the needs of workgroups and customers.
WA7: Business Travel, Diary Systems, Meeting organization and event management	15. Diary Systems	2.15 Use diary systems for routine business purposes	2	Demonstrate the ability to compare and contrast paper and electronic diary systems and report on findings to line manager.

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Work Areas	Theme	Unit title	Level	Learning Outcome
WA7: Business Travel, Diary Systems, Meeting organization and event management	15. Diary Systems	2.15 Use diary systems for routine business purposes	2	Demonstrate the ability to use diary systems to handle requests from others for new or modified diary entries in order to provide effective business support.
WA7: Business Travel, Diary Systems, Meeting organization and event management	15. Diary Systems	2.15 Use diary systems for routine business purposes	2	Demonstrate the ability to make accurate diary entries and maintain an up-to-date system.
WA8: Visitors/ Customer Service	16. Visitors/ Customers	2.16 Handle visitors and customers with professionalism	2	Demonstrate the ability to welcome visitors and customers in a professional manner, identify the purpose of their visit and make them feel welcome during their period of waiting.

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Work Areas	Theme	Unit title	Level	Learning Outcome
WA8: Visitors/ Customer Service	16. Visitors/ Customers	2.16 Handle visitors and customers with professionalism	2	Demonstrate the ability to use appropriate tone of voice and body language when dealing with visitors and customers.
WA8: Visitors/ Customer Service	16. Visitors/ Customers	2.16 Handle visitors and customers with professionalism	2	Demonstrate a basic understanding of customer care principles and be able to apply these in an effective way, including the ability to solve routine problems using simpler rules to the satisfaction of visitors and customers.
WA9: ICT Skills	17. Word Processing	2.17 Use word processing software to produce simple routine document	2	Demonstrate the ability to use word processing software safely and securely to produce simple documents that meet the requirements of the office.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA9: ICT Skills	18. Spreadsheets	2.18 Use spreadsheets to produce simple routine sheets	2	Demonstrate the ability to use a spreadsheet safely and securely to enter, edit and organise numerical and other data including simple formulas to meet the routine requirements of the office.
WA9: ICT Skills	19. Presentations	2.19 Use presentation software to produce simple routine presentations	2	Demonstrate the ability to use presentation software safely and securely to produce simple electronic presentations that meet the requirements of the office.
WA9: ICT Skills	20. Internet	2.20 Use the internet to carry out simple tasks	2	Demonstrate the ability to connect to internet sites safely and securely using browser software and search tools including identification of relevant business sites and communicating information online as required by the office.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA9: ICT Skills	21. Emails	2.21 Use email to carry out simple tasks	2	Demonstrate the ability to use email software tools and techniques to compose and send messages; manage incoming email efficiently, safely and securely to meet the requirements of the office.
WA12: Numeric Skills	22. Numeric Skills	2.22 Make basic mathematical calculations	2	Demonstrate knowledge of, and the ability to apply, basic mathematical calculations in simple business situations (e.g. calculate discount or vat).
WA2: Office Equipment and Technology	3. Office Equipment	3.1 Use of office equipment to carry out tasks and to solve routine problems	3	Demonstrate the ability to use common office equipment such as photocopiers, printers and faxes, according to the organisational procedures in order to perform specific and more advanced tasks; recommend

Work Areas	Theme	Unit title	Level	Learning Outcome
				improvements to procedures.
WA2: Office Equipment and Technology	3. Office Equipment	3.1 Use of office equipment to carry out tasks and to solve routine problems	3	Demonstrate the ability to solve problems with office equipment using tools such as checklists and, where necessary, asking help from colleagues.
WA2: Office Equipment and Technology	3. Office Equipment	3.1 Use of office equipment to carry out tasks and to solve routine problems	3	Demonstrate the ability to explain how to identify repairs needed to the facilities and equipment of an office; describe procedures for dealing with repairs needed; explain the types of problems that arise with the use and supervision of office facilities and equipment, and how to deal with them.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships	4. Business Communication	3.2 Use of appropriate business communication skills for selected audiences and intended outcomes	3	Demonstrate the ability to explain the benefits of effective communication in the workplace and to solve problems through communication as well as to select the most appropriate methods for selected audiences and intended outcomes
WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships	4. Business Communication	3.2 Use of appropriate social and business communication skills for selected audiences and intended outcomes	3	Demonstrate the ability to accept the behaviour and views of others and express frustration and disagreement in a constructive way
WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships	4. Business Communication	3.2 Use of appropriate business communication skills for selected audiences and intended outcomes	3	Demonstrate the ability to make basic conversations or presentations effective oral presentations using agreed principles that include the use of body language and tone of voice; recommend improvements to these

Work Areas	Theme	Unit title	Level	Learning Outcome
				principles for presenting information and ideas.
WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships	5. Telephone Techniques	3.3 Use telephone techniques effectively in accordance with organizational rules and procedures- Effective Telephone Handling	3	Demonstrate the ability to explain and demonstrate effective use of telephone skills according to organisational procedures; monitor the application of these skills and recommend changes in order to improve the experience of customers.
WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships	6. Code of conduct and equal opportunities	3.4 Explain and apply the code of conduct in a variety of situations	3	Demonstrate the ability to explain the organisation's Codes of Conduct within a social, economic and cultural context.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships	7. Relationships	3.5 Build and improve working relationships	3	Demonstrate the ability to build positive working relationships with customers, suppliers and other stakeholders as well as within the organisation, using the key principles of good working relationships.
WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships	7. Relationships	3.5 Build and improve working relationships	3	Analyse and evaluate feedback from customers, suppliers and other stakeholders as well as from employees of the organisation.
WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships	7. Relationships	3.5 Build and improve working relationships	3	Evaluate key principles of good working relationships agreed and applied within the organisation and recommend improvements that will enhance the interaction between the organisation and its external environment

Work Areas	Theme	Unit title	Level	Learning Outcome
WA4: Written Communication	8. Written Communication	3.6 Use written communication skills to produce non-routine documents based on specific instructions	3	Demonstrate the ability to explain different styles and tones of language, and situations when they may be used in written communication as well as how written communication can be adapted for meeting the needs and characteristics of different audiences;
WA4: Written Communication	8. Written Communication	3.6 Use written communication skills to produce non-routine documents based on specific instructions	3	Demonstrate the ability to describe the importance of confidentiality when communicating in writing
WA4: Written Communication	8. Written Communication	3.6 Use written communication skills to produce non-routine documents based on specific instructions	3	Demonstrate the ability to identify relevant sources of information that may be used when preparing written and/or electronic documents.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA4: Written Communication	8. Written Communication	3.6 Use written communication skills to produce non-routine documents based on specific instructions	3	Demonstrate the ability to use effective ways of checking written information for accuracy of content and spelling/grammar
WA4: Written Communication	8. Written Communication	3.6 Use written communication skills to produce non-routine documents based on specific instructions	3	Demonstrate the ability to identify the different types of business documents and select the appropriate one in each situation
WA4: Written Communication	8. Written Communication	3.6 Use written communication skills to produced non-routine documents based on specific instructions	3	Demonstrate the ability to create different types of non-routine documents after given specific instructions

Work Areas	Theme	Unit title	Level	Learning Outcome
WA4: Written Communication	8. Written Communication	3.6 Use written communication skills to produce non-routine documents based on specific instructions	3	Demonstrate the ability to prepare short reports from notes
WA4: Written Communication	8. Written Communication	3.6 Use written communication skills to produce non-routine documents based on specific instructions	3	Demonstrate the ability to prepare text from recorded audio instructions or shorthand
WA5: Filing System Documentation and Databases	9. Filing	3.7 Use filing skills to design and maintain a filing system given specific instructions	3	Demonstrate File Management skills including the design and maintenance of an efficient filing system given specific instructions (as well as the identification of the equipment or electronic methods required for filing).

Work Areas	Theme	Unit title	Level	Learning Outcome
WA5: Filing System Documentation and Databases	9. Filing	3.7 Use filing skills to design and maintain a filing system given specific instructions	3	Demonstrate the ability to analyse current organisational File Management practice and recommend improvements within the roles and responsibilities.
WA5: Filing System Documentation and Databases	11. Databases	3.8 Select and apply database tools to collect and organise information in a database	3	Demonstrate the ability to use different methods and different information systems to collect information
WA5: Filing System Documentation and Databases	11. Databases	3.8 Select and apply database tools to collect and organise	3	Demonstrate the ability to store relevant information in different systems, enter information into databases, edit and organise information in a database.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA6: Bookkeeping, Accounting and Financial Transactions	12. Bookkeeping, Accounting and Financial Transactions	3.9 Perform more complex accounting/ financial transactions	3	Demonstrate the ability to operate customer and supplier accounts manually or using an electronic accounting system that conforms to national norms and procedures
WA6: Bookkeeping, Accounting and Financial Transactions	12. Bookkeeping, Accounting and Financial Transactions	3.9 Perform more complex accounting/ financial transactions	3	Demonstrate the ability to describe the basic concepts of accounting (for example Debit and Credit entries)
WA7: Business Travel, Diary Systems, Meeting organization and event management	13. Business travel and accommodation	3.10 Organise business travel and accommodation arrangements	3	Demonstrate the ability to prepare travel, accommodation requirements in conformity with budgetary procedures.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA7: Business Travel, Diary Systems, Meeting organization and event management	13. Business travel and accommodation	3.10 Organise business travel and accommodation arrangements	3	Demonstrate the ability to book travel arrangements and accommodation as agreed with the traveller in conformity with budgetary procedures.
WA7: Business Travel, Diary Systems, Meeting organization and event management	13. Business travel and accommodation	3.10 Organise business travel and accommodation arrangements	3	Demonstrate understanding of the necessity of checking the draft itinerary and schedule with the traveller before final booking.
WA7: Business Travel, Diary Systems, Meeting organization and event management	13. Business travel and accommodation	3.10 Organise business travel and accommodation arrangements	3	Demonstrate the ability to arrange credit and payment facilities for travellers in conformity with budgetary procedures.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA7: Business Travel, Diary Systems, Meeting organization and event management	13. Business travel and accommodation	3.10 Organise business travel and accommodation arrangements	3	Demonstrate the ability to solve problems that may arise and, where necessary, refer issues to operational/financial managers.
WA7: Business Travel, Diary Systems, Meeting organization and event management	13. Business travel and accommodation	3.10 Organise business travel and accommodation arrangements	3	Provide the traveller with an itinerary and required documents in good time and confirm with the traveller that itinerary and documents meet requirements.
WA7: Business Travel, Diary Systems, Meeting organization and event management	14. Meetings	3.11 Plan, organise and support meetings and recommend improvements to the procedures	3	Analyse the organisation, documents and materials provided for a meeting and make recommendations for any improvements.
WA7: Business Travel, Diary Systems, Meeting organization and event management	14. Meetings	3.11 Plan, organise and support meetings and recommend improvements to the procedures	3	Demonstrate the ability to plan, organise and support meetings

Work Areas	Theme	Unit title	Level	Learning Outcome
WA7: Business Travel, Diary Systems, Meeting organization and event management	14. Meetings	3.11 Plan, organise and support meetings and recommend improvements to the procedures	3	Demonstrate the ability to complete actions required after a meeting and to carry out action points arising from the meeting.
WA7: Business Travel, Diary Systems, Meeting organization and event management	15. Diary Systems	3.12 Design (control the type of information needed) and manage diary systems	3	Demonstrate the ability to manage diary systems to meet the needs of the workgroup and its internal and external customers/clients.
WA7: Business Travel, Diary Systems, Meeting organization and event management	15. Diary Systems	3.12 Design (control the type of information needed) and manage diary systems	3	Demonstrate the ability to design a diary system that is appropriate for the company or organisation

Work Areas	Theme	Unit title	Level	Learning Outcome
WA7: Business Travel, Diary Systems, Meeting organization and event management	15. Diary Systems	3.12 Design (control the type of information needed) and manage diary systems	3	Demonstrate the ability to analyse reports from diary operators and users in order to recommend enhancements and necessary training
WA8: Visitors/ Customer Service	16. Visitors/ Customers	3.13 Serve customers in accordance with organisational principles	3	Demonstrate an understanding of customer care principles as well as the ability to apply these in accordance with organisational principles. Be able to adopt behaviour appropriate to the needs of the customer. Be able to solve customer's problems and complaints by following methods and tools adopted by the organisation.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA9: ICT Skills	17. Word Processing	3.14 Use word processing software to produce non-routine documents	3	Demonstrate the ability to use Word Processing techniques at an intermediate level to produce non-routine documents.
WA9: ICT Skills	18. Spreadsheets	3.15 Use spreadsheets to produce non-routine sheets	3	Demonstrate the ability to use a spreadsheet safely and securely to enter, edit and organise numerical and other data including more advanced formulas in order to meet the non-routine requirements of the office.
WA9: ICT Skills	19. Presentations	3.16 Use presentation software to produce non- routine presentations	3	Demonstrate the ability to use presentation software tools and techniques at an intermediate level to produce non-routine electronic presentations

Work Areas	Theme	Unit title	Level	Learning Outcome
WA9: ICT Skills	20. Internet	3.17 Use internet to accomplish tasks using different techniques and tools	3	Demonstrate the ability to select and set up an appropriate connection to access the Internet. Set up, monitor and adjust browser tools and settings to make software easier to use. Locate information efficiently, manage and use references and store information. Work responsibly and take appropriate safety and security precautions.
WA9: ICT Skills	21. Emails	3.18 Use email to accomplish tasks (such as complex emails or instant messaging)	3	Demonstrate the ability to use email and communication software tools, Skype, instant messaging, and to use different options (e.g. attachments, voting buttons, etc.) and link to other office tools (e.g. address book and diary); archive email messages efficiently and securely and carry out troubleshooting of users'

Work Areas	Theme	Unit title	Level	Learning Outcome
				problems.
WA9: ICT Skills	22. Synchronisation between electronic devices	3.19 Use electronic database skills to accomplish synchronisation between devices	3	Demonstrate the ability to use synchronization between devices (e.g. mobile device and outlook).
WA9: ICT Skills	23. Using Social Media	3.20 Use social media to promote the organisation and its activities	3	Demonstrate the ability to use social media to promote the organisation and its activities

Work Areas	Theme	Unit title	Level	Learning Outcome
WA10: Projects	24. Projects	3.21 Use project management skills to accomplish implementation of a low-risk simple project	3	Demonstrate the ability to define, design and implement a simple low-risk project; entering, editing and updating information on project tasks and resources. Select and use appropriate processes and tools to display and report on project status.
WA11: HR Issues	25. Human Resources	3.22 Possess the knowledge and skills to accomplish basic tasks related to hr issues	3	Demonstrate the ability to accomplish basic and administrative tasks related to HR, such as holiday and overtime issues.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA11: HR Issues	25. Human Resources	3.22 Possess the knowledge and skills to accomplish basic tasks related to hr issues	3	Demonstrate the ability to identify and set up administrative procedures for employee training under supervision.
WA12: Numeric Skills	26. Numeric Skills	3.23 Apply a range of basic numerical skills	3	Demonstrate knowledge of, and the ability to apply, basic mathematical principles and processes in everyday contexts at work to accomplish different business tasks (e.g. calculate the area of the office).
WA13:Foreign Languages	27. Languages	3.24 Deal verbally with key work tasks or routine discussions	3	Demonstrate the necessary foreign language skills (CEFR level B1) to handle work/social requirements and communicate effectively in a wide range of routine situations.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA13:Foreign Languages	27. Languages	3.25 Produce written materials to deal with routine work tasks	3	Demonstrate the necessary skills to use the foreign language in its written form (CEFR level B1) in routine work and social contexts.
WA14: Office Effectiveness and Efficiency	28. Planning/ Time Management	3.26 Use planning skills to accomplish tasks to agreed deadlines	3	Demonstrate the ability to prioritise all activities to ensure work is completed to agreed deadlines.
WA15: Team Dynamics	30. Team Dynamics	3.27 Use teamwork principles to accomplish group tasks	3	Demonstrate, understand and use the principles of team working to accomplish group tasks.
WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	3.28 Evaluate own work according to agreed criteria	3	Demonstrate the ability to evaluate own work according to agreed criteria.

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Work Areas	Theme	Unit title	Level	Learning Outcome
WA17: Business Environment	32. Individual Rights and Responsibilities	3.29 Understand, follow and apply individual rights and responsibilities	3	Demonstrate the ability to understand and follow individual rights and responsibilities within organisation's Policy and Code of Conduct and within own job description.
WA17: Business Environment	32. Individual Rights and Responsibilities	3.29 Understand, follow and apply individual rights and responsibilities	3	Demonstrate the ability to apply individual rights and responsibilities within company policy, company code of conduct and within the job description.
WA17: Business Environment	33. Mission, vision, values	3.30 Understand the communication of the organisation's missions, values and vision	3	Demonstrate the ability to promote and achieve the Mission and objectives of the organisation, always reflecting the values of the organisation.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA17: Business Environment	34. Environmental Sustainability	3.31 Support environmental sustainability	3	Demonstrate the ability to support the concept of "sustainability" through the establishment and maintenance of procedures to minimise waste, recycle materials and correctly dispose of hazardous materials.
WA17: Business Environment	35. Corporate Social Responsibility	3.32 Implement of CSR activities	3	Appreciate the importance of CSR and demonstrate the ability for implementation of organisational CSR activities
WA17: Business Environment	36. Cultural Awareness and Diversity	3.33 Understand cultural and diversity awareness	3	Demonstrate knowledge and understanding of cultural and linguistic diversity. Be able to apply appropriate behaviour to different target groups with cultural and linguistic diversity.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA17: Business Environment	37. Multi-tasking	3.34 Demonstrate multi-tasking skills	3	Demonstrate the ability to handle and manage more than one tasks at the same time by using appropriate tools and techniques.
WA17: Business Environment	38. Self-Image and Organisation Image	3.35 Present a positive image of self and the organisation through adaptation of behaviour	3	Demonstrate the ability to adapt own behaviour to maintain positive and professional manners when under pressure, e.g. working to time constraints, when dealing with a difficult situation or a client.
WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships	4. Business Communication	4.1 Use of business communication skills to generate solutions in specific situations	4	Demonstrate the ability to interact with others effectively and efficiently, and generate solutions in specific situations through the use of effective communication techniques.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships	6. Code of conduct and equal opportunities	4.2 Address issues of equal opportunities	4	Explain how issues of equal opportunities such as disability, gender, sexual orientation, ageism, sexual harassment and religion are applied by various institutions at local, regional, national, European and international levels. Describe how to assess and address the above mentioned issues. Be able to recommend improvements in the organisation's policies to address the above mentioned issues.
WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships	6. Code of conduct and equal opportunities	4.3 Improve code of conduct	4	Demonstrate the ability to understand, justify and recommend improvements to the organisation's Code of Conduct within a social, economic and cultural context in order to meet customer and colleagues expectations.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA4: Written Communication	8. Written Communication	4.4 Use written communication skills to generate non-standard documents based on the needs of the reader and contribute to the improvement of written communication	4	Demonstrate the ability to assess requirements on written information of colleagues, customers and stakeholders; covering qualitative and quantitative information, tacit and explicit knowledge, both official and unofficial policy and opinion documents. Respond to these needs through the development of appropriate written communication.
WA4: Written Communication	8. Written Communication	4.4 Use written communication skills to generate non-standard documents based on the needs of the reader and contribute to the improvement of written communication	4	Improve and enhance systems of written communications as part of a coherent organisation-wide approach to the improvement of the quality of business communication.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA7: Business Travel, Diary Systems, Meeting organization and event management	14. Meetings	4.5 Design, plan, organise meetings and other events	4	Demonstrate the ability to carry out successfully the role of an event organiser in planning a meeting, conference or another event that meets the defined objectives, participants' expectations and stays within the given budget.
WA7: Business Travel, Diary Systems, Meeting organization and event management	14. Meetings	4.5 Design, plan, organise meetings and other events	4	Demonstrate the ability to carry out the necessary preparation before the event ensuring participant requirements, health and safety requirements and legal requirements are addressed and met.

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Work Areas	Theme	Unit title	Level	Learning Outcome
WA7: Business Travel, Diary Systems, Meeting organization and event management	15. Diary Systems	4.6 Recommend improvements to diary systems	4	Analyse the effectiveness of existing diary systems based on users' needs and business requirements in order to make recommendations for improvements and the necessary training.
WA8: Visitors/ Customer Service	16. Visitors/ Customers	4.7 Deliver, monitor and evaluate customer service to internal and external customers	4	Demonstrate the ability to deliver, monitor and evaluate customer service to internal customers by providing and continuously improving services to these customers.
WA8: Visitors/ Customer Service	16. Visitors/ Customers	4.7 Deliver, monitor and evaluate customer service to internal and external customers	4	Demonstrate the ability to deliver, monitor and evaluate customer service to external customers by providing and continuously improving

Work Areas	Theme	Unit title	Level	Learning Outcome
				services to external customers.
WA9: ICT Skills	17. Word Processing	4.8 Use word processing software to produce non-routine high quality and attractive documents	4	Demonstrate Skills in using word processing techniques at an advanced level to produce high quality and attractive documents to agreed specifications using available design and production resources. Take some responsibility for the evaluation of the result.
WA9: ICT Skills	18. Spreadsheets	4.9 Use spreadsheets to produce non-routine complex sheets	4	Demonstrate skills in using Spreadsheet software at an advanced level to produce complex worksheets that conform to agreed specifications. Take some responsibility for the evaluation of the result.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA9: ICT Skills	19. Presentations	4.10 Use presentation software to produce non- routine complex presentations	4	Demonstrate skills in using presentation software at an advanced level to produce complex electronic presentations. Take some responsibility for the evaluation of the result.
WA10: Projects	24. Projects	4.11 Use project management skills to accomplish implementation of a complex project with significant levels of risk	4	Appreciate the importance of risks in project management and handle risks in an effective way.
WA10: Projects	24. Projects	4.11 Use project management skills to accomplish implementation of a complex project with significant levels of risk	4	Demonstrate the ability to apply skills, knowledge and competencies to manage a project using relevant (software) tools.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA10: Projects	24. Projects	4.11 Use project management skills to accomplish implementation of a complex project with significant levels of risk	4	Demonstrate the ability to apply soft skills such as, communication, interpersonal skills and leadership to the management of projects.
WA10: Projects	24. Projects	4.11 Use project management skills to accomplish implementation of a complex project with significant levels of risk	4	Demonstrate the ability to apply sector specific knowledge to the planning, implementation and evaluation of projects.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA10: Projects	24. Projects	4.11 Use project management skills to accomplish implementation of a complex project with significant levels of risk	4	Demonstrate the ability to apply financial management competencies to the efficient and effective operation of projects.
WA10: Projects	24. Projects	4.11 Use project management skills to accomplish implementation of a complex project with significant levels of risk	4	Demonstrate the ability to predict problems during a project and provide appropriate feedback as well as to generate solutions to complex issues related to the project management of a project.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA11: HR Issues	25. Human Resources	4.12 Possess the knowledge and skills to generate solutions related to HR issues	4	Understand learning theories and learning styles in order to plan and provide the requirements/specifications for design of training and development; be able to evaluate a training event; use appropriate funding mechanisms for skills development initiatives.
WA11: HR Issues	25. Human Resources	4.12 Possess the knowledge and skills to generate solutions related to HR issues		Understand the difference between personnel management and human resource management in order to support the recruitment, motivation and retention of employees.
WA11: HR Issues	25. Human Resources	4.12 Possess the knowledge and skills to generate solutions related to HR issues	4	Demonstrate ability to ensure that the due process of termination of employment is followed and prepare the appropriate documentation.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA13: Foreign Languages	27. Languages	4.13 Deal verbally with key work tasks or complex discussions	4	Demonstrate the necessary foreign language skills (CEFR Level B2) to interact with other people effectively and efficiently in a wide range of non-routine situations.
WA13: Foreign Languages	27. Languages	4.14 Produce written materials to deal with non-routine work tasks	4	Demonstrate the necessary skills to use the foreign language in its written form (CEFR Level B2) in most occupational and social contexts including non-routine ones.
WA14: Office Effectiveness and Efficiency	28. Planning/ Time Management	4.15 Use planning and time management skills to achieve own short term and long term objectives	4	Demonstrate the ability to set own short-term and long-term objectives within the organisation's Development Plan.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA14: Office Effectiveness and Efficiency	28. Planning/ Time Management	4.15 Use planning and time management skills to achieve own short term and long term objectives	4	Demonstrate the ability to use Time Management skills to manage own time in order to reach own short- and long-term objectives.
WA14: Office Effectiveness and Efficiency	29. Facilities Management	4.16 Manage office facilities	4	Demonstrate the ability to provide and maintain office facilities and equipment to meet the needs of the users.
WA14: Office Effectiveness and Efficiency	29. Facilities Management	4.16 Manage office facilities	4	Demonstrate the ability to co-ordinate the use of office resources.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA14: Office Effectiveness and Efficiency	29. Facilities Management	4.16 Manage office facilities	4	Demonstrate the ability to implement, communicate, review and evaluate office systems and procedures.
WA14: Office Effectiveness and Efficiency	29. Facilities Management	4.16 Manage office facilities	4	Demonstrate the ability to ensure that office facilities and equipment are used effectively and efficiently.
WA15: Team Dynamics	30. Team Dynamics	4.17 Generate solutions through teamwork and evaluate and improve the success of team working activity	4	Demonstrate the ability to generate solutions through team building activities.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA15: Team Dynamics	30. Team Dynamics	4.17 Generate solutions through teamwork and evaluate and improve the success of team working activity	4	Demonstrate the ability to evaluate and improve the performance of teams within the organisation
WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	4.18 Exercise self-management in predictable situations and supervise the routine work of others	4	Demonstrate the ability to exercise self-management in situations that are usually predictable but are subject to change.
WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	4.18 Exercise self-management in predictable situations and supervise the routine work of others	4	Demonstrate the ability to understand the needs of others in the team and act appropriately. Be able to supervise the routine work of others, taking some responsibility for the evaluation and improvement of work.

