



## **Level 2 Certificate in Payroll for Business (RQF)**

**PBC2**

**603/3189/6**



**Skillsfirst Awards  
Suite 416  
Fort Dunlop  
Fort Parkway  
Birmingham  
B24 9FD**

**0121 270 5100  
[www.skillsfirst.co.uk](http://www.skillsfirst.co.uk)**

Contents	Page
<b>Section 1 – Introduction</b>	
1.1 What is the regulated qualification framework (RQF)	2
1.2 RQF qualifications	2
<b>Section 2 – Skillsfirst Awards Limited</b>	
2.1 Data protection	3
2.2 Equality and accessibility	3
2.3 Enquiries and information sources	3
2.4 Complaints and appeals	4
2.5 Malpractice and maladministration	4
<b>Section 3 – The skills council for the finance sector</b>	
3.1 Financial Skills Partnership	4
3.2 Occupational expertise of deliverers, assessors and moderators/internal verifiers	5
3.3 Employer direct model	5
3.4 Continuous professional development	6
<b>Section 4 – Summary of delivery and assessment methods</b>	
4.1 Assessment principles	6
4.2 Characteristics of assessment guidance	7
4.3 Recognition of prior learning (RPL)	7
<b>Section 5 – Qualification information</b>	
5.1 Qualification aim and design	8
<b>Section 6 – Qualification structure</b>	
6.1 Qualification requirements	8
6.2 Total qualification time (TQT)	8
6.3 The available units and their GLH value	8
6.4 Learner entry requirements	9
6.5 Progression opportunities	9
<b>Section 7 – The unit of learning</b>	
7.1 Structure of the unit	10
7.2 Group M – mandatory units	11
7.3 Group O – optional units	38

## 1.0 Introduction

1.1 Skillsfirst Awards is an awarding organisation specialising in the provision of vocational qualifications across a range of occupational areas.

1.2 Skillsfirst Awards recognises the need for industry to have fully trained and qualified staff – reliably qualified to recognised industry standards.

1.3 The following handbook provides the learning outcomes and assessment strategy for the delivery of the Level 2 Certificate in Payroll for Business (RQF). The handbook is a live document and will be updated should there be any incremental change made.

Centres will be informed electronically when changes are made and it will be the responsibility of any recognised centre to ensure the most up to date version of the handbook is used. The document also provides details of the administrative procedures, requirements and responsibilities that are associated with the delivery of vocational qualifications.

The handbook is available on the Skillsfirst Awards website [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk)

1.4 This document is copyright but can be copied by any of our recognised centres for the purpose of assessing learners and may also be copied by learners for their own use.

1.5 All learners should be provided with a copy of the Skillsfirst qualification handbook together with the Skillsfirst learner guide. This document can be found on our web-site at [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk)

### 1.1 What is the Regulated Qualifications Framework (RQF)?

The RQF provides a single, simple system for cataloguing all qualifications regulated by Ofqual.

Qualifications will be indexed by their 'level', type and size. Qualifications within the framework will have a level (ranging from entry level to level 8) to indicate the level of difficulty. They will also have a Total Qualification Time (TQT) value to indicate the size of the qualification which will be either an Award, Certificate or Diploma.

The RQF will also:

- allow Awarding Organisations to design more flexible programmes, suited to the needs of a wider range of learners and employers
- describe qualifications to employers, providers and learners in a way that is easy to understand
- allow learners to achieve skills and knowledge at their own pace

### 1.2 RQF Qualifications

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.

## 2.0 Skillsfirst Awards

### 2.1 Data protection

Skillsfirst Awards takes the protection of data seriously and to this end has developed a data protection statement outlining how Skillsfirst and our centres, comply with the current legislation on data protection (GDPR). It is important for centres to read our statement and ensure that our requirements are put in place. It is particularly important that centres make learners aware that data is shared with Skillsfirst Awards. Our policy statement on this and data requirements can be found in our centre handbook on our website [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk)

### 2.2 Equality and accessibility

#### Equality and accessibility

Skillsfirst is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation and EU directives including the Equality Act 2010 (Amendment) Order 2012 and to ensure this occurs, has in place a policy on equality and accessibility which can be found on our website [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk) and within our centre handbook.

