



Handbook

CBBC2 – VTCT (Skillsfirst) Level 2 Certificate in
Computerised Accounting for Business (RQF)

601/4954/1

Version 2.0

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, iTEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

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1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 2 Certificate in Computerised Accounting for Business (RQF)
Qualification number	601/4954/1
Product code	CBBC2
Age range	There are age limits attached to learners undertaking this qualification as this qualification is not approved for learners under the age of 16.
Total Qualification Time (TQT)	160
Guided Learning (GL) hours	104
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none">• Portfolio of evidence• Skills-based assessment (if applicable)
Entry requirements	There are no formal entry requirements for learners undertaking this qualification; however, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

This qualification is aimed at those who have a good knowledge and understanding of manual bookkeeping concepts. It will also allow both trainees and experienced learners to achieve vocationally focused skills and knowledge related to the computerised accounting process to enhance their ability. It extends the Skillsfirst Level 1 Award in Computerised Accounting for Business (RQF) into more complex bookkeeping transactions. Some of the areas covered include bad debts, depreciation, contra entries and bank reconciliation statements. The primary target group for this qualification would be individuals wishing to gain a qualification in computerised accounting, self-employed business owners or people looking for a qualification which could prove invaluable towards a their personal and career development.

2.2 Progression opportunities

On completion of the Skillsfirst Level 2 Certificate in Computerised Accounting for Business (RQF), learners may progress into employment or onto the following qualifications:

- Skillsfirst Level 2 Certificate in Computerised Payroll for Business (RQF)
- Skillsfirst Level 3 Diploma in Computerised Accounting for Business (RQF)
- Skillsfirst Level 3 Diploma in Computerised Finance for Business (RQF)

or similar qualifications.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 2 Certificate in Computerised Accounting for Business (RQF) learners must achieve all mandatory units.

The minimum TQT required to achieve this qualification is **160**.

Product code	Unit title	Level	GLH	Unit reference number
Mandatory units (Group M):				
CAB4	Banking procedures	1	6	R/505/1098
CAB5	Principles of recording and processing financial transactions	2	17	M/505/1092
CAB6	Principles of VAT	3	15	A/505/1094
CAB7	Professional values and basic business legislation	2	4	F/600/8757
CAB8	Setting up accounting software to manage accounting information	2	15	F/601/3649
CAB9	Process routine payments and receipts using a computerised system	2	20	A/601/3651
CAB10	Maintaining and recording the cash book	2	12	D/505/1122
CAB11	Maintaining the journal	2	15	H/505/1123

4 Centre requirements

4.1 Resources

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

4.2 Occupational expertise of those who deliver, provide expert witness, assess performance, moderate/ verify assessments

This handbook provides details of the assessment strategy, which centres will need to apply in order to assess and quality assure the Skillsfirst Level 2 Certificate in Computerised Accounting for Business (RQF) and includes the:

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

4.3 Deliverers, assessors and internal moderators/verifiers

Deliverers, assessors and internal moderators/verifiers (IVs) are appointed by the recognised centre and approved by Skillsfirst through the external verifier (EV).

While the Training, Assessment and Quality Assurance (TAQA) units and the assessor/verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for this qualification. However, staff should hold, or be working towards, teaching/training qualifications and have sufficient experience and/or qualifications for competent delivery and assessment of the unit.

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

4.4 Continuous professional development (CPD)

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

Centres may have generic criteria and personnel specifications in addition to the above.

4.5 Total Qualification Time (TQT)

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

5 Assessment

5.1 Summary of assessment methods

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

5.2 Assessment principles

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

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

5.3 Characteristics of assessment

There are two types of assessment for the Skillsfirst Level 2 Certificate in Computerised Accounting for Business (RQF). These are a skills assessment and a knowledge assessment, both of which must be achieved. These assessments could either be electronic, paper-based, or a combination of the two.

