Department for Education

# Business operations

## Level 2 Occupational Certificate subject content

## DRAFT FOR CONSULTATION

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# Introduction

Occupational Certificates are technical qualifications that will be taken as part of the 2-year occupational pathway. They are designed for students who want to prepare for a particular occupation in a school or college-based setting, before progressing into employment in a relevant level 2 role. Achievement of an Occupational Certificate is intended to demonstrate that a student is ready to progress into employment in occupations aligned to the qualification. They can then build towards full level 2 occupational competence through workplace experience, supported learning, apprenticeships, and other relevant technical or professional training.

There will be two Occupational Certificates in this occupational route:

- Level 2 Occupational Certificate: Business Operations: Finance 600GLH
- Level 2 Occupational Certificate: Business Operations: Digital Administration 600GLH

The content for Occupational Certificates in Finance and Digital Administration is aligned to the following level 2 occupational standards:

- ST0608 – Finance Assistant
- ST1472 – Assistant Administrator

The Business Operations: Digital Administration Occupational Certificate is also informed by relevant content from the Digital Foundation Certificate.

Occupational Certificates comprise two components:

- broad introductory core content. This includes the knowledge and skills that are applicable across a range of occupations including key transferable skills that are needed to succeed, and
- occupation-specific content. This is aligned to an occupational standard and will deliver the knowledge and skills to enable the student to enter relevant level 2 employment and work towards full competence in their given occupation

This document is divided into two sections:

**Introductory core content** – sets out the broad introductory core content which underpins all the Occupational Certificates in this occupational route.

**Occupation-specific content** – sets out the occupation-specific component for each specific Occupational Certificate in this route.

Both sections are structured around learning outcomes and the associated knowledge, understanding and skills needed to achieve those outcomes. The subject content assumes no prior learning or qualification in the subject and introduces concepts from foundational level where required.

Learning outcomes in both sections can be delivered independently of each other or together in combination. There is no requirement to deliver the introductory core content first, or in isolation from the occupation-specific content. For example, providers may wish to start introducing students to the occupation-specific content in year 1, in tandem with core content, to support skills development and engagement.

**Awarding organisations must include the content from both the introductory core and the occupation-specific components in their final qualification specification**

## Qualifications

This document includes the subject content for two 600 guided learning hour level 2 Occupational Certificates: Business Operations: Finance and Business Operations: Digital Administration. The two Occupational Certificates share the introductory core content set out in Part 1. Students must complete the shared introductory core content and the occupation-specific content for their selected Occupational Certificate.

The Occupational Certificate in Business Operations: Finance prepares students for entry-level employment in finance-support roles. Its occupation-specific content is primarily informed by the Accounts or Finance Assistant occupational standard.

The Occupational Certificate in Business Operations: Digital Administration prepares students for entry-level employment in digitally enabled administrative and business-support roles. Its occupation-specific content is informed by relevant knowledge and skills from the Assistant Administrator occupational standard and the Digital Foundation Certificate.

Introductory core content guided learning hours (GLH) should normally be less than 50% of the total GLH for each qualification. The size of the shared introductory core content is 290 GLH for each Occupational Certificate.

The Department does not set mandatory prior learning requirements for Occupational Certificates. Providers may set their own entry requirement, including any GCSEs required.

## Subject Content

### Guidance for awarding organisations on inclusion of content in qualification specifications

All content, unless specified otherwise, must be included in qualification specifications.

**Lists of content which start with a colon ‘:’**

This denotes that all the content in the list is compulsory and must be included in awarding organisations' qualification specifications.

**Lists of content which start with 'including'**

This denotes that all the content in the list is compulsory and must be included in awarding organisations' qualification specifications. The list is a minimum; awarding organisations can choose to add to the list. To ensure comparability between awarding organisations' qualification specifications in a subject, DfE will use this approach in limited instances where additional relevant content could reasonably be added without affecting the comparability of qualification specifications and assessments.

**Use of 'e.g.'**

This is used to exemplify what is meant by the content statement. It is used to ensure awarding organisations have a clear and consistent understanding of the term; to signal that the examples in use now may be superseded by more up-to-date examples; or where different examples could reasonably be included without affecting the comparability of qualification specifications and assessments. Awarding organisations can use the cited example, where it remains relevant and appropriate.

**Annex A to E** form an integral part of the subject content and must be used by awarding organisations when designing qualifications. The requirements set out in this annex apply across the relevant learning outcomes and content statements.

- Annex A Tools and equipment
- Annex B Links to occupational standards: Introductory core content
- Annex C Links to occupational standards: Occupation-specific content
- Annex D Co-teaching opportunities in level 2 Occupational and Foundation Certificate subject content
- Annex E Glossary of Terms

Awarding organisations must ensure that the content, delivery and assessment of qualifications align with the requirements set out in this annex. The annex defines the minimum expectations and must not be reduced.

**Organisational scenarios**

The DfE Subject Content will indicate where learning should be contextualised to organisational scenarios. The content will not specify the specific scenarios. Scenarios provided by awarding organisations within qualification specifications should be varied and inclusive, drawing on examples from a range of sectors, local labour markets and organisational contexts to avoid reliance on prior workplace experience or sector specific knowledge.

## Learning Outcomes

Learning outcomes are provided for both the introductory core content and the occupation-specific content. They describe what students should know and be able to do after a period of learning.

We have set out, below each learning outcome, the knowledge, skills and behaviours, where appropriate, that a student will need to know and apply to achieve that outcome:

- knowledge refers to both knowledge and understanding. It relates to the theoretical facts, principles, concepts, and procedures that students should acquire
- skills refer to subject-specific and transferable skills needed to achieve a learning outcome

Students are expected to apply the full range of their knowledge, understanding and skills in order to demonstrate achievement of the learning outcome.

The scope of content for each learning outcome may vary; they are not expected to be delivered in the order specified in the subject content or be the same ‘size’ in terms of GLH. However, together they will align with the overall GLH for this qualification.

For each learning outcome, a rationale is provided for contextual explanation only. It is not part of the subject content that awarding organisations must include in their specifications.

## Co-teaching Opportunities

The content identifies co-teaching opportunities between Occupational Certificates and Foundation Certificates through shared learning outcomes, common knowledge, understanding and skills and consistent terminology and language where appropriate. This mapping enables education providers and awarding organisations to more easily identify where the content could support co-teaching, while maintaining the distinct purpose and identity of each qualification. It can be used by awarding organisations when considering designing qualifications, and by education providers when considering planning and delivering co-teaching, where this is appropriate within their settings. Annex D sets out the content mapping, illustrating subject content alignment across qualifications that may support co-teaching opportunities.

# 1. Introductory Core Content

## 1.1 Aims

This section sets out the knowledge, understanding, skills and supporting behaviours common to the Business Operations: Finance Occupational Certificate and the Business Operations: Digital Administration Occupational Certificate.

Finance and digital administration cover a wide range of employment settings including, but not limited to, finance departments, accounting practices, shared-service functions, business-support teams and digitally enabled administrative services. Work may be office-based, remote or hybrid and may involve individual and collaborative activity.

The purpose of this content is to provide students with the foundational knowledge, skills and supporting behaviours required to enter employment across a range of Finance and Digital Administration contexts, including finance departments, accounting practices, shared-service functions, business-support teams and digitally enabled administrative services settings.

Qualification specifications must enable students to apply their knowledge, skills and understanding in practical and workplace-relevant contexts to achieve the following learning outcomes (LOs):

- LO1: Communicate effectively with colleagues, customers and other stakeholders
- LO2: Use and manage information, records and digital systems securely
- LO3: Plan, organise, complete and review work
- LO4: Demonstrate professional conduct and contribute to effective team working

Through these learning outcomes, qualification specifications should also support students to develop transferable skills that are essential for employment and progression across the sector, including:

- analysing - examining information to identify relevant features, patterns, relationships and differences
- communicating - exchanging information clearly and appropriately for the purpose, audience and context
- critical thinking - questioning information, assumptions and evidence to reach a reasoned conclusion
- decision-making - selecting a course of action by considering relevant information, requirements, risks and consequences
- evaluating - judging the quality, effectiveness or suitability of information, work or outcomes against stated criteria
- investigating - gathering and examining relevant information from reliable sources to establish facts or address a question

- planning- identifying the activities, resources, priorities, dependencies and timescales required to achieve an outcome
- recording - creating and maintaining accurate, complete and retrievable information about activities, decisions and outcomes
- self-managing - organising personal time, activities and responsibilities to meet agreed requirements and deadlines

## 1.2 Learning Outcomes

This section sets out the details of the learning outcomes that underpin the introductory core content for Occupational Certificates in this occupational route. Each learning outcome has been mapped to the knowledge, skills and behaviour statements in the relevant occupational standards. Annex B sets out for each learning outcome which knowledge, skills and behaviours have been covered.

## LO1: Communicate effectively with colleagues, customers and other stakeholders

See Annex A for the required tools and equipment and Annex E for definitions of key terms.

Rationale:

Effective communication is essential in Finance Assistant and Digital Administration roles. Students need to obtain, provide, confirm and record accurate information; select communication methods that meet the needs of the audience and situation; respond to enquiries, requests and concerns accurately, within required timescales and limits of authority, referring matters through the relevant support route when they remain unresolved or fall outside those limits.

They must protect confidential information, meet accessibility requirements, maintain professional relationships and recognise when a matter must be referred in accordance with the applicable decision-making limits and referral requirements.

This learning outcome provides a foundation for the occupation-specific content, further level 3 study and progression into finance-support and digitally enabled administrative roles, where accurate, accessible and professional communication is essential.