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Work Areas	Theme	Unit title	Level	Learning Outcome
WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	4.18 Exercise self-management in predictable situations and supervise the routine work of others	4	Develop own administration team taking into account the impact of different technologies and cultural paradigms.
WA17: Business Environment	36. Cultural Awareness and Diversity	4.19 Adopt behaviour and actions in accordance with cultural and diversity awareness	4	Demonstrate the ability to use words, non-verbal signals and actions that value diversity amongst colleagues, customers and stakeholders.
WA17: Business Environment	36. Cultural Awareness and Diversity	4.19 Adopt behaviour and actions in accordance with cultural and diversity awareness	4	Demonstrate the ability to interact with other people in a way that is sensitive to their individual needs and respects their background, abilities, values, customs and beliefs.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA17: Business Environment	36. Cultural Awareness and Diversity	4.19 Adopt behaviour and actions in accordance with cultural and diversity awareness	4	Demonstrate the ability to uphold the rights of people who are different from oneself.
WA17: Business Environment	36. Cultural Awareness and Diversity	4.19 Adopt behaviour and actions in accordance with cultural and diversity awareness	4	Demonstrate the ability to learn from other people who are different from oneself and use this to improve ways of interacting with others.
WA17: Business Environment	38. Self-Image and Organisation Image	4.20 Develop a positive image of self and the organization	4	Demonstrate initiative and flexibility when undertaking activities on behalf of the organisation in order to improve or reinforce image. Be able to generate solutions in the case of problematic issues.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA18: General Legislation	39. Legislation	4.21 Demonstrate knowledge of law to generate solutions to possible issues	4	Describe Employment Law in a broad context in order to assist the company or organisation, to predict situations and generate solutions to possible issues.
WA18: General Legislation	39. Legislation	4.21 Demonstrate knowledge of law to generate solutions to possible issues	4	Have knowledge of Health and Safety in a broad context to assist the company or organisation, to predict situations and generate solutions to possible issues.
WA19: Tenders	40. Tenders	4.22 Manage calls for tenders	4	Demonstrate the ability to develop tender specifications, open the call for tenders and respond to queries during the process according to the regulations of the specific tender.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA19: Tenders	40. Tenders	4.22 Manage calls for tenders	4	Demonstrate the ability to evaluate tenders.
WA7: Business Travel, Diary Systems, Meeting organization and event management	14. Meetings	5.1 Design, plan, organise meetings and other events	5	Demonstrate the ability to develop and agree the concept for an event based on sound market research and good understanding of the needs and interests of likely participants, taking account of previous or competing events as well as introducing elements of innovation and creativity.
WA7: Business Travel, Diary Systems, Meeting organization and event management	14. Meetings	5.1 Design, plan, organise meetings and other events	5	Demonstrate the ability to research and agree the objectives for the event evaluate the feasibility of these objectives in operational and financial terms; negotiate and agree a final brief before further planning takes place.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA7: Business Travel, Diary Systems, Meeting organization and event management	14. Meetings	5.1 Design, plan, organise meetings and other events	5	Demonstrate the ability to develop and agree a Business Plan for an event and negotiate internal finance and external sponsorship.
WA7: Business Travel, Diary Systems, Meeting organization and event management	14. Meetings	5.1 Design, plan, organise meetings and other events	5	Demonstrate ability to identify, negotiate and secure a venue for an event, which meets relevant operational and budgetary requirements based on the Business Plan for the event and that forms the basis for a contract with the venue manager.
WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	5.2 Exercise management in unpredictable situations and develop evaluation criteria in order to review and develop performance of others	5	Demonstrate the ability to exercise management and supervision in activities where there is unpredictable change.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	5.2 Exercise management in unpredictable situations and develop evaluation criteria in order to review and develop performance of others	5	Demonstrate the ability to agree team performance targets to contribute to meeting strategic objectives, mentor and coach team to reach their targets, and evaluate performance.
WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	5.2 Exercise management in unpredictable situations and develop evaluation criteria in order to review and develop performance of others	5	Demonstrate the ability to formulate and evaluate criteria for work of others in order to review and develop performance others.
WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	5.3 Manage own performance in the business environment	5	Improve own performance, plan and be accountable for own work.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	5.3 Manage own performance in the business environment	5	Demonstrate the ability to assess and plan for personal professional development.
WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	5.4 Demonstrate leadership skills	5	Demonstrate the ability in identifying common goals, interests and perspectives for staff in order to accomplish a specific task.
WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	5.4 Demonstrate leadership skills	5	Demonstrate the ability to create a vision for your team and a strategy to achieve it.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	5.4 Demonstrate leadership skills	5	Improve Leadership skills.
WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	5.4 Demonstrate leadership skills	5	Handle Leadership pressures.
WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	5.4 Demonstrate leadership skills	5	Think ahead in order to prevent a crisis.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	5.4 Demonstrate leadership skills	5	Motivate own resources in order to achieve objectives.
WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	5.4 Demonstrate leadership skills	5	Demonstrate the ability to act and react assertively and sensitively.
WA16: Self-Management, Supervision, Management and Leadership	31. Management of self and others	5.4 Demonstrate leadership skills	5	Demonstrate Situational Leadership (the 60 second PA).

Work Areas	Theme	Unit title	Level	Learning Outcome
WA18: General Legislation	39. Legislation	5.5 Demonstrate knowledge of law to generate solutions to more abstract issues	5	Demonstrate a comprehensive knowledge of Employment Law in a broad context to assist the company, or organisation, to predict situations and develop solutions to complex problems.
WA18: General Legislation	39. Legislation	5.5 Demonstrate knowledge of law to generate solutions to more abstract issues	5	Demonstrate comprehensive knowledge of Health & Safety and Law in a broad context to assist the company or organisation, to predict situations and to develop solutions to more abstract problems.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA20: Assistance at a corporate level	41. Corporate Level	5.6 Demonstrate assistance at a corporate level	5	Demonstrate the ability to provide assistance at a corporate level through the generation of solutions to abstract problems that may be related to the strategy of the organization (such as expansion to new locations, new products, business reorganization, business disposal etc.) or to the day to day running of the organization (e.g. developing and implementing new administrative systems, such as record management; suggesting new solutions such as CRM systems; ensuring adequate staff levels to cover for absences and peaks in workload, etc.)
WA21: Innovation and Change	42. Innovation and Change	5.7 Demonstrate openness to change	5	Demonstrate a positive and flexible attitude towards change.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA21: Innovation and Change	42. Innovation and Change	5.7 Demonstrate openness to change	5	Demonstrate the ability to try out new ideas and initiatives with care and enthusiasm.
WA21: Innovation and Change	42. Innovation and Change	5.7 Demonstrate openness to change	5	Demonstrate the ability to identify and develop opportunities for change.
WA21: Innovation and Change	42. Innovation and Change	5.7 Demonstrate openness to change	5	Demonstrate the ability to implement change.
WA22: PA as a manager	43. Responsibility, Self-confidence, Persistence, Initiative, Entrepreneurship	5.8 Act as a manager	5	Demonstrate the ability to understand what the organisation is trying to achieve.

Work Areas	Theme	Unit title	Level	Learning Outcome
WA22: PA as a manager	43. Responsibility, Self-confidence, Persistence, Initiative, Entrepreneurship	5.8 Act as a manager	5	Demonstrate the ability to make decisions (within the framework provided by the company or organisation) and acknowledge responsibility for them.
WA22: PA as a manager	43. Responsibility, Self-confidence, Persistence, Initiative, Entrepreneurship	5.8 Act as a manager	5	Demonstrate the ability to achieve a goal by belief in self and own capabilities.
WA22: PA as a manager	43. Responsibility, Self-confidence, Persistence, Initiative, Entrepreneurship	5.8 Act as a manager	5	Negotiate in the business environment

Work Areas	Theme	Unit title	Level	Learning Outcome
WA22: PA as a manager	43. Responsibility, Self-confidence, Persistence, Initiative, Entrepreneurship	5.8 Act as a manager	5	Demonstrate the ability to think ahead (predict) and prepare for the future.
WA22: PA as a manager	43. Responsibility, Self-confidence, Persistence, Initiative, Entrepreneurship	5.8 Act as a manager	5	Demonstrate the ability to take an interest in the organisation beyond own role.
WA22: PA as a manager	43. Responsibility, Self-confidence, Persistence, Initiative, Entrepreneurship	5.8 Act as a manager	5	Demonstrate Entrepreneurial attitude

Table 1: Work Areas, Themes, Units, Levels and Learning Outcomes Map

Work Area 1: Office Procedures

Theme 1: Mail

UNIT 2.1: HANDLE THE MAIL

Unit Level: 2

Description of the unit: This unit aims to provide skills and competences to the learners to handle incoming and outgoing mail effectively as one of the important procedures in order to run an office effectively and efficiently.

Number of learning outcomes within the Unit: 3

Number of ECVET points: 4

LO1	Demonstrate the ability to describe and follow the procedure through which the organisation handles incoming and outgoing mail.
LO2	Demonstrate the ability to arrange incoming mail appropriately (control of documents, delivery to the right persons, etc.).
LO3	Demonstrate the ability to collect, arrange and dispatch outgoing mail accurately.

Learning Outcome	Knowledge	Skills	Competence
LO1 Demonstrate the ability to describe and follow the procedure through which the organisation handles incoming and outgoing mail.	Describe the general organizational procedure for handling incoming and outgoing mail Describe common problems which may arise when dispatching and distributing mail and how these can be solved/treated.	Illustrate how you follow the organizational procedure for handling incoming and outgoing mail	identify simple improvements to the procedure explaining the reasons for the recommendations (e.g. less mistakes)
LO2 Demonstrate the ability to arrange incoming mail appropriately (control of documents, delivery to	Describe the guidelines of data protection and confidential documents for incoming mail.	Receive and sort incoming mail or packages. Identify and deal with	Demonstrate the ability to handle incoming mail autonomously under small supervision

Learning Outcome	Knowledge	Skills	Competence
the right persons, etc.).	Describe different policies for handling incoming mail List the persons /departments responsible for different tasks according to the organisational chart.	unwanted junk mail appropriately. Distribute incoming mail. Record incoming mail on a record log.	
LO3 Demonstrate the ability to collect, arrange and dispatch outgoing mail accurately.	Describe different policies for handling outgoing mail Explain the requirements of the post office for outgoing mail (address layout, post codes, details of sender etc.) List available methods for dispatching mail, including, pricing, speed of delivery, destination etc. List important factors in mail dispatching such as checking the address, taking into consideration the urgency of the mail etc.	Collect, arrange, sort, prioritise and dispatch outgoing mail or packages accurately Double check the address layout, postal code, sender details before dispatching the mail Identify best methods for dispatching mail for specific situations. Ensure that agreed by the company cost will be paid Arrange services for collecting outgoing mail. Keep an outgoing mail log file Record postage cost.	Demonstrate the ability to arrange and dispatch outgoing mail autonomously under small supervision

Theme 2: Stock

UNIT 2.2: HANDLE THE STOCK

Unit Level: 2

Description of the unit: **This unit deals with making the learners familiar with handling the stock as one of the important procedures in order to run an office efficiently and effectively**

Number of learning outcomes within the Unit: 2

Number of ECVET points: **3**

LO4	Demonstrate the ability to explain, describe and follow the stock control procedures that apply in the office in order for the office to run smoothly. Recommend improvements to these procedures.
LO5	Demonstrate the ability to maintain the right level of stock needed to run the office smoothly using specific procedures and tools

Learning Outcome	Knowledge	Skills	Competence
LO4 Demonstrate the ability to explain, describe and follow the stock control procedures that apply in the office in order for the office to run smoothly. Recommend improvements to these procedures.	List common office supplies Outline organisational requirements for ordering, accepting delivery, storing, stock-taking, monitoring and disposing stock items. List advantages and disadvantages of keeping stock Explain the reasoning of stock control procedures Describe different stock monitoring methods	Illustrate how you follow organizational stock control procedures to monitor the stock in the workplace. Chase up orders with suppliers. Check incoming deliveries against orders and report any problems. Carry out simple troubleshooting in case of problems arising with the stock	Demonstrate competence in following stock control procedures autonomously under small supervision

Learning Outcome	Knowledge	Skills	Competence
	Outline the procedure used for ordering from a specific supplier. Outline ways of keeping up to date, accurate and legible records of stock items. List possible problems arising from lack of stock control procedures		
LO5 Demonstrate the ability to maintain the right level of stock needed to run the office smoothly using specific procedures and tools	Define the right level of stock needed to run the office smoothly using specific procedures (such as minimum reorder quantities or estimation of upcoming work) and tools (such as excel).	Calculate the right level of stock needed to run the office smoothly using specific procedures (such as minimum reorder quantities or estimation of upcoming work) and tools (such as excel). Order stock from suppliers within limits of own authority and using the appropriate documents such as purchase order form. Keep up to date, accurate and legible records of stock delivered and held	Maintain stock items to required levels autonomously under small supervision.

Work Area 2: Office Equipment and Technology

Theme 3: Office Equipment

UNIT 2.3: USE OF OFFICE EQUIPMENT TO CARRY OUT SIMPLE TASKS INCLUDING SIMPLE TROUBLESHOTING

Unit Level:	2
Description of the unit:	**This unit develops appropriate skills and competences for the learners in order to meet simple business tasks using office equipment and technology efficiently**
Number of learning outcomes within the Unit:	1
Number of ECVET points:	**4**

LO6	Demonstrate the ability to identify the proper use of office equipment to meet different simple business tasks and use this equipment, carry out simple trouble shooting in accordance with health and safety legislation and regulations.

Learning Outcome	Knowledge	Skills	Competence
LO6 Demonstrate the ability to identify the proper use of office equipment to meet different simple business tasks and use this equipment, carry out simple trouble shooting in accordance with health and safety legislation and regulations.	List different types of office equipment such as business and copying machines (hardware, printer, scanner) and their uses. Explain the different use of each office equipment List the ways of simple troubleshooting List the basic health and safety regulations related to the use of office	Locate, select and use office equipment in order to meet different business requirements for regular tasks. Use equipment following manufacturer's and the organisation's guidelines (incl. checklists). Keep equipment clean, hygienic and/or safe. Carry out simple	Recognize different business tasks and respond to those using the appropriate equipment Describe situations where each equipment should be used appropriately taking into consideration costs, quality etc. (e.g. bw vs colour, printing on copier vs fax, use of smartphones or telephone etc.)

Learning Outcome	Knowledge	Skills	Competence
	equipment.	troubleshooting such as change the toner, remove misfeed paper etc. following the guidelines set by the organisation and the manufacturers, ensuring they are working in accordance with health and safety legislation and regulations and where necessary asking helps from colleagues	

UNIT 3.1: USE OF OFFICE EQUIPMENT TO CARRY OUT TASKS AND TO SOLVE PROBLEMS

Unit Level: 3
Description of the unit: **This unit is about the use of office equipment according to the organizational procedures, carrying out tasks and solving problems with the office equipment by using different tools and procedures.**
Number of learning outcomes within the Unit: 3
Number of ECVET points: **5**

LO39	Demonstrate the ability to follow organisational procedures for the use of common office equipment such as photocopiers, printers and faxes, in order to perform specific and regular tasks; recommend improvements to procedures.
LO40	Demonstrate the ability to solve problems with office equipment using tools such as checklists and, where necessary, asking help from colleagues.
LO41	Demonstrate the ability to explain how to identify repairs needed to the facilities and equipment of an office; describe procedures for dealing with repairs needed; explain the types of problems that arise with the use and supervision of office facilities and equipment, and how to deal with them.

Learning Outcome	Knowledge	Skills	Competence
LO39 Demonstrate the ability to follow organisational procedures	Describe and provide examples of possible organizational procedures	Illustrate ability to follow organizational procedures in using common office	Take responsibility for the implementation of specific regular tasks using common

Learning Outcome	Knowledge	Skills	Competence
for the use of common office equipment such as photocopiers, printers and faxes, in order to perform specific and regular tasks; recommend improvements to procedures.	for the use of common office equipment such as photocopiers, printers and faxes	equipment

Accomplish specific and regular tasks (e.g. double sided printing, converting from A4 to A3, zooming , sorting and stabling, punching etc) using common office equipment | office equipment

Recommend improvements to organizational procedures for the use of office equipment |
| LO40 Demonstrate the ability to solve problems with office equipment using tools such as checklists and, where necessary, asking help from colleagues. | List and describe different tools to be used for the solving of problems with office equipment (e.g. checklist) | Perform regular monitoring to equipment in order to avoid problems using tools such as checklists | Develop simple check lists to be used for solving problems of equipment. |
| LO41 Demonstrate the ability to explain how to identify repairs needed to the facilities and equipment of an office; describe procedures for dealing with repairs needed; explain the types of problems that arise with the use and supervision of office facilities and equipment, and how to deal with them. | Describe the process to be used for identification of repairs needed to facilities and equipment

Describe the procedure for dealing with repairs (e.g. check warranty, request quotations from suppliers etc.)

Explain the types of problems that arise with the use and supervision of office facilities and equipment and describe how to deal with these problems. | Follow the procedure to deal with repairs using methods such as the method of elimination and tools such as checklists | Take responsibility to handle repairs done by suppliers. |

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Work Area 3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships

Theme 4: Business Communication

UNIT 2.4: USE OF BUSINESS COMMUNICATION SKILLS CLEARLY AND EFFECTIVELY

Unit Level:	2
Description of the unit:	**This unit is about business communication and it is focused particularly on the effective use of effective communication, both verbally and non-verbally.**
Number of learning outcomes within the Unit:	1
Number of ECVET points:	**5**

LO7	Demonstrate the ability to recall the main principles of effective verbal and non-verbal communication and demonstrate competence in applying these principles in a clear and effective way.

Learning Outcome	Knowledge	Skills	Competence
LO7 Demonstrate the ability to recall the main principles of effective verbal and non-verbal communication and demonstrate competence in applying these principles in a clear and effective way.	Recall the main principles of effective verbal (e.g. appropriate tone of voice, appropriate words, alive with emphasis on the important elements of the conversation) and non verbal (e.g. read body language correctly, avoid gestures, use body language that builds relationships) communication Describe internal and external communication (internal: emotions, ideas, vision; external: voice and body language)	Use the principles of communication in order to communicate clearly and effectively in the context of verbal and non verbal communication in routine situations Use the most appropriate words to respond to a specific routine situation or a problem Use appropriate non verbal signals to respond to a specific routine situation or a problem	Illustrate ability for communicating effectively in the workplace Differentiate between verbal and non verbal communication. Demonstrate competence in applying the principles of verbal and non verbal communication in a clear and effective way. Distinguish between internal and external communication (internal is

Learning Outcome	Knowledge	Skills	Competence
	Explain how is information transmitted (percentages between words, body language etc.).		emotions, visions, ideas and external are body language and voice)
	Describe body language (face expressions, eyes expressions, distances, positions etc.).		Assess non verbal signals of others and draw careful conclusions through combination of different signals or through combination of body language and voice.
	List words that one should avoid in communication		

UNIT 3.2: USE OF APPROPRIATE BUSINESS COMMUNICATION SKILLS FOR SELECTED AUDIENCES AND INTENDED OUTCOMES

Unit Level: 3
Description of the unit: **This unit is about business communication and it is focused particularly on the effective use of communication methods according to the context, the target audience and the goals/desired outcomes.**
Number of learning outcomes within the Unit: 3
Number of ECVET points: **5**

LO42	Demonstrate the ability to explain the benefits of effective communication in the workplace and to solve problems through communication as well as to select the most appropriate methods for selected audiences and intended outcomes
LO43	Demonstrate the ability to accept the behaviour and views of others and express frustration and disagreement in a constructive way
LO44	Demonstrate the ability to make basic conversations or presentations effective oral presentations using agreed principles that include the use of body language and tone of voice; recommend improvements to these principles for presenting information and ideas.

Learning Outcome	Knowledge	Skills	Competence
LO42 Demonstrate the ability to explain the benefits of effective communication in the workplace and to solve problems through communication as well as to select the most appropriate methods for selected audiences and intended outcomes	List and explain the benefits of effective communication in the workplace. Define active Listening List barriers to effective listening. Describe techniques of active listening (eg repetition, paraphrasing, summaries, questioning) Explain how communication should be adapted for selected audiences and intended outcomes. Describe situations where communication may be used to solve problems and issues List parameters that should be taken into consideration when reading body language e.g. age, culture, religion, gender, emotional state, the general situation. Explain why the views of others should be accepted/tolerated	Apply active listening techniques such as questioning, summarizing and paraphrasing when communicating in different situations,. Use the most appropriate words to respond to a specific non routine situation or a problem taking into consideration different parameters such as age, culture, religion, gender, emotional state, the general situation. Use appropriate non verbal signals to respond to a specific non routine situation or a problem taking into consideration different parameters such as age, culture, religion, gender, emotional state, the general situation. Solve problems by using effective communication techniques such as active listening, questioning techniques etc.	Adapt your own behaviour in order to solve communication issues. Demonstrate the ability of selecting the most appropriate methods of communication (verbal, nonverbal) and using the most appropriate techniques (e.g. active listening) for selected audiences and intended outcomes Demonstrate the ability to use lessons learned from the past in order to improve your communication in the workplace Take responsibility for the solution on a problem through effective communication
LO43 Demonstrate the	Define and describe	Use assertiveness	Differentiate between

Learning Outcome	Knowledge	Skills	Competence
ability to accept the behaviour and views of others and express frustration and disagreement in a constructive way	aggressiveness Define and describe assertiveness List different techniques for assertiveness (fogging, stack record techniques) List techniques for expressing frustration in a constructive way	techniques Use techniques for expressing frustration and disagreement in a constructive way	aggressiveness and assertiveness Demonstrate the ability accept behaviour and views of others within the limits of business behaviour
LO44 Demonstrate the ability to make basic conversations or presentations using agreed principles that include the use of body language and tone of voice	List the main dimensions of effective conversations presentations (e.g. appropriate body language, appropriate words, eye conduct, body language etc.) and explain each of them	Deliver effective oral presentations using appropriate body language and tone of voice.	Recommend improvements to your own presentation skills. Take responsibility for the delivery of a successful basic conversations or presentations using agreed principles that include the use of body language and tone of voice;.

UNIT 4.1: USE OF BUSINESS COMMUNICATION SKILLS TO GENERATE SOLUTIONS IN SPECIFIC SITUATIONS

Unit Level: 4

Description of the unit: This unit is about business communication skills and focuses particularly on the use of effective communication techniques in order to interact efficiently and effectively and to generate solutions in specific situations.

Number of learning outcomes within the Unit: 1

Number of ECVET points: 7

LO101	Demonstrate the ability to interact with others effectively and efficiently, and generate solutions in specific situations through the use of effective communication techniques.

Learning Outcome	Knowledge	Skills	Competence
LO101 Demonstrate the ability to interact with others effectively and efficiently, and generate solutions in specific situations through the use of effective communication techniques.	Describe human interaction as a combination of facts and feelings Understand both your own message and how the audience may receive it Define and describe empathy List tools for effective and efficient interaction such as active listening techniques, empathy, personal awareness etc. Define Lists the possibilities of efficient and effective information exchange	Demonstrate the use of active listening techniques as a tool to generate solutions in specific communication issues Demonstrate the use of empathy as a tool to generate solutions in specific communication issues.	Communicate in specific, predictable but subject to change situations with customers and co-workers/colleagues, using appropriate communication techniques Generate solutions in specific predictable that are subject to change situations through the use of effective communication techniques. Evaluate your own communication skills Take responsibility for the evaluation and improvement of the communication skills of your team

Theme 5: Telephone Techniques

UNIT 2.5: USE TELEPHONE TECHNIQUES EFFECTIVELY

Unit Level:	2
Description of the unit:	**This unit describes the basic principles of telephone communication and the appropriate skills needed by the users in different levels, from simple techniques to more complex telephone skills**
Number of learning outcomes within the Unit:	1
Number of ECVET points:	**11**

LO8	Demonstrate the ability to recall the main principles of effective telephone communication and demonstrate competence in applying these principles in a clear and effective way.

Learning Outcome	Knowledge	Skills	Competence
LO8 Demonstrate the ability to recall the main principles of effective telephone communication and demonstrate competence in applying these principles in a clear and effective way.	Recall the main principles of effective telephone communication relating to the structure of the phone call, the tone of voice to be used in different situations, the use of appropriate words etc. Explain the advantages and limitations of telephone communication. Identify and describe different stages involved in telephone (incoming and outgoing) and techniques that should be used in each of them. Identify positive and negative words and phrases.	Use the telephone techniques for inbound and outbound telephone communications Use effective telephone techniques to solve routine problems through the phone (e.g. a simple customer complain) Take messages through the phone Filter the phone calls of colleagues based on instructions Identify the important phone calls and the ones that must promoted directly	Demonstrate competence in applying principles of effective telephone communication autonomously (under some supervision) in a clear and effective way

Learning Outcome	Knowledge	Skills	Competence
	Identify strategies for improving your vocabulary. Explain why body language is important in communication over the phone Describe key information you should take when taking a phone massage Describe how information could affect confidentiality and security and how to handle these issues and list relevant examples		

UNIT 3.3: USE TELEPHONE TECHNIQUES EFFECTIVELY IN ACCORDANCE WITH ORGANIZATIONAL RULES AND PROCEDURES

Unit Level: 3

Description of the unit: This unit is about one of the most demanding aspects of success in business, the effective use of telephone according to organizational rules. The techniques of active listening are presented and its importance in telesales and money collection through telephone is analysed. Use of telephone in the context of organizational rules, the prioritization and filtering of the calls are also presented.

Number of learning outcomes within the Unit: 1

Number of ECVET points: 5

LO45	Demonstrate the ability to explain and demonstrate effective use of telephone skills according to organisational procedures; monitor the application of these skills and recommend changes in order to improve the experience of customers.

Learning Outcome	Knowledge	Skills	Competence
LO45 Demonstrate the ability to explain and demonstrate effective use of telephone skills according to organisational procedures; monitor the application of these skills and recommend changes in order to improve the experience of customers.	Explain advanced techniques of effective telephone communication relating to the use of active listening and empathy in telephone communication, dealing with different types of situations and different customers	Use advanced telephone techniques such as active listening and demonstration of empathy to generate solutions through the phone (e.g. a complex customer complain)	Debate whether body language is important in telephone communication
	Describe how money collection should be made through telephone communication	Use effective telephone techniques for collection of money	Monitor the use of telephone techniques and reflect on the results.
	Explain how telephone communication may be used for sales (telesales)	Exercise telesales effectively	Demonstrate initiative in handling complex telephone communication situations.
	Describe organisational procedures when receiving or making a telephone call.	Follow organizational procedures of the use of the telephone	Recommend changes in the organizational procedures in order to improve the experience of the customers
	Explain the main principles for prioritisation and filtering of phone calls	Prioritise calls (essential, desirable, those that can be rescheduled if necessary).	
	Explain main principles for call prioritisation	Filter the phone calls of colleagues, dealing with the issues that you can deal with and diverting more important issues to the	

Learning Outcome	Knowledge	Skills	Competence
	List main criterial to be considered when filtering phone calls	relevant person. Suggest a course of action to the caller based on organisational procedures.	

Theme 6: Code of conduct and equal opportunities

UNIT 2.6: UNDERSTAND AND APPLY CODE OF CONDUCT ACCORDING TO ORGANIZATIONAL PRINCIPLES

Unit Level: 2

Description of the unit: This unit addresses important basic concepts related to the code of conduct that apply for all organizations: appearance, dress code, social skills. Most importantly the unit helps to understand the concept, role and importance of a code of conduct.

Number of learning outcomes within the Unit: 1

Number of ECVET points: **4**

LO9	Demonstrate the ability to define, describe and follow the organisation's Code of Conduct within the social, economic and cultural context.

Learning Outcome	Knowledge	Skills	Competence
LO9- Demonstrate the ability to define, describe and follow the organisation's Code of Conduct within the social, economic and cultural context.	Define and describe code of conduct (e.g. dress code, handling of confidential information, harassment, and conflict of interest) Describe the role of a code of conduct in a work environment	Apply aspects of the code of conduct according to the organisational principles	Follow the Organization's Code of Conduct

Intellectual Output 5:
FOUR Qualification Frameworks of EUPA Level 2-5 (organized by work area)

Learning Outcome	Knowledge	Skills	Competence
	Present examples of code of conduct		
	Describe different types of dress code.		
	Describe how the social, economic and cultural context should be taken into account.		

UNIT 3.4: EXPLAIN AND APPLY THE CODE OF CONDUCT IN A VARIETY OF SITUATIONS

Unit Level: 3

Description of the unit: **This unit deals with organizational code of conduct and how administration personnel can describe and apply it in social, economic and cultural context.**

Number of learning outcomes within the Unit: 1

Number of ECVET points: **2**

LO46	Demonstrate the ability to explain and apply the organisation's Codes of Conduct within a social, economic and cultural context.

Learning Outcome	Knowledge	Skills	Competence
LO46 Demonstrate the ability to explain and apply the organisation's Codes of Conduct within a social, economic and cultural context.	Explain the code of conduct within a social, economic and cultural context, with reference to organisational documentation	Apply the code in a variety of situations e.g. for managing diversity, or for handling conflict of interest etc.	Identify potential conflict between a personal value system and an organisational code of conduct, with examples
	Define and describe organisational culture and explain if and how the code of conduct affects		Differentiate between code of conduct and organizational culture.