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

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

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

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

5.4 General guidance for conducting assessments

5.4.1 Invigilators

The role of the invigilator is to:

- ensure the security and integrity of all assessments before, during and after the assessment
- prevent learner plagiarism / collusion
- minimise the impact to the learner of potential hardware failures

- ensure previously agreed reasonable adjustments are put in place

The head of centre or designated personnel must make these instructions are available to all invigilators. This may be a printed version or an electronic copy and must be visible at all times. The head of centre must make sure that all invigilators are suitably qualified and experienced adults; they must not be current learners at the centre. Although the head of centre may decide who is suitably qualified and experienced, any relative, friend or peer of a learner in the assessment environment is not permitted.

At least one invigilator for every 30 learners should be present at all times. If only one invigilator is required, he/she must be able to access help easily, without disturbing the learners, or leaving the learners unattended. If necessary, the invigilator is allowed to keep a mobile phone in the assessment room for emergency purposes only, however it must be kept on silent mode.

5.4.2 Preparing the assessment environment

Centres must ensure suitable accommodation is used for all assessments as follows:

- the assessment environment must be of a suitable size
- learners must be seated a minimum of 1.25 metres apart and facing in the same direction; each learner should have a separate desk and must be far enough apart from other learners to prevent them from seeing each other's work
- heating, lighting, ventilation and the level of outside noise must be appropriately controlled to
- allow the learners to take their assessment comfortably
- display material which might be helpful to learners must not be visible
- ensure there is a working clock visible to each learner
- make sure all relevant signage is clearly displayed
- the invigilator must be able to freely move around the room and be able to observe each learner at all times

5.4.3 Before the assessment

Before learners are allowed to start the assessment, the invigilator must always:

- make sure photographic identification of each learner has been authenticated
- inform learners that they must follow the regulations of the assessment
- create a seating plan that shows the exact position of each learner in the assessment environment
- confirm emergency procedures to all learners
- remind learners that they are not allowed to communicate in any way with, ask for help from, or give help to, another learner while they are in the assessment environment
- check that learners have the correct equipment and materials for their assessment, for example; calculators and source documents (where applicable)
- check that no information is included inside the calculator case (where applicable) and that these are not programmable calculators
- check all pencil cases are see-through
- inform learners that they cannot bring mobile phones/smart watches/tablets into the assessment environment; if this is not practical, an area within the assessment environment, out of the reach of learners must be identified and monitored by the invigilator at all times
- instruct the learners to sign and write their name exactly as it appears on the attendance register (paper-based assessments only)
- identify and learners with special requirements and ensure provision to support these learners is in place

- ensure all learners are seated before commencing the assessment and they have been issued with the correct question papers for the assessment they are about to sit
- ask learners to confirm they are sitting the assessment for the correct qualification and level
- clearly announce to learners when they may begin and inform them of the duration of their assessment
- if a reader or scribe is required for the assessment, ensure there is an invigilator also present and that no other learners are disadvantaged by this arrangement; readers and or scribes are not allowed access to the assessment paper prior to the start of the assessment
- learners who are late for the assessment may be permitted to enter the assessment environment and sit the assessment (at the centre's discretion).

5.4.4 During the assessment

The invigilator must:

- supervise the learners throughout the assessment and give complete attention to this duty at all times
- be vigilant, looking out for potential plagiarism / collusion. Any irregularities must be recorded on the invigilation/ supervision report and Skillsfirst must be notified immediately
- move around the assessment environment quietly and at frequent intervals
- be able to observe all learners
- any changes made to seating arrangements during the assessment must be recorded on the seating plan, this must be made available to Skillsfirst upon request
- accurately complete the attendance register and invigilation/ supervision report during the assessment, specifying any learners who were absent
- adhere to the correct timings of the assessment
- ensure any disturbances/emergencies (if applicable) are dealt with appropriately, recorded on the supervision report and notified to Skillsfirst immediately.
- make sure advice is provided to learners if they suspect there is an error on the paper and contact Skillsfirst immediately
- inform Skillsfirst if any learners were allowed to leave the room unaccompanied