To enable students to achieve this learning outcome, students must know and understand:

- the purposes of workplace communication: obtaining, providing, clarifying, confirming and recording information
- the communication needs and expectations of internal and external stakeholders: colleagues, customers, suppliers, service users and managers, relating to the clarity, accuracy, timeliness, accessibility, confidentiality and level of detail of information communicated
- the features and limitations of communication methods: face-to-face communication, telephone calls, email, instant messaging and online meetings; and how the audience, purpose, urgency, sensitivity, complexity, accessibility and confidentiality requirements determine the method, content, language, tone and format used
- active-listening and questioning techniques used to obtain, clarify and confirm information: allowing the speaker to finish, identifying key information, using open, closed, probing and confirming questions, summarising and checking understanding
- the requirements for responding professionally to enquiries, requests, concerns and complaints: obtain and record the information needed to respond, use current and approved information, act within organisational limits of authority and refer matters requiring additional authority through the organisation’s support route

- how to identify communication and accessibility needs: ask the individual about their preferred communication method, review available information about recorded needs, identify barriers to understanding or participation and confirm the adjustments required; and how to meet those needs through plain language, readable formats, captions, transcripts, alternative text, assistive features and additional time where authorised
- how job descriptions, delegated authority, organisational procedures and approval requirements define the responsibilities and limits of a workplace role
- the purpose and requirements of communication records: provide an accurate audit trail, support continuity of work, confirm decisions and agreed actions, assign responsibility, monitor deadlines and document referrals and outcomes; record the date, parties involved, information requested or communicated, decisions, agreed actions, responsible persons, deadlines, referrals and outcomes
- how communication failures affect workplace activity: inaccurate communication can result in errors or incorrect decisions; incomplete communication can cause omissions, repeated work or unresolved actions; inaccessible communication can prevent understanding or participation; and delayed communication can result in missed deadlines, interrupted financial or administrative processes, reduced stakeholder confidence and damage to organisational reputation

To enable students to achieve this learning outcome, students must be able to:

- identify the purpose, audience, urgency, sensitivity and required outcome of a communication, select an appropriate communication method and adapt the content, language, tone and format to the identified audience and accessibility needs
- listen actively, use relevant questions to obtain, clarify and confirm information, and communicate the confirmed information clearly, accurately and professionally through the verbal, written or digital method selected
- provide current information in response to enquiries that can be resolved using approved sources: organisational records, published guidance, standard responses and established procedures; confirm that the information is permitted to be disclosed to the recipient and confirm the agreed actions, responsible persons, deadlines and expected outcomes
- respond to concerns and complaints by acknowledging the issue and recording the relevant facts, and refer or escalate complaints, confidential decisions, suspected security incidents, unresolved errors and requests outside permitted authority through the relevant support route, without making decisions or commitments that require additional approval
- maintain accurate records of enquiries, information communicated, decisions, agreed actions, referrals and outcomes
- draft and send a follow-up communication that confirms the agreed actions, responsible persons, deadlines and expected outcomes

- review whether the communication achieved its intended outcome and identify improvements for future communication

Supporting behaviours that are integral to the learning outcome but not expected to be assessed:

- attention to detail
- empathetic / inclusive
- professional
- respectful
- punctual
- committed

## LO2: Use and manage information, records and digital systems securely

See Annex A for the required tools and equipment and Annex E for definitions of key terms.

Rationale:

Finance Assistants and Digital Administrators use digital systems to create, process, store, retrieve and share workplace information. Students need to maintain accurate and accessible records, check the quality of data and protect personal, financial, confidential and commercially sensitive information. They must use authorised systems and artificial intelligence-enabled functions responsibly, recognise security and data-quality concerns, correct errors within permitted user-level limits, and refer matters requiring additional authority through the relevant support route.

To enable students to achieve this learning outcome, students must know and understand:

- the purposes and uses of authorised workplace devices: computers, monitors and input devices to access, create, view and enter information; printers and scanners to produce or capture documents; and telephones, headsets and audio-video equipment to communicate and participate in online meetings
- the purposes and uses of authorised workplace applications: word-processing applications to create and edit documents; spreadsheet applications to organise, calculate, check and present data; presentation applications to communicate information visually; email, calendar, messaging and online-meeting applications to communicate and coordinate work; browsers to access authorised online information; and PDF applications to view, create or share fixed-format documents
- the purposes and uses of shared workplace systems: shared drives and cloud storage to store, retrieve and share information; document and records-management systems to control access, versions and retention; databases and finance systems to record, retrieve and process information; and collaborative workspaces and task or workflow systems to coordinate activities, responsibilities, progress, review and approval
- the types of information used in finance and digital administration: personal details; contact information; correspondence; transaction data; financial records; schedules; action records documenting decisions, tasks, responsible persons, deadlines and outcomes; system records documenting access, changes and processing activity; and management information summarising workload, progress, performance and exceptions
- the requirements for managing workplace information: approved file formats, naming conventions, folder structures, information classification, version control, access permissions, retention, archiving, retrieval and secure disposal

- the characteristics and verification of reliable workplace information: information must be accurate, complete, current, consistent, relevant and obtained from an authorised source; verification methods comprise comparison with source documents, required-field checks, format and range checks, duplicate checks, recalculation, cross-checking between systems and confirmation with an authorised person
- the structure and calculation features used to organise and calculate workplace information in spreadsheets: rows, columns, cells, worksheets, tables, arithmetic formulas and the SUM function
- the spreadsheet methods used to check and analyse workplace information: calculate totals using arithmetic formulas and the SUM function; identify differences by comparing values and subtracting one value from another; identify recurring patterns through sorting, filtering and conditional formatting; identify missing values and duplicate entries through filtering and conditional formatting; and identify values outside permitted ranges or validation criteria through data-validation controls and conditional formatting
- the use of spreadsheet tables and charts to present workplace information: tables, bar charts, column charts, line charts and pie charts to show totals, comparisons, proportions, changes over time and progress against agreed targets
- the access and information-protection controls used for authorised workplace activity: user accounts, secure passwords, multi-factor authentication, access permissions, screen locking and secure storage and sharing; access information only for an authorised task, use it only for that task, share it only with authorised recipients and follow retention and disposal requirements
- common digital-security concerns and reporting requirements: phishing messages, suspicious links or attachments, malware warnings, unexpected access requests, unauthorised access, accidental disclosure, loss of information and exposure through a digital footprint; and the relevant support route and information required to report data-quality, access, security or system concerns
- the requirements for accessible digital information: clear layouts; readable fonts and colour contrast; headings and styles; descriptive links; alternative text; captions and transcripts; accessible tables; and authorised accessibility features
- the purposes and limitations of authorised automation and artificial intelligence-enabled functions, including drafting, proofreading and correcting text, summarising, searching, organising information, extracting data, identifying patterns, generating meeting notes and action logs, transcribing audio and completing repetitive actions; outputs may be inaccurate, incomplete, duplicated, incorrectly classified, biased, outdated, fabricated or unsuitable for the intended purpose

To enable students to achieve this learning outcome, students must be able to:

- select and use authorised word-processing, spreadsheet, presentation, email, calendar, messaging, PDF and records-management applications and systems according to the task and information classification
- create, edit, format, save and share accessible workplace documents using headings, readable fonts, page layouts, tables, descriptive links, alternative text and document properties according to the identified user need and required outcome
- enter, retrieve and update information in authorised shared drives or cloud-storage locations, document- or records-management systems, collaborative workspaces and task- or workflow-management systems, using the fields required by the record type and the applicable formats, dates, reference numbers, categories and codes; and locate information using file names, folder structures, search terms and filters
- use arithmetic formulas and the SUM function to calculate totals, differences and percentages
- use sorting, filtering, conditional formatting and data-validation controls to identify recurring patterns, missing values, duplicate entries and values outside permitted ranges
- present spreadsheet information in a table or chart with accurate titles, headings, labels, units and legends
- apply file names that identify the subject, document type, date, version and status; organise files within folders by business function, project or reporting period; and apply the information classifications public, internal, confidential and restricted
- save records in the required editable or read-only file format; apply version numbers and the status labels draft, under review, approved, superseded and archived; and store records within an authorised shared drive, document-management system or records-management system
- locate and retrieve records using dates, reference numbers, file names, search terms and filters; and maintain an audit trail recording the date, user, record or system affected, action or change completed, reason, approval and outcome
- check workplace information against source documents and system records for accuracy, completeness, currency, consistency and duplication, and correct authorised data-entry, calculation and formatting errors using the supporting source information
- apply information-security requirements when accessing, storing and sharing information: use passwords, multi-factor authentication, screen locking, security passes, identification and secure work areas; verify the recipient and their access permissions before sharing personal, financial, confidential or commercially sensitive information through an authorised email account, access-controlled shared drive, authorised workplace system or encrypted file-transfer service; and

report unauthorised access or tailgating through the information-security support route

- recognise phishing messages, suspicious links or attachments, unexpected access requests, malware warnings, unauthorised access and accidental disclosure, and record and refer the concern through the relevant support, data-protection or information-security route, stating the affected record or system, date and time, description, effect, available evidence and actions already attempted
- use an authorised artificial intelligence-enabled function by providing instructions that specify the task, purpose, audience, required content, format and constraints; check its output against source documents and reliable information for accuracy, completeness, relevance, bias and suitability; and correct inaccurate, incomplete, duplicated or unsupported output using permitted user-level functions, referring any output that requires additional approval or cannot be corrected
- complete drafting, calculation, information-searching, information-organising and records-management tasks without AI-enabled assistance, using word-processing applications, spreadsheet applications, web browsers, authorised workplace search functions, shared-storage systems and records-management systems

Supporting behaviours that are integral to the learning outcome but not expected to be assessed:

- adaptable
- attentive
- honest
- responsible
- trustworthy
- professional
- reliable
- accountable

## LO3: Plan, organise, complete and review work

See Annex A for the required tools and equipment and Annex E for definitions of key terms.

Rationale:

Planning, organisation and review are essential in Finance Assistant and Digital Administration roles. Students need to confirm what must be completed, identify the information and resources required, prioritise activities and manage their time. They must monitor progress, respond to changes, report problems before they affect agreed outcomes, check completed work and use feedback to improve future performance.