Skillsfirst will ensure that centres use a equality and accessibility policy that works together with ours and that they maintain an effective appeals procedure which along with the equality and accessibility policy, will be monitored by the external verifier. We expect centres to tell learners how to find and use their own equality and accessibility and appeals procedures.

#### Access to assessment

Skillsfirst Awards is committed to guaranteeing all learners are treated fairly and equally and to ensure this occurs, has in place a policy on reasonable adjustments and special considerations. This policy states clearly what centres can and in some cases must, put in place to assist learners who may have particular requirements.

We expect centres to tell learners how to find and use their own reasonable adjustments and special considerations policy and will monitor implementation through the external verification process. This policy can be accessed at [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk) and within our centre handbook. Further advice on this policy and its application can be obtained from our customer services team at [customerservices@skillsfirst.co.uk](mailto:customerservices@skillsfirst.co.uk)

### 2.3 Enquiries and information sources

Skillsfirst aims to provide accurate information in a variety of formats and media. Recognised centres are encouraged to make enquiries to the customer services team, or seek clarification from our website. Learners wishing to enquire about qualifications, aspects of qualifications or quality assurance policies and procedures are encouraged, in the first instance, to seek information from the recognised centre or their tutor/assessor. Where a satisfactory answer is unavailable, learners are encouraged to seek clarification from our website, or from the Skillsfirst customer services team.

As a guide, the majority of frequently requested information is available on our website or on request via the electronic helpline listed below.

Website: [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk)  
email: [customerservices@skillsfirst.co.uk](mailto:customerservices@skillsfirst.co.uk)

Tel: 0121 270 5100

In writing to:

Customer Services  
Skillsfirst Awards Limited  
Suite 416  
Fort Dunlop  
Fort Parkway  
Birmingham  
B24 9FD

## **2.4 Complaints and appeals**

### **Complaints**

Skillsfirst Awards will endeavour at all times to satisfy our customer's needs and ensure a quality service. There may be times when our centres do not feel we have met these needs. Should they wish, centres may complain in writing to the Skillsfirst Awards customer services manager. We will attempt to resolve all complaints within the published timescales and will record and review all complaints as part of our ongoing customer service commitment.

### **Appeals**

Skillsfirst Awards aims to ensure that at all times its decisions are fair, consistent and based on valid judgements. However, it is recognised that there may be occasions when a centre or a learner may wish to question a decision made. Skillsfirst Awards therefore has an appeals policy and process which clearly indicates the rights of the centre and the learner to appeal against a range of decisions taken by Skillsfirst.

The Skillsfirst Awards appeals policy and process can be accessed on our website [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk) and within our centre handbook. Centres are required to have a documented policy and procedure which allows learners to question decisions made by the centre. The final stage of such a procedure may be to appeal to the Skillsfirst Awards external verifier. This policy would form part of the original centre recognition process and its implementation will be monitored by the external verifier.

## **2.5 Malpractice and maladministration**

Skillsfirst Awards has a responsibility to ensure that malpractice and maladministration is addressed effectively and to publish procedures to centres for dealing with malpractice on the part of learners, centre staff and any others involved in providing the qualification. To meet this requirement, Skillsfirst Awards has a malpractice policy and process, the details of which can be accessed on our website [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk)

## **3.0 The skills council for the finance sector**

### **3.1 Financial Skills Partnership (part of Skills for Justice)**

The Level 2 Certificate in Payroll for Business (RQF) is based on the units approved by the Financial Skills Partnership who are the skills council for the Financial sector. Their contact details are:

1st Floor, Unit C  
Meadowcourt Business Park  
4 Hayland Street  
Sheffield  
S9 1BY

Phone 0114 284 1930

E: [info@sfjuk.com](mailto:info@sfjuk.com)

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

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

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

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

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

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

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

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

### **3.3 Employer direct model**

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

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

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

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

### **3.4 Continuous professional development**

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

## **4.0 Summary of assessment methods**

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

### **4.1 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 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.
- 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.

## 4.2 Characteristics of assessment

There are two types of assessment for the Level 2 Certificate in Payroll for Business (RQF). These are skills and knowledge.

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

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

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

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

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

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

## 4.3 Recognition of prior learning (RPL)

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

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

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

- **Content** – the degree to which the content of any previous accredited learning meets the requirements of the national occupational standards against which it is being presented as evidence.
- **Performance and knowledge** – the degree to which the previous learning covered both performance and knowledge. Some learning will only have offered and tested the latter, in which case RPL will only recognise the meeting of knowledge requirements. Performance will require further assessment.