The invigilator must not:

- direct learners to particular questions or particular sections of the question paper
- read a word or words printed on the question paper to a learner, other than instructions before the assessment
- carry out any other task, such as; read or scribe during the assessment unless permission has been granted by Skillsfirst
- allow the use of correction fluid or erasable pens by learners (paper-based only)
- offer any advice or comment on the work of a learner

5.4.5 At the end of the assessment

- clearly tell the learners to stop working, reminding them assessment conditions still apply
- for on-screen assessments, remind learners they must select the 'finish' button on-screen
- for paper-based assessments, ensure all learners have entered their details correctly on their scripts and included their name on all documents being submitting for marking
- for paper-based assessments, ensure all assessment papers (used and unused), learner scripts and documents are collated prior to the learners leaving the room
- ensure learners who were granted extra time continue their assessment

5.4.6 After the assessment

For paper-based assessments, ensure all assessment papers (used and unused), invigilation records, learner scripts and documents are stored securely for moderation.

5.4.7 Retaining invigilation records

Centres must retain signed records of the seating plan, attendance register, and invigilation/supervision reports for each assessment sitting for a minimum of 3 years from the date of the assessment sitting.

Skillsfirst reserve the right to request copies of these records and any time. As part of our quality assurance process, Skillsfirst external verifiers will sample these records during external verification

5.5 Requirements for conducting e-assessments

5.5.1 What is an e-assessment

E-assessment can also be known as 'electronic assessment' and is an end-to-end computer-based assessment process which can be used to manage, deliver and test a learner's knowledge.

5.5.2 What is the purpose of e-assessment

It allows all learners an equal opportunity to achieve a qualification through an accessible and flexible assessment method.

5.5.3 General requirements

- Learners ID must be checked prior to the assessment occurring i.e. ensuring that the person taking the assessment is the learner whom the certificate will be claimed (this must include post-assessment interviews which have to be recorded). A template questionnaire can be found in Appendix 1 on page
- A robust system and process must be in place to confirm the learner's identity (e.g. face recognition, unique learner log in, security question etc.)
- The assessment guidance for learners must be available to the learner, or provided by the invigilator prior to learners commencing their assessment. This could include assessment conditions, duration of assessment and any other restricted practices. If the e-assessment is closed-book, access to any materials is forbidden. There should only be access to permitted materials as specified for an open-book assessment.
- There must be measures in place to discourage and minimise the opportunities for malpractice to take place. This should include pre and post assessment learner interviews to confirm authentication.
- If appropriate, all learners should be informed that if malpractice occurs, he / she may be removed from the assessment environment. The learner(s) should also be warned that Skillsfirst will be informed and may decide to disqualify the learner.
- An invigilator must inform the Head of Centre of any malpractice, or suspected malpractice immediately. It is the Head of Centre's responsibility to inform Skillsfirst as soon as possible of all cases of suspected, or actual malpractice in connection with an assessment
- An audit trail must be available to show that learners have demonstrated that they have met the assessment requirements for the qualification. This could either be electronic or a print out.
- A process must be in place to register a learner and claim certificates from Skillsfirst once the qualification has been achieved
- Learners must be informed that they cannot bring mobile phones / smart watches / tablets, or any other electrical equipment into the assessment room; if this is not practical an area within the room, out of reach of learners must be identified and monitored at all times

- If the e-assessment is timed, all learner's should have access to the start and finish times; ideally, a working clock should be visible
- The e-assessment must be completed independently.
- Any individual present must not talk to, or distract, learners during the e-assessment
- Learners must not leave the room for any reason during the e-assessment
- The centre must have a process in place to maintain a record of the completed e-assessment(s). This could either be electronic or paper-based.
- If a learner's e-assessment is remote, the centre must conduct post-assessment quality assurance activities to ensure authenticity i.e. learner interviews. These activities must be formalised and will be reviewed as part of the Skillsfirst external verification process
- E-assessment quality assurance

The centre must allow Skillsfirst's External Verifier (EV) access to the e-assessment platform in order to sample learner responses and consistently ensure the assessment is fit-for-purpose.