To enable students to achieve this learning outcome, students must know and understand:

- the purposes and benefits of planning, organising, monitoring and reviewing allocated work
- the information, requirements and constraints to identify and confirm before starting an allocated task: purpose; required outcome; instructions; quality requirements; deadlines; priorities; dependencies; available information and resources; required approvals; limits of authority; and circumstances requiring referral
- how task lists, calendars, schedules, reminders and task-management systems are used to plan and monitor allocated work: create and assign tasks; record owners, priorities, start dates, deadlines and dependencies; apply the status categories not started, in progress, awaiting action and completed; set reminders; and update progress and completion information
- the quality standards and checks applied to completed work: accuracy, completeness, consistency, required format, compliance with instructions and completion within agreed timescales; checks comprise comparison with instructions and source information, confirmation of required fields and actions, recalculation, proofreading, format and approval checks, and confirmation that deadlines and quality requirements have been met
- how to monitor and report progress by comparing completed and outstanding activities with the plan, deadlines and quality requirements, and recording the current status, problems, dependencies, risks to completion and any decisions, information or support required
- how missing information, unavailable resources, errors, conflicting instructions, changing priorities, delayed approvals and changes to procedures, deadlines, systems or working arrangements can affect completion, and why revised priorities, outcomes, deadlines, resources, dependencies and approval requirements must be confirmed before adapting the plan

- how to respond to feedback on completed or ongoing work: identify the required change, clarify unclear points, agree any revised priorities or deadlines, make and check the change, and record or communicate the action taken
- the purpose and requirements of maintaining records of allocated tasks, priorities, deadlines, decisions, changes, progress updates, problems, referrals, completed checks, feedback and outcomes

To enable students to achieve this learning outcome, students must be able to:

- identify and confirm the purpose, instructions, required outcome, priorities, deadline, quality requirements and decision-making limits of an allocated task from the occupational information communicated
- break allocated work into activities; identify the information, resources, approvals and support required; estimate the time needed; and sequence the activities according to their dependencies, priorities and required deadline
- use task lists, calendars, schedules, reminders and task-management systems to create and assign tasks; record owners, priorities, start dates, deadlines and dependencies; apply the status categories not started, in progress, awaiting action and completed; and update progress and completion information
- monitor completed and outstanding activities against the plan, deadlines and quality requirements, and provide an accurate progress update stating completed and outstanding work, identified problems, risks to completion and any support or decisions required
- refer or escalate problems through the relevant support route where a deadline or quality requirement is at risk or the required action exceeds permitted decision-making limits
- check completed work against the instructions, source information, required format, deadline and quality requirements; correct errors where authorised and supported by reliable information; and provide the completed work to the intended recipient
- maintain accurate records of task requirements, plans, changes, progress, problems, decisions, checks and completion
- review the planning and completion of allocated work, identify what was effective and what should be improved, and use feedback to agree and implement an improvement to their approach to future tasks

Supporting behaviours that are integral to the learning outcome but not expected to be assessed:

- adaptable
- attentive
- committed
- focused
- organised

- reflective
- reliable
- responsible

## LO4: Demonstrate professional conduct and contribute to effective team working

See Annex A for the required tools and equipment and Annex E for definitions of key terms used in this learning outcome.

Rationale:

This learning outcome develops the professional conduct, ethical awareness and collaborative behaviours required in Finance Assistant and Digital Administration roles. Students will understand the professional and decision-making boundaries applicable to these roles, how finance and digital administration activities contribute to organisational objectives, and how to work responsibly with others. They will also learn how to respond to ethical concerns, conflicts of interest, workplace risks and situations requiring support or escalation.

To enable students to achieve this learning outcome, students must know and understand:

- the responsibilities and conduct standards of Finance Assistant and Digital Administration roles: complete allocated work accurately and within agreed timescales; maintain complete records and audit trails; protect confidential, personal and financial information; act honestly, objectively, fairly and accountably; declare conflicts of interest; and comply with equality, health and safety, data-protection and information-security requirements
- the decision-making limits of Finance Assistant and Digital Administration roles: complete allocated finance or digital-administration tasks independently where a current approved procedure and the required user-level permissions apply; complete corrections permitted by a current approved procedure and delegated authority where reliable supporting evidence is available, maintaining an audit trail of the change; and obtain guidance or additional approval before disclosing protected information, committing expenditure, changing approved records, correcting transactions or altering shared documents, forms or workflows outside those limits
- how matters outside the authority of Finance Assistant and Digital Administration roles are referred: complaints and conflicts of interest to the line manager; suspected fraud to the line manager or finance manager; security incidents to the information-security support route; data breaches to the data-protection lead; and matters outside user-level permissions to the line manager or system-support route
- the meaning, sources and management of actual, potential or perceived conflicts of interest: conflicts may arise through personal relationships, financial interests, gifts, hospitality, outside employment or access to confidential information; they must be identified, declared and recorded, involvement in affected decisions must be avoided, and the matter must be referred through the relevant support route

- the indicators of unethical or unlawful workplace conduct: dishonesty, falsification of records, misuse of confidential information, discrimination, undeclared conflicts of interest and actions outside delegated authority; and the purpose and requirements of authorised reporting and whistleblowing routes
- the roles and responsibilities of team members, how work depends on information, decisions and actions completed by others, and how cooperation, constructive feedback and authorised information sharing support the allocation of work, coordination of dependent tasks, resolution of issues and completion by agreed deadlines
- how equality, diversity and inclusion support effective participation and collaboration: recognise how different perspectives, experiences, cultures and working requirements affect participation; use inclusive and professional language; apply requirements consistently; respect different needs and viewpoints; support accessibility; avoid bias, discrimination and favouritism; and maintain professional boundaries by communicating through authorised workplace channels, protecting confidential information, avoiding personal or preferential relationships that affect objectivity, declaring gifts and conflicts of interest, and referring requests or decisions outside the allocated role
- the health and safety responsibilities of employees and employers: follow safe working procedures; use equipment in accordance with operating instructions; take reasonable care of their own safety and the safety of others; provide required training and information; and identify, record and report hazards, incidents, errors and near misses promptly through the organisation’s health and safety reporting procedure
- the indicators that workload, working practices or workplace relationships may be affecting wellbeing: excessive workload, persistent stress, fatigue, reduced concentration, changes in behaviour and difficulty maintaining professional working relationships; and the organisational support routes available through a line manager, human resources, an employee assistance service or an appointed health and safety representative
- how workplace resource-use practices reduce waste, cost and environmental impact: use electronic records instead of printed copies where permitted; print only required pages and use double-sided or monochrome printing; reuse and recycle paper, packaging and consumables; switch off equipment and lighting when not in use; apply power-saving settings; avoid unnecessary duplicate digital files and email attachments by sharing authorised links; and delete digital records only in accordance with retention and secure-disposal requirements
- the purpose and management of continuing professional development: use feedback, reflection, training, workplace experience, approved guidance, system updates and professional networks to maintain current knowledge and improve performance; record the activity, date, learning achieved and resulting action; compare progress with agreed objectives; and identify further development needs and next steps

## PROPOSED SUBJECT CONTENT FOR CONSULTATION

To enable students to achieve this learning outcome, students must be able to:

- work honestly, objectively and accountably within the responsibilities of an allocated role, complying with organisational requirements for confidentiality, data protection, information security, equality, health and safety, conflicts of interest and professional conduct
- recognise an actual, potential or perceived conflict of interest, record and declare it
- recognise conduct that may be unethical, unlawful, discriminatory or contrary to organisational requirements, and report the concern accurately and confidentially through the organisation's reporting or whistleblowing procedure
- contribute to team objectives by completing allocated tasks and producing the required outputs to the agreed quality requirements and deadlines; coordinating interdependent tasks and deadlines; updating task status; notifying colleagues of delays or risks; sharing authorised information; responding to constructive feedback; and adapting their contribution to colleagues' communication needs
- treat colleagues, customers and stakeholders fairly, respectfully and without discrimination, adapting their conduct to identified communication and accessibility needs while maintaining professional boundaries in face-to-face and digital interactions
- identify workplace hazards, incidents, errors or near misses and report them
- recognise and report health, safety or wellbeing concerns affecting themselves or others
- use materials, equipment, energy and digital resources in ways that minimise avoidable waste
- identify their own development need from feedback, reflection, changed role requirements or a gap in their knowledge or skills; agree a personal development objective with their supervisor; and select a development activity that supports achievement of that objective

Supporting behaviours that are integral to the learning outcome but not expected to be assessed:

- supportive
- honest
- inclusive
- ethical
- professional
- respectful
- accountable
- self-aware

# 2. Occupation-specific Content

## 2.1 Aims

The occupation-specific component of each Occupational Certificate will address any additional knowledge, skills and supporting behaviours in the occupational standard(s) that are considered essential to prepare students for employment. A set of learning outcomes is provided for each Occupational Certificate in this route and these complement the shared introductory core set out in Part 1.

All content from Part 1 and Part 2 must be included in the final qualification specification.

## 2.2 Learning outcomes

This section sets out the details of the learning outcomes and the underlying occupation-specific content for Occupational Certificates in this occupational route. Each learning outcome has been mapped to the knowledge, skills and behaviour statements in the relevant occupational standards. Annex C sets out, for each occupation-specific learning outcome, the knowledge, skills and behaviours from the relevant occupational standard that have been covered.

LO5 and LO6 comprise the occupation-specific content for the Business Operations: Finance Occupational Certificate.

LO7 and LO8 comprise the occupation-specific content for the Business Operations: Digital Administration Occupational Certificate.

## LO5: Process and maintain routine financial transactions and records

See Annex A for the required tools and equipment and Annex E for definitions of key terms used in this learning outcome.