Although unlikely, the reverse (performance tested but not knowledge) could be true in which case knowledge and understanding would need further assessment.

- **Relevance of context** – the degree to which the context of the learning gained and assessed, relates to the current context of learner' work roles. If the context was different, assessors will need to satisfy themselves of learners' ability to transfer the learning gained into their current setting.
- **Currency** – how recently the learning was gained. Learners would need to demonstrate current knowledge and understanding of areas such as legislation, policy and practice etc., which may have changes since the previous learning programmes were undertaken.
- **Authenticity** – how the ownership of the evidence is established to ensure it was generated by the learner.

## 5.0 Qualification information

### 5.1 Qualification aim and design

This qualification provides the necessary skills for the learner to carry out a range of basic day-to-day computerised payroll routines and activities using commercially available computerised payroll software. It is designed to help the learner to become a professional payroll administrator, or to build on their achievement of the Level 1 Award in Payroll for Business (RQF).

The qualification covers the fundamentals of employment legislation for payroll, starters, leavers and employee payroll records, Statutory Sick Pay, Statutory Maternity Pay and a basic Pension Scheme, calculation of gross pay and net pay, attachment of earnings orders, computerised payroll theory and skills and spreadsheet software. Achievement of this qualification could lead to employment as a Payroll Administrator, Assistant Accountant, Payroll Supervisor or other similar job roles.

## 6.0 Qualification information

### 6.1 Qualification requirements

Qual no.	Level	Qualification title	Number of units
PBC2	2	Level 2 Certificate in Payroll for Business (RQF)	9 units

Learners must achieve all units from Group M and a minimum of one unit from Group O to achieve the qualification.

### 6.2 Total qualification time (TQT)

TQT is formulated by looking at the total Notional Hours of Learning for the qualification.

The TQT for the Level 2 Certificate in Payroll for Business (RQF) is **230**.  
The minimum guided learning hours (GLH) are **109**

### 6.3 List of available units and their GLH value

The list below gives the unit titles, their level and the GLH value of each unit.

### Group M - mandatory units

RQF unit no.	Skillsfirst unit no.	Level	Unit title	GLH value
F/505/1243	CAB17	2	Termination of employment	2
F/505/1274	CAB18	2	Fundamentals of employment legislation for payroll	8
H/505/1235	CAB19	2	Calculate gross pay	12
K/505/1236	CAB20	2	Elements of gross pay	6
L/505/1276	CAB21	2	Computerised payroll theory	8
M/505/1254	CAB22	2	Statutory and non-statutory payments and additions	12
Y/505/1233	CAB23	2	Composition of an employee payroll record	6
F/502/4625	IT208	2	Spreadsheet software	30

### Group O - optional units

RQF unit no.	Skillsfirst unit no.	Level	Unit title	GLH value
T/505/1157	CAB24	2	Computerised payroll skills	25
F/616/8654	CAB36	2	Benefits and risks of using payroll software	25

## 6.4 Learner entry requirements

### Formal 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.

### Age restrictions

There are age limits attached to learners undertaking this qualification as this qualification is not approved for learners under the age of 16.

## 6.5 Progression opportunities

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

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

or similar higher level qualifications.

## **7.0 The Units of Learning**

### **7.1 Structure of the units**

The units which make up these qualifications are written in a standard format and comprise of:

- Skillsfirst reference number
- unit title
- level
- unit aim
- learning outcomes
- guided learning hours
- endorsement of the unit
- information on assessment
- learning outcomes and assessment criteria

## 7.2 Group M - mandatory units

# **CAB17**

## **Termination of employment**

## **CAB17 Termination of employment**

**Level: 2**

### **Unit aims**

The aim of this unit is to provide the learner with the opportunity to gain an understanding of what constitutes a leaver, the amendments to make to a leaver's final pay and the statutory requirements when processing a leaver.