5.6 Recognition of prior learning (RPL)

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

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

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

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

6 Units

Unit Handbook

CAB4 – Banking procedures

Unit reference number: Y/507/8061

Level: 1

Credit value: 1

Guided Learning (GL) hours: 6

Unit aim

The aim of this unit is to provide the learner with the opportunity to gain an understanding of the banking process and document retention and storage requirements.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the banking process

LO2 Understand document retention and storage requirements

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

Assessment guidance

Types of account and services, offered by banks to their business customers, should include:

- deposit accounts
- current accounts
- business loans
- business overdrafts
- telephone and internet banking facilities
- foreign exchange and foreign currency
- safety deposit facilities

Different forms by which payment is made and received by businesses should include:

- payment in cash (notes and coins)
- payment by cheque
- payment by plastic card
- payment by standing order and direct debit
- payment by BACS and CHAPS
- payment by telegraphic transfer

Banking documents should include:

- paying-in books
- cheque books
- bank statements
- loan agreements

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Financial Skills Partnership, the skills council for the financial sector.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the banking process	1.1 Identify the main types of account and services, offered by banks to their business customers
	1.2 Explain the relationship which exists between the bank and a business customer
	1.3 Describe how the bank clearing system works
	1.4 Identify the different forms by which payment is made and received by businesses
	1.5 Describe the security procedures applied by businesses following receipt and payment methods for: <ul style="list-style-type: none"> • payment in cash (notes and coins) • payment by cheque • payment by plastic card • payment using telephone and internet banking
	1.6 Identify problems for businesses associated with the physical security of monies in respect of: <ul style="list-style-type: none"> • forgery • theft • the safekeeping of monies on the business premises • transferring monies to the bank
	1.7 Explain the use of automated payment systems and identify the advantages of telephone and internet banking

Learning Outcome	Assessment Criteria
LO2 Understand document retention and storage requirements	2.1 Explain why it is important for an organisation to have a formal document retention policy for source documents supporting transactions processed through its bank account
	2.2 Identify systems commonly used for the filing and storage of banking documents

CAB4 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

CAB5 – Principles of recording and processing financial transactions

Unit reference number: M/505/1092

Level: 2

Credit value: 2

Guided Learning (GL) hours: 17

Unit aim

This unit aims to provide the learner with an introduction to the general principles of recording and processing financial transactions including prime entry, coding and the use of control accounts.

Learning outcomes

There are seven outcomes to this unit. The learner will:

LO1 Understand the role of the book of prime entry

LO2 Understand the principles of coding

LO3 Understand the double entry bookkeeping system

LO4 Understand the various types of discount

LO5 Understand the use of the journal

LO6 Understand control accounts

LO7 Understand the purpose of the Trial Balance

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

Assessment guidance

Books of prime entry

- sales and sales returns day books
- purchase and purchase return day books
- cash book
- petty cash book

Types of business documents

- purchase order
- invoice
- credit note
- remittance advice
- statement of account
- petty cash voucher

Control accounts:

- sales ledger control account
- purchase ledger control account
- VAT control account

Types of error in a bookkeeping system

- errors made in posting transactions to ledger accounts and/ or balancing off ledger accounts
- posting one-legged entries
- incorrect double entry by recording two debits or two credits for a transaction
- errors made in transferring balances from the general ledger to the trial balance
- omission of a general ledger account balance