Learning Outcome	Knowledge	Skills	Competence
	organisational culture.		Take responsibility and face consequences for own actions according to Codes of Conduct.
	Explain the consequences of non-compliance with a code, with examples		Assess the importance of codes of the organization
			Adopt your own behaviour in accordance to the code of conduct of the organisation

UNIT 4.2: ADDRESS ISSUES OF EQUAL OPPORTUNITIES

Unit Level: 4

Description of the unit: **This unit informs on issues of equal opportunities and it focuses particularly on the ways and policies that organisations apply in order to access and address these issues.**

Number of learning outcomes within the Unit: 1

Number of ECVET points: **2**

LO102	Explain how issues of equal opportunities such as disability, gender, sexual orientation, ageism, sexual harassment and religion are applied by various institutions at local, regional, national, European and international levels. Describe how to assess and address the above mentioned issues. Be able to recommend improvements in the organisation's policies to address the above mentioned issues

Learning Outcome	Knowledge	Skills	Competence
LO102 Explain how issues of equal opportunities, disability, gender, sexual orientation, ageism, sexual harassment and religion are applied by various institutions at local, regional, national, European	Explain how issues of equal opportunities, disability, gender, sexual orientation, ageism, sexual harassment and religion are applied by various institutions at local, regional, national, European	Apply principles of equal opportunities as well as the organisational code of conduct, in the day to day communication in the workplace	Analyse the organisation's code of conduct in relation to issues of equal opportunities, disability, gender, sexual orientation, ageism, sexual harassment and religion

Learning Outcome	Knowledge	Skills	Competence
and international levels. Describe how to assess and address the above mentioned issues. Be able to recommend improvements in the organisation's policies to address the above mentioned issues	and international level List possible problems in relation with diversity issues arising in the daily work life. Describe possible measures that could be taken in order to improve the situations in relation to equal opportunities. Explain why and how such measures would affect performance, motivation, success, and interactions with others	Assess and address issues of equal opportunities, disability, gender, sexual orientation, ageism, sexual harassment and religion	Examine and challenge institutional practices that have presented barriers to some dimensions of diversity Predict social and cultural challenges that will influence the organisation's codes of conduct Evaluate the key issues of equal opportunities Recommend possible solutions for improving the organisation's policy of addressing the topic of diversity and equal opportunities

UNIT 4.3: IMPROVE CODE OF CONDUCT

Unit Level:	4
Description of the unit:	**This unit deals with the Code of Conduct applied in organisations and it focuses particularly on the understanding, justification and recommendations for improvement of the Code of Conduct, in order to respond to the internal and external customers' expectations within a socioeconomic and cultural context.**
Number of learning outcomes within the Unit:	1
Number of ECVET points:	**3**

LO103	Demonstrate the ability to understand, justify and recommend improvements to the organisation's Code of Conduct within a social, economic and cultural context in order to meet customer and colleagues expectations.

Learning Outcome	Knowledge	Skills	Competence
LO103 Demonstrate the ability to understand, justify and recommend improvements to the organisation's Code of Conduct within a social, economic and cultural context in order to meet customers' and colleagues' expectations.	List different parameters that should be taken into consideration when improving the code of conduct such as: - Does the code cover newly developing risks? -does it keep up with developments in the law? -does it include examples? -is the format inviting and effective?	Find and use internal and external information tools in order to have the latest information on the organisation, the legal framework, and the environment surrounding the organisation (e.g. new legal developments) and use this information for the improvement of organisations' code of conduct. Use tools to collect customers and colleagues expectations in order to incorporate them into the organisations' code of	Demonstrate awareness of fundamental business principles as well as an understanding of the overall industry in which the business operates Assess customers 'expectations. Assess colleagues' expectations. Differentiate the organisations' code of conduct from other institutions.

Learning Outcome	Knowledge	Skills	Competence
		conduct.	Maintain proper standards of code of conduct when providing services and recommend possible improvements in a way to meet customers', d colleagues' expectations. Deal with circumstances which may threaten the values the organisation wants to uphold and the code of conduct. Recommend improvements to the organisations' code of conduct.

Theme 7: Relationships

UNIT 2.7: RECALL AND APPLY KEY PRINCIPLES OF GOOD RELATIONSHIPS WITH CUSTOMERS, EXTERAL STAKEHOLDERS AND COLLEGUES IN A CLEAR AND EFFECTIVE WAY

Unit Level: 2
Description of the unit: **This unit addresses important principles for confidentiality and positive organisational behaviour when working with customers, external stakeholders and colleagues in order to develop good relationships.**
Number of learning outcomes within the Unit: 3
Number of ECVET points: **4**

LO10	Demonstrate the ability to recall the key principles of data protection, **security and confidentiality** within the workplace and in the business environment and apply these principles effectively and efficiently.
LO11	Demonstrate the ability to recall the key principles of good relationships with **customers** and **other external stakeholders,** demonstrate competence in applying these principles in a clear and effective way. Be able to perform Public Relations activities to improve workplace relations, for example acknowledging birthdays, name days and other special occasions.
LO12	Demonstrate the ability to recall the key principles of good working relationships **within the organisation** and demonstrate competence in applying these principles in a clear and effective way within the organisation. Be able to perform Public Relations activities to improve workplace relations, for example acknowledging birthdays, name days and other special occasions.

Learning Outcome	Knowledge	Skills	Competence
LO10 Demonstrate the ability to recall the key principles of data protection, security and confidentiality within the workplace and in the business environment and apply these principles effectively and efficiently.	Describe the Organization's key principles of data protection, security and confidentiality. List examples where principles of confidentiality should be taken into consideration. Explain why confidentiality is important.	Comply with agreed protocols and apply confidentiality principles in a clear and effective way.	Illustrate how the organization's key principles of data protection, security and confidentiality apply in different situations. Demonstrate the ability to deal with data protection and confidentiality within the workplace and in the business environment autonomously under small supervision.
LO11 Demonstrate the ability to recall the key principles of good relationships with customers and other external stakeholders, demonstrate competence in applying these principles in a clear and effective way. Be able to perform Public Relations activities to improve workplace	Identify external stakeholders in an organisation. Describe the purpose and value of building positive working relationships with different organisation stakeholders. Define the key principles	Develop a basic plan in order to improve relationships with customers and other external stakeholders, containing for example acknowledging birthdays, name days and other special occasions. Apply the key principles for	Suggest to supervisor a basic PR plan i.e. a combination of different public relations activities to achieve the most appropriate results in working relationships with stakeholders and external stakeholders . Apply PR activities approved

Learning Outcome	Knowledge	Skills	Competence
relations, for example acknowledging birthdays, name days and other special occasions.	that you follow in order to build good working relationships with customers and other external stakeholders (e.g. acceptance, respect, understanding, transparency, non-judgement, empowerment, trust). Describe how to treat other people in a way that is sensitive to their own needs. Describe how to treat other people in a way that respects their abilities, background, values, customs and beliefs. List several PR activities and describe how they can promote effective relationships with customers and other external stakeholders	building good working relationships with customers and other external stakeholders (e.g. acceptance, respect, understanding, transparency, non-judgement, empowerment, trust) in a clear and effective way. Employ PR activities to improve workplace relations e.g. through acknowledging birthdays, namedays and other special occasions.	by supervisor autonomously under small supervision. Demonstrate competence in applying key principles in a clear and effective way.
LO12 Demonstrate the ability to recall the key principles of good working relationships within the organisation and demonstrate competence in applying these principles in	Describe the purpose and value of building positive working relationships within the organisation. Define the key principles that you follow in order to	Develop a basic plan in order to improve relationships within the organisation containing for example acknowledging birthdays, name days and other special occasions.	Suggest to supervisor a basic PR plan i.e. a combination of different public relations activities to achieve the most appropriate results in working relationships within

Intellectual Output 5:
FOUR Qualification Frameworks of EUPA Level 2-5 (organized by work area)

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Validation of Formal, Non-Formal and Informal Learning
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Learning Outcome	Knowledge	Skills	Competence
a clear and effective way within the organisation. Be able to perform Public Relations activities to improve workplace relations, for example acknowledging birthdays, name days and other special occasions.	build good working relationships within (e.g. acceptance, respect, understanding, transparency, non judgement, empowerment, trust). Describe how to treat other people in a way that is sensitive to their own needs. Describe how to treat other people in a way that respects their abilities, background, values, customs and beliefs. List several PR activities and describe how they can promote effective relationships within the organisation. Describe other activities that could promote effective relationships within the organisation (e.g. cooking together, outdoor activities etc.). Describe possible communication methods to	Apply the key principles for building good working relationships within the organisation (e.g. acceptance, respect, understanding, transparency, non judgement, empowerment, trust) in a clear and effective way. Employ PR activities to improve workplace relations e.g. through acknowledging birthdays, namedays and other special occasions Employ other activities to improve workplace relations such as cooking together or implementing outdoor activities together	the organisation. Apply PR activities approved by supervisor autonomously under small supervision. Demonstrate competence in applying these principles in a clear and effective way within the organisation.

Learning Outcome	Knowledge	Skills	Competence
	use within the organization. Describe how behaviour of an individual can affect other people at work.		

UNIT 3.5: BUILD AND IMPROVE WORKING RELATIONSHIPS

Unit Level:	3
Description of the unit:	**In this unit, the demands of modern business environment as far as relationships are concerned are discussed and analysed. Techniques and key principals of building and maintain strong working relationships are presented. Methods and processes to analyse and evaluate feedback from stakeholders are also presented. Listing criteria in order to assess key principles of good working relationships are demonstrated.**
Number of learning outcomes within the Unit:	3
Number of ECVET points:	**4**

LO47	Demonstrate the ability to build positive working relationships with customers, suppliers and other stakeholders as well as within the organisation, using the key principles of good working relationships.
LO48	Analyse and evaluate feedback from customers, suppliers and other stakeholders as well as from employees of the organisation.
LO49	Evaluate key principles of good functional relationships agreed and applied within the organisation and recommend improvements that will enhance the interaction between the organisation and its external environment

Learning Outcome	Knowledge	Skills	Competence
LO47 Demonstrate the ability to build positive working relationships with customers, suppliers and other stakeholders as well as within the organisation using the key principles of good working relationships	Explain the purpose and value of building positive working relationships with customers, suppliers and other stakeholders as well as within the organisation. List the advantages that comes from good relationships. Provide in depth analysis of the key principles for building positive working relationships with customers, suppliers and	Generate a system for building positive working relationships with customers, suppliers and other stakeholders as well as within the organisation taking into consideration key principles of good working relationships agreed within the organization. Organise PR activities in a systematic way so that they work towards the building and maintaining successful	Adapt own behaviour to build good functional relationships with stakeholders as well as within the organisation Take responsibility for the Implementation of a system of different public relations activities to achieve the most appropriate results in functional relationships with stakeholders and external stakeholders Explain the benefits that

Learning Outcome	Knowledge	Skills	Competence
	other stakeholders as well as within the organisation.

Summarise techniques one should follow to build and maintain good relationships with customers and other external stakeholders.

Give examples of situations where people should be treated in a way that is sensitive to their needs and describe this way. | relationships. | come from positive relationships with stakeholders and external stakeholders |
| LO48 Analyse and evaluate feedback from customers, suppliers and other stakeholders as well as from employees of the organisation. | Describe methods and processes of analysis and evaluation of feedback from customers, suppliers and other stakeholders as well as from employees of the organisation. | Apply basic methods of analysis and evaluation of feedback from customers, suppliers and other stakeholders as well as from employees of the organisation. | Select the appropriate method for analysis of feedback.

Perform the analysis effectively and accurately.

Draw conclusions from the analysis. |
| LO49 Evaluate key principles of good functional relationships agreed and applied within the organisation and recommend improvements that will enhance the interaction between the organisation and its external environment. | List possible criteria of analysis of the key principles of good functional relationships (within the organisation as well as with external stakeholders) such as effectiveness and innovation. | Use the results of feedback from employees and external stakeholders to evaluate the key principles of good functional relationships agreed within the organization | Analyse and evaluate the key principles of good functional relationships agreed within the organization in relation to their daily practice and identify room for improvement.

Recommend changes and improvements that will |

Learning Outcome	Knowledge	Skills	Competence
			enhance the interaction between the organisation and its external environment.

Work Area 4: Written Communication

Theme 8: Written Communication

UNIT 2.8: USE WRITTEN COMMUNICATION SKILLS TO PRODUCE A VARIETY OF ROUTINE BUSINESS DOCUMENTS

Unit Level:	2
Description of the unit:	**This unit is focused particularly on the effective use of written communication skills (e.g. terminology, routine documents) in the daily work.**
Number of learning outcomes within the Unit:	3
Number of ECVET points:	**5**

LO13	Demonstrate the ability to recall the main principles of effective forms of written communication and demonstrate competence in applying these principles in a clear and effective way in order to produce simple routine documents.
LO14	Demonstrate the ability to produce a variety of routine business documents (based on predefined templates).
LO15	Demonstrate the ability to communicate in writing in the business environment (use business terms, avoid jargon etc.)

Learning Outcome	Knowledge	Skills	Competence
LO13 Demonstrate the ability to recall the main principles of effective forms of written communication and demonstrate competence in applying these principles in a clear and effective way in order to produce simple routine documents.	Describe different types of documents that may be used at work (mail, email, minutes, Internet websites, Letters, Proposals, Telegrams, Faxes, Postcards, Contracts, Advertisements, Brochures and News releases, reports, memos). List advantages and disadvantages of written communication.	Compose different types of simple documents applying the main principles of business writing. Organise, structure and present information in routine documents so that it is clear and accurate, and meets the needs of the audience. Organise content required	Select the appropriate type of a document depending on different criteria such as the situation, the formality, the amount of text etc. Demonstrate competence in applying principles autonomously in a clear and effective way (under small supervision) in order to produce simple documents that are not based on

Learning Outcome	Knowledge	Skills	Competence
	Describe the basic structure of written communication and the content of each part (introduction, main subject and conclusion). Describe different formats in which text may be presented (tables, pictures, diagrams, graphs, plain text, etc.) depending on the type and amount of information of the specific document List and explain the main principles of business writing, taking into consideration the type of document, the target audience and the objectives of the document.(e.g. clear purpose, clarity and conciseness, awareness of audience, appropriate tone, attention to form (mail, fax etc.)	to produce routine documents (structure of document including introduction, main, and closure). Use basic formatting features to produce documents to an agreed style.	predefined templates
LO14 Demonstrate the ability to produce a variety of routine business documents (based on predefined templates).	Describe the procedure you will follow when you produce various types of routine business documents based on predefined templates (email, fax, minutes, letter, report, memo, etc.)	Produce a variety of routine business documents (based on predefined templates) autonomously under small supervision.	Demonstrate competence in producing simple routine documents, based on predefined templates autonomously under small supervision.

Learning Outcome	Knowledge	Skills	Competence
LO15 Demonstrate the ability to communicate in writing in the business environment (use business terms, avoid jargon etc.).	Explain what is meant by the term 'writing in the business environment' l (i.e. what terms and wording should be used and what should be avoided, setting clear objectives, using a professional language, cooperative and positive tone, easy to read etc.) List business terms that you use at the Organization in order to communicate in writing, specific to industry or field of work.	Use language that suits the purpose and audience (i.e. appropriate business terms, avoid jargon etc.). Select the right business terms that should be used at the Organization in order to communicate in writing at a level that is appropriate. Use correct grammar, punctuation and spelling.	Point out mistakes and correct the provided documents so that the level of writing is appropriate to given situation.

UNIT 3.6: USE WRITTEN COMMUNICATION SKILLS TO PRODUCDE NON-ROUTINE DOCUMENTS BASED ON SPECIFIC INSTRUCTIONS

Unit Level: 3

Description of the unit: This unit demonstrates the importance of writing skills in business communication. The demand of today's business environment is for the employees to prepare various kinds of documents for different audiences. Consequently, the essence of the use of different sources of information as well as the capability of selecting the appropriate document on every situation is presented. Corrections in grammar, punctuation and spelling are an essential key in written communication and methods of avoiding common mistakes are discussed.

Number of learning outcomes within the Unit: 8

Number of ECVET points: 7

LO50	Demonstrate the ability to explain different styles and tones of language, and situations when they may be used in written communication as well as how written communication can be adapted for meeting the needs

	and characteristics of different audiences;
LO51	Demonstrate the ability to describe the importance of confidentiality when communicating in writing
LO52	Demonstrate the ability to identify relevant sources of information that may be used when preparing written and/or electronic documents.
LO53	LO53: Demonstrate the ability to use effective ways of reviewing written information for accuracy of content and spelling/grammar.
LO54	Demonstrate the ability to identify the different types of business documents and select the appropriate one in each situation.
LO55	Demonstrate the ability to create different types of non-routine documents after given specific instructions
LO56	Demonstrate the ability to prepare short reports from notes
LO57	Demonstrate the ability to prepare text from recorded audio instructions or shorthand

Learning Outcome	Knowledge	Skills	Competence
LO50 Demonstrate the ability to explain different styles and tones of language, and situations when they may be used in written communication as well as how written communication can be adapted for meeting the needs and characteristics of different audiences.	Describe different styles (e.g. formal and informal) and tones of voice (aggressive, defensive etc.) and situations when they may be used for written communications. Describe audiences for which different tones and styles of language should be used. Explain the reasons for selecting and using language that suits the purpose of written communication. Describe ways of organising, structuring and presenting	Compose written documents using different styles and tones according to the situation. Compose written documents adapted to the needs and characteristics of different audiences.	Take responsibility for the development of non-routine written documents that use appropriate style and tone as well as respond to the needs and characteristics of different audiences. Select the appropriate styles and tone of language for specific situations and/or audiences. Adapt documents to the personal

Learning Outcome	Knowledge	Skills	Competence
	written information so it meets the needs and characteristics of different audiences (taking into consideration the principles of NLP: Visual, acoustic and Kinaesthetic persons).		characteristics and needs of specific audiences.
LO51 Demonstrate the ability to describe the importance of confidentiality when communicating in writing.	Describe principles of confidentiality. Explain the importance of confidentiality. Describe types of information that are considered confidential.	Produce written documents respecting the principles of confidentiality.	Evaluate documents in order to ensure that confidentiality principles are being respected in written communication.
LO52: Demonstrate the ability to identify relevant sources of information that may be used when preparing written and/or electronic non routine documents.	List possible sources of information that may be used when preparing written and/or electronic non routine documents.	Identify relevant sources of information that may be used when preparing written and/or electronic non routine documents. Use different searching techniques in order to identify relevant information from different identified sources to be used when preparing written and/or electronic non routine documents.	Evaluate sources of information and distinguish between reliable and not reliable sources.
LO53: Demonstrate the ability to use effective ways of reviewing written information for accuracy of content and spelling/grammar.	List possible ways of reviewing written information for accuracy of content e.g. double check dates, names, statistics, events and quotations, check spelling, grammar and wording. if unsure check with someone	Perform a review of your written document for accuracy of content and spelling grammar.	Take responsibility for producing written information that is accurate as far as content is concerned and correct as far as spelling and grammar

Learning Outcome	Knowledge	Skills	Competence
	knowledgeable or experienced, have someone else read and edit the document for you.		is concerned. Recommend effective ways of reviewing written information for accuracy of content.
LO54 Demonstrate the ability to identify different types of business documents and select the appropriate one in each situation.	List different types of business documents. Identify the factors that affect the decision of which document should be used in different situations (e.g. formal vs informal, method of transmission, format etc.)	Select the most appropriate document to be used in different situations.	Compare and contrast different types of documents listing situations where they can or they cannot be used. Recommend the best type of document to be used in different situations.
LO55 Demonstrate the ability to create different types of non-routine documents after given specific instructions.	Describe the process of creation different types of non-routine documents.	Create different types of non-routine documents after given specific instructions. Develop a clear structure for the document, taking into consideration objectives of the document, evidences, conclusions etc. Generate the content of the document taking into consideration business writing principles (e.g. write it so that they can read it),	Take responsibility for the completion of non routine documents based on specific instructions.

Learning Outcome	Knowledge	Skills	Competence
		grammar, appropriate tone etc. Use advanced formatting features such as headers, footers, footnotes, tables. tables of contents etc.	
LO56: Demonstrate the ability to prepare short reports from notes	Describe the process of creating a short report from notes.	Take notes in a way to help one for the composition of a short report at a later stage.	Create reports from notes that are accurate and easy to read
LO57 Demonstrate the ability to prepare text from recorded audio instructions or shorthand.	Describe the process of preparing text from recorded audio instructions or shorthand.	Read shorthand Use recorder to write the text.	Prepare text from recorded audio instructions or shorthand.

UNIT 4.4: USE WRITTEN COMMUNICATION SKILLS TO GENERATE NON-STANDARD DOCUMENTS BASED ON THE NEEDS OF THE READER AND CONTRIBUTE TO THE IMPROVEMENT OF WRITTEN COMMUNICATION

Unit Level: 4

Description of the unit: **In this unit the vital need of clear, concise and effective written communication for the preparation of non-standard documents will be demonstrated. Learners will identify different types of stakeholders and the needs of each type as far as written communication is concerned. The necessity of preparing various forms of documents for multiple purposes will be emphasized taking always into consideration the needs of stakeholders. . Responding to that demand, tools and techniques appropriate for internal and external employees, customers and stakeholders will be introduced, and the special needs of every type of written communication will be analysed accordingly.**

Number of learning outcomes within the Unit: 2
Number of ECVET points: **6**

LO104	Demonstrate the ability to assess requirements on written information of colleagues, customers and stakeholders; covering qualitative and quantitative information, tacit and explicit knowledge, both official and unofficial policy and opinion documents. Respond to these needs through the development of appropriate written communication
LO105	Improve and enhance systems of written communications as part of a coherent organisation-wide approach to the improvement of the quality of business communication.

Learning Outcome	Knowledge	Skills	Competence
LO104 Demonstrate the ability to assess requirements on written information of colleagues, customers and stakeholders, covering qualitative and quantitative information, tacit and explicit knowledge, both official and unofficial policy and opinion documents. Respond to these needs through the development of appropriate written communication	List different types of requirements of colleagues, customers and stakeholders such as qualitative and quantitative information, tacit and explicit knowledge, both official and unofficial policy and opinion documents. Explain the tools that may be used to assess the requirements on written information and knowledge of colleagues, customers and stakeholders	Use tools and techniques to assess the requirements on written information of colleagues, customers and stakeholders Taking into consideration the requirements on written information of colleagues, customers and stakeholders compose appropriate non standard documents that respond to those needs	Evaluate the requirements on written information of colleagues, customers and stakeholders and respond to those needs through development of written communication. Appreciate the differences in requirements of colleagues, customers and stakeholders
LO105 Improve and enhance systems of written communication as part of a coherent organisation-wide approach to the improvement of the quality of business communication. .	Describe what a system of written communication is. Explain why the system of written communication is or should be part of a coherent organisation-wide approach for the improvement of the quality of business communication.	Apply communication theory to develop written business communication strategies, including evaluation of purpose, audience, context, and channel choice.	Demonstrate the ability to create or recommend changes and improvements to the business communication strategy of the company. Demonstrate the ability to analyse, compare and review these strategies, and effectively communicate

Learning Outcome	Knowledge	Skills	Competence
			this assessment.
	Describe principles of corporate culture and its link to corporate written communication.		

Work Area 5: Filing System Documentation and Databases

Theme 9: Filing

UNIT 2.9 USE FILING SKILLS TO MAINTAIN AN ESTABLISHED SYSTEM

Unit Level:	2
Description of the unit:	**This unit deals with filing skills in order to maintain an established system**
Number of learning outcomes within the Unit:	1
Number of ECVET points:	**4**

LO16	Demonstrate the ability to maintain established physical and electronic filing systems.

Learning Outcome	Knowledge	Skills	Competence
LO16 Demonstrate the ability to maintain established physical and electronic filing systems.	Explain what a filing system (document management system) is. Explain the reasons for maintaining a filing system. Describe different types of organizations' manual and electronic filing systems. Discuss techniques for maintaining an up to date filing system (e.g. .as a part of their time management system, following organisation's policies in naming etc. , taking into account confidentiality etc.) Explain the purpose of	File physical and electronic documents in accordance to the filing system strategy of the organisation. Check whether the records (physical and electronic) are up to date. Locate a specific file or an electronic record.	Maintain the established physical or electronic filing system autonomously under small supervision.

Learning Outcome	Knowledge	Skills	Competence
	storing documents safely and accurately. Explain the purpose of confidentiality and data protection.		

UNIT 3.7: USE FILING SKILLS TO DESIGN AND MAINTAIN A FILING SYSTEM GIVEN SPECIFIC INSTRUCTIONS

Unit Level: 3

Description of the unit: This unit is about designing, using and maintaining an effective filing system. It explains how to identify the equipment and methods required for filing, compare existing file management practices to effective principles of filing and the best practice and thus recommend changes and improvements.

Number of learning outcomes within the Unit: 2

Number of ECVET points: **4**

LO58	Demonstrate File Management skills including the design and maintenance of an efficient filing system given specific instructions (as well as the identification of the equipment or electronic methods required for filing).
LO59	Demonstrate the ability to analyse current organisational File Management practice and recommend improvements within the roles and responsibilities.

Learning Outcome	Knowledge	Skills	Competence
LO58 Demonstrate File Management skills including the design and maintenance of an efficient filing system given specific instructions (as well as the identification of the equipment or electronic methods required	List the physical equipment or electronic methods required for filing system to work properly. Describe principles of efficient filing systems and their maintenance.	Design an efficient filing system according to specific instructions, taking into consideration different criteria such as important entities of interaction (stakeholders) or volume of work.	Identify and solve problems with inaccurate filing. Take responsibility for the design, implementation, management and maintenance of a filing system.

Learning Outcome	Knowledge	Skills	Competence
for filing).	Explain problems that may arise when the filing system is inaccurate.		Explain the principles of filing to other co-workers and assist with the use of filing system.
LO59 Demonstrate the ability to analyse current organisational File Management practice and recommend improvements within the roles and responsibilities.	Explain different processes involved in file management systems such as File creation, modification and deletion processes, user's (or user groups') ownership of files processes, setup of the hierarchical file structure erc	Analyse an organisational File Management System and practices, through breaking processes down to individual tasks that need to be implemented in order to maintain an accurate and effective File Management System. Compare current state of the filing system to effective principles of filing and best practice	Evaluate the current organisational file management system and practices Recommend improvements in the existing File Management practice.

Theme 10: Business Documents

UNIT 2.10: INTERPET ROUTINE BUSINESS DOCUMENTS

Unit Level: 2

Description of the unit: This unit deals with familiarizing the learners with the interpretation of routine business documents

Number of learning outcomes within the Unit: 1

Number of ECVET points: **3**

LO17	Demonstrate the ability to prepare, interpret and check entries of routine business documents.

Learning Outcome	Knowledge	Skills	Competence
LO17 Demonstrate the ability to prepare, interpret and check entries of routine business documents.	List and describe use of different types of business documents (pricelist, quotation, order, invoice, account statement, receipt, payslip, inventory, stock control card, credit note, debit note, etc.) Explain entries of business documents such as document number, customer details, unit price and quantity, VAT rate and amount, total amount, date of issue, delivery date, signatures, stamps, payment terms and details etc. Describe a method you would use to check the accuracy of the business document and to certify that it is correct	Make entries on routine business documents Check, identify and correct errors in business documents	Prepare business documents (invoice, order, credit note, etc.) according to the instructions autonomously under small supervision Sort the documents according to various criteria (type of document, importance, due date, etc.)

Theme 11: Databases

UNIT 2.11: USE BASIC DATABASE SKILLS TO ENTER INFORMATION IN A DATABASE

Unit Level: 2

Description of the unit: **This unit develops basic database skills with emphasis on entering information in a database**

Number of learning outcomes within the Unit: 1

Number of ECVET points: **4**

LO18	Demonstrate the ability to enter, edit, organise and store accurate and relevant data in an existing database system (electronic or manual).

Learning Outcome	Knowledge	Skills	Competence
LO18: Demonstrate the ability to enter, edit, organise and store accurate and relevant data in an existing database system (electronic or manual).	Explain what a database system is. Describe key principles of database systems. Name different types of databases that a company may keep (database of potential clients, database of employees, etc). Explain the importance of accuracy in databases. Describe methods of keeping the database up to date.	Enter accurate and relevant data in an existing electronic database system. Enter accurate and relevant data in an existing manual database system. Edit data in database systems. Delete data from database systems provided that authority has been granted. Organise data in database systems. Check a database for accuracy, identify missing information and correct the database.	Maintain an existing database system autonomously under small supervision.