Rationale:

Accurate processing of financial transactions is a central responsibility of a Finance Assistant. Students need to understand the purpose and flow of sales, purchase, receipt, payment, refund, credit and expense transactions and the records that support them. They must be able to check source documents and authorisation, apply the required accounting treatment, enter information accurately and maintain an audit trail. Students must remain responsible for the accuracy and completeness of their work when using automated or artificial intelligence-enabled functions.

To enable students to achieve this learning outcome, students must know and understand:

- the purpose and stages of recording sales invoices, purchase invoices, credit notes, receipts, payments, refunds, expense claims, part payments, settlement discounts and credit adjustments accurately, completely and within the correct accounting period: obtain the source document and required authorisation; enter and process the transaction; file the supporting evidence; and retain the record in accordance with organisational access permissions and applicable legal and organisational retention requirements
- the purpose, content and checking of financial source documents: sales invoices, purchase invoices, credit notes, receipts, remittance advices, payment records, bank records and expense claims must be checked for the supplier or customer identity, transaction date, description, quantity, price, calculations, tax treatment, payment details, supporting evidence and required authorisation before processing
- the types and recording relationships of financial transactions: sales and purchases create amounts receivable or payable; receipts and payments settle or reduce balances; refunds, credit transactions and expenses alter the relevant customer, supplier, cash, bank or nominal-ledger record; and each entry must be traceable from its source document to the transaction entry, ledger record and resulting account balance
- the purpose and application of controls when processing individual transactions and batches: segregation of duties, authorisation limits, sequential references, access permissions, batch totals, control totals, audit trails and secure storage are used to prevent, identify and trace incomplete, inaccurate, duplicated or unauthorised processing
- the purpose and correct use of accounting codes, customer and supplier references, transaction references and accounting periods, and how an incorrect

date, amount, reference, tax treatment, account or accounting code can misstate transaction records, ledger balances, tax information or the accounting period
- what value added tax (VAT) is: an indirect tax charged on taxable supplies of goods and services; its purpose as a tax collected by VAT-registered businesses on behalf of government; and how to identify and apply the VAT rate stated in transaction information, calculate the VAT amount and record the net amount, VAT amount and gross amount
- how settlement discounts, credit notes, refunds, part payments and duplicate documents affect transaction records
- how authorised finance software and spreadsheets are used to create, enter, amend, approve, retrieve, organise and check sales, purchase, receipt, payment, refund, credit and expense transaction records: arithmetic formulas, SUM and cell references calculate values; sorting and filtering organise records; and data-validation controls restrict entries to permitted data types, formats and ranges
- how records-management, information-security and data-protection requirements apply to financial source documents and transaction records: use file names that identify the transaction type, date and reference number; apply version numbers and the status labels draft, approved, superseded and archived; store records in authorised finance or records-management systems; restrict access to authorised users; and retain and securely dispose of records in accordance with applicable legal and organisational retention periods
- how automated or artificial intelligence-enabled functions within accounting, expense-management and document-capture systems are used to extract transaction dates, references, supplier or customer details, net amounts, VAT amounts and gross amounts; suggest nominal or cost-centre codes; identify duplicate transactions; and match invoices, credit notes, purchase orders, receipts and payments; and why each output must be checked against the source document before use because it may be inaccurate, incomplete, duplicated, incorrectly classified or unsupported by the available evidence
- the types of processing error that may occur: omitted, duplicated, transposed, incorrectly dated, incorrectly calculated, incorrectly coded or unauthorised entries
- the difference between an error that can be corrected within permitted decision-making limits and an error that requires approval, referral or investigation

To enable students to achieve this learning outcome, students must be able to:

- identify the type and purpose of a financial source document; check the supplier or customer identity, transaction date, description, quantities, prices, calculations, tax treatment, payment details and supporting evidence; and confirm the required purchase-order, recorded-workflow or signed authorisation before processing
- use the unit prices, quantities, discount rates, VAT rates, opening balances, payments, credit notes and refunds recorded in source documents and transaction records to calculate transaction totals, VAT amounts, balances and amounts due

- use arithmetic formulas, SUM, cell references, sorting, filtering and data validation to organise and check transaction information; calculate batch and control totals; and identify and report differences between those totals and the transactions recorded in the finance system
- use an authorised finance system to select and update the correct customer, supplier, cash, bank or nominal-ledger record and process sales invoices, purchase invoices, credit notes, receipts, payments, refunds, expense claims, part payments, settlement discounts and credit adjustments within the correct accounting period, applying the date, reference, amount, tax treatment, account and accounting code shown in the supporting transaction record
- identify omitted, duplicated, transposed, incorrectly dated, incorrectly calculated, incorrectly coded and unauthorised entries; correct an error where a current approved procedure, delegated authority and reliable supporting evidence permit the correction; record the reason, date, change made and person completing it; and refer errors, missing evidence and unauthorised transactions that cannot be corrected within those limits
- use authorised automated or artificial intelligence-enabled functions within document-capture and expense-management systems to extract transaction dates, references, supplier or customer details and net, VAT and gross amounts; and within accounting systems to suggest nominal-ledger or cost-centre codes, identify duplicate transactions and match invoices, credit notes, purchase orders, receipts and payments
- check automated outputs against the source documents; correct or refer inaccurate, incomplete, duplicated, incorrectly classified or unsupported results; and complete the transaction using standard finance-system functions where automated assistance is unavailable, unauthorised or unsuitable
- retain the source document, supporting authorisation, finance-system transaction reference and processing date; maintain an audit trail showing the source, authorisation and person completing the action; and record each amendment, its date, reason, approval and person making the change
- name, file, store and retrieve transaction records in accordance with organisational access and retention requirements, and protect financial, commercial and personal information throughout the transaction-processing activity

Supporting behaviours that are integral to the learning outcome but not expected to be assessed:

- attentive
- honest
- trustworthy
- professional
- reliable
- accountable

## LO6: Check, reconcile and report financial information

See Annex A for the required tools and equipment and Annex E for definitions of key terms used in this learning outcome.

Rationale:

Finance Assistants compare financial records with supporting evidence to confirm that information is complete, accurate and consistent. Students must be able to complete bank, supplier-statement, customer-account and control-account reconciliations; investigate differences; correct errors where supporting evidence and user-level authority permit; and refer missing evidence, unexplained differences and unauthorised entries for approval or investigation. They must also produce and present transaction listings, account balances, cash summaries, reconciliation statements and aged receivables and aged payables that enable authorised users to identify balances, outstanding items, exceptions and trends. Students remain responsible for checking the accuracy, completeness and relevance of outputs produced by finance systems, spreadsheets and automated or artificial intelligence-enabled functions.

To enable students to achieve this learning outcome, students must know and understand:

- the purpose of reconciliation in supporting accurate, complete and reliable financial records by comparing an internal financial record with independent or supporting evidence
- the records, information and balances used in reconciliation: bank records, supplier statements, customer accounts, cash records and control accounts; account identity, transaction date, reference, description, debit or credit amount and balance; and opening, adjusted, closing and carried-forward balances
- the reconciliation process and classification of differences: obtain the records, confirm the period, compare opening balances, match transactions, identify and investigate discrepancies, record authorised adjustments and confirm the closing position; distinguish valid timing differences, processing errors, missing evidence and unexplained discrepancies arising from omitted or duplicate entries, transposition errors, incorrect amounts, dates or accounts, unrecorded charges or receipts, credit notes and refunds
- the purpose of a bank reconciliation and the treatment of outstanding payments, deposits not yet credited, bank charges, interest, direct debits and bank errors
- the purpose and requirements of supplier and customer account reconciliations: compare supplier statements with purchase-ledger records and investigate missing invoices, credit notes, payments and disputed items; compare customer accounts with sales-ledger records and investigate receipts, credit notes, refunds and outstanding amounts

- the purpose of sales-ledger and purchase-ledger control accounts and how their balances are compared with the totals of the corresponding customer or supplier accounts to identify differences
- the purpose, content and interpretation of financial information: transaction listings, account balances, cash summaries and reconciliation statements; aged receivables and aged payables grouped by the number of days after the payment due date as current, where payment is not yet due, 1 to 30 days overdue, 31 to 60 days overdue, 61 to 90 days overdue and over 90 days overdue; and the distinction between totals, balances, variances, exceptions, trends and outstanding items
- the requirements for presenting and checking financial information: use tables and charts to show totals, comparisons, movements and exceptions without changing the meaning of the underlying data; provide the title, date, reporting period, units, labels, legends, source references and explanatory notes; and check completeness, arithmetical accuracy, agreement with source records, reporting period, classification and intended recipient before issue
- the permitted uses and limitations of automated or artificial intelligence-enabled functions within accounting, expense-management, banking and document-capture systems: extracting transaction details from invoices and receipts; suggesting nominal-ledger and cost-centre codes; matching invoices, purchase orders, credit notes, receipts and payments; identifying duplicate, missing, overdue or unmatched transactions; suggesting corrections; and generating transaction listings, account balances, cash summaries and aged receivables or payables; and the risks of false matches, omitted exceptions, incorrect classifications, unsupported assumptions and incomplete or outdated data
- the control requirements for reconciliation outcomes: obtain the authority, evidence and approval required to correct, adjust, write off or otherwise change a financial record; retain evidence of checks, reconciliation activity, corrections, approvals and unresolved items; and refer discrepancies, suspected irregularities and unexplained transactions through the relevant support route
- the purpose of cost recording and how direct costs are traced to the cost centre or cost unit identified in the source record, and how the following allocation bases are used according to the type of indirect cost: floor area for premises costs; number of employees for staff-related costs; machine hours for equipment costs; labour hours for labour-related overheads; and recorded usage for utilities and shared services
- the purposes of financial accounting and management accounting and the differences between them in relation to intended users, reporting periods and the use of historical financial information or forecasts

To enable students to achieve this learning outcome, students must be able to:

- obtain and validate the internal records and supporting evidence required for the reconciliation by confirming the account, organisation and reporting period, and comparing opening balances to identify any difference brought forward
- match transactions by reference, date, description and amount; record matched and unmatched items; calculate totals, subtotals, balances, variances and outstanding amounts; and classify differences as valid timing differences, processing errors, missing evidence or unexplained discrepancies
- complete reconciliations: prepare a bank reconciliation accounting for outstanding payments, deposits not yet credited, bank charges, interest and direct debits; reconcile a supplier statement with its purchase-ledger account; reconcile a customer account with its sales-ledger record; and compare sales-ledger and purchase-ledger control-account balances with the totals of their supporting individual accounts
- investigate reconciliation differences by tracing amounts to source documents, transaction records and authorisations; correct omitted, duplicated, transposed, incorrectly dated, incorrectly calculated or incorrectly coded entries where a current approved procedure, delegated authority and reliable supporting evidence permit the correction; record the reason, date, change made, authorisation and person completing each correction; and refer unresolved discrepancies, suspected irregularities, missing documents and unauthorised transactions through the relevant support route
- prepare a reconciliation statement showing the balance before adjustment, identified differences, approved adjustments and the reconciled balance
- identify direct costs from source records and trace them to the relevant cost centre or cost unit; allocate indirect costs using the allocation basis required by the type of cost; calculate the amount allocated; and retain the supporting calculation
- produce and analyse financial information from financial records by creating transaction listings, account balances, cash summaries and aged receivables and aged payables; group outstanding balances into current, 1–30-day, 31–60-day, 61–90-day and over-90-day ageing periods; and use spreadsheet formulas, sorting, filtering and conditional formatting to calculate totals, balances, percentages and variances and identify overdue balances, exceptions and trends
- present and communicate financial information by producing a labelled table and a chart showing a comparison, movement over time or distribution; summarise material balances, outstanding items, variances and exceptions; check agreement with the underlying records and reporting period; and provide the completed information to the intended recipient in the organisationally required format
- use authorised automated or artificial intelligence-enabled functions within accounting and banking systems to match bank transactions with cash-book entries, invoices with purchase orders or credit notes, and receipts with customer balances; identify duplicate, missing, overdue and unmatched transactions; and

generate draft transaction listings, account balances, cash summaries, aged-receivables reports and aged-payables reports

- verify automated matches, calculations, exceptions and commentary against the underlying records; amend, reject or refer inaccurate, incomplete, duplicated, incorrectly classified or unsupported outputs; and complete the work using standard application functions where automated assistance is unavailable, unauthorised or unsuitable
- retain an audit trail of the records examined, matches made, differences identified, corrections completed, approvals obtained and matters referred

Supporting behaviours that are integral to the learning outcome but not expected to be assessed:

- attentive
- honest
- objective
- professional
- reflective
- reliable
- accountable

## LO7: Create, manage and control digital information and administrative workflows

See Annex A for the required tools and equipment and Annex E for definitions of key terms used in this learning outcome.

Rationale:

Digital Administrators use workplace applications and shared systems to create, control and retrieve documents, records, forms, schedules and workflow information. Students must apply user-level functions to maintain data quality, accessibility, access permissions, version control and audit trails. They apply authorised automated or artificial intelligence-enabled functions to digital administrative activities in accordance with the information-handling, verification and accountability requirements set out in Learning Outcome 2. The outcome does not require coding, software installation, hardware maintenance, network administration or changes to organisation-wide system settings.

To enable students to achieve this learning outcome, students must know and understand:

- how the purpose, required output, information type, intended audience, access requirements and method of completion determine the authorised application or system used for an administrative task: word-processing, spreadsheet, presentation, email, calendar, digital-form, document-storage or task-management applications
- how workplace documents are produced and controlled: letters, emails, agendas, minutes, reports, forms, instructions and presentations must use a structure, language, layout and level of detail suited to their purpose and audience; apply organisational template requirements for branding, headings, fonts, page layout, document fields and approval information; and pass through the required stages of creation, editing, review, approval, publication and archiving
- how digital forms support accurate administrative data collection: text, number, date, currency, percentage and yes/no fields must be selected for the information required; mandatory fields, instructions and validation rules control completeness, type and format; and checks are needed to identify missing values, duplicate records, inconsistent formats, incorrect data types and data-entry errors
- how spreadsheet functions and visual formats are used to organise, calculate, check, summarise and present administrative data: tables, cell references, arithmetic formulas, SUM, COUNT, AVERAGE, sorting, filtering and data validation support calculations and checks; tables and charts present task progress, completion rates, outstanding actions, comparisons and identified exceptions
- how shared administrative systems support coordination: shared mailboxes use folders, categories, flags, status markers and ownership indicators; calendars and

booking systems record dates, times, locations, attendees, availability, purpose and supporting information; task-management systems record titles, owners, priorities, deadlines, dependencies, status and completion; and collaborative workspaces support shared access, co-authoring, comments, review and approval

- the risks associated with shared administrative systems: unauthorised access or disclosure caused by incorrect permissions or recipients; duplicate, conflicting or superseded document versions; accidental amendment, overwriting or deletion; unclear task ownership; missed messages, actions, approvals or deadlines; inaccurate status information; and loss of changes caused by synchronisation or connectivity failure
- how stages, status categories, ownership indicators, dependencies, templates, rules, notifications and approval steps are used to control a digital document-review and approval workflow: the stages are document creation, submission for review, amendment, resubmission, approval and archiving; the status categories are draft, submitted for review, changes required, resubmitted, approved and archived; and missed deadlines, rejected submissions, access problems and unresolved approval issues are recorded and referred to the responsible manager or digital-support route
- how accessibility requirements are applied when creating and reviewing administrative documents, forms and presentations: use a logical heading structure and reading order; descriptive link text; alternative text for images; captions or transcripts for audio and video; labelled form fields with instructions and error messages; table headings; sufficient colour contrast; readable fonts, spacing and layouts; and the application's accessibility checker to identify and correct issues
- how access permissions and user-level settings control the use of digital workspaces and applications: personal, shared and organisation-wide workspaces permit different levels of access; display, language, date and time, notification, default file-location and accessibility settings may be changed only where permitted; and system-administration settings remain outside the user-level role
- how document-management controls support organisation, retrieval, version control and accountability: file names, folder structures, metadata, version numbers and document status identify and locate the current approved record; audit trails record its creation, review, approval, amendment, sharing and archiving; and these controls reduce duplicate files, uncontrolled copies, incorrect versions and unauthorised access

To enable students to achieve this learning outcome, students must be able to:

- use authorised applications and shared administrative systems to: create, format, edit and proofread documents using the required template, structure, file format, naming convention and approval information; organise messages using folders, categories, flags, status markers and ownership indicators; create, update and cancel calendar or booking entries recording dates, times, locations, attendees,

access links and supporting information; resolve scheduling conflicts; and maintain task records containing titles, owners, priorities, deadlines, dependencies, status and completion information

- apply organisational requirements for file names, file formats, storage locations and version control when creating, reviewing, approving, replacing or archiving a document, so that its subject, document type, date, version and status can be identified and the current approved version can be retrieved
- create a digital form containing text, number, date and selection fields, and apply mandatory fields, instructions and validation rules that support complete and consistently formatted responses
- enter, import or transfer names, contact details, dates, times, reference numbers, categories, codes, booking information, schedule information, task information and digital-form responses accurately
- check administrative data and correct missing values, duplicate records, inconsistent formats, incorrect data types and data-entry errors
- use tables, cell references, arithmetic formulas, SUM, COUNT, AVERAGE, sorting, filtering and data validation to calculate, organise and summarise administrative data
- produce a clearly labelled table or chart that agrees with its source and presents progress, completion rates, outstanding actions, exceptions or comparisons without omission or distortion
- establish a digital document-review and approval workflow by creating a document from an approved template; assigning an owner, reviewer and approver; and applying the status categories draft, submitted for review, changes required, resubmitted, approved and archived
- record workflow deadlines and dependencies; share and co-author the document; respond to comments and required amendments; and submit the document for review and approval
- record each review decision, amendment, approval, status change and document version, and verify that the current approved version can be identified and retrieved
- identify and refer missed deadlines, rejected submissions, access problems and unresolved approval issues to the responsible manager or digital-support route
- configure user-level settings for display, language, date and time, notifications, default file location and accessibility; apply heading structures, descriptive links, alternative text, captions, table headings, colour contrast and readable formatting to digital content; and use the application’s accessibility-checking function to identify and correct issues through permitted user-level functions, referring issues that cannot be corrected through the organisation’s support procedure
- use an authorised artificial intelligence-enabled drafting or summarising function provided within a word-processing, email, online-meeting or collaborative-workspace application to draft an email, agenda, meeting summary or instruction, or to summarise meeting notes or a report

- use an authorised artificial intelligence-enabled function to complete an administrative categorising or information-extraction activity: categorise messages, documents or form responses; or extract names, dates, reference numbers, decisions, actions and deadlines
- apply the information-handling, verification, correction and referral requirements in LO2 to these administrative outputs, and check that their accuracy, completeness, accessibility, format, language and professional tone meet the purpose and audience requirements
- apply organisational access permissions when sharing administrative documents or records; retrieve the current approved version from the authorised system; and maintain an audit trail recording their creation, amendment, review, approval, sharing and archiving

Supporting behaviours that are integral to the learning outcome but not expected to be assessed:

- adaptable
- attentive
- inclusive
- professional
- reliable
- accountable

## LO8: Support users and improve routine digital administrative processes

See Annex A for the required tools and equipment and Annex E for definitions of key terms used in this learning outcome.