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Financial and Legal Skills Partnership (FLSP), the sector skills council for finance.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the role of the books of prime entry	1.1 Outline the purpose, content and format of the books of prime entry
	1.2 Outline the purpose of the different types of business documents
	1.3 Explain why it is important to retain and securely store business documents in line with legal requirements and the organisation's confidentiality requirements
	1.4 Identify systems for filing and storing business documents
	1.5 Identify when authorisation is required to prepare business documents, make payment and communicate with customers and suppliers

Learning Outcome	Assessment Criteria
LO2 Understand the principles of coding	2.1 Explain the advantages of using a system for coding in the processing of financial transactions within a double entry bookkeeping system
	2.2 Describe the use of coding within a filing system

Learning Outcome	Assessment Criteria
LO3 Understand the double entry bookkeeping system	3.1 State the accounting equation
	3.2 Explain how the accounting equation relates to a double entry bookkeeping system and identify the accounting concept on which the accounting equation is based
	3.3 Explain how the concepts of business entity, money measurement and historic cost are relevant to the function of bookkeeping
	3.4 Outline how the books of prime entry integrate with double entry bookkeeping system
	3.5 Explain how business transactions are processed using real-time and batch processing techniques
	3.6 Explain how to process financial transactions from the books of prime entry into the double entry bookkeeping system
	3.7 Define, and distinguish between, capital income and capital expenditure
	3.8 Define, and distinguish between, revenue income and revenue expenditure

Learning Outcome	Assessment Criteria
LO4 Understand the various types of discount	4.1 Explain the difference between trade, bulk and settlement discounts
	4.2 Describe the effect that a settlement discount has on the calculation of Value Added Tax (VAT)

Learning Outcome	Assessment Criteria
LO5 Understand the use of the journal	5.1 Describe the reasons for maintaining a journal
	5.2 Describe the content and format of the journal
	5.3 Give examples of the types of transactions that might be entered into the bookkeeping system from the journal, to include its use in accounting for: <ul style="list-style-type: none"> balances to open a double entry bookkeeping system the write off a bad debt and claiming VAT bad debt relief the correction of bookkeeping errors wages, salaries and employment on-costs

Learning Outcome	Assessment Criteria
LO6 Understand control accounts	6.1 Describe the purpose of control accounts as a checking device, to aid management in the control of credit, and to help identify bookkeeping errors
	6.2 Describe the specific purpose of the different control accounts
	6.3 Explain why it is important to reconcile the sales and purchase ledger control accounts regularly
	6.4 Identify discrepancies revealed by the reconciliation process and explain how to deal with them
	6.5 Describe the usefulness of an aged debtor analysis for monitoring debtors, as the basis of communicating with customers in response to queries, and in chasing payment
	6.6 Identify persons within the organisation to whom aged debtor information should be circulated and explain how the information would be used

Learning Outcome	Assessment Criteria
LO7 Understand the Purpose of the Trial Balance	7.1 Explain the form and function of the trial balance
	7.2 Identify the types of error in a bookkeeping system that will not be disclosed by preparing a trial balance
	7.3 Identify the types of error in a bookkeeping system that are disclosed by preparing a trial balance
	7.4 Explain how a suspense account is used as a temporary measure when the trial balance reveals bookkeeping errors (i.e. a difference in books balance)

CAB5 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

CAB6 – Principles of VAT

Unit reference number: A/505/1094

Level: 3

Guided Learning (GL) hours: 15

Unit aim

The aim of this unit is to provide the learner with the opportunity to gain an understanding of the principles of the VAT registration, classification and the production of reports.