UNIT 3.8: SELECT AND APPLY DATABASE TOOLS TO COLLECT AND ORGANISE INFORMATION IN A DATABASE

Unit Level:	3
Description of the unit:	**This unit is focused on the key principles of databases, it lists different types of database systems and explains how to work with the database. Moreover, this unit deals with the ability of learners to collect different types of information by using the appropriate method. It introduces different types of information systems, from simple to more complex such as CRM systems.**
Number of learning outcomes within the Unit:	2
Number of ECVET points:	**3**

LO60	Demonstrate the ability to use different methods and different information systems to collect information
LO61	Demonstrate the ability to store relevant information in different systems, enter information into databases, edit and organise information in a database.

Learning Outcome	Knowledge	Skills	Competence
LO60: Demonstrate the ability to use different methods and different information systems to collect information.	List methods that may be used to collect information eg questionnaires, interviews, registration, documents etc. Identify different types of databases (eg text database, desktop database, RDMS) List different types of information systems that can be used to process information such as Customer Relationship Management System, transaction processing	Use different methods to collect information. Use different types of information systems to collect or process simple information. Analyse given documents and select the relevant data to be entered into a database.	Take responsibility for the collection of data using different methods. Take responsibility for the processing of simple information using different information systems. Recommend different methods to be used for the collection of data.

Learning Outcome	Knowledge	Skills	Competence
	systems, business intelligence systems.		
LO61: Demonstrate the ability to store relevant information in different systems, enter information into databases, edit and organise information in a database.	Describe and explain the key principles of databases (database structure, ways of storing data, data mining) key principles od database design	Enter, edit, and organise information in a database. Store relevant information in different databases	Use a database to organize specific type of information.
	Lists differences of various types of database systems.	Finds relevant data in the database.	

Work Area 6: Bookkeeping, Accounting and Financial Transactions

Theme 12: Bookkeeping, Accounting and Financial Transactions

UNIT 2.12: PERFORM ROUTINE BUSINESS TRANSACTIONS

Unit Level:	2
Description of the unit:	**This unit explains how to perform routine business transactions as well as routine accounting. The unit focuses on the documents involved in these routine transactions**
Number of learning outcomes within the Unit:	2
Number of ECVET points:	**4**

LO19	Demonstrate the ability to make Business Transactions and to implement simple and routine accounting (eg petty cash reconciliation)
LO20	Demonstrate the ability to make payments to suppliers and receive payments from customers in conformity with organisational procedures.

Learning Outcome	Knowledge	Skills	Competence
LO19 Demonstrate the ability to make Business Transactions and to implement simple and routine accounting (e.g. petty cash reconciliation)	List different accounting documents such as credit note, a payment receipt and an invoice. Explain the purpose and use of different accounting documents.. List the main information included on different	Issue receipts, invoices and credit notes using organisation's procedures. Reconcile petty cash account using organisations' procedures.	Demonstrate competence in dealing with routine business transactions autonomously under small supervision.

Learning Outcome	Knowledge	Skills	Competence
	accounting documents. Define business transaction. Identify different types of business transactions such as retail to customer in person, retail to customer not in person, wholesaler to retailer, business to business etc. List examples of simple and complex transactions such as buying a cup of coffee or setting a mortgage for buying new premises. Describe the main principles of VAT.		
LO20 Demonstrate the ability to make payments to suppliers and receive payments from customers in conformity with organisational procedures.	List aspects that one should take into account when making payments to suppliers. List aspects that one should take into account when receiving payments from customers. Describe the procedure that you would follow to make payments to suppliers.	Make a payment to a supplier and keep all relevant records updated. Make a payment to a customer and keep all relevant records updated.	Demonstrate competence in making payments to suppliers autonomously under small supervision. Demonstrate competence in receiving payments from customers autonomously under small supervision.

Learning Outcome	Knowledge	Skills	Competence
	Describe the procedure that you would follow to receive payments from customers.		

UNIT 3.9: PERFORM MORE COMPLEX ACCOUNTING/ FINANCIAL TRANSACTIONS

Unit Level: 3

Description of the unit: This unit is about accounting and the basic concepts of it. Moreover it explains about bookkeeping & financial reporting and analyze the processes / procedures of each method.

Number of learning outcomes within the Unit: 2

Number of ECVET points: **4**

LO62	Demonstrate the ability to operate customer and supplier accounts manually or using an electronic accounting system that conforms to national norms and procedures.
LO63	Demonstrate the ability to describe the basic concepts of accounting (for example Debit and Credit entries)

Learning Outcome	Knowledge	Skills	Competence
LO62 Demonstrate the ability to operate customer and supplier accounts manually or using an electronic accounting system that conforms to national norms and procedures.	Describe main processes of operating customers accounts (eg entering invoices or credit notes, recording payments from customers etc) Describe main processes of operating supplier accounts (eg entering invoices or credit notes, recording payments to suppliers etc)	Operate accounts manually Operate accounts using an electronic accounting system	Take responsibility for the operation of customer and supplier accounts in a way that conforms to national norms and procedures.
LO63 Demonstrate the ability to describe the basic	Describe concepts of accounting and its principles	Perform single and double entry bookkeeping	Take responsibility for the implementation of very

Learning Outcome	Knowledge	Skills	Competence
concepts of accounting (for example Debit and Credit entries)	such as accruals concept, Consistency concept, Prudence concept (also conservation concept), accounting equation, accounting period, depreciation, assets, liabilities Explain the concepts and procedures of financial reporting, including income statement, statement of retained earnings, balance sheet, and statement of cash flows. Explain and describe what a profit and loss statement is Explain and describe what the balance sheet is Define credit and debit Explain why we need to use journals	Balance accounts Reconcile accounts	simple routine bookeeping

Work Area 7: Business Travel, Diary Systems, Meeting organization and event management

Theme 13: Business travel and accommodation

UNIT 2.13: RECOMMEND BUSINESS TRAVEL AND ACCOMMODATION ARRANGEMENTS AND PREPARE RELEVANT DOCUMENTATION

Unit Level:	2
Description of the unit:	**This unit explains how to use the different parameters to organize suitable business travel plans, produce travel documentation and checking these plans effectively.**
Number of learning outcomes within the Unit:	3
Number of ECVET points:	**2**

LO21	Demonstrate the ability to recommend business travel and accommodation arrangements in accordance with a deadline and in line with budget requirements and organisational procedures.
LO22	Demonstrate the ability to produce and collate travel documentation within an appropriate timescale in order to meet traveller's needs and legal requirements (e.g. visa procedures).
LO23	Demonstrate the ability to state the importance of checking travel plans immediately prior to the journey and carry out the process in a clear and effective way.

Learning Outcome	Knowledge	Skills	Competence
LO21 Demonstrate the ability to recommend business travel and accommodation arrangements in accordance with a deadline and in line with budget requirements and organisational procedures	Describe the main types of business travel or accommodation arrangements that may need to be made and the procedures to follow. Find potential sources of information. Describe how to keep	Identify possible business travel and accommodation arrangements in accordance with a deadline and in line with budget requirements and organisational procedures Book suitable business travel or accommodation arrangements, following instructions: to meet the	Select under supervision the relevant business travel and accommodation arrangements in accordance with a deadline and in line with budget requirements and organisational procedures Recommend business travel and accommodation arrangements in accordance

Learning Outcome	Knowledge	Skills	Competence
	records of business travel or accommodation arrangements. Name possible risk factors and techniques for their elimination	brief and the budget using available sources of information obtaining best value for money, making payment or agreeing payment arrangements	with a deadline and in line with budget requirements and organisational procedures
LO22 Demonstrate the ability to produce and collate travel documentation within an appropriate timescale in order to meet traveller's needs and legal requirements (e.g. visa procedures).	Explain possible ways one can use to identify legal requirements for travelling Outline travel documentation and information to provide to the person who is travelling, and how to obtain these. List the steps to follow in order to produce and collate travel documentation within an appropriate timescale in order to meet traveller's needs and legal requirements	Apply the procedure you follow to produce and collate routine travel documentation within an appropriate timescale in order to meet traveller's needs and legal requirements Check documentation before handling to the traveller to ensure that all necessary documents are there.	Provide the organiser or traveller autonomously with an itinerary and the required documents for routine business trips in good time.
LO23 Demonstrate the ability to state the importance of checking travel plans immediately prior to the journey and carry out the process in a clear and effective way.	Outline the importance of checking travel plans immediately prior to the journey and carry out the process in a clear and effective way.	Carry out the process for checking travel plans immediately prior to the journey in a clear and effective way.	Check the routine travel plans autonomously prior to the journey, verifying plausibility and respecting cancellation deadlines and providing immediate feedback to supervisors for any inconsistencies or incompleteness.

UNIT 3.10: ORGANISE BUSINESS TRAVEL AND ACCOMMODATION ARRANGEMENTS

Unit Level: 3
Description of the unit: This unit deals with the preparation and booking of travel and accommodation for travelers in conformity with budgetary procedures, creating the itinerary, arranging payment facilities and solving problems related to business travels.
Number of learning outcomes within the Unit: 6
Number of ECVET points: **3**

LO64	Demonstrate the ability to prepare travel, accommodation requirements in conformity with budgetary procedures.
LO65	Demonstrate the ability to book travel arrangements and accommodation as agreed with the traveller in conformity with budgetary procedures.
LO66	Demonstrate understanding of the necessity of checking the draft itinerary and schedule with the traveller before final booking.
LO67	Demonstrate the ability to arrange credit and payment facilities for travellers in conformity with budgetary procedures.
LO68	Demonstrate the ability to solve problems that may arise and, where necessary, refer issues to operational/financial managers.
LO69	Provide the traveller with an itinerary and required documents in good time and confirm with the traveller that itinerary and documents meet requirements.

Learning Outcome	Knowledge	Skills	Competence
LO64 Demonstrate the ability to prepare travel, accommodation requirements in conformity with budgetary procedures.	List general questions that need to be asked when planning a business trip in order to ensure that all important data has been provided. Describe general budgetary procedures that need to be taken into account when	Set up a list of questions for the traveller concerning business travels (e.g. individual preferences, time schedules, etc.). Keep records on any special requirements (e.g. allergies, wheelchair, etc.) for staff members who have regular	Take responsibility for the preparation of travel and accommodation requirements in accordance with traveller`s needs and in conformity with budgetary procedures. Modify the travel and accommodation requirements in conformity

Learning Outcome	Knowledge	Skills	Competence
	planning business travels. List different types of accommodation and travel possibilities typically used for routine business travels.	business trips. Check booking deadlines for special rates according to internal company policy. Check if any company cooperation with agencies, hotels has been signed in order to provide best prices.	with budgetary procedures in case of unforeseen circumstances.
LO65 Demonstrate the ability to book travel arrangements and accommodation as agreed with the traveller in conformity with budgetary procedures.	Describe facts, principles and processes for booking travel and accommodation List different accommodation and travel booking sources (eg. Websites, agencies, etc.) with their advantages and disadvantages	Demonstrate the booking process for different travel and accommodation types	Combine autonomously several booking options in order to book the best option for the client in conformity with budgetary procedures.
LO66 Demonstrate understanding of the necessity of checking the draft itinerary and schedule with the traveller before final booking.	Describe the relevant items of the draft itinerary that have to be checked with the clients before final booking.	Prepare a check list for the draft itinerary to checked with the client List additional questions for the traveller	Select different alternatives of booking options for traveller (e.g. free cancellation option)
LO67 Demonstrate the ability to arrange credit and payment facilities for travellers in conformity with budgetary procedures.	Describe different ways of financing business travel (deposit, cash, company credit card, reimbursement, etc.)	Order foreign currencies at the bank in a timely manner Arrange finances with	Recommend the best way of financing of the different parts of the business travel items for the traveller in conformity with budgetary

Learning Outcome	Knowledge	Skills	Competence
		responsible department	procedures.
LO68 Demonstrate the ability to solve problems that may arise and, where necessary, refer issues to operational/financial managers.	Describe different situations and problems that may arise in relation to business travel financing	Check the financial documentation of a business travel and highlight solutions for for typical problems that may arise in relation to business travel	Solve problems in relation to business travel in accordance with own responsibilities ; for non-routine problems suggest an appropriate solution to the operational /financial managers
LO69 Provide the traveller with an itinerary and required documents in good time and confirm with the traveller that itinerary and documents meet requirements.	List all documents that need to be prepared and provided	Prepare all documents and the individual itinerary	Confirm with the traveller that the itinerary and the documents meet the requirements and solve any open problems for the respective traveller and the particular circumstances

Theme 14: Meetings

UNIT 2.14: PREPARE FOR A ROUTINE MEETING (INCLUDING MEETING DOCUMENTATION)

Unit Level: 2
Description of the unit:
Number of learning outcomes within the Unit: 2
Number of ECVET points: **4**

LO24	Demonstrate the ability to prepare for a routine meeting by drawing up a simple checklist, liaising with the Chair of the meeting, and produce the relevant documents required.
LO25	Demonstrate the ability to produce drafts of all pre and post-meeting documentation before and after a routine meeting

Learning Outcome	Knowledge	Skills	Competence
LO24 Demonstrate the ability to prepare for a routine meeting by drawing up a simple checklist, liaising with the Chair of the meeting, and produce the relevant documents required.	Explain the role of the person preparing a meeting. Describe the different types of meetings and their main features. Explain how to plan meetings that meet agreed aims and objectives. List the items to put on a simple check list to help you prepare for the meeting Describe what type of organisation and support is provided before, during and after the meeting (eg	Prepare a simple check list to prepare for a routine meeting. Organize a routine meeting by liaising with the Chair of the meeting for any organisational matters Prepare invitations for potential participants and confirm attendance. Follow up actions to be completed before, during and after the meeting (eg meeting confirmation, dissemination of agenda, minutes taking,	Prepare a draft plan of procedures (to be followed before, during or after the meeting) including budgetary items, to be approved by the Chair of the meeting Make sure autonomously (under small supervision) that attendees' needs are met and solve routine problems (e.g. vegetarians). Attend to any requirements during the meeting as directed by the meeting organiser

Learning Outcome	Knowledge	Skills	Competence
	meeting confirmation, dissemination of agenda, minutes taking, dissemination of evaluation forms, dissemination of minutes etc) Explain how to identify suitable venues for different types of meetings. Describe the types of resources needed for different types of meetings. Name the different meeting documentation and how this will be produced.	dissemination of evaluation forms, dissemination of minutes etc) and do so in the agreed timescale. Produce all the relevant documents needed for the meeting (e.g. list of attendance, agenda, signings, signage) Circulate necessary documents prior to the meeting Solve routine problems such as confirmations and cancellation of attendance, using simple methods and tools Keep record of arrangements made and services used. Make sure equipment and layout are appropriate (e.g. beamer)	Assist the attendees with information for any routine problems during the meeting (e.g. checking time schedules, booking hotel rooms, calling taxis, recommend restaurants)
LO25 Demonstrate the ability to produce drafts of all pre and post-meeting documentation before and after a routine meeting	List all pre and post-meeting documentation that has to be produced after a routine meeting	Prepare post-meeting documentation with photo collection, speakers' presentations, list of attendance, minutes in cooperation with chair of	Create first draft version of meeting agenda, to be reviewed by the meeting chair

Learning Outcome	Knowledge	Skills	Competence
	Describe how to help the meeting organiser during the meeting. in order to collect/to produce all post-meeting documentation	the meeting	Create first draft version of meeting minutes, to be reviewed by the meeting chair
		Collect the feedback questionnaires and evaluate them with routine computer programme	
	Explain the purpose of collecting and evaluating participant feedback from the meeting.		Complete post meeting documentation with autonomy in cooperation with the chair of the meeting, and provide participants with individual tailor-made packages.

UNIT 3.11: PLAN, ORGANISE AND SUPPORT MEETINGS AND RECOMMEND IMPROVEMENTS TO THE PROCEDURES

Unit Level: 3
Description of the unit: **This unit is about planning, organization and supporting meetings, preparation of meeting documentation and completing follow up activities.**
Number of learning outcomes within the Unit: 3
Number of ECVET points: **3**

LO70	Analyse the organisation, documents and materials provided for a meeting and make recommendations for any improvements.
LO71	Demonstrate the ability to plan, organise and support meetings.
LO72	Demonstrate the ability to complete actions required after a meeting and to carry out action points arising from the meeting.

Learning Outcome	Knowledge	Skills	Competence
LO70 Analyse the organisation, documents and materials provided for a meeting and make recommendations for any	Describe the types of meetings in relation to their organization (necessary processes), documents (eg agenda, minutes,	Analyze the organization, documents and materials provided for a meeting, check their completeness and compare them towards	Take responsibility for preparing recommendations for improvements of documents and meeting

Learning Outcome	Knowledge	Skills	Competence
improvements.	participant list etc) and materials to be used (notepads, projectors etc). List the main facts, principles and processes that have to be respected for the organisation, documents and materials provided for a meeting (e.g. respect copyright issues for documents, respect corporate identity for documents, register participants for the company security/entrance, include the meeting date in intranet announcements) Describe best practice examples for meeting documents.	the best practice.	organization
LO71 Demonstrate the ability to plan, organise and support meetings.	Describe the different types of meetings, their effectiveness for different target groups and their main features. Describe in detail the procedures for planning organization and support of the meetings. Explain the key function of the person responsible for	Prepare a detailed checklist for planning and organization of meetings according to specific requirements Organize a meeting with all technical, organisational and social parts (e.g. F&B, documentation, equipment, evening events) Complete invitations to	Create autonomously a plan of procedures including budgetary items as a basis for the decisions of the chair of the meeting. Create autonomously the meeting agenda to be checked and finalised by the meeting chair Create autonomously the meeting minutes to be

Learning Outcome	Knowledge	Skills	Competence
	planning, organising and supporting a meeting.	potential participants and confirm attendance	checked and finalised by the meeting chair
	Explain how to plan, organize and check meetings in order to make sure that they meet the agreed aims and objectives.	Create all documents needed for the meeting Solve problems, such as time delays, by selecting and applying basic methods and information.	Take responsibility for the organisation of the meeting with the aim that the all participants feel easy, and comfortable Attend to any requirements during the meeting autonomously
	List the items to put on a detailed check list to help you or staff members to plan, organise and support a meeting.	Keep detailed record of all arrangement made, the services used and the budgetary limitations.	Recommend and assist the participants for any problems during the meeting (e.g. flight bookings, visa, secretary service, complaints, VIPs)
	Explain how to identify and possible selection criteria for suitable meeting venues for different types of meetings.	Provide support – take notes, prepare equipment, troubleshoot the equipment	
	Describe in detail the resources needed for the different types of meetings		
	Name the different parts of meeting documentation and the tasks and responsibilities for their production.		
LO72 Demonstrate the ability to complete actions required after a meeting and to carry out action	Define all post-meeting documentation that has to be produced after a meeting	Prepare the complete post-meeting documentation, including meeting minutes	Create final version of meeting minutes in cooperation with the chair of the meeting.

Learning Outcome	Knowledge	Skills	Competence
points arising from the meeting.	List types of tasks and actions that follow meeting	Develop and complete follow up actions for different types of meetings within a given timeframe.	Complete post-meeting documentation autonomously and provide participants with individual tailor-made packages for different types of meetings..
	Describe how to organize during the meeting. in order to collect/to produce the complete post-meeting documentation (e.g. take photos, write minutes)	Monitor follow up actions that need to be completed by meeting participants and send necessary reminders.	
	Explain the purpose and possible consequences of collecting and evaluating participant feedback from the meeting.	Collect the feedback questionnaires and evaluate them in details, report potential improvement areas	

UNIT 4.5: DESIGN, PLAN, ORGANISE MEETINGS AND OTHER EVENTS

Unit Level: 4
Description of the unit: In this unit, learners will gain the basic knowledge of event management and roles of event organizer. Information on types of events, requirements for running an effective meeting or event, procedures of planning, organization and support of the events are also included.
Number of learning outcomes within the Unit: 2
Number of ECVET points: 10

LO106	Demonstrate the ability to carry out successfully the role of an event organiser in planning a meeting, conference or another event that meets the defined objectives, participants' expectations and stays within the given budget.
LO107	Demonstrate the ability to carry out the necessary preparation before the event ensuring participant requirements, health and safety requirements and legal requirements are addressed and met.

Learning Outcome	Knowledge	Skills	Competence

Learning Outcome	Knowledge	Skills	Competence
LO106 Demonstrate the ability to carry out successfully the role of an event organiser in planning a meeting, conference or another event that meets the defined objectives, participants' expectations and stays within the given budget.	List possible types of events and describe the characteristics of each.	Plan, organize and perform meetings or other events of different sizes	Take the responsibility of making the necessary arrangement for a successful event.
	Identify the requirements for running an effective meeting / event that meets the expectations of the initiators and the participants as well as the budgetary limits.	Calculate the required budget for meetings and events and compare with company policy.	Work autonomously within the company guidelines on the organisation of the event
	Describe in detail the procedures for planning organization and support of different types of events	Arrange the required rooms (e.g .group bookings, room contingent), schedules, travels for the participants of the event (e.g. bus transportation, transfers, limousine service for VIPs).	Create autonomously a plan of procedures including budgetary and financing details as a basis for the decisions of organising committee of the event.
	Explain the role of an event organizer	Prepare a detailed checklist for planning and organization of events according to specific requirements	Take responsibility for the organisation of the event with the aim that the all speakers, participants and organisers feel easy, and comfortable
	Describe the different types of events, their effectiveness for different target groups and their main features	Organize an event with all technical, organisational and social parts (e.g. F&B, equipment, evening events, industrial fair)	Work autonomously on the organisation of the event / meeting in cooperation with the venue and organisational team.
	Explain how to plan, organize and check events in order to make sure that they meet the agreed aims and objectives	Complete invitations to potential participants and confirm attendance with use of mailing programmes, online tools	Liaise with the venue and the supporting team to ensure all requirements are met and roles are
	List the items to put on a detailed check list to		

Learning Outcome	Knowledge	Skills	Competence
	support staff members when preparing events.

Explain how to identify and possible selection criteria for suitable venues for different types of events.

Describe in details the resources needed for the different types of events

List what is included in the event documentation and the tasks and responsibilities for their production. | Specify the types of activities and resources that may be needed.

Organise resources and the production of event materials

Collect final versions of documents needed for the events that will be forwarded to subcontractors (e.g. printing company, merchandising) or to be printed inhouse.

Plan and monitor schedules and initiate the required measures in case of obstacles or deviations

Solve problems, such as complaints, by selecting and applying specific methods .

Keep detailed record of all arrangements made in the framework of the event organisation, the services used and the budgetary situation at any time. | understood

Attend to any requirements during the event autonomously and find creative and individual solutions for problems including the ones subject to change

Recommend and assist the speakers and participants for any problems during the event (e.g. complaints, VIPs, security, translation)

Supervise the routine work of all the staff members and subcontractors involved, in order to make sure that all requirements are met and the roles are understood. |

Learning Outcome	Knowledge	Skills	Competence
		Provide support by coordinating subcontractors and staff for taking notes, preparing equipment, troubleshooting during the event	
LO107 Demonstrate the ability to carry out the necessary preparation before the event ensuring participant requirements, health and safety requirements and legal requirements are addressed and met.	Identify and describe possible ways/methods to collect participant requirements

Identify and describe the legal requirements for contracts in the field of events / meetings.

Outline the health and safety rules that are in accordance with events / meetings (e.g. fire, emergency plans, security arrangements) | Use methods to collect participant requirements

Meet the legal and organisational requirements for contracts

Make relevant health, safety and security arrangements | Take responsibility for the organisation of an event ensuring that participant requirements health and safety requirements and legal requirements are addressed and met |

UNIT 5.1: DESIGN, PLAN, ORGANISE MEETINGS AND OTHER EVENTS

Unit Level: 5

Description of the unit: **This unit is focused on the development of the ability of learners to plan, prepare, organize and support various types of events such as conferences, PR events for employees and customers and others. The learners will gain knowledge and develop skills to be able to agree the concept for an event based on market research and understanding of the needs and interests of participants, they will learn to take responsibility for setting the objectives, develop a business plan for an event, negotiate internal**

	finance and external sponsorship and secure suitable venue and contractors
Number of learning outcomes within the Unit:	4
Number of ECVET points:	**20**

LO145	Demonstrate the ability to develop and agree the concept for an event based on sound market research and good understanding of the needs and interests of likely participants, taking account of previous or competing events as well as introducing elements of innovation and creativity.
LO146	Demonstrate the ability to research and agree the objectives for the event, evaluate the feasibility of these objectives in operational and financial terms; negotiate and agree a final brief before further planning takes place.
LO147	Demonstrate the ability to develop and agree a Business Plan for an event and negotiate internal finance and external sponsorship.
LO148	Demonstrate the ability to identify, negotiate and secure a venue for an event, which meets relevant operational and budgetary requirements based on the Business Plan for the event and that forms the basis for a contract with the venue manager.

Learning Outcome	Knowledge	Skills	Competence
LO145 Demonstrate the ability to develop and agree the concept for an event based on sound market research and good understanding of the needs and interests of likely participants, taking account of previous or competing events as well as introducing elements of innovation and creativity.	Describe the principles of event concept design in a comprehensive way. List possible research methods that may be used for the design of a survey aiming to identify the interests of likely participants to the event List possible research methods for the identification of previous or competing events	Design and implement a sound market research in order to develop the concept of an event taking into account the needs and interests of likely participants, taking account of previous or competing events Identify the needs and interests of likely participants of an event Identify previous or competing events	Relate the event concept with the needs and interests of likely participants, taking into account previous or competing events. Critically evaluate the concepts or previous or competing events Supervise the development of an event concept, encouraging innovation and creativity. Review on previous experiences of events and

Learning Outcome	Knowledge	Skills	Competence
			learn from mistakes as well as from positive facts and apply this learning in the development of the concept of the new event

Develop creative solutions to unforeseen problems encountered during the planning of an event concept |
| LO146 Demonstrate the ability to research and agree the objectives for the event, evaluate the feasibility of these objectives in operational and financial terms; negotiate and agree a final brief before further planning takes place. | Identify different possibilities for research in order to identify event objectives

List possible event objectives

Discuss ways to evaluate the feasibility of these objectives in operational and financial terms

Recall the basic and specialised principles of negotiations | Implement research for the identification of event objectives

Analyse and Interpret the results of the research to determine the event objectives

Evaluate feasibility of objectives in operational and financial forms s

Apply basic and specialised negotiation principles to negotiate with stakeholders

Agree the event objectives with the organising committee

Develop a brief prior to | Propose event objectives after negotiations with stakeholders and taking into consideration research results.

Review the research and discussion results and recommend any adaptions and changes to the objectives of the event.