Rationale:

Digital Administrators help colleagues use authorised workplace applications and follow digital administrative processes. Students must be able to provide user-level guidance, respond to access, document-location, document-version, display, notification, form-completion and process-step issues using approved instructions, and refer matters requiring technical expertise or additional authority. They must also be able to identify, implement and test an authorised change to a document-review and approval, digital-form, calendar or booking, shared-mailbox, or task-allocation process. This outcome does not require students to diagnose hardware or network faults, install software, use administrator-level permissions or write code.

To enable students to achieve this learning outcome, students must know and understand:

- the purpose and limits of first-line digital support in an administrative role, and the distinction between providing guidance, completing an authorised user-level action and undertaking technical support
- the requirements for establishing a reported issue: confirm the user's identity and access permission; identify the user or service affected, application or process, date and time, action attempted, expected and actual outcomes, message displayed and actions already taken; and identify the user's digital confidence, communication needs and accessibility requirements
- the purpose and use of approved user guides, knowledge articles, frequently asked questions, process maps and service-status information, and how to confirm that guidance is current and approved by checking its version number, publication or review date, document owner and approval status
- common document-location and version issues and their authorised actions: locate an approved link or file where a link is incorrect or a file is stored in the wrong location; and confirm the current approved document version where an outdated or superseded version has been used
- common user-level setting, permission and process issues and their authorised actions: correct a permitted view, filter or notification setting; submit an access request where sharing permissions are incorrect; and repeat a documented process step where a required form field has not been completed
- the security and authority boundaries for first-line digital support: passwords, authentication codes and other security credentials must not be requested, recorded, shared or entered on behalf of another user; and administrative issues

outside standard user permissions or approved guidance must be referred through the organisation's support procedure

- the requirements for maintaining and closing a service request or support record: record the affected user or service, date and time, issue, effect on work, evidence, actions attempted, owner, priority, target response time, outcome, status and referral details; determine priority from urgency and effect on work; and confirm with the user that the required access or normal operation has been restored before recording resolution and closure
- the difference between a temporary workaround and a confirmed resolution
- the purpose of reviewing and mapping a digital administrative process-document review and approval, digital-form submission and processing, calendar or booking requests, shared-mailbox enquiry handling, or task allocation and monitoring - as a sequence of inputs, actions, decisions, handovers, outputs and records, and the distinction between correcting an isolated error and improving the process
- common sources of delay, duplication and error: repeated data entry, unclear ownership, missing information, inconsistent templates, unnecessary approval stages and unclear status information
- the requirements for proposing a change to a digital administrative process: identify and propose changes to templates, digital forms, field instructions, status categories, notifications, folder structures or approval steps; account for user needs, organisational requirements, accessibility, information security and available resources; and obtain organisational approval before changing a shared template, workflow, form, record structure or user instruction
- the requirements for testing and evaluating an authorised process change: establish a baseline, success measures, test conditions and expected results; use representative or anonymised information; compare actual results with the baseline and expected results; identify errors, restricted access or unintended effects; obtain feedback from affected users; record the change, approval, tests, results and further action; and determine whether the change should be retained, amended, reversed or referred

To enable students to achieve this learning outcome, students must be able to:

- establish and record a user-level issue by confirming the user's identity and access authority; identifying the user or service affected, application or process, task attempted, date and time, expected and actual outcomes, message displayed and effect on work
- select and apply current approved guidance to explain or demonstrate permitted user-level actions: locate an approved link, current document version, shared file or digital form within an authorised system; apply a permitted view, filter, notification or accessibility setting; submit an authorised access request where required; and adapt the explanation to the user's digital confidence and communication needs without requesting or using another person's security credentials

- check whether the user can complete the required task and distinguish a temporary workaround from a confirmed resolution
- record the guidance provided, actions completed, outcome, owner, priority and status, and confirm the outcome with the user before closing the support record
- refer security incidents, data breaches, system failures, account lockouts, administrator-level requests and unresolved issues through the relevant support route, providing the available evidence and a record of actions already attempted
- select and map one of the following digital administrative processes: document review and approval; digital-form submission and processing; calendar or booking requests; shared-mailbox enquiry handling; or task allocation and monitoring; represent its inputs, actions, decisions, handovers, outputs and records
- identify a source of delay, duplication, error, inaccessible practice or unclear responsibility within the mapped process, and define a proposed process change by stating the problem identified, the specific change required, its purpose, scope, affected users, intended outcome and organisational, accessibility, information-security and resource requirements
- plan an authorised process improvement by establishing a baseline and measurable success criteria; proposing a change to a template, digital form, field instruction, status category, notification, folder structure or approval step; and specifying the actions, responsibilities, resources, risks, testing method, completion date and required approval
- implement and test the approved change using authorised user-level functions and representative or anonymised information; compare actual results with the expected results and success criteria; and check that the change does not create inaccurate records, unauthorised access, inaccessible content or unintended additional work
- evaluate and communicate the outcome of the process change by obtaining feedback from affected users; recording the approved change, test evidence, results, feedback and further actions; recommending whether the change should be retained, amended, reversed or referred; and providing updated instructions for the intended users

Supporting behaviours that are integral to the learning outcome but not expected to be assessed:

- adaptable
- supportive
- inclusive
- patient
- professional
- reflective
- reliable
- responsive

- accountable

# Annex A: Tools and equipment

These lists represent the minimum required range and must not be reduced.

**Shared core**

- a desktop computer or laptop with a keyboard, pointing device, screen and audio capability
- a secure network connection and internet access
- a printer and scanner, or equivalent secure digital document-capture facility
- a calculator
- an approved web browser
- word-processing software
- spreadsheet software
- presentation software
- email and calendar software
- a secure file-storage and document-sharing system
- a collaborative workspace that supports co-authoring, comments, review and approval
- a digital-form application
- a task-management or workflow application
- accessibility features or an accessibility-checking function
- authorised automated or artificial intelligence-enabled functions capable of supporting drafting, summarising, categorising or extracting information
- environment approved antivirus, authentication, access-control and data-protection arrangements for the applications, systems and information being used

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- finance or accounting software that supports customer and supplier records, sales and purchase transactions, receipts, payments, credit notes, ledger records and transaction reports
- spreadsheet functions for arithmetic calculations, cell references, SUM, COUNT, AVERAGE, sorting, filtering, conditional formatting and data validation
- source documents: sales invoices, purchase invoices, credit notes, receipts, remittance advices, payment records, bank records and expense claims
- customer, supplier, cash, bank, nominal-ledger and control-account records
- bank statements, supplier statements and customer-account information suitable for reconciliation
- records containing omissions, duplicate entries, transposition errors, incorrect amounts, incorrect dates, incorrect codes and timing differences
- authorisation records and correction procedures
- reporting functions that produce transaction listings, account balances, aged receivables, aged payables, cash summaries and reconciliation information

- an authorised automated or artificial intelligence-enabled finance function capable of supporting data extraction, transaction matching, coding suggestions, exception identification or draft reporting

Business Operations: Digital Administration Occupational Certificate

- organisational templates for letters, emails, agendas, minutes, reports, forms, instructions and presentations
- shared mailboxes with folders, categories, flags, status markers and ownership indicators
- shared calendars that support appointments, meetings, attendees, locations, access links and supporting information
- task-management records containing owners, priorities, deadlines, dependencies and status information
- a document-management or collaborative system that supports file naming, version control, permissions, review, approval and archiving
- a digital-form application that supports text, number, date, selection and mandatory fields together with instructions and validation rules
- administrative datasets suitable for entry, checking, sorting, filtering, calculation and presentation
- permitted user-level settings for display, language, date and time, notifications, file locations and accessibility
- approved user guides, knowledge articles, frequently asked questions, process maps and service-status information
- a service-request or support-record system that records the user or service affected, issue, effect, evidence, actions, owner, priority, status, outcome and referral
- digital administrative processes for document review and approval, digital-form submission and processing, calendar or booking requests, shared-mailbox enquiry handling, and task allocation and monitoring, with records suitable for mapping, review, controlled amendment and testing
- representative or anonymised information that can be used to test an agreed process improvement safely

Restrictions

Students are not required to:

- install or replace hardware
- install software or change organisation-wide system settings
- administer networks, servers, user accounts or security controls
- use administrator-level access
- diagnose hardware, network or infrastructure faults
- write or test computer code

- disclose or use another person's password or authentication code
- use live personal, financial or commercially sensitive information where representative or anonymised information can meet the assessment requirement

Where an automated or artificial intelligence-enabled function is used, students must also be able to complete the underlying activity without that function.

Training equipment, simulated systems and fictional information may be used where access to workplace systems or direct work with members of the public would be unsuitable.

# Annex B: Links to occupational standards: Introductory core content

This annex lists all the learning outcomes for the introductory core content and the knowledge and skills statements from each occupational standard that each learning outcome will address. Knowledge, skills and supporting behaviours (KSBs) have been selected for inclusion in the introductory core where they are common across occupations and essential for entry-level employment. Remaining KSBs, including those relating to specialist techniques, advanced processes, role-specific systems or contextual decision-making, are reserved for the occupation-specific component.

## LO1: Communicate effectively with colleagues, customers and other stakeholders

| Occupational standard | Reference | Knowledge | Skills | Behaviours |
|---|---|---|---|---|
| Accounts or Finance Assistant | ST0608 | K5, K15 | S5 | B1, B5, B6 |
| Assistant Administrator | ST1472 | K6, K12, K13 | S4 S7, S12, S20 | B1, B4, B5, B6 |

## Additional Content

Employer and stakeholder feedback and analysis undertaken during subject content development identified the need for students to communicate through face-to-face, telephone, email, virtual-meeting and collaborative-workspace channels. Additional content therefore covers accessible and inclusive communication, checking understanding, responding to enquiries within the limits of the allocated role, recording decisions, actions, responsible persons and deadlines, and referring complaints, safeguarding concerns and requests that cannot be resolved using current authorised information.

