

Education

QCF Units of Assessment

Final NVQ Units

2010

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Q332	Provide administrative support in schools	1

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Skills CFA Unit No.	Q332
WBA Unit No.	D/601/7787
Level	3
Credit Value	8
GLH	53
Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand how to develop and maintain contacts in a school environment	1.1 Explain why it is important to build positive working relationships with contacts 1.2 Describe how to build positive working relationships with contacts 1.3 Clarify why it is important for the school to have a friendly and efficient way of dealing with contacts 1.4 Describe the types of contacts they deal with and the requirements that they have 1.5 Explain how to meet the needs of contacts 1.6 Explain why it is important to present a positive image of themselves and their school 1.7 Describe the types of problems that may occur with contacts – including conflict and aggression – 1.8 Explain the procedures for dealing with the types of problems that may occur with contacts – including conflict and aggression 1.9 Describe the types of administrative and organisational support that they may be required to provide to school contacts and the wider community
2. Understand the environment in which the school operates	2.1 Describe the social context in which the school operates, including the cultural diversity of the community 2.2 Explain how the social context in which the school operates impacts on the school environment
3. Understand how their own role	3.1 Explain how their own role

<p>contributes to the work of the school</p>	<p>contributes to the school's goals</p> <p>3.2 Explain how their own role contributes to the school's improvement or development priorities</p> <p>3.3 Explain how their own role supports teaching and learning</p> <p>3.4 Clarify the limits of their own authority</p> <p>3.5 Explain why it important to act within the limits of own authority</p> <p>3.6 Clarify when to refer issues to a higher authority</p> <p>3.7 Identify who to refer issues to</p>
<p>4. Understand the policies and procedures they should follow in a school environment</p>	<p>4.1 Describe the policy context, wider issues and initiatives that affect the work of the school, (e.g. relevant authority policies; government standards, legislation and regulations; government initiatives; etc)</p> <p>4.2 Explain the school's policy and administrative procedures for dealing with parents, guardians and carers</p> <p>4.3 Clarify their roles and responsibilities in relation to the school's policy and administrative procedures for dealing with parents, guardians and carers</p> <p>4.4 Explain their school's policy and administrative procedures for dealing with pupils and students</p> <p>4.5 Clarify their roles and responsibilities in relation to their school's policy and administrative procedures for dealing with pupils and students</p> <p>4.6 Explain the school's policy and administrative procedures for dealing with the wider community</p> <p>4.7 Clarify their roles and responsibilities in relation to their school's policy and administrative procedures for dealing with the wider community</p>
<p>5. Understand policies and procedures</p>	<p>5.1 Explain how to comply with policies</p>

<p>in relation to child protection and student welfare in a school environment</p>	<p>and procedures relating to child protection and student welfare</p> <p>5.2 Explain how to report concerns about child protection and student welfare to an appropriate person</p>
<p>6. Understand the school's administrative systems and procedures</p>	<p>6.1 Explain the purpose of school administration systems and procedures</p> <p>6.2 Clarify why the school's administrative systems and procedures are important</p> <p>6.3 Describe the school's administrative and organisational systems and procedures in relation to own role</p> <p>6.4 Explain methods of analysing and evaluating information</p> <p>6.4 Clarify the school's procedures for producing reports</p>
<p>7. Understand how to handle confidential information in a school environment</p>	<p>7.1 Explain to identify confidential information in line with the school's procedures and relevant data protection legislation</p> <p>7.2 Explain why confidential information should be safeguarded</p> <p>7.3 Explain how to safeguard confidential information</p> <p>7.5 Explain the limits of their authority in relation to confidential information</p> <p>7.5 Clarify when to refer confidential information to the relative authority or appropriate person</p> <p>7.6 Explain who to refer confidential information to (e.g. where concerns for a child's safety override confidentiality)</p>
<p>8. Be able to develop and maintain contacts in a school environment</p>	<p>8.1 Build positive working relationships</p> <p>8.2 Present a positive image of themselves and their school</p> <p>8.3 Communicate effectively with contacts</p>
<p>9. Be able to follow school procedures for relationships with other people</p>	<p>9.1 Follow school policies and procedures for dealing with parents, guardians and carers</p> <p>9.2 Follow school policies and procedures for dealing with pupils</p>

	<p>and students</p> <p>9.3 Follow school policies and procedures for dealing with colleagues and the wider community</p>
10. Be able to implement school administrative systems and procedures	<p>10.1 Provide effective administrative and organisational support to school contacts and the wider community</p> <p>10.2 Operate school administration systems</p> <p>10.3 Analyse and evaluate information</p> <p>10.4 Produce reports in line with school procedures</p>
11. Be able to handle confidential information in a school environment	<p>11.1 Safeguard confidential information</p> <p>11.2 Act within the limits of their authority</p> <p>11.3 Refer issues beyond their authority to the appropriate person</p>
Additional Information about the unit	
Unit purpose and aim(s)	This unit is about the application of knowledge and understanding of administrative support services in schools.
Unit expiry date	31 December 2013
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Skills CFA NOS
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Assessment Strategy
Support for the unit from an SSC or other appropriate body (if required)	Skills CFA
Location of the unit within the subject/sector classification system	15. Business, Administration and Law 15.2 Administration
Name of the organisation submitting the unit	Skills CFA
Availability for use	Shared
Unit available from	1 August 2010
Unit guided learning hours	53