Evaluate the feasibility of the objectives in operational and financial terms and identify possible obstacles and unpredictable changes that could influence the event in a negative way. |

Learning Outcome	Knowledge	Skills	Competence
		further planning of the event	
LO147 Demonstrate the ability to develop and agree a Business Plan for an event and negotiate internal finance and external sponsorship.	Describe the contents of an event business plan such as executive summary, explanation of the business idea, analysis of market and competitors, sales and marketing plan, identification of needs, planning cycle, etc. (The Business Plan should also show the planning cycle for the event and how the event will be monitored and evaluated) Describe the detailed planning cycle of the event List and describe in detail the possibilities for internal financing and external sponsorship. Name and describe different ways of event evaluation and monitoring.	Develop a creative event strategic business plan that also shows the planning cycle Apply negotiation skills to agree the business plan with different stakeholders Develop a tailor-made and creative concept for the internal financing and external sponsorship for the event. Identify possible sponsors of the event together with their contact details. Communicate with possible sponsors in writing and/or orally to persuade them to sponsor the event	Evaluate, review and negotiate the different options for internal finance and external sponsorship and recommend best options to the organising committee.
LO148 Demonstrate the ability to identify, negotiate and secure a venue for an event, which meets relevant operational and budgetary requirements based on the Business Plan for the event	List the characteristics of an adequate event venue taking into consideration the event characteristics and the relevant operational and budgetary requirement given in the business plan	Identify venues that meet the characteristics of the event and the business plan. Negotiate and secure a venue for an event, based	Take the responsibility for one own's work and the activities of staff members in the framework of the identification, negotiation and booking of the adequate venue for the

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Learning Outcome	Knowledge	Skills	Competence
and that forms the basis for a contract with the venue manager.		on a written document, tailor-made for the event. Confirm in writing in a detailed way, the booking for a venue with the special requirements requested for the single event and its operational and budgetary conditions.	event

Theme 15: Diary Systems

UNIT 2.15: USE DIARY SYSTEMS FOR ROUTINE BUSINESS PURPOSES

Unit Level: 2
Description of the unit: **This unit explains how to operate an electronic diary, handle requests from others for new or modified entries, make accurate entries and maintain anup-to-date system**
Number of learning outcomes within the Unit: 4
Number of ECVET points: **2**

LO26	Demonstrate the ability to operate an electronic diary for routine business purposes to meet the needs of workgroups and customers.
LO27	Demonstrate the ability to compare and contrast paper and electronic diary systems and report on findings to line manager.
LO28	Demonstrate the ability to use diary systems to handle requests from others for new or modified diary entries in order to provide effective business support.
LO29	Demonstrate the ability to make accurate diary entries and maintain an up-to-date system.

Learning Outcome	Knowledge	Skills	Competence
LO26 Demonstrate the ability to operate an electronic diary for routine business purposes to meet the needs of workgroups and customers.	Identify different types of electronic diary systems (smart phones, outlook, tablets etc). Describe different types of activities you can perform using an electronic diary system (eg add, modify, delete appointment etc) Describe how an electronic diary system enables you to meet the internal needs of the organisation	Choose appropriate electronic diary system to meet the needs of the organization as well as user's own preferences Operate an electronic diary for routine business purposes	Explain how you organise your time through the use of an electronic diary in different systems

Learning Outcome	Knowledge	Skills	Competence
	(colleagues) as well as those of the customers.		
LO27 Demonstrate the ability to compare and contrast paper and electronic diary systems and report on findings to line manager.	List different attributes of different diary systems (electronic and paper) List advantages and disadvantages of different diary systems (electronic and paper) Identifying issues of accessibility and confidentiality of different diary systems.	Choose between electronic and paper diary system and justify your choice.	Distinguish between paper and electronic diary systems Compare and contrast paper and electronic diary systems and report on findings to line manager.
LO28 Demonstrate the ability to use diary systems to handle requests from others for new or modified diary entries in order to provide effective business support.	List the details needed in order to handle the requests. List the factors you take into consideration for prioritising requests from different members of the workgroup	Collect and apply requests from others for new or modified diary entries in order to provide effective business support. Obtain all necessary information required for making the changes. Communicate agreed changes to those affected. Solve routine problems occurred using simple rules and tools	Prioritise changes to entries. Report the implications of any changes to existing entries Give reasons for obtaining correct information (e.g. meet needs, avoid clashes, ensure resources are available).] Explain the purpose of trying to balance the needs of all those involved. Explain the purpose of communicating changes to those affected. Explain the methodology on how to prioritise requests.
LO29 Demonstrate the ability to make accurate diary entries and maintain an up-to-date system.	List information necessary for making accurate diary entries	Make new entries accurately and clearly. Record agreed changes to diary systems in accordance	Maintain an up-to-date system

Learning Outcome	Knowledge	Skills	Competence
		to the request.	

UNIT 3.12: DESIGN (CONTROL THE TYPE OF INFORMATION NEEDED) AND MANAGE DIARY SYTEMS

Unit Level: 3

Description of the unit: This unit is about design and management of diary systems of a workgroup and the analysis of current systems as well as producing recommendations for improvements.

Number of learning outcomes within the Unit: 3

Number of ECVET points: 2

LO73	Demonstrate the ability to manage diary systems to meet the needs of the workgroup and its internal and external customers/clients.
LO74	Demonstrate the ability to design a diary system that is appropriate for the company or organisation
LO75	Demonstrate the ability to analyse information from diary operators and users in order to recommend enhancements and necessary training.

Learning Outcome	Knowledge	Skills	Competence
LO73 Demonstrate the ability to manage diary systems to meet the needs of the workgroup and its internal and external customers/clients.	Describe how you will identify the needs of the workgroup and its internal and external clients.	Manage the diaries of a group of co-workers Keeps diaries updated and synchronized	Respects privacy of diary users concerning their personal tasks and entries Report the implications of any changes to existing entries in one's diary to another's diary. Negotiate alternative arrangements to solve problems.
LO74 Demonstrate the	List information necessary	Use necessary information	Relate the needs of the

Learning Outcome	Knowledge	Skills	Competence
ability to design a diary system that is appropriate for the company or organisation	for the diary system of the specific company or organisation taking into consideration its own operations and need.	to design a diary system	company or organisation to the newly designed diary system Develop the diary system of the specific company or organisation taking into consideration its own operations and needs
LO75 Demonstrate the ability to analyse information from diary operators and users in order to recommend enhancements and necessary training.	Identify necessary information that can be used for analysis of the current situation and recommendations for enhancements.	Collect data and information to be used for analysis of the current situation Analyse the current situation in order to recommend enhancements or trainings	Recommend enhancements taking into consideration the analysis of information from diary operators

UNIT 4.6: RECOMMEND IMPROVEMENTS TO DIARY SYSTEMS

Unit Level: 4
Description of the unit: **This unit deals with development of ability of learners to analyse the effectiveness of existing diary systems and to make recommendations for improvement and necessary training.**
Number of learning outcomes within the Unit: 1
Number of ECVET points: **3**

LO108	Analyse the effectiveness of existing diary systems based on users' needs and business requirements in order to make recommendations for improvements and the necessary training.

Learning Outcome	Knowledge	Skills	Competence
LO108 Analyse the effectiveness of existing diary systems based on users' needs and business requirements in order to	List the factors that affect the effectiveness of a diary systems taking into consideration users' needs	Examine the existing diary systems and outline their advantages and disadvantages	Recommend improvements to the existing diary system so that they are more aligned to user's needs and

make recommendations for improvements and the necessary training.	and business requirements. Find new possibilities in diary systems to improve the business efficiency		business requirements. Recommend training to users on the improvements made to diary systems.

Work Area 8: Visitors/ Customer Service

Theme 16: Visitors/Customers

UNIT 2.16: HANDLE VISITORS AND CUSTOMERS WITH PROFESSIONALISM

Unit Level:	2
Description of the unit:	**This unit explains how to handle visitors and customers with professionalism including the proper use of tone, body language and the ability to solve problems.**
Number of learning outcomes within the Unit:	3
Number of ECVET points:	**10**

LO30	Demonstrate the ability to welcome visitors and customers in a professional manner, identify the purpose of their visit and make them feel welcome during their period of waiting.
LO31	Demonstrate the ability to use appropriate tone of voice and body language when dealing with visitors and customers.
LO32	Demonstrate a basic understanding of customer care principles and be able to apply these in an effective way, including the ability to solve routine problems using simple rules to the satisfaction of visitors and customers.

Learning Outcome	Knowledge	Skills	Competence
LO30 Demonstrate the ability to welcome visitors and customers in a professional manner, identify the purpose of their visit and make them feel welcome during their period of waiting.	Explain how visitors and customers should be welcomed and treated at their visit List techniques of making customers feel welcome during their period of waiting (eg welcome and smile, attractive environment, offer drinks and snacks, tv on waiting area, provide information)	Demonstrate professional manners when visitors and customers are visiting Use appropriate questions to discover the purpose of visit of customers or visitors Use techniques to make them feel welcome during their period of waiting.	Take into consideration the needs of the visitors and responds to them in the best possible way autonomously under small supervision.
LO31 Demonstrate the ability to use appropriate	Explain what tone of voice one should adapt in with	Use an appropriate tone of voice when dealing with	Argue about the important of body language and tone

Learning Outcome	Knowledge	Skills	Competence
tone of voice and body language when dealing with visitors and customers.	different types of visitors) (eg angry visitor, regular visitor) and different situations (conflict resolution, persuasion etc.) Describe which body language signals are appropriate when dealing with visitors and customers in terms of eyes, hand gestures and feet.	different types of visitors) (eg angry visitor, regular visitor) and different situations (conflict resolution, persuasion etc) Demonstrate the use of body language signals that are appropriate when dealing with visitors and customers in terms of eyes, hand gestures and feet.	of voice when dealing with visitors and customers
LO32 Demonstrate a basic understanding of customer care principles and be able to apply these in an effective way , including the ability to solve routine problems using simple rules to the satisfaction of visitors and customers.	Recall and explain simple customer care principles (e.g. support customers as a team, listen to customers and their feedback, don't be a robot, know your product) Recall dimensions of customer service (customer as a human taking into consideration procedures in place)	Demonstrate the ability to apply simple customer care principles (e.g. support customers as a team, listen to customers and their feedback, don't be a robot, know your product) Use problem solving techniques to solve common problems using simple rules to the satisfaction of visitors and customers.	Handle customers and visitors with care and professionalism taking into consideration their needs autonomously under small supervision Communicate effectively with the customers Resolve routine problems for satisfying visitors and customers.

UNIT 3.13: SERVE CUSTOMERS IN ACCORDANCE WITH ORGANISATIONAL PRINCIPLES

Unit Level: 3

Description of the unit: This unit aims to clarify the connection between customer care principles and organizational principles. Tools and techniques like active listening and empathy are used in order to understand customer's real needs and deliver services in a customer-care environment, in accordance with organizational rules. The same methods and techniques can be applied in solving customer's problem or dealing with different complaints.

Number of learning outcomes within the Unit: 1

Number of ECVET points: 5

LO76	Demonstrate an understanding of customer care principles as well as the ability to apply these in accordance with organisational principles. Be able to adopt behaviour appropriate to the needs of the customer. Be able to solve customer's problems and complaints by following methods and tools adopted by the organisation.

Learning Outcome	Knowledge	Skills	Competence
LO76 Demonstrate an understanding of customer care principles as well as the ability to apply these in accordance with organisational principles. Be able to adopt behaviour appropriate to the needs of the customer. Be able to solve customer's problems and complaints by following methods and tools adopted by the organisation.	Recall and explain more advanced customer care principles and techniques (e.g. active listening and empathy) Describe active listening techniques applied to the customer care environment. List situations when active listening is being used in customer service Describe empathy and explain why it is important in customer care.	Demonstrate the ability to apply advanced customer care principles and techniques such as active listening and empathy in accordance with the organisational principles. Use active listening techniques (eg questioning techniques, summarising, paraphrasing) to understand the real needs of the customer. Use empathy to make the customer know that you feel and understand	Take responsibility for selecting and employing appropriate customer care principles and techniques to ensure the satisfaction of the customer. Adopt behaviour appropriate to the needs of the customer. Analyse why customer care is vital for the success of a company

		him/her. Solve customer's problems and complaints by following methods and tools adopted by the organisation.	
	List situations when empathy is being used in customer service		

UNIT 4.7: DELIVER, MONITOR AND EVALUATE CUSTOMER SERVICE TO INTERNAL AND EXTERNAL CUSTOMERS

Unit Level: 4

Description of the unit: In this unit the concept of delivery, monitoring and evaluation of customer service, to internal and external customers is presented. Customers are classified into two target groups, external and internal ones. Differences in the needs of every group are discussed.

The procedures and tools that can be used to deliver and to monitor customer's satisfaction are being presented. Handling and use of this information in order to deliver better services is analysed separately for every target group.

Number of learning outcomes within the Unit: 2

Number of ECVET points: 5

LO109	Demonstrate the ability to deliver, monitor and evaluate customer service to internal customers by providing and continuously improving services to these customers.
LO110	Demonstrate the ability to deliver, monitor and evaluate customer service to external customers by providing and continuously improving services to external customers.

Learning Outcome	Knowledge	Skills	Competence
LO109 Demonstrate the ability to deliver, monitor and evaluate customer service to **internal customers** by providing and continuously improving services to these customers.	Identify and describe the relevant products and services to internal customers. Describe the types of products and services relevant to internal customers, whether offered by own organisation or	Demonstrate the ability to deliver, monitor and evaluate internal customer satisfaction as a means of continuous internal customer service quality improvement Follow established procedures within an agreed timescale to process	Assess established procedures for efficient internal customer services and initiate a change, if necessary Explain why customer service must meet, or exceed, internal customer

Learning Outcome	Knowledge	Skills	Competence
	otherwise. Describe ways and tools to be used in order to obtain internal customer feedback.	and resolve problems and complaints, referring to others where necessary. Obtain and record internal customer feedback; analyse and evaluate internal customer feedback, and take action that will lead to an improvement in customer service to internal customers.	expectations as a means of developing positive working relationships. Recommend quality improvements to the internal customer service provided based on the results of the evaluation.
LO110 Demonstrate the ability to deliver, monitor and evaluate customer service to **external customers** by providing and continuously improving services to external customers.	Identify and describe the relevant products and services to external customers. Describe the types of products and services relevant to internal customers, whether offered by own organisation or otherwise. Describe ways and tools to be used in order to obtain external customer feedback	Demonstrate the ability to deliver, monitor and evaluate external customer satisfaction as a means of continuous external customer service quality improvement Follow established procedures within an agreed timescale to process and resolve problems and complaints, referring to others where necessary. Obtain and record external customer feedback; analyse and evaluate external customer feedback, and take action that will lead to an improvement in customer service to internal customers.	Assess established procedures for efficient external customer services and initiate a change, if necessary Explain why customer service must meet, or exceed, external customer expectations as a means of developing positive working relationships. Recommend quality improvements to the external customer service provided based on the results of the evaluation.

Work Area 9: ICT Skills

Theme 17: Word Processing

UNIT 2.17: USE WORD PROCESSING SOFTWARE TO PRODUCE SIMPLE ROUTINE DOCUMENT

Unit Level:	2
Description of the unit:	**This unit explains how to use word processing software to produce simple documents.**
Number of learning outcomes within the Unit:	1
Number of ECVET points:	**6**

LO33	Demonstrate the ability to use word processing software safely and securely to produce simple documents that meet the requirements of the office.

Learning Outcome	Knowledge	Skills	Competence
LO33 Demonstrate the ability to use word processing software safely and securely to produce simple documents that meet the requirements of the office.	Describe the functionality of a word processor and list situations where it is useful. Identify the functionalities of a word processor that are necessary for the production or amendment of simple documents (create, save, save as, open, print, basic formatting eg bold, italics underline, margins, justification). Describe why one can use templates and list the advantages of using templates	Enter text and other information using layouts appropriate to the type of information. Create a simple text document safely and securely to meet the requirements of the office. Store and retrieve document files effectively, in line with local guidelines and conventions where available.	Illustrate your ability to use word processing software safely and securely to produce and print under supervision simple documents that meet the requirements of the office.

Learning Outcome	Knowledge	Skills	Competence
		Select and use appropriate templates for different purposes.	
		Select and use appropriate techniques to format characters (bold, italics, underline) and paragraphs (margins and justification)	
		Select and use appropriate page layouts to present and print documents (orientation, paper size, selection of printer)	

UNIT 3.14: USE WORD PROCESSING SOFTWARE TO PRODUCE NON-ROUTINE DOCUMENTS

Unit Level: 3
Description of the unit: **This unit is about word and the basic knowledge for creating tables, mail merge and captions.**
Number of learning outcomes within the Unit: 1
Number of ECVET points: **5**

LO77	Demonstrate the ability to use Word Processing techniques at an intermediate level to produce non-routine documents.

Learning Outcome	Knowledge	Skills	Competence
LO77 Demonstrate the ability to use Word Processing techniques at an intermediate level to produce non-routine	Identify the functionalities of a word processor that are necessary for the production or amendment of non routine documents	Create a non routine document including simple tables, insertion of figures, headers and footers, footnotes and endnotes,	Take responsibility for the completion of non routine documents using intermediate Word Processing techniques

Learning Outcome	Knowledge	Skills	Competence
documents.	(simple tables, insertion of figures, headers and footers, footnotes and endnotes, captions, mail merge). Describe the functionality available through word processors to check the spelling and grammar.	captions, mail merge). Select and use appropriate techniques to format the document (headers and footers footnotes and endnotes, captions) Create circulation letters (including the details of the recipients Perform spelling and grammar check of the document. Operate the word processing software safely and securely to produce simple documents to meet the requirements of the office.	effectively. Illustrate your ability to use word processing software safely and securely to produce non routine documents (including simple tables, insertion of figures, headers and footers, footnotes and endnotes, captions, mail merge) that meet the requirements of the office.

UNIT 4.8: USE WORD PROCESSING SOFTWARE TO PRODUCE NON-ROUTINE HIGH QUALITY AND ATTRACTIVE DOCUMENTS

Unit Level: 4

Description of the unit: **This unit develops advanced word processing skills. Learners will use techniques (such as SmartArt, Tables of Contents and Tables of Figures) to produce high quality and attractive documents to agreed specifications using available design and production resources.**

Number of learning outcomes within the Unit: 1

Number of ECVET points: **7**

LO111	Demonstrate Skills in using word processing techniques at an advanced level to produce high quality and attractive documents to agreed specifications <u>using available design and production resources.</u> Take some responsibility for the evaluation of the result

Learning Outcome	Knowledge	Skills	Competence
LO111 Demonstrate Skills in using word processing techniques at an advanced level to produce high quality and attractive documents to agreed specifications using available design and production resources. Take some responsibility for the evaluation of the result	Identify the functionalities of a word processor that are necessary for the production or amendment of high quality and attractive documents incorporating advanced features such as shapes, smart art, charts, advanced tables, quick parts, tables of contents, list of tables and figures, bibliography etc. Describe the functionality available through word processors to review documents (eg comments) and track the changes. List criteria for the evaluation of the result	Produce high quality documents for different purposes in an attractive way following the agreed specifications. Create high quality and attractive documents incorporating advanced features such as shapes, smart art, charts, advanced tables , quick parts, bibliography etc. Review the document using track changes Produce a table of contents as well as a list of tables and figures Develop an automated document bibliography.	Use advanced Word Processing techniques effectively to produce autonomously high quality and attractive documents incorporating advanced features that conform to agreed specifications. Illustrate your ability to produce high quality and attractive documents incorporating advanced features such as such as shapes, smart art, charts, advanced tables, quick parts, tables of contexts, list of tables and figures, bibliography etc. Take some responsibility for the evaluation and improvement of the result

Theme 18: Spreadsheets

UNIT 2.18: USE SPREADSHEETS TO PRODUCE SIMPLE ROUTINE SHEETS

Unit Level:	2
Description of the unit:	**This unit explains how to use a spreadsheet to enter, edit and organise numerical and other types of data.**
Number of learning outcomes within the Unit:	1
Number of ECVET points:	**3**

LO34	Demonstrate the ability to use a spreadsheet safely and securely to enter, edit and organise numerical and other data including simple formulas to meet the routine requirements of the office.

Learning Outcome	Knowledge	Skills	Competence
LO34 Demonstrate the ability to use a spreadsheet safely and securely to enter, edit and organise numerical and other data including simple formulas to meet the routine requirements of the office.	Describe the functionality of a spreadsheet and list situations where it is useful. Identify the functionalities of a spreadsheet that are necessary for the production or amendment of simple spreadsheets (create, save, save as, open, print, basic formatting eg bold, italics underline, format of rows, columns and worksheets). Describe why one can use templates and list the advantages of using templates List simple formulas that can be used to sum,	Create a simple spreadsheet safely and securely to enter, edit and organise and manually format numerical and other data. Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available. Select and use appropriate templates for different purposes. Select and use appropriate techniques to format characters (bold, italics, underline) as well as spreadsheet cells, rows, columns and worksheets.	Illustrate your ability to use spreadsheet software safely and securely to produce and print under supervision simple spreadsheets that meet the requirements of the office. Explain how you select and use appropriate formulas (sum, average, count, min, max). and data analysis tools (sort and filter) to meet the routine requirements of the office Prepare appropriate chart or graph from ready made tables (eg line, column and pie chart) in order to present data in a meaningful way.

Learning Outcome	Knowledge	Skills	Competence
	average, count, min, max. Describe the procedure for developing a very simple chart from a ready made table (eg line, column and pie chart) Describe how you can develop your own formula using spreadsheets.	Select and use appropriate page layouts to present and print spreadsheets (orientation, paper size, selection of printer) Select and use simple formulas (sum, average, count, min, max). and data analysis tools (sort and filter) to meet the routine requirements of the office Select and develop an appropriate chart or graph from a ready made table (eg line, column and pie chart)	

UNIT 3.15: USE SPREADSHEETS TO PRODUCE NON-ROUTINE SHEETS

Unit Level: 3
Description of the unit: **This unit is about excel and the basic knowledge for formatting, using functions, pivot tables and handling with the most important formulas.**

Number of learning outcomes within the Unit: 1
Number of ECVET points: **3**

LO78	Demonstrate the ability to use a spreadsheet safely and securely to enter, edit and organise numerical and other data including more advanced formulas in order to meet the non-routine requirements of the office.

Learning Outcome	Knowledge	Skills	Competence
LO78 Demonstrate the ability to use a spreadsheet safely and securely to enter, edit and organise numerical	Identify the functionalities of a spreadsheet that are necessary for the production or amendment	Create a non routine spreadsheet safely and securely to enter, edit, organise, manipulate and	Take responsibility for the completion of non routine spreadsheets using intermediate spreadsheet

Learning Outcome	Knowledge	Skills	Competence
and other data including more advanced formulas in order to meet the non-routine requirements of the office.	of non-routine spreadsheets (freeze panes, If statements, conditional formatting, vlookup, pivot tables, more advanced formulas and charts) Describe the functionality available through spreadsheets to check the spelling and grammar. List more advanced formulas that can be used to manipulate data (vlookup, if statements, countif , sum if etc) Describe the procedure for developing a more advanced chart including the construction of the data source	automatically format numerical and other data. Format the spreadsheet automatically, using conditional formatting. Select and use more advanced formulas to manipulate data (vlookup, if statements, countif , sum if etc). and data analysis tools (conditional formatting, pivot tables and tables , more advanced charts) to meet the non routine requirements of the office Select and develop a more advanced chart including the construction of the data source	analysis techniques effectively. Illustrate your ability to use spreadsheet software safely and securely to produce non routine spreadsheets (including freeze panes, If statements, conditional formatting, vlookup, pivot tables, more advanced formulas and charts) that meet the requirements of the office. Explain how you select and use appropriate formulas (countif, sumif is statements etc). and data analysis tools (VLookup, pivot tables) to meet the non routine requirements of the office Prepare a more advanced chart including the construction of the data source in order to present data in a meaningful way.

UNIT 4.9: USE SPREADSHEETS TO PRODUCE NON-ROUTINE COMPLEX SHEETS

Unit Level:	4
Description of the unit:	**This unit is develops necessary skills in using Spreadsheet software at an advanced level to produce complex worksheets that conform to agreed specifications.**
Number of learning outcomes within the Unit:	1
Number of ECVET points:	**5**

LO112	Demonstrate skills in using Spreadsheet software at an advanced level to produce complex worksheets that conform to agreed specifications. Take some responsibility for the evaluation of the result

Learning Outcome	Knowledge	Skills	Competence
LO112 Demonstrate skills in using Spreadsheet software at an advanced level to produce complex worksheets that conform to agreed specifications. Take some responsibility for the evaluation of the result	Identify the functionalities of a spreadsheet that are necessary for the production or amendment of complex spreadsheets (including What If analysis , complex formulas etc.)	Create a complex spreadsheet safely and securely to enter, edit, organise, manipulate, automatically format and protect numerical and other data.	Use advanced Spreadsheet Processing techniques effectively to produce autonomously complex spreadsheets incorporating advanced features that conform to agreed specifications.
	List more advanced formulas and functions that can be used to manipulate data (simple and multilevel sorts, data validation, advanced filtering, names and named ranges, AND and OR function, financial function and text functions etc)	Use data validation

Select and use advanced formulas to manipulate data (simple and multilevel sorts, data validation, advanced filtering, names and named ranges, AND and OR function, financial function and tex) to meet the complex office requirements | Illustrate your ability to produce complex spreadsheets incorporating advanced features such as simple and multilevel sorts, data validation, advanced filtering, names and named ranges, AND and OR function, financial function and text functions etc) |
| | Describe the process of protecting a spreadsheet

List criteria for the | Select and develop a more | Explain how you select and use advanced formulas and functions (simple and |

Learning Outcome	Knowledge	Skills	Competence
	evaluation of the result	advanced chart including the construction of the data source Protect your spreadsheet	multilevel sorts, data validation, advanced filtering, names and named ranges, AND and OR function, financial function and text functions etc)) to meet the complex requirements of the office
		Produce complex worksheets using the frequently used features precisely. Produce the results from the spreadsheet in graphical form, e.g. charts	Take some responsibility for the evaluation and improvement of the result

Theme 19: Presentations

UNIT 2.19: USE PRESENTATION SOFTWARE TO PRODUCE SIMPLE ROUTINE PRESENTATIONS

Unit Level: 2

Description of the unit: **This unit explains how to use presentation software safely and securely to produce simple electronic presentations**

Number of learning outcomes within the Unit: 1

Number of ECVET points: **3**

LO35	Demonstrate the ability to use presentation software safely and securely to produce simple electronic presentations that meet the requirements of the office

Learning Outcome	Knowledge	Skills	Competence
LO35 Demonstrate the ability to use presentation software safely and securely to produce simple electronic presentations that meet the requirements of the office	Describe the basic functionality of a presentation software and list situations where it is useful.	Create a simple presentation safely and securely to enter, edit and organise information on slides.	Illustrate your ability to use presentation software safely and securely to produce and print under supervision simple electronic presentations that meet the routine requirements of the office.
	Identify the main functionalities of presentation software that are necessary for the production or amendment of simple presentations (create, save, save as, open, print, basic formatting eg bold, italics, underline, bullets, insert pictures).	Store and retrieve presentation files effectively, in line with local guidelines and conventions where available. Select, change and use appropriate templates for slides for different purposes.	Explain how you select and use different templates depending on the type of presentation Prepare appropriate charts of graphs from ready made tables (eg line, column, pie chart) in order to present data in a meaningful way.
	Describe why one can use templates and list the advantages of using templates.	Enter text and other information using layouts appropriate to the type of	

Learning Outcome	Knowledge	Skills	Competence
		information.	
	Describe the way you use presentation software safely and securely to produce simple electronic presentations that meet the requirements of the office (e.g. saving on cloud).	Select and use appropriate techniques to format characters as well as slides (change layout).	
		Insert simple charts and tables into presentation slides.	
	Describe the evaluation method you use to evaluate the outcomes.	Select and use appropriate views (handouts, slideshow etc)	
		Print different versions of the presentation (slides, handouts etc)	
		Describe how to present slides to meet needs and communicate effectively.	
		Operate the presentation software safely and securely to produce simple electronic presentations that meet the requirements of the office	

UNIT 3.16: USE PRESENTATION SOFTWARE TO PRODUCE NON-ROUTINE PRESENTATIONS

Unit Level: 3
Description of the unit: This unit is about presentation software tools & techniques and how to use it effectively
Number of learning outcomes within the Unit: 1
Number of ECVET points: **2**

LO79	Demonstrate the ability to use presentation software tools and techniques at an intermediate level to produce non-routine electronic presentations

Learning Outcome	Knowledge	Skills	Competence
LO79 Demonstrate the ability to use presentation software tools and techniques at an intermediate level to produce non-routine electronic presentations	Identify the functionality of presentation software that are necessary for the production or amendment of non routine presentations (headers and footers, smart art, design layouts, transitions and animations) Describe the functionality available through presentation software to check the spelling and grammar	Create non routine presentation including headers and footers, smart art, design layouts, transitions and animations Select and use appropriate techniques to format the presentation (headers and footers, smart art, design layouts, transitions and animations) Perform spelling and grammar check of the presentation Operate the presentation software safely and securely to produce non routine electronic presentations that meet the requirements of the office	Take responsibility for the completion of a non routine presentation using intermediate electronic presentation techniques effectively. Illustrate your ability to use presentation software safely and securely to produce non routine presentations (including headers and footers, smart art, design layouts, transitions and animations) that meet the requirements of the office.