## LO2: Use and manage information, records and digital systems securely

| Occupational standard | Reference | Knowledge | Skills | Behaviours |
|---|---|---|---|---|
| Accounts or Finance Assistant | ST0608 | K4, K12 | N/A | B4, B5 |
| Assistant Administrator | ST1472 | K1 | S4, S5, S17 | B4, B5 |

## Additional Content

Employer and stakeholder feedback identified secure and responsible use of digital information as a requirement across finance and digital administration roles. Additional content therefore covers information classification, access permissions, secure sharing, audit trails, data-quality checks, common cybersecurity threats and the use of automated or artificial intelligence-enabled tools. Students must verify automated outputs and remain able to complete the underlying activity without artificial intelligence.

## LO3: Plan, organise, complete and review work

| Occupational standard | Reference | Knowledge | Skills | Behaviours |
|---|---|---|---|---|
| Accounts or Finance Assistant | ST0608 | N/A | S4 | B2, B3, B4 |
| Assistant Administrator | ST1472 | K15, K25 | S6, S14, S17, S20 | B2, B3, B6 |

## Additional Content

Employer and stakeholder feedback and analysis undertaken during subject content development identified the need for students to plan, prioritise, organise and monitor work across digital systems. Additional content therefore covers the use of task lists, calendars, schedules, reminders and task-management applications; the management of priorities, dependencies and deadlines; progress monitoring and reporting; and the completion and quality checking of work.

## LO4: Demonstrate professional conduct and contribute to effective team working

| Occupational standard | Reference | Knowledge | Skills | Behaviours |
|---|---|---|---|---|
| Accounts or Finance Assistant | ST0608 | K1, K2, K3, K7, K11, K15, K16 | N/A | B1, B3, B5, B7, B8 |
| Assistant Administrator | ST1472 | K1, K2, K3, K5, K6, K7, K10, K14, K20, K21 | S2, S7, S11, S13, S15, S16 | B1, B3, B4, B5, B7, B8 |

## Additional Content

Employer and stakeholder feedback and analysis undertaken during subject content development identified the need for students to demonstrate professional conduct and contribute effectively to team working in finance and digital-administration roles. Additional content therefore covers responsibilities and decision-making limits; professional boundaries; equality, diversity, inclusion and accessibility; health, safety and responsible resource use; contribution to shared objectives; constructive responses to feedback; and continuing professional development.

# Annex C: Links to occupational standards: Occupation-specific content

This annex provides details of how occupational standards map to the occupation-specific content for each Occupational Certificate.

For each Occupational Certificate in this route, this annex lists all the learning outcomes for the occupation-specific content and the knowledge and skills statements from each occupational standard that are covered by each learning outcome.

## Business Operations: Finance Occupational Certificate

### LO5: Process and maintain routine financial transactions and records

| Occupational standard | Reference | Knowledge | Skills | Behaviours |
|---|---|---|---|---|
| Accounts or Finance Assistant | ST0608 | K6, K8, K13, K14 | S1, S3, S6, S7 | B4, B5 |

### LO6: Check, reconcile and report financial information

| Occupational standard | Reference | Knowledge | Skills | Behaviours |
|---|---|---|---|---|
| Accounts or Finance Assistant | ST0608 | K9, K10 | S2, S6 | B6 |

# Business Operations: Digital Administration Occupational Certificate

## LO7: Create, manage and control digital information and administrative workflows

| Occupational standard | Reference | Knowledge | Skills | Behaviours |
|---|---|---|---|---|
| Assistant Administrator | ST1472 | K8, K9, K11, K16, K18, K23, K24 | S1, S3, S9, S18, S19 | B4, B5 |

## LO8: Support users and improve routine digital administrative processes

| Occupational standard | Reference | Knowledge | Skills | Behaviours |
|---|---|---|---|---|
| Assistant Administrator | ST1472 | K17, K19, K22 | S5, S10 | B1, B2, B3, B5, B6 |

# Annex D: Co-teaching opportunities in level 2 Occupational and Foundation Certificate subject content

This mapping identifies areas where content for this Occupational Certificate aligns with content in related subjects and sector content. It is intended to highlight areas of content alignment that may support genuine, meaningful opportunities for shared delivery and co-teaching, whilst maintaining the distinct purpose and progression pathways of each qualification.

It can be used by awarding organisations when considering how to design qualifications, and by education providers when considering where co-teaching opportunities could be built into the delivery of their learning programme.

## Content alignment across qualifications in the same subject area

The following Occupational Certificate learning outcome(s)

- LO1: Communicate effectively with colleagues, customers and other stakeholders
- LO2: Use and manage information, records and digital systems securely
- LO3: Plan, organise, complete and review work
- LO4: Demonstrate professional conduct and contribute to effective team working
- LO5: Process and maintain routine financial transactions and records
- LO6: Check, reconcile and report financial information
- LO7: Create, manage and control digital information and administrative workflows
- LO8: Support users and improve routine digital administrative processes

Are directly covered within the Business Operations Foundation Certificate:

- LO2: Carry out business administration activities to support an organisation
- LO3: Communicate with customers, colleagues and other stakeholders
- LO4: Use business and financial information to support organisational activities and decisions
- LO6: Respond to business situations and requirements

## PROPOSED SUBJECT CONTENT FOR CONSULTATION

The following subject content areas may support meaningful opportunities for shared delivery and co-teaching between qualifications. These areas may relate to corresponding learning outcomes, but they are not limited to learning outcomes that are identical and can extend to learning outcomes that differ in wording or scope:

| **Occupational Certificate content reference** | **Foundation Certificate content reference** | **Potential co-teaching focus** | **Knowledge and understanding** | **Skills** | **Qualification-specific application differences** |
|---|---|---|---|---|---|
| Business Operations LO1 | Business LO3; relevant communication element of LO6 | Stakeholder communication | Purposes, methods and audiences for communication; adapting communication; active listening and questioning; accurate information; enquiries and complaints; confidentiality; records and review | Select and adapt communication for purpose and audience; listen and question; provide accurate information; respond to enquiries and complaints; record actions; review effectiveness | Occupational Certificate: applies communication within Finance or Digital Administration responsibilities, approved information, limits of authority and referral routes. Foundation Certificate: applies communication across broad business, customer and stakeholder contexts and communicates decisions or recommendations |

| Occupational Certificate content reference | Foundation Certificate content reference | Potential co-teaching focus | Knowledge and understanding | Skills | Qualification-specific application differences |
|---|---|---|---|---|---|
| Business Operations LO2 and LO7 | Business LO2 | Administrative document production | Purpose, audience and format of business documents; accurate content; templates and consistent formatting; accessibility; document checking; file naming, storage and version control | Produce accurate, accessible and purpose-appropriate documents; apply formatting and templates; check suitability, accuracy and completeness; save and retrieve documents appropriately | Occupational Certificate: applies occupational templates, naming conventions, permissions, review and approval stages and document-workflow controls.<br>Foundation Certificate: produces documents for broad routine business-administration activities. |
| Business Operations LO2; relevant occupational-record, information-control and audit-trail elements of LO5 to LO7 | Business LO2 and LO4 | Information and records management | Types and purposes of organisational records; naming, classification, storage, retrieval, version control, retention, authorised access, confidentiality, accuracy and audit trails | Create, organise, name, store, retrieve, check and securely share records; apply access and version controls; maintain accurate and traceable information | Occupational Certificate: manages Finance or Digital Administration records within specified classification, retention, permission, transaction and audit requirements.<br>Foundation Certificate: manages broad business and financial information to support administration and organisational decisions. |

| Occupational Certificate content reference | Foundation Certificate content reference | Potential co-teaching focus | Knowledge and understanding | Skills | Qualification-specific application differences |
|---|---|---|---|---|---|
| Business Operations LO3; relevant workflow-dependency and process-change planning elements of LO7 and LO8 | Business LO2 | Planning and organisation | Task requirements; priorities; resources; sequencing; dependencies; deadlines; risks; progress monitoring; status information; completion and review | Confirm requirements; break down and sequence activities; identify resources and dependencies; prioritise work; monitor progress; update status; recognise risks and delays | Occupational Certificate: plans allocated occupational work and retains specified status controls, quality risks, approvals, authority and escalation thresholds. Foundation Certificate: plans and prioritises routine administrative activities in broad business contexts. |

| Occupational Certificate content reference | Foundation Certificate content reference | Potential co-teaching focus | Knowledge and understanding | Skills | Qualification-specific application differences |
|---|---|---|---|---|---|
| Business Operations LO1 to LO3; relevant checking and review elements of LO5 to LO8 | Business LO2 to LO4 and LO6 | Quality checking and review | Instructions, purpose, source evidence and quality criteria; accuracy, completeness, consistency and suitability; errors and exceptions; feedback; corrective action and improvement | Check outputs against requirements and evidence; identify and correct errors; record unresolved issues; use feedback; review effectiveness and identify improvements | Occupational Certificate: applies the common checking process to occupational outputs and retains transaction, reconciliation, workflow, approval and audit controls. Foundation Certificate: reviews administrative work, communications, business information and proposed responses. |

| Occupational Certificate content reference | Foundation Certificate content reference | Potential co-teaching focus | Knowledge and understanding | Skills | Qualification-specific application differences |
|---|---|---|---|---|---|
| Business Operations LO2 and LO7 | Business LO2 and LO4 | General digital capability | Purpose and features of word-processing, spreadsheet, presentation, email, calendar, document-management and collaboration applications; file formats; secure and responsible use | Select and use workplace applications to create, organise, communicate and present information; collaborate; manage files; check outputs | Occupational Certificate: applies applications within Finance or Digital Administration systems and retains specialist permissions, forms, records and workflow controls. Foundation Certificate: uses common applications across broad business administration and information activities. |
| Business Operations LO1 / LO2 / LO4; relevant secure-handling elements of LO5, LO7 and LO8 | Business LO2 to LO4 | Confidentiality and information security | Confidentiality, privacy and data protection; information classifications; authorised access; authentication; secure storage and sharing; recipient verification; security risks, incidents and reporting routes | Apply authorised access; store and share securely; verify recipients; protect confidential information; recognise risks and incidents; record, report and escalate concerns | Occupational Certificate: applies detailed occupational classification, authentication, permission, incident-record and referral requirements. Foundation Certificate: applies secure information handling across business administration, communication and information use. |

