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## Learning Plan

CPBA1

VTCT (Skillsfirst)

Award in

Computerised

Payroll for Business

(RQF)

**Level 1**

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## 1 Programme Overview

Qualification title	VTCT (Skillsfirst) Level 1 Award in Computerised Payroll for Business (RQF)
Qualification number	601/5510/3
Product code	CPBA1
Age range	There are age limits attached to learners undertaking this qualification as this qualification is not approved for learners under the age of 16.
Total Qualification Time (TQT)	90
Guided Learning (GL) hours	62
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none"> <li>• Portfolio of evidence</li> <li>• Skill-based assessment (if applicable)</li> </ul>
Entry requirements	There are no formal entry requirements for learners undertaking this qualification; however centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
Support materials	Support materials can be found on the website (if applicable)

## 2 Qualification Information

### 2.1 Qualification aim and design

This qualification has been designed to meet both employer and individual demand to acquire the necessary knowledge and skills to record payroll transactions in a computerised environment. It is designed to help the learner to gain an understanding of basic payroll procedures and also to help them to become a professional payroll processor.

Learners do not need to know much about payroll as the qualification will cover the basic features from setting up the company details, entering employee records and calculating gross pay, to processing the first payroll and running all the reports required including payslips. If a learner achieves this qualification they could be employed as a Payroll Assistant, Payroll Clerk, Payroll Administrator, Assistant Accountant or in another similar job role.

### 2.2 Progression opportunities

On completion of the Level 1 Award in Computerised Payroll for Business (RQF), learners may progress into employment or onto the following Skillsfirst qualifications:

- Level 2 Certificate in Payroll for Business (RQF)
  - Level 2 Certificate in Computerised Accounting for Business (RQF)
- or similar higher level qualifications.

## 3 Qualification Structure

To be awarded the VTCT (Skillsfirst) Level 1 Award in Computerised Payroll for Business (RQF) learners must achieve all mandatory units.

The minimum TQT required to achieve this qualification is **90**.

Product Code	Unit title	Level	GLH	Unit reference number
Mandatory units (Group M):				
CAB14	Making gross pay calculations	1	12	F/505/1145
CAB15	Payroll preparation	1	20	H/505/1154
CAB16	Computerised payroll administration	1	30	T/505/1157

For units marked \* refer to 'Barred units table'.

## 4 Centre Requirements

### 4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

### 4.2 Financial Skills Partnership (part of Skills for Justice)

The Level 1 Award in Computerised Payroll for Business (RQF) is based on the units approved by the Financial Skills Partnership who are the skills council for the Financial sector. Their contact details are:

1st Floor, Unit C Meadowcourt Business Park 4 Hayland Street  
Sheffield  
S9 1BY  
Phone 0114 284 1930  
E: info@sfjuk.com

This handbook provides details of the assessment strategy, which centres will need to apply in order to assess and quality assure the Level 1 Award in Computerised Payroll for Business (RQF) and includes the:

- occupational expertise of those who assess performance, and moderate and verify assessments
- continuous professional development
- summary of assessment methods

### **4.3 Occupational expertise of deliverers, assessors, and moderators/internal verifiers**

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent to make assessment judgements about the broad use of computerised payroll techniques either in the workplace or in Realistic Working Environments (RWE); and occupationally competent to make assessment judgements about the quality of assessment and the assessment process
- be occupationally knowledgeable in the area(s) for which they are delivering training. This knowledge must be at least to the same level as the training delivered
- have credible experience of providing training

Assessors and internal verifiers must hold the relevant and equivalent qualifications (such as D32, D33, A1, A2 or Level 3 TAQA for assessors and D34, V1 or Level 4 TAQA for internal verifiers), or be working towards an appropriate TAQA or equivalent qualification. Centre staff should have verifiable relevant experience and current knowledge of the occupational working area at, or above, the level they are assessing or verifying. This experience and knowledge must be of sufficient depth to be effective and reliable when judging learner competence or verifying assessment processes and decisions. This could be verified by:

- curriculum vitae and references
- possession of a relevant qualification
- records of continuous professional development
- corporate membership of a relevant professional institution

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but must never internally verify their own assessments.