UNIT 4.10: USE PRESENTATION SOFTWARE TO PRODUCE NON- ROUTINE COMPLEX PRESENTATIONS

Unit Level:	4
Description of the unit:	**This unit is about the skills in using presentation software at an advanced level to produce complex electronic presentations.**
Number of learning outcomes within the Unit:	1
Number of ECVET points:	**4**

LO113	Demonstrate skills in using presentation software at an advanced level to produce complex electronic presentations. Take some responsibility for the evaluation of the result

Learning Outcome	Knowledge	Skills	Competence
LO113 Demonstrate skills in using presentation software at an advanced level to produce complex electronic presentations. Take some responsibility for the evaluation of the result	Identify the functionalities of an electronic presentation software that are necessary for the production or amendment of complex electronic presentations incorporating advanced features such as masters, videos, audio, custom animations etc List criteria the evaluation of the result	Produce complex presentations for different purposes in an attractive way following the agreed specifications Create complex and attractive presentations incorporating advanced features such as masters, videos, audio, custom animations, notes etc	Use advanced techniques effectively to produce autonomously complex and attractive presentations incorporating advanced features that conform to agreed specifications Illustrate your ability to produce complex and attractive presentations incorporating advanced features such as masters, videos, audio, custom animations etc Take some responsibility for the evaluation and improvement of the result

Theme 20: Internet

UNIT 2.20: USE THE INTERNET TO CARRY OUT SIMPLE TASKS

Unit Level:	2
Description of the unit:	**This unit explains how to connect to internet sites safely and securely using browser software and search tools**
Number of learning outcomes within the Unit:	1
Number of ECVET points:	**10**

LO36	Demonstrate the ability to connect to internet sites safely and securely using browser software and search tools including identification of relevant business sites and communicating information online as required by the office.

Learning Outcome	Knowledge	Skills	Competence
LO36 Demonstrate the ability to connect to internet sites safely and securely using browser software and search tools including identification of relevant business sites and communicating information online as required by the office.	List different browsers List different internet connection methods Describe the steps you follow to connect to internet sites safely and securely List possible search techniques to search the internet Describe possible ways of troubleshooting simple connection problems (eg troubleshoot from the internet connection item or restart the router) List possible ways of sharing information online (eg	Connect to internet and link to relevant business sites safely and securely using browser software Use search engines applying effective searching techniques such as keywords, minus operator, plus operator, the tilde operator , OR operator etc Solve routine connection problems using simple tools and rules. Post on different social media and update different management platforms	Share information on social media and different management platforms under supervision with some autonomy Illustrate ability to search the internet for a specific subject or issue under supervision with some autonomy.

Learning Outcome	Knowledge	Skills	Competence
	dropbox) or uploading information on different intenet tools (eg social media and other management platforms eg trello)		

UNIT 3.17: USE INTERNET TO ACCOMPLISH TASKS USING DIFFERENT TECHNIQUES AND TOOLS

Unit Level: 3

Description of the unit: This unit is about Internet and the ability to select the appropriate connection to access the internet as well as to locate information efficiently.

Number of learning outcomes within the Unit: 1

Number of ECVET points: 5

LO80	Demonstrate the ability to select and set up an appropriate connection to access the Internet. Set up, monitor and adjust browser tools and settings to make software easier to use. Locate information efficiently, manage and use references and store information. Work responsibly and take appropriate safety and security precautions.

Learning Outcome	Knowledge	Skills	Competence
LO80 Demonstrate the ability to select and set up an appropriate connection to access the Internet. Set up, monitor and adjust browser tools and settings to make software easier to use. Locate information efficiently, manage and use references and store information. Work responsibly and take appropriate safety and	Describe advantages and disadvantages of different options for internet connection List different options provided by popular browsers in their settings Describe the needs for security precautions	Select and set up an internet connection taking into consideration relevant advantages and disadvantages. Set up, monitor and adjust browser tools and personalize settings according to different user needs. Locate information	Work with internet responsibly and take appropriate safety and security precautions eg , Internet security settings; report inappropriate behaviour; content filtering, avoid inappropriate disclosure of information , malicious programs (including viruses, worms, trojans, spyware, adware and rogue diallers), hackers,

Learning Outcome	Knowledge	Skills	Competence
security precautions.	List possible risks of internet use such as inappropriate disclosure of information , malicious programs (including viruses, worms, trojans, spyware, adware and rogue diallers), hackers, phishing and identity theft	efficiently through the use of more advanced search engines eg google scholar Manage and use references and store information (eg bookmarks). Solve problems related to security issues by selecting and applying basic methods (eg uninstalling malicious programs) or asking for professional help.	phishing and identity theft Adopt own behaviour in case of security issues to solve problems.

Theme 21: Emails

UNIT 2.21: USE EMAIL TO CARRY OUT SIMPLE TASKS

Unit Level: 2
Description of the unit: **This unit explains how to use email software tools and techniques to compose and send messages**

Number of learning outcomes within the Unit: 1
Number of ECVET points: **3**

LO37	Demonstrate the ability to use email software tools and techniques to compose and send messages; manage incoming email efficiently, safely and securely to meet the requirements of the office.

Learning Outcome	Knowledge	Skills	Competence
LO37 Demonstrate the ability to use email software tools and techniques to compose and send messages; manage incoming email efficiently, safely and securely to meet the requirements of the office.	List different email software tools (eg outlook and Mozilla Thunderbird) List important information to be included in an email (eg subject and signature)	Compose and send messages including subject, signature, priority and taking into consideration basic writing principles as well as grammar and spelling rules. Set notifications for email read and receipt Manage incoming mail efficiently by creating folders and subfolders and moving email to those manually.	Differentiate between email clients and web mail clients Produce a simple email to be send to colleagues or associates with some degree of autonomy

UNIT 3.18: USE EMAIL TO ACCOMPLISH TASKS (SUCH AS COMPLEX EMAILS OR INSTANT MESSAGING)

Unit Level:	3
Description of the unit:	**This unit develops the ability to use email and communication software tools.**
Number of learning outcomes within the Unit:	1
Number of ECVET points:	**5**

LO81	Demonstrate the ability to use email and communication software tools, Skype, instant messaging, and to use different options (e.g. attachments, voting buttons, etc.) and link to other office tools (e.g. address book and diary); archive email messages efficiently and securely and carry out troubleshooting of users' problems.

Learning Outcome	Knowledge	Skills	Competence
LO81 Demonstrate the ability to use email and communication software tools, Skype, instant messaging, and to use different options (e.g. attachments, voting buttons, etc.) and link to other office tools (e.g. address book and diary); archive email messages efficiently and securely and carry out troubleshooting of users' problems.	List different email and communication software tools and describe the functionality of each. Identify different options provided by different email and communication software eg attachments, voting buttons etc Describe how you can integrate information from different email and communication software.	Demonstrate the ability to use email and communication software tools (e.g. skype, instant messenger etc.) to receive and send messages. Use different options of email and communication software (e.g. attachments, voting buttons, etc.) Integrate information from different email and communication software Archive email messages efficiently and securely Carry out troubleshooting of users' problems such as connection and technical (camera or audio) or communicate with the appropriate person to solve the problem.	Take responsibility to accomplish a task or activity through communication with colleagues or associates through email and communication software (skype, instant messenger etc.).

Theme 22: Synchronisation between electronic devices

UNIT 3.19: USE ELECTRONIC DATABASE SKILLS TO ACCOMPLISH SYNCHRONISATION BETWEEN DEVICES

Unit Level:	3
Description of the unit:	**This unit develops the ability to use synchronization functions to syncrhonise between devices.**
Number of learning outcomes within the Unit:	1
Number of ECVET points:	**2**

LO82	Demonstrate the ability to use synchronization between devices (e.g. mobile device and outlook).

Learning Outcome	Knowledge	Skills	Competence
LO82 Demonstrate the ability to use synchronization between devices (e.g. mobile device and outlook).	Explain what synchronisation is List the advantages of synchronisation Provide examples of possible issues occurring due to lack of synchronisation	Synchronize common devices e.g. mobile phone, tablet and laptop or PC Solve synchronisation problems by using the handbooks of the devices and if necessary get appropriate help from expert	Appreciate the importance of keeping different devices synchronized. Take responsibility for the synchronization of common devices

Theme 23: Using Social Media

UNIT 3.20: USE SOCIAL MEDIA TO PROMOTE THE ORGANISATION AND ITS ACTIVITIES

Unit Level: 3

Description of the unit: **This unit is about the ability to use social media to promote the organization and its activities.**

Number of learning outcomes within the Unit: 1

Number of ECVET points: **2**

LO83	Demonstrate the ability to use social media to promote the organisation and its activities.

Learning Outcome	Knowledge	Skills	Competence
LO83 Demonstrate the ability to use social media to promote the organisation and its activities.	Explain the advantages of different social media Broadly define the functionality of LinkedIn, Facebook, and Twitter. Identify the target demographics associated with each platform.	Place posts on different social media Develop and manage advertising campaigns in different social media	Differentiate between traditional marketing and social media marketing. Assess different social media and select the best social media platform(s) for their business

Work Area 10: Projects

Theme 24: Projects

UNIT 3.21: USE PROJECT MANAGEMENT SKILLS TO ACCOMPLISH IMPLEMENTATION OF A LOW-RISK SIMPLE PROJECT

Unit Level: 3

Description of the unit: **This unit describes the procedure of defining designing and implementing a simple low-risk project. It proposes methods and techniques of entering, editing and updating the necessary information for completing a project. It also demonstrates tools and processes of displaying and reporting project's progress.**

Number of learning outcomes within the Unit: 1

Number of ECVET points: **1**

LO84	Demonstrate the ability to define, design and implement a simple low-risk project; entering, editing and updating information on project tasks and resources. Select and use appropriate processes and tools to display and report on project status.

Learning Outcome	Knowledge	Skills	Competence
LO84 Demonstrate the ability to define, design and implement a simple low-risk project; entering, editing and updating information on project tasks and resources. Select and use appropriate processes and tools to display and report on project status.	Define what is a project and what is not a project	Define the scope of a simple low risk project	Differentiate between projects and non projects
	List and describe the main characteristics of a project	Design the structure for a simple low-risk project (ie break the project in workpackages);	Take responsibility for the design and implementation of a low risk simple project
	Describe basic project management principles (eg project scope, structure, milestones, resources, lifecycle, constraints)	Create task lists for different users	Design and plan simple low-risk project; using appropriate processes and tools.
	Describe different processes for effective project	Create a budget for the project (resources needed)	Select appropriate tools to display and report on

Learning Outcome	Knowledge	Skills	Competence
	management eg agree precise specification, plan the project, communicate the project plan to your project team , agree and delegate project actions etc)	Define possible risks and their possible solutions at a basic level	project status.
		Plan low risk simple projects	Develop simple tools to report on project status (eg excel sheets)
	List ICT and other tools and their use for entering and displaying project information and reporting on the project status (eg trello, Microsoft project etc)	Use appropriate tools to display and report on project status	Adapt the behaviour to circumstances in solving basic project problems.
	Define risk and list examples of risks occurring in project management		

UNIT 4.11: USE PROJECT MANAGEMENT SKILLS TO ACCOMPLISH IMPLEMENTATION OF A COMPLEX PROJECT WITH SIGNIFICANT LEVELS OF RISK

Unit Level: 4

Description of the unit: In this unit the use of multiple skills and competencies for the accomplishment of a demanding project with significant levels of risk will be enlightened. Definition and description of risk in project management will be given. Tools and techniques for the comprehensive management of a project will be demonstrated.
The necessity of communication, leadership and other soft skills for the successful project management will be emphasized.

Number of learning outcomes within the Unit: 6

Number of ECVET points: **4**

LO114	Appreciate the importance of risks in project management and handle risks in an effective way

LO115	Demonstrate the ability to apply skills, knowledge and competencies to manage a project using relevant (software) tools.
LO116	Demonstrate the ability to apply soft skills such as, communication, interpersonal skills and leadership to the management of projects.
LO117	Demonstrate the ability to apply sector specific knowledge to the planning, implementation and evaluation of projects.
LO118	Demonstrate the ability to apply financial management competencies to the efficient and effective operation of projects.
LO119	Demonstrate the ability to predict problems during a project and provide appropriate feedback as well as to generate solutions to complex issues related to the project management of a project.

Learning Outcome	Knowledge	Skills	Competence
LO114 Appreciate the importance of risks in project management and handle risks in an effective way	Describe what is the meaning of risk in project management and why it should be taken into consideration List risk evaluating techniques and risk mitigation techniques	Develop a risk log, defining how probable the occurrence of the risk is and what is the impact of that risk in case of occurring Prepare contingency plans to deal with risks(eg RBS and risk documentation	Appreciate the importance of risk in project management Select and employ sophisticated techniques for analysing risks Assess different risks and develop plans for handling them (mitigating risks)
LO115 Demonstrate the ability to apply skills, knowledge and competencies to manage a project using relevant (software) tools.	Describe the most relevant (software) tools in order to manage a project (eg trello, MS project etc)	Use standard software tools to manage a project. Select the most suitable (software) tools for each project area.	Evaluate relevant software tools and select the most appropriate ones to manage a complex project with significant levels of risk.
LO116 Demonstrate the ability to apply soft skills such as, communication, interpersonal skills and leadership to the	Define and describe the soft skills necessary for the management of the project and explain why these are necessary.	Apply soft skills such as communication, interpersonal skills and leadership skills to manage the project team	Appreciate the leadership challenges associated with the management of projects/

Learning Outcome	Knowledge	Skills	Competence
management of projects.		Use soft skills to resolve issues and conflicts within the project team	Supervise the routine work of the project team
LO117 Demonstrate the ability to apply sector specific knowledge to the planning, implementation and evaluation of projects.	Explain why sector specific knowledge is important in planning, implementation and evaluation of projects. Provide examples of sector specific knowledge necessary in planning, implementation and evaluation of projects.	Design, plan and implement projects taking into consideration sector specific knowledge.	Take responsibility for the selection and application of sector specific knowledge to the planning, implementation and evaluation of projects properly, responsibly and autonomously.
LO118 Demonstrate the ability to apply financial management competencies to the efficient and effective operation of projects.	Define the financial management process in project management (eg budget planning, document expenses, plan expenses, finalise and close budget). List the financial requirements of a specific project in order to run the project in an efficient and effective way.	Predict the financial needs in order to the proper development of the project. Produce a project budget. Calculate the financial requirements of the project. Use tools to monitor project expenses against budgets.	Perform effective financial management when managing a project Compare project expenses against budgets and take the responsibility for appropriate actions when necessary.
LO119 Demonstrate the ability to predict problems during a project and provide appropriate feedback as well as to generate solutions to complex issues related to the project management of a project.	Describe possible problems that may occur during the project´s lifecycle. Describe how the impact of a problem changes within the project lifecycle.	Use and analyse project information (progress of deliverables, financials, cooperation of team) in order to predict project problems Generate solutions to	Predict possible project problems based on information

Learning Outcome	Knowledge	Skills	Competence
		complex issues related to project management

Inform team about project issues

Provide project team with feedback in order to ensure that problematic issues will not occur in the future. | |

Work Area 11: HR ISSUES

Theme 25: Human Resources

UNIT 3.22: POSSESS THE KNOWLEDGE AND SKILLS TO ACCOMPLISH BASIC TASKS RELATED TO HR ISSUES

Unit Level: 3

Description of the unit: **This unit deals with administrative tasks to assist HR processes such as preparation of personnel documents, records and statistics in compliance with data protection, recording working hours and overtimes and maintaining holiday plans. Procedures related to employee training are also explained.**

Number of learning outcomes within the Unit: 2

Number of ECVET points: **1**

LO85	Demonstrate the ability to accomplish basic and administrative tasks related to HR, such as holiday and overtime issues.
LO86	Demonstrate the ability to identify and set up administrative procedures for employee training under supervision.

Learning Outcome	Knowledge	Skills	Competence
LO85 Demonstrate the ability to accomplish basic and administrative tasks related to HR, such as holiday and overtime issues.	Describe processes to accomplish basic and administrative tasks related to HR (holiday, overtime issues, maintain personnel records).	Prepare and process personnel documents, personnel records and statistics in compliance with data protection Schedule and Record working hours and overtimes Maintain holiday plans	Take responsibility to accomplish basic and administrative tasks related to HR, such as holiday and overtime issues.
LO86 Demonstrate the ability to identify and set up administrative procedures for employee training under supervision.	Identify procedures for employee training under supervision.	Set up procedures for employee training under supervision. Develop and use tools such as checklists that	Take responsibility for administrative procedures for employee training under supervision.

Learning Outcome	Knowledge	Skills	Competence
		summarizes all the administrative procedures needed for employee training to ensure that everything is done effectively and efficiently and that mistakes are being avoided.	

UNIT 4.12: POSSESS THE KNOWLEDGE AND SKILLS TO GENERATE SOLUTIONS RELATED TO HR ISSUES

Unit Level: 4

Description of the unit: **This unit describes the theories, principles and methods of employee training realization, planning and evaluation of a training event. Moreover, this unit focuses on understanding personnel management and human resources management theories and practices to be able to support the recruitment, motivation and retention of employee and ensure that the process of employment termination is followed appropriately.**

Number of learning outcomes within the Unit: 3
Number of ECVET points: **3**

LO120	Understand learning theories and learning styles in order to plan and provide the requirements/specifications for design of training and development; be able to evaluate a training event; use appropriate funding mechanisms for skills development initiatives.
LO121	Understand the difference between personnel management and human resource management in order to support the recruitment, motivation and retention of employees.
LO122	Demonstrate the ability to ensure that the due process of termination of employment is followed and prepare the appropriate documentation.

Learning Outcome	Knowledge	Skills	Competence
LO120 Understand learning theories and learning styles in order to plan and provide the requirements/specifications for design of training and development; be able to evaluate a training event; use appropriate funding mechanisms for skills development initiatives.	Define learning theories such as behaviorist, cognitive constructivist, and social constructivist. List different learning styles such as visual, auditory, kinaesthetic etc Describe Kolb learning cycle Recognize appropriate funding mechanisms for skills development initiatives. Recall key principles for training design, organisation and evaluation Define and describe training needs analysis	Plan and provide the requirements/specifications for the design of training and development of training programmes Develop tools for the evaluation of a training event Use appropriate funding mechanisms for skills development initiatives.	Select suitable learning theories and styles in relation to training and development. Evaluate the effectiveness of training events and provide ideas for improvement.
LO121 Understand the difference between personnel management and human resource management in order to support the recruitment, motivation and retention of employees.	Define personnel management Define human resource management List factors supporting the process of recruitment , employ employee motivation and/or the	Apply principles and techniques supporting the process of recruitment , employ motivation and/or the retention of employee.	Differentiate between personnel management and human resource management Support the recruitment, motivation and retention of employees taking into consideration the main principles of human resource management.

Learning Outcome	Knowledge	Skills	Competence
	retention of employees		
			Identify autonomously any potential risks that could have negative influence on the process of recruitment, on employee motivation and/or the retention of employees.
LO122 Demonstrate the ability to ensure that the due process of termination of employment is followed and prepare the appropriate documentation	Describe the process of employment termination	Prepare appropriate documentation for the process of termination	Illustrate that the due process of termination of employment is followed

Work Area 12: Numeric Skills

Theme 26: Numeric Skills

UNIT 2.22: MAKE BASIC MATHEMATICAL CALCULATIONS

Unit Level:	2
Description of the unit:	**This unit explains how to apply mathematical calculations including the calculation of VAT, taxes and discounts.**
Number of learning outcomes within the Unit:	1
Number of ECVET points:	**2**

LO38	Demonstrate knowledge of, and the ability to apply, basic mathematical calculations in simple business situations (e.g. calculate discount or vat).

Learning Outcome	Knowledge	Skills	Competence
LO38 Demonstrate knowledge of, and the ability to apply, basic mathematical calculations in simple business situations (e.g. calculate discount or vat).	Describe four basic mathematical calculations (additions, subtraction, multiplication and division) List situations where each of the calculations in used in everyday life as well as in business life.	Demonstrate the ability to apply, basic mathematical calculation to accomplish simple business tasks (eg calculate discount or VAT).	Performs simple calculations for business tasks autonomously under small supervision.

UNIT 3.23: APPLY A RANGE OF BASIC NUMERICAL SKILLS

Unit Level:	3
Description of the unit:	**This unit deals with the ability to apply basic mathematical principles in everyday contexts at work to accomplish different business tasks.**
Number of learning outcomes within the Unit:	1
Number of ECVET points:	**2**

LO87	Demonstrate knowledge of, and the ability to apply, basic mathematical principles and processes in everyday contexts at work to accomplish different business tasks (e.g. calculate the area of the office).

Learning Outcome	Knowledge	Skills	Competence
LO87 Demonstrate knowledge of, and the ability to apply, basic mathematical principles and processes in everyday contexts at work to accomplish different business tasks (e.g. calculate the area of the office).	Describe basic mathematical principles (e.g. rule of sum and rule of product) and processes (problem solving, reasoning and proof) in everyday contexts at work to accomplish different business tasks	Demonstrate the ability to apply, basic mathematical principles and processes in everyday contexts at work to accomplish different business tasks (e.g. calculate the area of the office, calculate the total of an order with many items some with discounts and some without).	Takes responsibility for accuracy of own calculations

Work Area 13: Foreign Languages

Theme 27: Languages

UNIT 3.24: DEAL VERBALLY WITH KEY WORK TASKS OR ROUTINE DISCUSSIONS

Unit Level:	3
Description of the unit:	**This unit highlights the importance of handling work/social requirements and communicating effectively in a wide range of routine situations in foreign language skills of Level B1.**
Number of learning outcomes within the Unit:	1
Number of ECVET points:	**2**

LO88	Demonstrate the necessary foreign language skills (CEFR level B1) to handle work/social requirements and communicate effectively in a wide range of routine situations.

Learning Outcome	Knowledge	Skills	Competence
LO88 Demonstrate the necessary foreign language skills (CEFR level B1) to handle work/social requirements and communicate effectively in a wide range of routine situations.	Have oral knowledge of foreign language in different work situations. Have knowledge of specific expressions in different contexts (business versus informal communication).	Be able to handle necessary foreign language in work/social situations. Be able to communicate effectively and with confidence in a wide range of routine situations. Demonstrate the use of suitable professional vocabulary.	Take responsibility for oral communication in foreign language. Use proper language given the context of situation (formal, business, informal)

UNIT 4.13: DEAL VERBALLY WITH KEY WORK TASKS OR COMPLEX DISCUSSIONS

Unit Level:	4
Description of the unit:	**This unit develops the necessary foreign language skills (English Language) (CEFR level B2) to interact with other people effectively and efficiently in a wide range of non-routine situations.**
Number of learning outcomes within the Unit:	1
Number of ECVET points:	**4**

LO123	Demonstrate the necessary foreign language skills (CEFR Level B2)to interact with other people effectively and efficiently in a wide range of non-routine situations.

Learning Outcome	Knowledge	Skills	Competence
LO123 Demonstrate the necessary foreign language skills (CEFR Level B2)to interact with other people effectively and efficiently in a wide range of non-routine situations.	Use the necessary language skills needed in order to interact with people in a foreign language (CEFR Level B2) in a wide range of non-routine situations	Use his/her foreign language skills (CEFR Level B2) in a wide range of oral situations and contexts, e.g. when making phone calls, in face-to-face meetings. Be able to communicate effectively and with confidence in a wide range of non-routine situations. Demonstrate the use of suitable professional vocabulary.	Interpret instructions given orally in a foreign language, avoiding misunderstandings. Apply oral foreign language skills autonomously in standard and non-routine situations. Identify specialised terminology related to the sector of the organisation and use it appropriately

UNIT 3.25: PRODUCE WRITTEN MATERIALS TO DEAL WITH ROUTINE WORK TASKS

Unit Level: 3

Description of the unit: This section focuses on improving written communication skills in foreign language in order for the learners to use the foreign language in its written form in routine tasks work. The unit includes the description of written communication in foreign language in different professional contexts as well as grammar and syntactic analysis. Furthermore, some specific expressions and terms that can be used in written business communication will be presented. Through the unit, learners will make practice in composing documents such as business letters, professional and informative emails in a foreign language.

Number of learning outcomes within the Unit: 1

Number of ECVET points: **1**

LO89	Demonstrate the necessary skills to use the foreign language in its written form (CEFR level B1) in routine work and social contexts.

Learning Outcome	Knowledge	Skills	Competence
LO89 Demonstrate the necessary skills to use the foreign language in its written form (CEFR level B1) in routine work and social contexts.	Describe principles of written communication in foreign language in different professional contexts Recall specific terms and expressions used in written business communication	Compose business letters using specific formatting required Use specific terms and expressions properly Use correct grammar and spelling	Take responsibility for accuracy of self-composed written documents in foreign language in routine work and social contexts

UNIT 4.14: PRODUCE WRITTEN MATERIALS TO DEAL WITH NON-ROUTINE WORK TASKS

Unit Level:	4
Description of the unit:	**This unit focuses on improving written communication skills in foreign language in order to use the foreign language in its written form to deal with non-routine work tasks (CEFR Level B2). The unit includes the description of written communication in foreign language in different professional contexts as well as grammar and syntactic analysis. Furthermore, the unit presents some specific expressions and terms that can be used in written business communication. Through the unit, learners can improve their writing by finishing complex tasks, responding to questions, writing in practical situations, arguing a position, and writing correctly and creatively.**
Number of learning outcomes within the Unit:	1
Number of ECVET points:	**5**

LO124	Demonstrate the necessary skills to use the foreign language in its written form (CEFR Level B2) in most occupational and social contexts including non-routine ones.

Learning Outcome	Knowledge	Skills	Competence
LO124 Demonstrate the necessary skills to use the foreign language in its written form (CEFR Level B2) in most occupational and social contexts including non-routine ones.	Describe principles of written communication in foreign language in different professional contexts including non-routine ones.

Recall specific terms and expressions used in written business communication | Demonstrate the ability to use his/her foreign language skills in a wide range of situations related to reading and writing, e.g. when writing emails and letters, documents. meetings.

Select appropriate foreign language templates and vocabulary for standard communication with clients and business partners. | Interpret the written instructions given in a foreign language, avoiding misunderstandings.

Take responsibility for applying written foreign language skills autonomously in standard and non-routine situations.

Select in the foreign language the appropriate sector language and language level in the different written contexts. |

Work Area 14: Office Effectiveness and Efficiency

Theme 28: Planning/Time Management

UNIT 3.26: USE PLANNING SKILLS TO ACCOMPLISH TASKS TO AGREED DEADLINES

Unit Level:	3
Description of the unit:	The purpose of this unit is to teach learners the basic principles of time management and planning, work with various techniques to be able to take responsibility for the completion of own tasks according to agreed standards and deadlines.
Number of learning outcomes within the Unit:	1
Number of ECVET points:	**3**

LO90	Demonstrate the ability to prioritise all activities to ensure work is completed to agreed deadlines.