### **Learning outcomes**

There are **three** learning outcome to this unit. The learner will be able to:

1. Understand what constitutes a leaver
2. Know the amendments to make to a leaver's final pay
3. Understand statutory requirements when processing a leaver

### **Guided learning hours**

It is recommended that **2** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **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

### **Assessment information**

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

## **CAB17 Termination of employment**

Learning outcomes and assessment criteria

### **Outcome 1 Understand what constitutes a leaver**

The learner can:

- 1 describe the term 'leaver'

### **Outcome 2 Know the amendments to make to a leaver's final pay**

The learner can:

- 1 list additional payments to leaver's final gross pay
- 2 list changes that may be made to voluntary deductions for a leaver's final pay-run

### **Outcome 3 Understand statutory requirements when processing a leaver**

The learner can:

- 1 state the necessary entries to be made on a leaver's payroll record
- 2 state the necessary entries to be made on a P45 for a leaver
- 3 explain why payroll data is retained

# **CAB18**

## **Fundamentals of employment legislation for payroll**

## **CAB18      Fundamentals of employment legislation for payroll**

### **Level: 2**

#### **Unit aims**

The aim of this unit is to enable the learner gain the underpinning knowledge and understanding of what payroll information needs to be prepared and kept by law, data protection legislation in relation to payroll and the general principles of employment rights legislation

#### **Learning outcomes**

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know what payroll information is to be prepared and kept by law
2. Understand data protection legislation in relation to payroll
3. Know the general principles of employment rights legislation

#### **Guided learning hours**

It is recommended that **8** hours should be allocated for this unit. This may be on a full-time or part-time basis.

#### **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

#### **Assessment information**

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

#### **Assessment guidance**

Locations of **relevant payroll information** could include:

- contracts of employment
- employer
- finance department

**Employment rights legislation** in relation to employees will include:

- pay advice
- national minimum wage
- holiday entitlement
- sickness

## **CAB18      Fundamentals of employment legislation for payroll**

Learning outcomes and assessment criteria

### **Outcome 1    Know what payroll information is to be prepared and kept by law**

The learner can:

- 1    identify a payroll document which contains personal employee information
- 2    identify a legal employment or payroll document to be kept by the employer
- 3    state how long payroll documents should be kept by the employer

### **Outcome 2    Understand data protection legislation in relation to payroll**

The learner can:

- 1    identify what constitutes reliable and useable personal data, data security and security practice in relation to payroll
- 2    identify where you would find **relevant payroll information**
- 3    outline employer responsibilities in relation to payroll, under data protection legislation and accepted security practice

### **Outcome 3    Know the general principles of employment rights legislation**

The learner can:

- 1    give an example of employment rights legislation in relation to employees
- 2    identify how you would find relevant guidance on employment rights legislation
- 3    outline the main responsibilities of the employer in relation to **employment rights legislation**

# **CAB19**

## **Calculate gross pay**

## **CAB19      Calculate gross pay**

### **Level: 2**

#### **Unit aims**

The aim of this unit is to provide the learner with the opportunity to gain an understanding of how to determine basic pay for different payroll periods and how to calculate additional payments and overtime payable from given information. The learner will also gain an understanding of how to implement permanent changes to rates of pay from given organisational information and to implement relevant statutory additions to pay when entitlement has been determined

#### **Learning outcomes**

There are **five** learning outcomes to this unit. The learner will be able to:

1. Determine basic pay for different payroll periods
2. Calculate overtime payable from given information
3. Calculate additional payments from given information
4. Implement permanent changes to rates of pay from given organisational information
5. Implement relevant statutory additions to pay when entitlement has been determined

#### **Guided learning hours**

It is recommended that **12** hours should be allocated for this unit. This may be on a full-time or part-time basis.

#### **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

#### **Assessment information**

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

#### **Assessment guidance**

**Given information** could include:

- timesheets
- basic hourly rates
- weekly salaries

**Non-standard periods** would include:

- daily
- four weekly

**Given organisational information** could include:

- pay scales
- cost of living rises
- performance enhanced pay
- promotion,
- changes in working situations

## **CAB19 Calculate gross pay**

Learning outcomes and assessment criteria

### **Outcome 1 Be able to determine basic pay for different payroll periods**

The learner can:

- 1 calculate accurately, basic gross pay for weekly paid employees from **given information**
- 2 calculate accurately basic gross pay for monthly paid employees from given annual salaries
- 3 calculate accurately gross pay for **non-standard periods**

### **Outcome 2 Be able to calculate overtime payable from given information**

The learner can:

- 1 check rates of overtime payable against agreed information and limits
- 2 calculate accurately, overtime hours payable from given information
- 3 calculate accurately the value of overtime payments due including lump sum payments

### **Outcome 3 Be able to calculate additional payments from given information**

The learner can:

- 1 apply commission payable from given information
- 2 apply bonus payments from given information
- 3 calculate accurately unsocial hours and shift payments
- 4 calculate accurately holiday pay from given information
- 5 apply temporary changes to rates of pay and salaries for:
  - lump sum payments
  - negative payroll situations

### **Outcome 4 Be able to implement permanent changes to rates of pay from given organisational information**

The learner can:

- 1 apply any additional permanent changes in rates of pay from **given organisational information**
- 2 apply changes to rates of pay retrospectively ensuring accuracy in back payments

### **Outcome 5 Be able to implement relevant statutory additions to pay when entitlement has been determined**

The learner can:

- 1 verify that the correct statutory payment has been applied to gross pay when entitlement has been established for:
  - statutory sick pay
  - statutory maternity pay
  - statutory adoption pay
  - statutory paternity pay

# **CAB20**

## **Elements of gross pay**

## CAB20 Elements of gross pay

### Level: 2

#### Unit aims

The aim of this unit is to provide the learner with the opportunity to gain an understanding of what constitutes basic pay for different payroll periods, the principles of calculating overtime payments, what constitutes gross pay from additional payments and the need and procedures to make temporary and permanent changes to rates of pay.

#### Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand what constitutes basic pay for different payroll periods
2. Understand the principles of calculating overtime payments
3. Know what constitutes gross pay from additional payments
4. Understand the need and procedures to make temporary and permanent changes to rates of pay

#### Guided learning hours

It is recommended that **6** hours should be allocated for this unit. This may be on a full-time or part-time basis.

#### 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

#### Assessment information

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

#### Assessment guidance

**Given information** could include:

- timesheets
- basic hourly rates
- weekly salaries

The learner **must** describe **three** of the **additional payments** which may constitute gross pay:

- bonuses
- commission payments on sales
- unsocial hours and shift payments
- productivity payments
- piece rates
- holiday pay
- lump sum payments
- statutory payments

Types of **temporary and permanent changes** could include:

- pay scales
- cost of living rises
- performance enhanced pay
- promotion
- changes in working situations

## **CAB20 Elements of gross pay**

Learning outcomes and assessment criteria

### **Outcome 1 Understand what constitutes basic pay for different payroll periods**

The learner can:

- 1 explain how basic gross pay for weekly paid employees is calculated from **given information**
- 2 explain how basic gross pay for monthly paid employees is calculated from given annual salaries
- 3 explain what is meant by positive and negative payrolls

### **Outcome 2 Understand the principles of calculating overtime payments**

The learner can:

- 1 explain how payable overtime hours are determined payable from given information e.g. timesheets
- 2 describe other types of payments which are derived from set rates

### **Outcome 3 Know what constitutes gross pay from additional payments**

The learner can:

- 1 describe **additional payments** which may constitute gross pay
- 2 explain why changes to rates of pay and salaries may need to be applied to take account of:
  - unsocial hours
  - overtime
  - piece rates

### **Outcome 4 Understand the need and procedures to make temporary and permanent changes to rates of pay**

The learner can:

- 1 describe any **temporary and permanent changes** that may be made in rates of pay

# **CAB21**

## Computerised payroll theory

## **CAB21      Computerised payroll theory**

**Level: 2**

### **Unit aims**

The aim of this unit is to enable the learner gain the underpinning knowledge and understanding of potential health and safety and security risks, the organisational procedures for processing payroll in a computerised environment and the statutory requirements for submitting information. It will also enable the learner to understand how to maintain the security of data within a computerised environment.