Learning outcomes

There is one outcome to this unit. The learner will:

LO1 Understand current VAT regulations

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

Assessment guidance

Classification for VAT purposes

- standard supplies
- exempt supplies
- zero rated supplies
- imports
- exports

Range of VAT schemes

- annual accounting
- cash accounting
- flat rate scheme
- standard scheme

Endorsement of the unit by a sector or other appropriate body

The unit is endorsed by Financial Skills Partnership, the skills council for the financial sector

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand current VAT regulations	1.1 Identify sources of information on VAT
	1.2 Explain the relationship between the organisation and Her Majesty's Revenue and Customs (HMRC)
	1.3 Explain the VAT registration requirements
	1.4 Identify the information that must be included on business documentation of VAT registered businesses
	1.5 Recognise different types of inputs and outputs
	1.6 Identify how different types of supply are classified for VAT purposes
	1.7 Explain the requirements and the frequency of reporting for a range of VAT schemes
	1.8 Recognise the implications and penalties for the organisation resulting from failure to abide by VAT regulations including late submission of VAT returns

CAB6 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

CAB7 – Professional values and basic business legislation

Unit reference number: F/600/8757

Level: 3

Guided Learning (GL) hours: 4

Unit aim

The aim of this unit is to provide the learner with the opportunity to gain an understanding of the importance of integrity and professionalism, the fundamental principles of money laundering legislation and the relevant legislation which relates to the workplace.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the importance of integrity and professionalism

LO2 Understand that legislation exists relating to the workplace

LO3 Know the fundamental principles of money laundering legislation

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

Assessment guidance

Values important to a book-keeper

- confidentiality
- security of data
- competency
- duty of care
- integrity

Principles of data protection

- adequate, relevant and not excessive
- not kept longer than necessary
- not transferred to countries without adequate data protection laws

Endorsed of the unit by a sector or other appropriate body

This unit is endorsed by Financial Skills Partnership, the skills council for the financial sector

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the importance of integrity and professionalism	1.1 Explain why professional values are important to a book-keeper
	1.2 Explain why it is important for a book-keeper to comply with the code of ethics of a professional body

Learning Outcome	Assessment Criteria
LO2 Understand that legislation exists relating to the workplace	2.1 Explain the importance of maintaining security over computerised and manual information held on individuals or businesses
	2.2 Identify and describe the principles of data protection
	2.3 Describe the main duties and responsibilities of employers and employees under health and safety legislation

Learning Outcome	Assessment Criteria
LO3 Know the fundamental principles of money laundering legislation	3.1 Define the term 'money laundering'
	3.2 Give examples of offences under the money laundering regulations
	3.3 Outline the risks for book-keepers associated with the money laundering legislation
	3.4 Identify internal procedures that businesses can introduce to lessen risks
	3.5 Outline the requirements to report suspicions of money laundering to the appropriate authorities

CAB7 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

CAB8 – Setting up accounting software to manage accounting information

Unit reference number: F/601/3649

Level: 2

Guided Learning (GL) hours: 15

Unit aim

The aim of this unit is to enable the learner to enter financial data using a computerised accounting package and to use this package to record and process a range of financial information to produce financial reports.

Learning outcomes

There are eight outcomes to this unit. The learner will:

LO1 Be able to enter and/or restore data using a computerised accounting package at the start of the financial year

LO2 Be able to set up assets, liabilities, capital and budgets

LO3 Be able to record customer and supplier invoices and credit notes

LO4 Be able to process receipts from customers

LO5 Be able to process payments to suppliers

LO6 Be able to process non-credit payments and receipts

LO7 Be able to process Journals

LO8 Be able to produce reports using selection criteria and parameters

Version 1.0

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

Assessment guidance

Data

- company name and address
- financial year
- program date
- customer details
- supplier details
- nominal accounts
- VAT scheme

Monies received by cheque, cash and automatic transfer to be allocated to the correct account

- part payment
- payments made on account
- payments taking account of credit notes
- payments taking account of previous payments on account
- settlement discount

Range of transactions to be used to process journals

- record the purchase of new fixed assets
- make simple corrections to nominal ledger accounts
- record goods taken by the owner for own use where tax (e.g. VAT) is not involved
- record assets introduced by the owner
- process bad debts from non-credit customers

Selection criteria and parameters to be used for routine reports

- customer and supplier address lists
- customer and supplier histories/activity
- aged debtors and aged creditors analysis
- remittance advice notes
- customer statements
- budget reports
- nominal account activity
- audit trail
- trial balance