Learning Outcome	Knowledge	Skills	Competence
LO90 Demonstrate the ability to prioritise all activities to ensure work is completed to agreed deadlines.	Recall main principles of time management (important vs Urgent, prioritization of tasks. handling interruptions, handling administration duties, allow for unforeseen tasks etc) List time management techniques (eg creation of master list, handling interruptions with assertiveness etc)	Sort out various tasks according to importance and urgency Create and update a master list Relate master list and calendar achieving short term and long term planning.	Take responsibility for completion of own tasks according to agreed standards and deadlines

UNIT 4.15: USE PLANNING AND TIME MANAGEMENT SKILLS TO ACHIEVE OWN SHORT TERM AND LONG TERM OBJECTIVES

Unit Level:	4
Description of the unit:	This unit focuses on the principles of setting SMART objectives and plan accordingly to achieve them in long/or short term. Various time management techniques are introduced.
Number of learning outcomes within the Unit:	2
Number of ECVET points:	**5**

LO125	Demonstrate the ability to set own short-term and long-term objectives within the organisation's Development Plan.
LO126	Demonstrate the ability to use Time Management skills to manage own time in order to reach own short- and long-term objectives.

Learning Outcome	Knowledge	Skills	Competence
LO125 Demonstrate the ability to set own short-term and long-term objectives within the organisation's Development Plan.	Explain Smart objectives

Differentiate between long term and short term objectives. | Express objectives (short term and long term) using SMART | Set your own long term and short term objectives taking into consideration the organisation's development plan |
| LO126 Demonstrate the ability to use Time Management skills to manage own time in order to reach own short- and long-term objectives. | Present how time management techniques may be used for short and long term planning, enabling you to reach short and long term objectives. | Identify tasks to be implemented in order to reach short and long term objectives

Apply time management techniques (including development of your own tools such as Gantt chart) to implement tasks that will help you reach short and long term objectives | Review the time management plan and make changes if necessary to ensure reaching short or long term objectives.

Assess short term and long term objectives in relation to the organisational plans and initiate any potential adaptations. |

Theme 29: Facilities Management

UNIT 4.16: MANAGE OFFICE FACILITIES

Unit Level:	4
Description of the unit:	**The purpose of this unit is to teach learners how to maintain office facilities and resources as well as how to coordinate the use of resources. At the same time learners will learn how to use efficiently and effectively office facilities while at the same time they will learn how to implement and evaluate office systems and procedures.**
Number of learning outcomes within the Unit:	4
Number of ECVET points:	**6**

LO127	Demonstrate the ability to provide and maintain office facilities and equipment to meet the needs of the users.
LO128	Demonstrate the ability to co-ordinate the use of office resources.
LO129	Demonstrate the ability to implement, communicate, review and evaluate office systems and procedures.
LO130	Demonstrate the ability to ensure that office facilities and equipment are used effectively and efficiently.

Learning Outcome	Knowledge	Skills	Competence
LO127 Demonstrate the ability to provide and maintain office facilities and equipment to meet the needs of the users.	Describe possible methods to be used to identify the needs of the users Associate the most important office facilities (eg filing cabinets, meeting rooms, stationery) and equipment (photocopier, printer, fax) with various user needs. List possible evaluation criteria to evaluate the performance of	Design a short questionnaire to collect the needs of the users. Provide office facilities and equipment in accordance to the needs expressed by the users. Develop tools such as checklists to plan the maintenance of facilities and equipment and prevent major breakdowns.	Identify the different needs of users and take them into account to create an appropriate work environment. Exercise self management within the guidelines of the company to provide and maintain office facilities and equipment to meet the needs of the users. Supervise the routine work of other administration

Learning Outcome	Knowledge	Skills	Competence
	administration personnel dealing with provision and maintenance of office facilities and equipment.	Generate solutions related to the provision of office facilities and equipment in case these are not available within the company (the company does not have them or they are booked by another colleague) Find the necessary resources (eg technician, maintenance company, parts) in order to maintain office facilities and equipment in a good condition. Organize the office facilities and equipment to the different needs of users.	personnel dealing with provision and maintenance of office facilities and equipment Evaluate the performance of other administration personnel dealing with provision and maintenance of office facilities and equipment
LO128 Demonstrate the ability to co-ordinate the use of office resources.	Describe possible methods to be used in order to coordinate the use of office resources and equipment	Develop the tools (eg paper based or electronic calendars etc.) in order to coordinate the use of office resources and equipment by different colleagues and prevent clashes. Schedule the use of office equipment and resources in a timely way in order to prevent clashes.	Demonstrate the ability to co-ordinate the use of office resources. Supervise the routine work of other administration personnel dealing with bookings of office facilities and equipment Evaluate the performance of other administration personnel dealing with

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Learning Outcome	Knowledge	Skills	Competence
		Generate solutions in case of clashes in an effective way.	bookings of office facilities and equipment
LO129 Demonstrate the ability to implement, communicate, review and evaluate office systems and procedures.	Describe possible office systems and procedures. List possible ways of communicating office systems and procedures to colleagues.	Use different office systems and procedures to ensure the high quality of the office work Present office systems to colleagues in a comprehensive way Train colleagues to use simple office systems as well as to apply office procedures.	Recognize and evaluate autonomously office systems and procedures in his/her work environment and propose improvements or changes.
LO130 Demonstrate the ability to ensure that office facilities and equipment are used effectively and efficiently.	Describe the effective and efficient use of office facilities and equipment in modern office environment. List examples where office facilities and equipment are not used in an effective or efficient way. List the criteria of evaluation of office systems and procedures (eg time, effectiveness, possibility for error etc)	Identify the best options to ensure the optimal use of office facilities and equipment. Develop an evaluation tool to evaluate office systems and procedures and use it for review and evaluation	Develop autonomously different techniques to improve the use of the office equipment. Supervise the routine work of other administration personnel using office systems and procedures. Evaluate the performance of other administration personnel using office systems and procedures.

Work Area 15: Team Dynamics

Theme 30: Team Dynamics

UNIT 3.27: USE TEAMWORK PRINCIPLES TO ACCOMPLISH GROUP TASKS

Unit Level:	3
Description of the unit:	**This unit describes the principles of team working to accomplish group tasks as well as it develops skills for effective teamworking**
Number of learning outcomes within the Unit:	1
Number of ECVET points:	**2**

LO91	Demonstrate, understand and use the principles of team working to accomplish group tasks.

Learning Outcome	Knowledge	Skills	Competence
LO91 Demonstrate, understand and use the principles of team working to accomplish group tasks.	Describe principles of effective teamwork (eg team as an entity, value each member, clear roles, team goals, effective communication, initiative and reward, team working as a learning process etc) Describe the phases of a team (forming, storming, norming, performing) and present the characteristics of each phase Define SMART objectives	Demonstrate the ability to work collaboratively within a team to achieve the team's goals and objectives. Demonstrate the ability share appropriate information open and willingly with the team Set SMART objectives for the team Communicate effectively with team members as well as with stakeholders outside the team Solve problems within the team using basic methods, tools and techniques.	Encourage and initiate teamwork Take initiative and offer assistance to fellow team members Deal with conflict in a positive way Take responsibility for achieving individual and team goals

UNIT 4.17: GENERATE SOLUTIONS THROUGH TEAMWORK AND EVALUATE AND IMPROVE THE SUCCESS OF TEAM WORKING ACTIVITY

Unit Level:	4
Description of the unit:	**This unit develops the ability to generate solutions through team building activities. At the same time learners will be able to evaluate and improve the performance of teams within the organization.**
Number of learning outcomes within the Unit:	2
Number of ECVET points:	**4**

LO131	Demonstrate the ability to generate solutions through team building activities.
LO132	Demonstrate the ability to evaluate and improve the performance of teams within the organisation

Learning Outcome	Knowledge	Skills	Competence
LO131 Demonstrate the ability to generate solutions through team building activities.	Define team dynamics Describe the relationship between team dynamics, team behaviour and performance List possible problems that may be solved using team building activities (eg ineffective decision making, lack of problem solving skills, lack of creativity, low morale, resistance to change etc) Explain how team building activities may help the organisation to resolve different issues	Generate effective solutions to organisational problems through team working activities Design team building activities to generate solutions to specific organisational problems Implement team building activities in order to generate solutions to specific organisational problems	Take responsibility for the selection of team working activities in order to generate solutions to organisational issues

Learning Outcome	Knowledge	Skills	Competence
LO132 Demonstrate the ability to evaluate and improve the performance of teams within the organisation	List factors that may affect the success of team working activity	Analyse the performance of team based on results, quality of work, team members evaluation etc Consider different options to improve the success of the team working activity	Assess and evaluate different options to improve the success of team working activity Select and implement the most appropriate option (s) for improving the team working activity. Recommend ways to improve the success of

Work Area 16: Self-Management, Supervision, Management and Leadership

Theme 31: Management of self and others

UNIT 3.28: EVALUATE OWN WORK ACCORDING TO AGREED CRITERIA

Unit Level:	3
Description of the unit:	This unit deals with ability of learners to identify and agree in certain criteria of self-evaluation. Consequently, learners will perform self-evaluation according to those criteria.
Number of learning outcomes within the Unit:	1
Number of ECVET points:	1

LO92	Demonstrate the ability to evaluate own work according to agreed criteria.

Learning Outcome	Knowledge	Skills	Competence
LO92 Demonstrate the ability to evaluate own work according to agreed criteria	List possible or agreed criteria for own evaluation Describe how you will use these criteria to evaluate your self	Compare results of own work with agreed criteria	Take responsibility for the evaluation of own work according to agreed criteria.

UNIT 4.18: EXERCISE SELF-MANAGEMENT IN PREDICTABLE SITUATIONS AND SUPERVISE THE ROUTINE WORK OF OTHERS

Unit Level:	4
Description of the unit:	This unit equips learners with abilities related not only to self-management, i.e. managing one's self in terms of time allocation, resources acquisition, relationships, evaluation and so on, but also to managing a team performing in situations which are predictable, but subject to change. Moreover, it guides learners in the team building process and in the understanding of needs and cultural and other particularities of other team members.
Number of learning outcomes within the Unit:	3
Number of ECVET points:	4

LO133	Demonstrate the ability to exercise self-management in situations that are usually predictable but are subject to change.
LO134	Demonstrate the ability to understand the needs of others in the team and act appropriately. Be able to supervise the routine work of others, taking some responsibility for the evaluation and improvement of work.
LO135	Develop own administration team taking into account the impact of different technologies and cultural paradigms

Learning Outcome	Knowledge	Skills	Competence
LO133 Demonstrate the ability to exercise self-management in situations that are usually predictable but are subject to change.	Describe the meaning of self management List the skills necessary for self-management in situations that are usually predictable but subject to change (eg stress resistance, problem solving, communication, time management, flexibility)	Handle and deal with stress in situations that are usually predictable but are subject to change. Generate solutions to specific problems in situations that are predictable but are subject to change. Plan a to do list and a contingency plan to handle a situation that is subject to change. Prioritise and schedule tasks.	Exercise self management at work in situations that are usually predictable but subject to change.
LO134 Demonstrate the ability to understand the needs of others in the team and act appropriately. Be able to supervise the routine work of others,	Describe the techniques of active listening and relate active listening to understanding of the needs of others in the team.	Recognize the needs of others in the team and describe appropriate actions. Supervise the routine work	Apply his/her knowledge and abilities to supervise, evaluate and improve the routine work of others. Demonstrate the ability to

Learning Outcome	Knowledge	Skills	Competence
taking some responsibility for the evaluation and improvement of work.	Define the criteria to supervise the routine work of others taking into consideration the job description as well as the needs of the company.	of others. Provide basic feedback to members of the team based. on their performance.	understand the needs of others and act appropriately. Take some responsibility for the evaluation and improvement of work of others.
LO135 Develop own administration team taking into account the impact of different technologies and cultural paradigms	List the stages of team building (forming, norming, storming and performing). Describe possible team roles. Describe the impact of information technology on the organisation of teams. Describe and recognize the importance of the organizational culture and cultural diversity in a team. Define and describe relational coordination.	Use techniques for team building Use information Technology in order to organise your administration team in a way that is productive and effective Apply techniques to improve or change organisational culture Use cultural diversity for the benefit of your administration team	Support the development of the team in different stages Select the appropriate team building approach Examine the impact of different technologies and cultural paradigms in the improvement and development of own administration team. Apply the knowledge about relational coordination and culture, in order to build and develop of own administration team taking into account the impact of different technologies and cultural paradigms.

UNIT 5.2: EXERCISE MANAGEMENT IN UNPREDICTABLE SITUATIONS AND DEVELOP EVALUATION CRITERIA IN ORDER TO REVIEW AND DEVELOP PERFORMANCE OF OTHERS

Unit Level: 5

Description of the unit: This unit demonstrates the ability of the learners to implement management, supervise activities, and set team performance targets according to strategic objectives. Through this unit learners can provide guidance to co-workers in order to reach teams targets. Evaluation procedures customized to measure job performance as well as review and performance development tools are presented in this unit.

Number of learning outcomes within the Unit: 3

Number of ECVET points: **14**

LO149	Demonstrate the ability to exercise management and supervision in activities where there is unpredictable change.
LO150	Demonstrate the ability to agree team performance targets to contribute to meeting strategic objectives, mentor and coach team to reach their targets, and evaluate performance.
LO151	Demonstrate the ability to formulate and evaluate criteria for work of others in order to review and develop performance others.

Learning Outcome	Knowledge	Skills	Competence
LO149 Demonstrate the ability to exercise management and supervision in activities where there is unpredictable change.	Describe in a comprehensive way a wide range of business disciplines (motivation, encouragement, delegation, feedback) and the manner in which these are combined in the overall process of business management	Delegate effectively to your subordinates using specific methodology (is the person able to do it, when, what kind of training will he/she need) Use advanced Feedback Techniques to provide positive and negative feedback to your administration team Adapt plans according to	Appreciate the management challenges associated with high levels of change Supervise and manage administration teams. Motivate your administration team to deal with unpredictable changes Encourage and inspire people to reach their goals

Learning Outcome	Knowledge	Skills	Competence
		changes Solve business issues that emerge due to unpredictable change in an effective way	Analyse business problems that arise due to unpredictable changes and propose solutions using a systematic problem solving approach
LO150 Demonstrate the ability to agree team performance targets to contribute to meeting strategic objectives, mentor and coach team to reach their targets, and evaluate performance.	Discuss the need to encourage individual commitment to team performance in achievement of organisational objectives Describe different tools that can be used to measure individual performance within the team (Balanced Scorecard, Business Process Re-engineering, the European Foundation for Quality Management (EFQM)'s Excellence model, Kaizen Blitz, and Six Sigma.) Discuss how the team's current performance level can be factored in. Describe basic principles of delegation, mentoring and coaching	Measure current performance using different tools Determine required performance targets within teams against current performance	Select the appropriate tool taking into consideration criteria such as the current performance levels of individuals, whether conflict is apparent etc Agree performance targets with team Relate the application of delegation, mentoring and coaching to the achievement of the organisational objectives Evaluate a team performance plan to meet organisational objective
LO151 Demonstrate the ability to formulate and	List possible criteria for evaluation of own work	Employ criteria for evaluation of others' work	Assess the work of others

Learning Outcome	Knowledge	Skills	Competence
evaluate criteria for work of others in order to review and develop performance of others.	taking into consideration the job description as well as the needs of the company. List possible criteria for evaluation of others' work taking into consideration the job description as well as the needs of the company	taking into consideration the job description as well as the needs of the company Plan necessary development of performance of others	own work taking into consideration the job description as well as the needs of the company Review and improve criteria of evaluation of work of others Appreciate the importance of professional development of others

UNIT 5.3: MANAGE OWN PERFORMANCE IN THE BUSINESS ENVIRONMENT

Unit Level:	5
Description of the unit:	This unit focuses on building on factors that can improve performance such as acknowledging mistakes and learning from them. Learners will use the PDCA to improve performance and they will develop a plan for personal development.
Number of learning outcomes within the Unit:	2
Number of ECVET points:	**13**

LO152	Improve own performance, plan and be accountable for own work
LO153	Demonstrate the ability to assess and plan for personal professional development

Learning Outcome	Knowledge	Skills	Competence
LO152 Improve own performance, plan and be accountable for own work	Explain the purpose and benefits of acknowledging and learning from your mistakes Explain the benefits and value of continuously improving your work	Employ criteria for evaluation of own work taking into consideration the job description as well as the needs of the company	Negotiate realistic targets and resources Assess your own work taking into consideration the job description as well as the needs of the company Review and improve criteria of evaluation of own work Appreciate the importance of professional development of self Encourage and accept feedback from others
LO153 Demonstrate the ability to assess and plan for personal professional	Identify the importance of continual self development in achieving organisational	Assess current skills and competencies against defined role requirements	Evaluate the impact of the personal development plan on the achievement of

Learning Outcome	Knowledge	Skills	Competence
development	objectives	and organisational objectives	defined role requirements and organisational objectives
		Identify development opportunities to meet current and future defined needs	Review and update the personal development plan
		Construct a personal development plan with achievable but challenging goal	
		Identify the resources required to support the personal development plan	

UNIT 5.4: DEMONSTRATE LEADERSHIP SKILLS

Unit Level: 5
Description of the unit: **This unit is about leadership and demonstration of leadership skills by Pas and administrative personnel.**
Number of learning outcomes within the Unit: 7
Number of ECVET points: **12**

LO154	Demonstrate the ability in identifying common goals, interests and perspectives for staff in order to accomplish a specific task.
LO155	Demonstrate the ability to create a vision for your team and a strategy to achieve it.
LO156:	Improve Leadership skills
LO157	Handle Leadership pressures.

LO158	Think ahead in order to prevent a crisis.
LO159	Motivate own resources in order to achieve objectives
LO160	Demonstrate the ability to act and react assertively and sensitively.
LO161	Demonstrate Situational Leadership (the 60 second PA based on the concept of the One Minute Manager).

Learning Outcome	Knowledge	Skills	Competence
LO154 Demonstrate the ability in identifying common goals, interests and perspectives for staff in order to accomplish a specific task.	Discuss why goals are important in a comprehensive way. Describe SMART goals providing specific examples	Analyse strengths and weaknesses of staff as well as their interests and perspectives using methods and tools in order to formulate common goals. When setting goals, take measures to ensure adequate self preparation is undertaken so that plans can be implemented effectively. Take proactive measures to set goals that are aligned to the vision and make every effort to achieve those goals. Determine objectives and set priorities while identifying potential threats	Formulate common goals for team taking into consideration their interests and perspectives Explain presenting necessary reasoning why the team should have common goals, interests and perspectives in order to succeed

Learning Outcome	Knowledge	Skills	Competence
		or opportunities	
LO155 Demonstrate the ability to create a vision for your team and a strategy to achieve it.	Define and describe "vision" Identify the characteristics of a good vision statement Define and Describe "strategy"	Examine issues and employ strategic planning with both a short-term and long range perspective in keeping with the needs of the department or organization.	Formulate effective strategies in order to achieve vision. Share vision with the rest of the team Align others to reach a common goal. Acts as a catalyst for change while taking a long-term perspective; share that vision with others and influences others to translate vision into action.
LO156 Improve leadership skills	Outline the role of the team leader List the responsibilities of the team leader within the team Outline the limits of the team leader's authority and accountability List ways to improve leadership skills	Gather feedback on own performance from different sources (e.g. manager, peer , internal and external customers) Prepare an action plan to address own weaknesses and strengths and improve performance	Acts as a leader Interpret the feedback on own performance and list areas for improvement Improve leadership skills
LO157: Handle Leadership pressures.	Describe leadership pressures. Describe how pressures can be advantageous for the	Identify factors (such as desire to be accepted, protecting the projected personal image, maintaining relationships) that may result in setting unrealistic expectations from self and	Objectively evaluate expectations from self and others and identify challenges Take measures to effectively

Learning Outcome	Knowledge	Skills	Competence
	leader.	others.	prepare in advance in order to prevent leadership pressures.
	List strategies for dealing with leadership pressures such as knowing your self, be purpose driven, manage expectations, cope with change and uncertainty, deal with Ambiguity and Complexity: etc		Recognise own limitations as a tool to resist to leadership pressures.
LO158 Think ahead in order to prevent a crisis.	List the advantages of thinking ahead to prevent a crisis Describe the process for risk identification clearly identifying each of the stages	Conduct a systematic audit of all the things that could go wrong within his or her field of responsibility Collect ideas internally related to possible risks Identify internal weaknesses and external threats that may result in the event of risk occurring	Analyses internal weaknesses and external threats together with the results of the audit of all the things that could go wrong and based on those thinks ahead to prevent a crisis.
LO159 Motivate own resources in order to achieve objectives.	Describe motivation theories (eg Maslow hierarchy of needs) List different motivation techniques Explain how own resources could be mobilized providing examples from your own environment	Use motivation techniques in order to achieve team objectives	Value motivation of own resources for the achievement of objectives Demonstrate the ability to mobilise own resources in order to achieve objectives

Learning Outcome	Knowledge	Skills	Competence
LO160 Demonstrate the ability to act and react assertively and sensitively.	Define and describe assertiveness Define assertiveness in a comprehensive way providing examples and describing the behaviours that re related to assertiveness List at least five competences related to assertiveness eg value your self and rights, Identify your needs and wants, and ask for them to be satisfied, Acknowledge that people are responsible for their own behaviour, Express negative thoughts and feelings in a healthy and positive manner, receive criticism and compliments positively, Learn to say "No" when you need to	Act and react assertively	Distinguish between assertiveness and aggressiveness Demonstrate the ability to act and react assertively and sensitively.
LO161 Demonstrate Situational Leadership (the 60 second PA).	Define and describe situational leadership in a comprehensive way, providing relevant examples Define four different leadership styles. Define four different maturity levels of people (according to the situational	Proficiently diagnose developmental levels. Match leadership styles—communications and behavior—to development levels. Shift intentions into behaviors, and behaviors	Demonstrate situational leadership Demonstrate flexibility. Adapt him/herself according to the situation. Gain a common language and approach to • leadership that

Learning Outcome	Knowledge	Skills	Competence
	leadership theory).

Define combinations of competence and commitment | into accountability. | permeates your culture |

Work Area 17: Business Environment

Theme 32: Individual Rights and Responsibilities

UNIT 3.29: UNDERSTAND, FOLLOW AND APPLY INDIVIDUAL RIGHTS AND RESPONSIBILITIES

Unit Level:	3
Description of the unit:	**This unit deals with the ability to understand, follow and apply individual rights and responsibilities within organization's Policy and Code of Conduct and within job description.**
Number of learning outcomes within the Unit:	2
Number of ECVET points:	**1**

LO93	Demonstrate the ability to understand and follow individual rights and responsibilities within organisation's Policy and Code of Conduct and within own job description.
LO94	Demonstrate the ability to apply individual rights and responsibilities within company policy, company code of conduct and within the job description.

Learning Outcome	Knowledge	Skills	Competence
LO93 Demonstrate the ability to understand and follow individual rights and responsibilities within organisation's Policy and Code of Conduct and within own job description.	Identify areas in the organisation's policy and code of conduct where individual rights and responsibilities are relevant(eg respect of others, job duties, harassment, discrimination etc)	Demonstrate behaviour in accordance to organisation's Policy and Code of Conduct and job description, taking into consideration individual rights and responsibilities	Take responsibility for own behaviour in workplace taking into consideration your rights and responsibilities and face consequences when it is not in accordance with organisation's Policy and Code of Conduct and within own job description Respect individual rights of others Recommend actions when

Learning Outcome	Knowledge	Skills	Competence
			rights of others are being violated
LO94 Demonstrate the ability to apply individual rights and responsibilities within company policy, company code of conduct and within the job description.	Describe individual rights and responsibilities within company policy, company code of conduct and within the job description.	Apply individual rights and responsibilities within organisation's Policy, Code of Conduct and job description	Take responsibility for own behaviour as well as behaviour of your team as far as individual rights and responsibilities are concerned. Propose ways to promote individual rights and responsibilities

Theme 33: Mission, vision, values

UNIT 3.30: UNDERSTAND THE COMMUNICATION OF THE ORGANISATION'S MISSIONS, VALUES AND VISION

Unit Level: 3
Description of the unit: This unit presents the concepts of organization's missions, vision and values and how one can promote and achieve those
Number of learning outcomes within the Unit: 1
Number of ECVET points: 2

LO95	Demonstrate the ability to promote and achieve the Mission and objectives of the organisation, always reflecting the values of the organisation.

Learning Outcome	Knowledge	Skills	Competence
LO95 Demonstrate the ability to promote and achieve the Mission and objectives of the organisation, always reflecting the values of the organisation.	Define the concepts of Mission, objectives and values for an organization and discuss their consequences to the employees of that organisation Explain why it is important for employees in an organisation to promote the mission and objectives and reflect the values of the organisation	Plan and implement own tasks in accordance with the Mission, objectives and values of organization Take actions in order to promote mission, objectives and values of the organisation.	Analyse and evaluate own behaviour in order to ensure that they are in accordance with the mission, objectives and values of the organisation Promote the mission and objectives of organization Evaluate results when objectives are not achieved and take responsibility for own actions. Value the importance of achieving the Mission and objectives of organization

Theme 34: Environmental Sustainability

UNIT 3.31: SUPPORT ENVIRONMENTAL SUSTAINABILITY

Unit Level:	3
Description of the unit:	**This unit focuses on sustainability and one can minimize waste, recycle materials and correctly dispose of hazardous materials.**
Number of learning outcomes within the Unit:	1
Number of ECVET points:	**1**

LO96	Demonstrate the ability to support the concept of "sustainability" through the establishment and maintenance of procedures to minimise waste, recycle materials and correctly dispose of hazardous materials.

Learning Outcome	Knowledge	Skills	Competence
LO96 Demonstrate the ability to support the concept of "sustainability" through the establishment and maintenance of procedures to minimise waste, recycle materials and correctly dispose of hazardous materials.	Explain the concept of "environmental sustainability"

Define pollution

Describe ways to prevent pollution in organisations

Describe potential consequences if organisations cause pollution of the environment

State the purpose of environmental legislation

Identify the core principles | Indicate ways to recycle materials and to dispose hazardous materials

identify the practical actions employees can undertake to support environmental sustainability

Maintain procedures to minimise waste, recycle materials and correctly dispose of hazardous materials in relation to functioning of organization | Support the concept of "sustainability" through the establishment and maintenance of procedures to minimise waste, recycle materials and correctly dispose of hazardous materials.

Estimate actions to be taken in case of unexpected situations.

Analyse how environmental sustainability can impact organisational growth |

Learning Outcome	Knowledge	Skills	Competence
	and benefits of environmental management systems		
	List and describe procedures to minimize waste, recycle materials and correctly dispose of hazardous materials (eg good housekeeping, product of process substitution composting, use less plastic bottles, purchase items from recycled materials etc).		
	Define environmental sustainability		

Theme 35: Corporate Social Responsibility

UNIT 3.32: IMPLEMENT OF CSR ACTIVITIES

Unit Level: 3
Description of the unit: **This unit emphasizes the importance of Corporate Social Responsibility and how can you implement it in organization's activities.**

Number of learning outcomes within the Unit: 1
Number of ECVET points: **1**

LO97	Appreciate the importance of CSR and demonstrate the ability for implementation of organosational CSR activities

Learning Outcome	Knowledge	Skills	Competence
LO97 Appreciate the importance of CSR and demonstrate the ability for participation in organosations CSR activities	Define corporate social responsibility

Explain the environmental, social and governance, principles of Corporate Social Responsibility

Discuss the links between an organisational Corporate Social Responsibility strategy and the organisation's internal and external stakeholders

Explain how a Corporate Social Responsibility strategy for stakeholders can affect organisational performance

List areas where CSR is applicable | Follow organisational policies and guidelines to implement pre-designed CSR activities | Take responsibility for the implementation of CSR activities |

Theme 36: Cultural Awareness and Diversity

UNIT 3.33: UNDERSTAND CULTURAL AND DIVERSITY AWARENESS

Unit Level: 3

Description of the unit: **This unit is about concepts of cultural diversity and awareness. It defines multiculturalism, diversity and analyses human rights and gender equality. The emphasis is on cooperation between people of different cultures**

Number of learning outcomes within the Unit: 1

Number of ECVET points: **1**

LO98	Demonstrate knowledge and understanding of cultural and linguistic diversity. Be able to apply appropriate behaviour to different target groups with cultural and linguistic diversity.