## 4.4 Employer direct model

Where employers opt for an 'employer direct' model, the qualification requirements for assessors and internal verifiers may be waived.

The employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of Skillsfirst may choose between:

- achieving the appropriate approved qualifications for assessment/verification or
- demonstrating that their (the employer's) training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process must be agreed by Skillsfirst as providing the equivalent level of rigour and robustness as achievement of the approved assessment/verification qualification

Each application to use the employer direct model will be considered on an individual organisation and qualification basis and agreed by the qualification regulators, including the sector skills council. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the standards in association with Skillsfirst.

## 4.5 Continuous professional development (CPD)

Centres are responsible for ensuring that assessors and IVs plan and maintain their CPD. Centres are expected to support their assessors and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments. Centres may have generic criteria and personnel specifications in addition to the above.



## **4.5 Continuous professional development (CPD)**

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

## 5 Assessment

### 5.1 Summary of assessment methods

For this qualification, learners will be required to provide a portfolio of evidence for each unit.

### 5.2 Suggested delivery strategy

Units will be achieved through the acquisition of evidence by the learner and submission to their assessor. Units may be assessed through a number of different sources and forms, which must meet the requirements of assessment criteria.

- Assessment should normally be at the learner's workplace, but where the opportunity to assess across the range of standards is unavailable other comparable working and remote environments may be used, following agreement from the External Verifier.
- A holistic approach towards the collection of evidence should be encouraged, assessing activities generated by the whole work experience rather than focusing on specific tasks. e.g. If the learner carries out book-keeping activities, they are also demonstrating an understanding of how a range of book-keeping documents are used.
- Assessors can only assess in their acknowledged area of occupational competence.
- Assessors and IVs will be registered with their centre and be accountable to the organisation for their assessment practice.
- Health and safety of customers/clients and employees must be maintained throughout the assessment process and if any person carrying out assessment or verification activities does not feel that there is due regard to health and safety then that person should refuse to continue with the activity(ies) until satisfied that due regard to health and safety is being taken.

### 5.3 Characteristics of assessment

There are two types of assessment for the Level 1 Award in Computerised Payroll for Business (RQF). These are skills and knowledge.

To achieve the skills units, you are advised to work through the textbook with the support of your tutor and complete the self-test activities at the end of each of the lessons. Once you feel you are ready, you can then ask your tutor/assessor to provide you with the final skills test for this unit.

The remaining units are assessed using an electronically-marked questionnaire and can be taken at the end of each section of learning.

You may produce evidence from a range of sources which should be recorded in some form. A record of evidence will confirm to your tutor/assessor their confidence in your competence and breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of all the units.

Your tutor/assessor will need to be assured that you can:

- meet all the learning outcomes of a unit
- pass all the assessment criteria of a unit

Your tutor/assessor may request additional evidence if they are not satisfied with the evidence you present. If this occurs, it may need to be agreed in partnership with you and your tutor/assessor.

## 5.4 Recognition of prior learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

In considering the appropriateness of any single piece of evidence, the following should be considered:

- Content - the degree to which the content of any previous accredited learning meets the requirements of the national occupational standards against which it is being presented as evidence.
- Performance and knowledge - the degree to which the previous learning covered both performance and knowledge. Some learning will only have offered and tested the latter, in which case RPL will only recognise the meeting of knowledge requirements. Performance will require further assessment.
- Although unlikely, the reverse (performance tested but not knowledge) could be true in which case knowledge and understanding would need further assessment.
- Relevance of context - the degree to which the context of the learning gained and assessed, relates to the current context of learner' work roles. If the context was different, assessors will need to satisfy themselves of learners' ability to transfer the learning gained into their current setting.
- Currency - how recently the learning was gained. Learners would need to demonstrate current knowledge and understanding of areas such as legislation, policy and practice etc., which may have changes since the previous learning programmes were undertaken.

Authenticity - how the ownership of the evidence is established to ensure it was generated by the learner.