Endorsement of the unit by a sector other appropriate body

This unit is endorsed by Financial Skills Partnership, the skills council for the Financial sector

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to enter and/or restore data using a computerised accounting package at the start of the financial year	2.1 Enter and/or restore data accurately

Learning Outcome	Assessment Criteria
LO2 Be able to set up assets, liabilities, capital and budgets	2.1 Enter nominal account opening balances
	2.2 Enter budgets

Learning Outcome	Assessment Criteria
LO3 Be able to record customer and supplier invoices and credit notes	3.1 Enter invoices and credit note into the correct customer and supplier accounts, using the data and appropriate reference details

Learning Outcome	Assessment Criteria
LO4 Be able to process receipts from customers	4.1 Allocate monies received by cheque, cash and automatic transfer to the correct customer account
	4.2 Enter the correct reference and date
	4.3 Identify amounts owed by customers
	4.4 Process bad debts, contra entries and dishonoured cheques

Learning Outcome	Assessment Criteria
LO5 Be able to process payments to suppliers	5.1 Allocate monies paid by cheque, cash and automatic transfer to the correct supplier account

Learning Outcome	Assessment Criteria
LO6 Be able to process non-credit payments and receipts	6.1 Process cash and cheque payments and receipts for expenditure and income made on a non-credit basis
	6.2 Calculate the tax element (e.g. VAT) where the gross amount and the rate of tax is given, for both payments and receipts

Learning Outcome	Assessment Criteria
LO7 Be able to process journals	7.1 Process journals for a range of transactions

Learning Outcome	Assessment Criteria
LO8 Be able to produce reports using selection criteria and parameters	8.1 Produce a variety of routine reports using correct selection criteria and parameters

CAB8 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

CAB9 – Process routine payments and receipts using a computerised system

Unit reference number: A/601/3651

Level: 2

Guided Learning (GL) hours: 20

Unit aim

The aim of this unit is to enable the learner to enter and/or restore financial data using a computerised accounting package and to use this package to record and carry out a range of financial transactions and processes.

Learning outcomes

There are seven outcomes to this unit. The learner will:

LO1 Be able to enter and/or restore data using a computerised accounting package

LO2 Be able to process petty cash payments and receipts

LO3 Be able to process non-credit payments and receipts

LO4 Be able to correct transaction errors

LO5 Be able to process salary journals

LO6 Be able to carry out bank reconciliation

LO7 Be able to produce reports using selection criteria and parameters

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

Assessment guidance

Data to be entered and/or restored:

- company name and address
- financial year
- program date
- nominal accounts
- VAT scheme

Recurring payments and receipts:

- direct debits
- standing orders
- credit transfers

Range of nominal ledger transactions:

- changes of account
- references
- amounts
- tax codes

Wages and salary information:

- gross wages and salaries
- net wages and salaries
- statutory deductions owed to HM Revenue & Customs
- payments to the Collector of Taxes
- non-statutory deductions

Routine reports:

- bank receipts and payments day books
- cash and petty cash activity reports
- nominal account histories/activity reports
- bank statement
- audit trail
- trial balance

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Financial Skills Partnership, the skills council for the financial sector

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to enter and/or restore data using a computerised accounting package	1.1 Enter and/or restore data accurately

Learning Outcome	Assessment Criteria
LO2 Be able to process petty cash payments and receipts	2.1 Introduce or restore and/or increase a petty cash float
	2.2 Enter petty cash voucher and receipt details ensuring that they are coded to the correct nominal code
	2.3 Calculate the tax element where the gross amount and rate of tax is given, for both payments and receipts

Learning Outcome	Assessment Criteria
LO3 Be able to process non-credit payments and receipts	3.1 Process cash and cheque payments and receipts for expenditure and income made on a non-credit basis
	3.2 Process recurring payments and receipts
	3.3 Calculate the tax amount where the gross amount and the rate of tax is given, for both payments and receipts