| Occupational Certificate content reference | Foundation Certificate content reference | Potential co-teaching focus | Knowledge and understanding | Skills | Qualification-specific application differences |
|---|---|---|---|---|---|
| Business Operations LO2, LO6 and LO7 | Business LO4 | Data checking and presentation | Data types and sources; accuracy, completeness and consistency; spreadsheet structure; calculations; validation; differences, patterns and trends; tables and charts | Organise and validate data; apply calculations; identify errors, differences and patterns; produce accurate tables and charts; check outputs against source information | Occupational Certificate: applies data handling to Finance reconciliation and reporting or Digital Administration workflow and progress information, with specified source and control requirements.<br>Foundation Certificate: interprets business and financial information to support organisational understanding and decisions. |

| Occupational Certificate content reference | Foundation Certificate content reference | Potential co-teaching focus | Knowledge and understanding | Skills | Qualification-specific application differences |
|---|---|---|---|---|---|
| Business Operations LO2; relevant AI-enabled elements of | LO5 to LO7 and Business LO2, relevant administrative AI and automation element | AI and automation – introductory alignment | Appropriate and authorised uses of AI and automation; limitations; confidentiality; dependable sources; inaccurate, biased, misleading or fabricated outputs; human responsibility and accountability | Use AI-enabled tools for a defined purpose; protect confidential information; verify outputs against reliable sources and requirements; correct or reject unsuitable outputs; retain responsibility for final work | Occupational Certificate: applies AI to specific Finance extraction, matching or coding and Digital Administration drafting or categorisation, and requires unaided completion of underlying tasks. Foundation Certificate: introduces AI and automation for drafting, categorising, organising and supporting routine administration. |

| Occupational Certificate content reference | Foundation Certificate content reference | Potential co-teaching focus | Knowledge and understanding | Skills | Qualification-specific application differences |
|---|---|---|---|---|---|
| Business Operations LO4 | Business LO2 and LO3; relevant professional-boundary, responsibility and escalation elements of LO6 | Professional practice – introductory alignment | Professional boundaries and conduct; responsibilities; limits of authority; accurate records; confidentiality; escalation and reporting routes | Work within responsibilities; maintain accurate records; recognise limits; seek support; report or escalate concerns appropriately | Occupational Certificate: extends into explicit occupational ethics, conflicts of interest, whistleblowing, delegated authority, health and safety, wellbeing and continuing professional development.<br>Foundation Certificate: embeds professional practice within broad business administration, communication and decision-making activity. |

| Occupational Certificate content reference | Foundation Certificate content reference | Potential co-teaching focus | Knowledge and understanding | Skills | Qualification-specific application differences |
|---|---|---|---|---|---|
| Business Operations LO1 | Business LO3 | Customer service – introductory alignment | Customer or stakeholder needs; accurate information; professional enquiries and complaints; confidentiality; action records; referral and follow-up | Identify needs; provide accurate information; respond professionally to enquiries and complaints; record actions; refer matters outside responsibility | Occupational Certificate: applies communication and service responses within Finance or Digital Administration authority, approved information and occupational referral routes. Foundation Certificate: applies customer service across broad business and customer contexts. |
| Business Operations LO1, LO2, LO4, LO7 and LO8 relevant accessibility elements | Business LO2, relevant document element; LO3, relevant communication element | Accessibility – introductory alignment | Accessibility needs and barriers; clear language; inclusive formats; readable documents; alternative formats; accessibility features in documents, forms and systems | Identify accessibility needs; adapt communication; produce clear and inclusive documents; apply and check relevant accessibility features | Occupational Certificate: extends into digital forms, alternative text, captions, reading order, system settings, accessibility checking and user guidance. Foundation Certificate: focuses on accessible business communication and document production. |

# Annex E: Glossary of Terms

**Access permission** - A rule that determines whether a user may view, create, edit, approve, share or delete specified digital information

**Accessibility** - The design of information, documents and systems so that people with different needs can access, understand and use them.

**Accounting code** - A specified number or label used to classify a financial transaction within an accounting system.

**Accounting period** - The defined span of time to which financial transactions and reports relate.

**Aged payables** - Amounts owed to suppliers, grouped according to the length of time they have remained unpaid.

**Aged receivables** - Amounts owed by customers, grouped according to the length of time they have remained unpaid.

**Artificial intelligence-enabled function** - An authorised function that uses artificial intelligence to generate, classify, extract, match, summarise or suggest information. Its output must be checked by the user before use.

**Audit trail** - A chronological record showing the source of information and who created, accessed, amended, approved, processed or shared it, together with the date and nature of each action.

**Authorised** - Formally permitted by the organisation's policies, procedures, access controls or a person with the required authority.

**Baseline** - The recorded position before a change is made, used to measure whether the change produces an improvement.

**Boolean data** - Data that has one of two defined values, such as yes or no, true or false, or complete or incomplete.

**Collaborative workspace** - An authorised digital location where users can access, create, co-author, review and comment on shared information.

**Conflict of interest** - A situation in which a personal relationship, financial interest, gift, outside activity or other interest could influence, or appear to influence, a person's workplace judgement or actions.

**Control account** - A summary ledger account whose balance should equal the total of the related individual accounts.

**Control total** - A calculated total used to check that a group of transactions has been entered or processed completely and accurately.

**Cost centre** - A department, team, function or location to which costs are assigned for monitoring and reporting.

**Cost unit** - A unit of product, service or activity for which costs are calculated

**Data breach** - The accidental or unlawful loss, alteration, destruction, disclosure of or access to personal or restricted information.

**Data validation** - A rule or check that controls the type, format or range of data that may be entered into a field or spreadsheet cell.

**Digital administrative process** - A defined sequence of user-level administrative actions completed through authorised workplace applications or systems to receive, process, approve, record, share or store information

**Direct cost** - A cost that can be traced to a specified product, service, job or cost unit.

**Exception** - A transaction, value, record or result that does not meet a specified rule, tolerance, expected value or normal pattern and therefore requires checking.

**Financial accounting** - The recording and reporting of an organisation's financial transactions and position, primarily for external reporting and statutory purposes.

**Financial source document** - Original evidence of a financial transaction, such as an invoice, credit note, receipt, remittance advice, payment record, bank record or expense claim.

**Financial transaction** - An event involving money or monetary value that must be recorded in the organisation's financial records.

**Information classification** - The category assigned to information according to its sensitivity and the controls required for access, use, sharing, storage and disposal.

**Indirect cost** - A cost that supports more than one product, service, job or cost unit and cannot be traced wholly to only one of them

**Ledger** - A financial record containing transactions and balances for specified accounts

**Management accounting** - Financial and non-financial information produced for internal planning, monitoring, control and decision-making.

**Material** - Sufficiently significant in value, nature or effect to require the attention of the intended user or an authorised decision-maker.

**Metadata** - Information that describes a digital file or record, such as its title, author, creation date, version, status or classification.

**Personal data** - Information relating to an identified or identifiable living person.

**Professional boundary** - The limit between professional and personal conduct that prevents favouritism or personal familiarity from influencing workplace judgement or actions and prevents misuse of authority, information or access.

**Reconciliation** - The process of comparing two related sets of records, matching corresponding entries, identifying differences and confirming or correcting the resulting balance.

**Representative information** - Artificial, anonymised or non-live information that contains the characteristics needed to complete and test a task without exposing live restricted information.

**Routine** - A Finance Assistant or Digital Administration task completed by following a current, approved procedure recorded in a process map, checklist, user guide, work instruction, system prompt or organisational template. Routine tasks are limited to data entry and checking; document creation, filing and retrieval; transaction processing; calendar, mailbox and task-record updates; digital-form processing; and responding to standard enquiries. The task uses available information and user-level system functions, requires no change to the approved procedure and is referred when information, authorisation, access or system functionality is missing or when the task falls outside the user's authority.

**Security incident** - An event that has, or may have, compromised the confidentiality, integrity or availability of information, an account, a device or a digital service.

**Service request** - A recorded request for information, access, guidance, correction or support submitted through the reporting or support route identified for the context

**Shared mailbox** - An email account accessed by more than one authorised user to receive, allocate, respond to and retain messages for a team or service.

**Stakeholder** - A person or organisation that provides, receives, uses, approves or is affected by the work or its outcome.

**Success measure** - A defined, observable or measurable result used to determine whether a task or change has achieved its intended outcome.

**Support record** - A record of a reported issue containing the affected user or service, date and time, description, effect, evidence, actions attempted, owner, priority, status, outcome and referral details.

**Support route** - The organisational channel through which an issue or concern is reported or referred to a person or team with the required responsibility and authority.

**Timing difference** - A valid difference that arises because a transaction has been recorded in one set of records but has not yet been processed or recorded in the other

**Transaction reference** - A unique identifier used to trace a financial transaction between its source document, system entry and supporting records.

**User-level action** - An action that can be completed using standard permissions assigned to an ordinary authorised user. It excludes administrator access, software installation, network administration, coding and hardware repair.

**User-level issue** - A problem affecting access to or use of an authorised application, document, record or process that can be addressed through approved guidance and standard user permissions.

**Version control** - The process used to identify, record and manage changes to a document or file so that users can distinguish drafts, approved versions and superseded versions.

**Workflow** - A defined sequence of tasks, decisions, handovers, approvals and records used to complete a workplace process.

**Workaround** - A temporary authorised method of completing a task or reducing the effect of an issue without resolving its underlying cause.

Department for Education

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