Learning Outcome	Knowledge	Skills	Competence
LO98 Demonstrate knowledge and understanding of cultural and linguistic diversity. Be able to apply appropriate behaviour to different target groups with cultural and linguistic diversity.	Describe principles and concepts of cultural and linguistic diversity. Explain how cultural diversity affects communication and cooperation in the business environment.	Apply appropriate behaviour to different target groups with cultural and linguistic diversity. Solve problems that arise due to cultural diversity using basic communication techniques such as Active Listening.	Take responsibility to use appropriate behavior taking into account cultural and linguistic differences between various target groups. Interpret different behaviours taking into consideration cultural diversity. Compare and contrast customs and traditions of people from different cultural backgrounds. Respect differences among different cultures.

UNIT 4.19: ADOPT BEHAVIOUR AND ACTIONS IN ACCORDANCE WITH CULTURAL AND DIVERSITY AWARENESS

Unit Level:	4
Description of the unit:	This unit focuses on the acquisition of skills that contribute to constructive coexistence in a multicultural working environment. The aim of the unit is to develop is the acceptance and respect of differences, ability to learn from others that are different from oneself and use this situation to improve ways of interacting with others.
Number of learning outcomes within the Unit:	4
Number of ECVET points:	**3**

LO136	Demonstrate the ability to use words, non verbal signals and actions that value diversity amongst colleagues, customers and stakeholders.
LO137	Demonstrate the ability to interact with other people in a way that is sensitive to their individual needs and respects their background, abilities, values, customs and beliefs.
LO138	Demonstrate the ability to uphold the rights of people who are different from oneself.
LO139	Demonstrate the ability to learn from other people who are different from oneself and use this to improve ways of interacting with others.

Learning Outcome	Knowledge	Skills	Competence
LO136 Demonstrate the ability to use words, non verbal signals and actions that value diversity amongst colleagues, customers and stakeholders.	Express himself or herself using the most appropriate words that value diversity in many different contexts and settings	Use diverse, specific and rich vocabulary that values diversity amongst colleagues, customers and stakeholders.	Compare and contrast different words, non verbal signals and actions and select the most appropriate ones that value diversity amongst colleagues, customers and stakeholders.
	Express himself or herself using the most appropriate non verbal signals that value diversity in many different contexts and settings	Use non verbal signals that value diversity amongst colleagues, customers and stakeholders (eg avoid gestures)	
	List the most appropriate		

Learning Outcome	Knowledge	Skills	Competence
	actions that value diversity in many different contexts and settings. Describe how cultural diversity affects communication (i.e. verbal and non verbal) in the business environment and explain how verbal and non verbal communication should be used in multicultural context.	Implement actions that value diversity amongst colleagues, customers and stakeholders (eg be aware of gestures)	
LO137 Demonstrate the ability to interact with other people in a way that is sensitive to their individual needs and respects their background, abilities, values, customs and beliefs.	Explain how one interacts with other people (e.g. greeting people, engaging in conversations, volunteering, asking for advice, networking, being courteous, etc) in a way that is sensitive to their individual needs and respects their respects their background, abilities, values, customs and beliefs. Describe ways in which one can identify individual needs, values, customs etc. of people with whom he/she interacts.	Select the best way to interact with people from diverse backgrounds taking into consideration sensitive issues, individual needs and respects their background, abilities, values, customs and beliefs. Generate solutions to problems related to interaction with people taking into consideration sensitive issues, individual needs and respects their background, abilities, values, customs and beliefs.	Appraise diversity amongst colleagues, customers and stakeholders as an opportunity and a source of wealth.
LO138 Demonstrate the ability to uphold the rights of people who are different from oneself.	Recognize and describe the difficulties of minorities and other people who are different from oneself.	Implement actions in the workplace that Demonstrate the ability to uphold the rights of people who are different from	Defend the ethnic, sexual, cultural and political diversity as a richness and not as a threat.

Learning Outcome	Knowledge	Skills	Competence
		oneself	
			Find in diversity an opportunity to prepare his/her company in the needs of a diverse and multicultural environment.
LO139 Demonstrate the ability to learn from other people who are different from oneself and use this to improve ways of interacting with others.	Identify types of knowledge and skills one could learn from people that are different (eg different food, different dance, different ways of thinking etc) Describe ways of learning from people that are different Explain why you should learn from people that are different from you (eg breadth of your learning impact the depth of your learning, When we only learn from our own kind, we become critical more than curious etc)	Apply techniques to consciously learn from people that are different from oneself Use learning gained to improve ways of interacting with others.	Create and maintain positive attitude to learn from other people who are different from you. Associate cultural diversity to understanding and interpret different information you have learned from people who are different from oneself. Expect different behaviour or communication style from other people based on ones knowledge of different background. Improve ways of interacting with others who are different from you using learning from ones interaction with them.

Theme 37: Multi-tasking

UNIT 3.34: DEMONSTRATE MULTI-TASKING SKILLS

Unit Level:	3
Description of the unit:	The unit consist of techniques and methods to be followed by an employee to be able to handle multiple tasks successfully and with the best possible results. First part focuses on the theoretical foundation to manage multiple tasks and is followed by tools to help effective multitasking.
Number of learning outcomes within the Unit:	1
Number of ECVET points:	**3**

LO99	Demonstrate the ability to handle and manage more than one tasks at the same time by using appropriate tools and techniques.

Learning Outcome	Knowledge	Skills	Competence
LO99 Demonstrate the ability to handle and manage more than one tasks at the same time by using appropriate tools and techniques.	Describe and list examples of, tools and techniques of effective multitasking	Demonstrate the use of various tools and techniques in order to accomplish multiple tasks at the same time

Solve one or more problems appearing during the accomplishment of one or more tasks by selecting and applying basic methods, tools, materials and information | Take responsibility for completing more than one tasks being handled in the same time

Handle and manage more than one task at the same time |

Theme 38: Self Image and Organisation Image

UNIT 3.35: PRESENT A POSITIVE IMAGE OF SELF AND THE ORGANISATION THROUGH ADAPTATION OF BEHAVIOUR

Unit Level:	3
Description of the unit:	**This unit focuses on the positive and professional behaviour when contacting colleagues, partners, customers, suppliers, etc. It also presents techniques and methods to deal with difficult situations in the workplace in a positive and professional manner.**
Number of learning outcomes within the Unit:	1
Number of ECVET points:	**2**

LO100	Demonstrate the ability to adapt own behaviour to maintain positive and professional manners when under pressure, e.g. working to time constraints, when dealing with a difficult situation or a client.

Learning Outcome	Knowledge	Skills	Competence
LO100 Demonstrate the ability to adapt own behaviour to maintain positive and professional manners when under pressure, e.g. working to time constraints, when dealing with a difficult situation or a client.	List and explain positive and professional manners when under pressure e.g. working to time constraints, when dealing with a difficult situation or a client.	Use positive and professional manners when under pressure e.g. working with time constraints, when dealing with a difficult situation or a client.	Take responsibility for own behaviour when under pressure e.g. working with time constraints, when dealing with a difficult situation or a client. Value the importance of maintaining positive and professional manners when under pressure e.g. working with time constraints, when dealing with a difficult situation or a client. Analyse difficult situations or clients in order to help you to maintain positive and professional manners

UNIT 4.20: DEVELOP A POSITIVE IMAGE OF SELF AND THE ORGANISATION

Unit Level:	4
Description of the unit:	**This unit is focused on professional behaviour, maintaining positive image of self and the organization, initiatives and actions to improve corporate image and examples of solutions in the case of problematic issues related to the corporate image.**
Number of learning outcomes within the Unit:	1
Number of ECVET points:	**4**

LO140	Demonstrate initiative and flexibility when undertaking activities on behalf of the organisation in order to improve or reinforce image. Be able to generate solutions in the case of problematic issues.

Learning Outcome	Knowledge	Skills	Competence
LO140 Demonstrate initiative and flexibility when undertaking activities on behalf of the organisation in order to improve or reinforce image. Be able to generate solutions in the case of problematic issues.	Define organisational image in a comprehensive way Identify activities to be implemented on behalf of the organisation in order to improve the corporate image Identify dimensions of the corporate image such as performance, media coverage, reputation, corporate advertising techniques and others Explain how one can affect the corporate image through the undertaking of activities, providing examples	Select the most appropriate ways of improving corporate image taking into consideration time and available resources. Design autonomously different techniques to improve or reinforce the organization's image, with initiative and flexibility. Work with outside organisations and individuals in a way that protects and improves the image of your organisation Generate solutions in the case of problematic issues	Demonstrate initiative and flexibility when undertaking activities on behalf of the organisation in order to improve or reinforce image.

		related to the corporate image of the organisation, through the development of a plan of activities.	

Work Area 18: General Legislation

Theme 39: Legislation

UNIT 4.21: DEMONSTRATE KNOWLEDGE OF LAW TO GENERATE SOLUTIONS TO POSSIBLE ISSUES

Unit Level: 4

Description of the unit: **This unit focuses on the most important aspects of employment law and where to find the most up to date information on changes of legislation. It also provides knowledge on Health and Safety regulations in a broad context to assist the organizations to predict possible problematic situations and to generate solutions to possible issues.**

Number of learning outcomes within the Unit: 2

Number of ECVET points: **2**

LO141	Describe Employment Law in a broad context in order to assist the company or organisation, to predict situations and generate solutions to possible issues.
LO142	Have knowledge of Health and Safety in a broad context to assist the company or organisation, to predict situations and generate solutions to possible issues.

Learning Outcome	Knowledge	Skills	Competence
LO141 Describe Employment Law in a broad context in order to assist the company or organisation, to predict situations and generate solutions to possible issues.	List the most important aspects of the Employment Law that are related to the Organization (employment contracts and conditions; recruitment and firing, redundancies, the treatment of employees; employee pay and working hours; sickness absence and time off work; and business transfers and takeovers etc)	Demonstrate the ability to use methods (e.g. websites, gazette, trainings etc) in order to be always informed of the latest legal changes that could affect the organization.

Produce an employment contract ensuring that all provisions of employment law are being respected | Analyse the aspects of the employment law that could affect the Organization (employment contracts and conditions; recruitment and firing, redundancies, the treatment of employees; employee pay and working hours; sickness absence and time off work; and business transfers and takeovers etc) |

Learning Outcome	Knowledge	Skills	Competence
	Describe the provisions of the Employment Law applied in the most important aspects of the Organization (employment contracts and conditions; recruitment and firing, redundancies, the treatment of employees; employee pay and working hours; sickness absence and time off work; and business transfers and takeovers etc) List possible ways that will enable you to be always informed for the latest legal changes related to the Employment Law that could affect the Organization.	Generate solutions to different issues to avoid any problems related to the employment law	Predict situations that are to some extent obvious where your organisation may face issues related to the Employment Law and inform supervisor Propose solutions to possible issues related to employment law
LO142 Have knowledge of Health and Safety in a broad context to assist the company or organisation, to predict situations and generate solutions to possible issues.	List the most important aspects of the Health and Safety Law that are related to the Organization (health and safety in maternity, risk assessment, health and safety training and consultation, first aid facilities, equipment and protective clothing etc.) Describe the provisions of the Health and Safety Law applied in the most important aspects of the Organization (Describe the	Demonstrate the ability to use methods (e.g. websites, gazette, trainings etc) in order to be always informed of the latest legal changes that could affect the organization. Generate solutions to different issues to avoid any problems related to the employment law	Analyse the aspects of the Health and Safety Law that could affect the Organization (health and safety in maternity, risk assessment, health and safety training and consultation, first aid facilities, equipment and protective clothing etc.) Predict situations that are to some extent obvious where your organisation may face issues related to the Health and Safety Law

Learning Outcome	Knowledge	Skills	Competence
	provisions of the Employment Law applied in the most important aspects of the Organization)		and inform supervisor
			Propose solutions to possible issues related to the Health and Safety law
	List possible ways that will enable you to be always informed for the latest legal changes related to the Health and Safety Law that could affect the Organization.		Review the Health and Safety rules so as to be always informed of the latest legal changes that could affect the organization
	List potential dangers for health and safety in the organisation		Recognize the importance of a safe work environment within the Organization

UNIT 5.5: DEMONSTRATE KNOWLEDGE OF LAW TO GENERATE SOLUTIONS TO MORE ABSTRACT ISSUES

Unit Level: 5

Description of the unit: **The purpose of this unit is to teach learners to understand and apply the most important aspects of health and safety and employment law, such as employment contracts and conditions; recruitment and firing, redundancies, the treatment of employees; employee pay and working hours; sickness absence and time off work etc. to various situations that a company may face and to identify those situations, as well as possible risks and search for solutions to make sure everything is accordance with the law.**

Number of learning outcomes within the Unit: 2

Number of ECVET points: **7**

LO162	Demonstrate a comprehensive knowledge of Employment Law in a broad context to assist the company, or organisation, to predict situations and develop solutions to complex problems.
LO163	Demonstrate comprehensive knowledge of Health & Safety and Law in a broad context to assist the company or organisation, to predict situations and to develop solutions to more abstract problems.

Learning Outcome	Knowledge	Skills	Competence
LO162 Demonstrate a comprehensive knowledge of Employment Law in a broad context to assist the company, or organisation, to predict situations and develop solutions to complex problems.	Demonstrate comprehensive knowledge of employment low in a broad context Summarise the employment law in different situations such (employment contracts and conditions; recruitment and firing, redundancies, the treatment of employees; employee pay and working hours; sickness absence and time off work; and business transfers and takeovers etc) Associate aspects of the employment low with situations of a company and explain how these situations should be dealt with in order to be in the framework of the low	Assess how possible changes in employment law may affect the operations of the organisation Generate solutions to complex issues related to employment law	Develop legal arguments to support the organization with issues related to employment law Predict non obvious situations where your organisation may face issues with employment law and inform supervisor Support the organization through the proposal of solutions to complex legal issues related to the employment law.
LO163 Demonstrate comprehensive knowledge of Health & Safety Law in a broad context to assist the	Demonstrate a comprehensive knowledge of Health and Safety law in a broad context	Assess how possible changes in health and safety law may affect the operations of the	Develop legal arguments to support the organization with issues related to health and safety law

Learning Outcome	Knowledge	Skills	Competence
company or organisation, to predict situations and to develop solutions to more abstract problems.	Summarise Health and Safety law in different situations and aspects such as health and safety in maternity, risk assessment, health and safety training and consultation, first aid facilities, equipment and protective clothing etc. Associate aspects of the Health and Safety law with situations of a company and explain how these situations should be dealt with in order to be in the framework of the law	organisation Generate solutions to complex issues related to health and safety law	Predict non obvious situations where your organisation may face issues with health and safety law and inform supervisor Support the organization through the proposal of solutions to complex legal issues related to the health and safety law. Appreciate the importance of a safe work environment and list potential risks for health and safety in the organisation issues

Work Area 19: Tenders

Theme 40: Tenders

UNIT 4.22: MANAGE CALLS FOR TENDERS

Unit Level:	4
Description of the unit:	**This unit is about designing a tendering process, developing tender specifications, open a call for tenders, evaluate tenders and complete of the tendering process by signing the contract with the successful contractor.**
Number of learning outcomes within the Unit:	2
Number of ECVET points:	**4**

LO143	Demonstrate the ability to develop tender specifications, open the call for tenders and respond to queries during the process according to the regulations of the specific tender
LO144	Demonstrate the ability to evaluate tenders

Learning Outcome	Knowledge	Skills	Competence
LO143 Demonstrate the ability to develop tender specifications, open the call for tenders and respond to queries during the process according to the regulations of the specific tender	Define the tendering process. Explain why all pre-tender queries should be answered in the same way	Develop tender specifications according to requirements set by the organisation or a public authority including full information about the tendering process. Answer pre-tender queries in ways which make sure all prospective suppliers have the same information available to them Receive, record and open tenders in line with the	Make sure specifications and contracts are clear, logical and feasible and contain the correct terminology

Learning Outcome	Knowledge	Skills	Competence
		stated tendering process	
LO144 Demonstrate the ability to evaluate tenders	Explain why it is important to have objective criteria prior to the call of the tender	Inform unsuccessful contractors and provide them with feedback where appropriate Inform successful contractor	Evaluate tenders against predefined criteria Make a selection in line with the selection criteria

Work Area 20: Assistance at a corporate level

Theme 41: Corporate Level

UNIT 5.6: DEMONSTRATE ASSISTANCE AT A CORPORATE LEVEL

Unit Level:	5
Description of the unit:	**This unit deals with knowledge of problem solving principles and application of problem solving techniques and methods (both individual and group) as well as decision making techniques used by management and company employees to solve various strategic and operational problems**
Number of learning outcomes within the Unit:	1
Number of ECVET points:	**12**

LO164	Demonstrate the ability to provide assistance at a corporate level through the generation of solutions to abstract problems that may be related to the strategy of the organization (such as expansion to new locations, new products, business reorganization, business disposal etc) or to the day to day running of the organization (eg developing and implementing new administrative systems, such as record management; suggesting new solutions such as CRM systems; ensuring adequate staff levels to cover for absences and peaks in workload, etc)

Learning Outcome	Knowledge	Skills	Competence
LO164 Demonstrate the ability to provide assistance at a corporate level through the generation of solutions to abstract problems that may be related to the strategy of the organization (such as expansion to new locations, new products, business reorganization, business disposal etc) or to the day to day running of the organization (eg	List possible problems or challenges that may arise at a corporate level such as expansion, new product development, reorganization, disposal etc Describe different corporate challenges or problems together with their nature scope and impact	Gather and interpret information to identify possible solutions to a corporate problem. Prepare a summary of possible solutions providing facts and evidence. Apply simple decision making techniques to evaluate options to arrive at the best	Generate solutions to abstract problems at corporate level both verbally and in writing Exercise supervision and management to team in order to support and assist at corporate level.

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Learning Outcome	Knowledge	Skills	Competence
developing and implementing new administrative systems, such as record management; suggesting new solutions such as CRM systems; ensuring adequate staff levels to cover for absences and peaks in workload, etc)	Recall the main principles of problem solving Describe which monitoring and review techniques could be used to evaluate outcomes.	solution Plan the implementation and communication of the decision	

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Work Area 21: Innovation and Change

Theme 42: Innovation and Change

UNIT 5.7: DEMONSTRATE OPENNESS TO CHANGE

Unit Level:	5
Description of the unit:	**This unit is about openness to change. The unit presents and studies commonly used tools and practices in order to identify, support and materialize new ideas and concepts in order to accomplish this change.**
Number of learning outcomes within the Unit:	4
Number of ECVET points:	**12**

LO165	Demonstrate a positive and flexible attitude towards change.
LO166	Demonstrate the ability to try out new ideas and initiatives with care and enthusiasm.
LO167	Demonstrate the ability to identify and develop opportunities for change.
LO168	Demonstrate the ability to implement change.

Learning Outcome	Knowledge	Skills	Competence
LO165 Demonstrate a positive and flexible attitude towards change.	Indicate how culture and values of an organization are important elements of a change project. List the benefits of innovation and change for the organization Identify the barriers to change and innovation in the organisation Explain practical ways of	Generate a plan for change for one's department and team Present to the team members the reasons for the need for change and gets support from the team Identify and develop opportunities for change.	Demonstrate the ability to persuade senior executives to receive good support for changes to be implemented. Consider things like the impact on people and organizational structure when planning a change project. Argue for the need for innovation and change

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Learning Outcome	Knowledge	Skills	Competence
	overcoming these barriers		within the organization
	Describe which planning, monitoring and review techniques could be used to manage innovation and change		Summarise the management challenges associated with high levels of change
	Explain why communication is important in successful implementation of innovation and change		Communicate successes throughout the organization, so that everyone understands the positive impact of a change
	Explain possible human effects of innovation and change upon people and teams in an organisation		Argue for the fact that when change is happening, people may not be able to perform at 100% of their capacity
LO166 Demonstrate the ability to try out new ideas and initiatives with care and enthusiasm.	Identify new ideas that could enhance the Organization's development.	Present new ideas and initiatives in order to be promoted within the Organization	Establish a system to identify new ideas and initiatives for the development and the improvement of the organization's performance
	Explain how to promote new ideas and initiatives within the Organization.	Try out new ideas and initiatives with care and enthusiasm	Facilitate the try out and implementation of new ideas and initiatives
	Explain why new ideas should be tried out with care.		Evaluate new ideas and initiatives
LO167 Demonstrate the ability to identify and	Describe how you would perform an organisational	Conduct a SWOT analysis for the Organization	Use different data analysis to find and develop

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Learning Outcome	Knowledge	Skills	Competence
develop opportunities for change.	SWOT analysis Explain the social, economic and political environment of the Organization in order to develop opportunities for change. List methods to be used in order to identify the social, economic and political environment of the Organization	Conduct a PESTEL analysis Select and apply methods to identify the social, economic and political environment of the Organization	opportunities for change Correlate the Organization's strategy to its opportunities for change.
LO 168 Demonstrate the ability to implement change.	Identify relevant human and financial factors in the consideration of planning change Explain how to communicate with and involve people to facilitate effective change Describe methods and procedures for planning, monitoring and review that could be used to manage and implement change Determine the financial and management impacts of change	Select the appropriate key-persons/team in order to address change Apply the right procedures in order to achieve a smooth transition and to avoid resistance to change.	Develop strategies to support the change within the Organization Guide the Organization through the challenges of change. Facilitate the implementation of strategies for change Evaluate changes and innovation strategies

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Work Area 22: PA as a manager

Theme 43: Responsibility, Self-confidence, Persistence, Initiative, Entrepreneurship

UNIT 5.8: ACT AS A MANAGER

Unit Level:	5
Description of the unit:	**This unit demonstrates the ability of the learners to align with the goals of the organisation, think strategically and take decisions, as well as use information to predict the future. The unit focuses also on negotiation skulls in the business environment.**
Number of learning outcomes within the Unit:	7
Number of ECVET points:	**10**

LO169	Demonstrate the ability to understand what the organisation is trying to achieve.
LO170	Demonstrate the ability to make decisions (within the framework provided by the company or organisation) and acknowledge responsibility for them.
LO171	Demonstrate the ability to achieve a goal by belief in self and own capabilities.
LO172	Negotiate in the business environment
LO173	Demonstrate the ability to think ahead (predict) and prepare for the future.
LO174	Demonstrate the ability to take an interest in the organisation beyond own role.
LO175	Demonstrate Entrepreneurial attitude

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Learning Outcome	Knowledge	Skills	Competence
LO169 Demonstrate the ability to understand what the organisation is trying to achieve.	Explain the mission of your organisation and your team	Work in a way that supports your organisation's overall mission and your team's objectives Implement the policies, systems and procedures that are relevant to your role Put your organisation's values into practice in all aspects of your work Improve objectives, policies, systems, procedures and values in a way that is consistent with your job role.	Demonstrate the ability to understand what the organisation is trying to achieve.
LO170 Demonstrate the ability to make decisions (within the framework provided by the company or organisation) and acknowledge responsibility for them.	Describe and apply rational decision making models Describe factors setting the framework for own decision making	Research and collect information to add value to the decision-making process Identify and agree criteria for making a decision Review information provided in order to make a decision Structure ideas, information and recommendations in a logical and meaningful way	Evaluate sources of information needed Acknowledge responsibility for your own decisions Supervise teams to make decisions in cases of unpredictable changes Respect other people's contributions to the decision-making process

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Learning Outcome	Knowledge	Skills	Competence
		Present rationale and conclusions to others using accurate and current information	Use evidence, argument, questioning and assertiveness to justify decision(s)
		Listen to other people's feedback and record for future evaluation	
		Apply rational decision making models to make decisions (within the framework provided by the company or organisation)	
LO171 Demonstrate the ability to achieve a goal by belief in self and own capabilities.	Explain why self-confidence is important in work and personal life	Use questioning and listening skills to communicate in an assertive manner	Demonstrate the ability to achieve goals by belief in self and own capabilities
	List possible reasons that may drive one to lose self confidence	Set strong boundaries	
	Define self esteem and self efficacy	Identify career and life accomplishments	
	List techniques for building up self confidence for greater success at work and personal life	Use SWOT analysis to recognise y our strengths and weaknesses	
		Use techniques to build self confidence for greater success at work and in our personal lives	

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Learning Outcome	Knowledge	Skills	Competence
LO172 Negotiate in the business environment	Explain the main principles of negotiation	Prepare a negotiating brief	Analyse how differences in culture may impact on negotiations
		Identify and prioritise objectives and compromise positions	Make sure all involved in the negotiations are fully briefed and prepared
	Explain the process of negotiation and how it is used in business		
		Identify objectives other negotiators may have	
	Outline commercial and ethical frameworks that are important in negotiations		Adapt negotiation strategy to obtain results that meet minimum or agreed outcomes
		Research and assess the strength of the other negotiators	
	Explain the purpose and benefits of understanding the objectives of the other negotiators	Identify potential problems in negotiations and suggest solutions to overcome them	Clarify other people's understanding, and respond to their queries and objections
	Explain the purpose of understanding own level of responsibility and authority in negotiations	Carry out negotiations in line with the commercial and ethical frameworks of an organisation	Reach an agreement to the satisfaction of all those involved in the negotiations, where possible
		Carry out negotiations within limits of own authority	
	Explain the purpose and benefits of research and preparation before negotiations		
		Make proposals which meet personal / organisational objectives, and those of the people being negotiated with (where possible)	
	Explain the purpose and benefits of having clear and realistic objectives for negotiations		
	Explain the purpose and	Carry out negotiations in a way that creates goodwill	

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Learning Outcome	Knowledge	Skills	Competence
	benefits of having compromise positions	and promotes a positive image of an organisation	
	Explain the purpose and benefits of achieving a 'win-win' outcome	Maintain clear and correct records of the negotiations and agree them with all involved	
	Generate solution s to deal with problems	Withdraw from negotiations to re-consider current position, if necessary	
		Complete negotiations in a way that creates goodwill and promotes a positive image of an organisation	
LO173 Demonstrate the ability to think ahead (predict) and prepare for the future.	Explain why it is important to think ahead and prepare for the future	Use current concepts, theories and methodologies to forecast likely future events which may affect the organisation	Predict future needs of internal and external customers and act accordingly
	List current concepts, theories and methodologies to forecast likely future events which may affect the organisation	Plan for the future taking into consideration results of forecasting	Think ahead for the future of the organisation and prepare accordingly
			Be able to forecast a future view of how trends and events can and will influence organisation
LO174 Demonstrate the ability to take an interest in the organisation beyond own role.	Describe the limits of own area of authority in relation to the implementation, monitoring and maintenance of	Researches for information on other departments or functions of the organisation so that is always uptodate	Demonstrate willingness to support other departments or functions of the organisation when needed

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Learning Outcome	Knowledge	Skills	Competence
	administrative services		Make recommendations for improvements to services which are beyond the limits of own authority
		Develops main skills necessary for working in different functions within the organisation	
LO175 Demonstrate Entrepreneurial attitude	Define and describe initiative	Research in order to identify possible opportunities for the organisation including 'bigger picture' issues that provide the context in which people live and work	Demonstrate awareness of the context of his/her work and is able to seize opportunities that arise
	Describe and explain the workings of the economy, and the opportunities and challenges facing an employer or organisation.		Demonstrate the ability to identify available opportunities for professional and/or business activities, including 'bigger picture' issues that provide the context in which people live and work
		Sets criteria for the evaluation of possible opportunities	
	Explain what is meant by the term ethical position of enterprises and how they can be a force for good, for example through fair trade or through social enterprise	Identifies strengths and weaknesses of self and organisation and takes this information into consideration when evaluating possible opportunities	Evaluate possible opportunities
			Demonstrate self motivation
		Performs risk evaluation of possible opportunities.	Demonstrate determination to meet objectives
			Demonstrates proactive project management skills

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