Learning Outcome	Assessment Criteria
LO4 Be able to correct transaction errors	4.1 Make simple corrections to nominal ledger transactions

Learning Outcome	Assessment Criteria
LO5 Be able to process salary journals	5.1 Enter details from wages and salary information provided

Learning Outcome	Assessment Criteria
LO6 Be able to carry out bank reconciliation	6.1 Match individual items on the bank statement against the computer bank record
	6.2 Update the computer bank record with additional items from the bank statement

Learning Outcome	Assessment Criteria
LO7 Be able to produce reports using selection criteria and parameters	7.1 Produce a variety of routine reports using correct selection criteria and parameters

CAB9 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

CAB10 – Maintaining and recording the cash book

Unit reference number: D/505/1122

Level: 2

Credit value: 2

Guided Learning (GL) hours: 12

Unit aim

This unit aims to provide the learner with an introduction to the general principles of maintaining and requirements of reconciling a cash book.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Maintain a columnar cash book

LO2 Reconcile a bank statement with the cashbook

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Financial and Legal Skills Partnership (FLSP), the sector skills council for finance.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Maintain a columnar cash book	1.1 Prepare a paying-in slip and reconcile monies to be banked to supporting records
	1.2 Enter receipts and payments, including on-line transactions and automated payments, from relevant source documents into a columnar cash book
	1.3 Analyse and record receipts and payments including any VAT collected and paid
	1.4 Total, balance and cross cast the cash book and deal with any discrepancies found in carrying out this process
	1.5 Code the cash book
	1.6 Transfer column totals from the cash book into appropriate accounts within the ledgers

Learning Outcome	Assessment Criteria
LO2 Reconcile a bank statement with the cash book	2.1 Check individual items on the bank statement against postings in the cash book and identify discrepancies
	2.2 Prepare a bank reconciliation statement and bring the cash book balance into agreement with the balance per the bank statement
	2.3 Update the cash book following the preparation of the bank reconciliation statement

CAB10 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

CAB11 – Maintaining the journal

Unit reference number: H/505/1123

Level: 2

Credit value: 2

Guided Learning (GL) hours: 15

Unit aim

This unit aims to provide the learner with a basic working knowledge of the use and purpose of the journal.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Open a new set of double entry bookkeeping records using the journal

LO2 Use the journal to correct bookkeeping errors

LO3 Use the journal to record bad debts

LO4 Use the journal to account for wages, salaries and employer on-costs

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Financial and Legal Skills Partnership (FLSP), the sector skills council for finance.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Open a new set of double entry bookkeeping records using the journal	1.1 Prepare the journal entries to open a double entry set of bookkeeping records for a new or existing business
	1.2 Record the journal entries in ledger accounts

Learning Outcome	Assessment Criteria
LO2 Use the journal to correct bookkeeping errors	2.1 Prepare journal entries to correct bookkeeping errors and clear a suspense account difference in books balance
	2.2 Record the journal entries in the general ledger to correct ledger account balances and clear a suspense account balance

Learning Outcome	Assessment Criteria
LO3 Use the journal to record bad debts	3.1 Prepare the journal entry to write off a bad debt and claim vat bad debt relief (where appropriate)
	3.2 Record the journal entry to write off a bad debt and claim VAT bad debt relief in the double entry bookkeeping system

Learning Outcome	Assessment Criteria
LO4 Use the journal to account for wages, salaries and employer on-costs	4.1 Prepare the journal entries to account for net pay, deductions from pay and employer on-costs
	4.2 Record the journal entries to account for wages, salaries and employer on-costs in the double entry bookkeeping system

CAB11 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

CBBC2 Document History

Version	Issue Date	Changes	Role
V2.0	31/01/2023	Formatting and re-branding. No content amendment.	Data Administrator