### **Learning outcomes**

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand potential health and safety and security risks
2. Maintain the security of data within a computerised environment
3. Understand organisational procedures for processing payroll in a computerised environment
4. Understand the statutory requirements for submitting information

### **Guided learning hours**

It is recommended that **8** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **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

### **Assessment information**

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

### **Assessment guidance**

**Risks to data** could include:

- from individuals, such as incompetence, theft, viruses or unauthorised access
- hardware and software
- the internet
- disasters and unforeseen events

## **CAB21 Computerised payroll theory**

Learning outcomes and assessment criteria

### **Outcome 1 Understand potential health and safety and security risks**

The learner can:

- 1 identify a range of **risks to data**
- 2 explain the need to carry out visual safety checks before starting up the computer system, and be responsible for that environment
- 3 identify ways to minimise security risks
- 4 explain the health and safety risks in using IT systems
- 5 explain the health and safety responsibilities of the employer in the context of a computerised workplace

### **Outcome 2 Maintain the security of data within a computerised environment**

The learner can:

- 1 describe the procedures for maintaining the security and confidentiality of personal data and of all other information
- 2 explain the importance of storage of data and the back-up procedures of all other information

### **Outcome 3 Understand organisational procedures for processing payroll in a computerised environment**

The learner can:

- 1 explain the importance of ensuring that the software is updated in line with any changes issued by the tax authority or software company
- 2 explain the advantages and disadvantages of positive payrolls when using a computerised system
- 3 explain the advantages and disadvantages of negative payrolls when using a computerised system
- 4 explain the organisation's procedures and timelines for initiating, making and monitoring payments when using a computerised system

### **Outcome 4 Understand the statutory requirements for submitting information**

The learner can:

- 1 outline the importance of the processing date
- 2 identify the minimum employee data needed for processing the payroll
- 3 outline the procedures for submitting payroll data at each pay period
- 4 outline the procedures for reclaiming reimbursements of statutory additions to pay where applicable
- 5 explain why a submission may fail and how successful submission can be achieved

## **CAB22**

# **Statutory and non-statutory payments and additions**

## **CAB22      Statutory and non-statutory payments and additions**

**Level: 2**

### **Unit aims**

The aim of this unit is to enable the learner gain an understanding of the principles of the PAYE system, National Insurance system, Student Loan deductions, Statutory Sick Pay (SSP), Statutory Maternity Pay (SMP) and Statutory Adoption Pay (SAP).

### **Learning outcomes**

There are **six** learning outcomes to this unit. The learner will be able to:

1. Understand the principles of the PAYE system
2. Understand the principles of the National Insurance system
3. Understand the principles of Student Loan deductions
4. Understand the principles of Statutory Sick Pay (SSP)
5. Understand the principles of Statutory Maternity Pay (SMP)
6. Understand the principles of Statutory Adoption Pay (SAP)

### **Guided learning hours**

It is recommended that **12** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **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

### **Assessment information**

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

## **CAB22      Statutory and non-statutory payments and additions**

Learning outcomes and assessment criteria

### **Outcome 1    Understand the principles of the PAYE system**

The learner can:

- 1 identify:
  - two pre-tax deductions
  - two post-tax deductions
- 2 outline the differences between pre-tax and post-tax deductions
- 3 explain how the PAYE system works
- 4 describe a likely scenario for the use of a standard suffix tax code used:
  - cumulatively
  - non-cumulatively
- 5 distinguish between the terms cumulative and non-cumulative when used in relation to the PAYE system
- 6 describe a likely scenario for the use of the following tax codes:
  - BR
  - NT
  - OT
  - D0
  - D1
- 7 identify one example of the authority needed to change an employee's tax code

### **Outcome 2    Understand the principles of the National Insurance system**

The learner can:

- 1 explain the purpose of NICs
- 2 explain the use of NI thresholds
- 3 explain when you would use NI Category A
- 4 explain when you would use NI Category C and the implications of its use
- 5 explain the authority needed to implement Category C deductions, and the implications of using it without authority.

### **Outcome 3    Understand the principles of Student Loan deductions**

The learner can:

- 1 explain how an employee's student loan repayments are calculated for the pay period
- 2 identify where student loan deduction amounts are recorded
- 3 give an example of statutory authorisation to both commence and stop student loan deductions
- 4 state who student loan deductions are paid to and how

#### **Outcome 4 Understand the principles of Statutory Sick Pay (SSP)**

The learner can:

- 1 describe the conditions that employee must satisfy to be eligible to receive SSP
- 2 define the terms:
  - Period of Incapacity for Work (PIW)
  - Waiting Days
  - Qualifying Days
- 3 illustrate the principle of linked PIWs
- 4 state the tax and NIC implications for SSP payments
- 5 describe how an employer can reclaim SSP payments

#### **Outcome 5 Understand the principles of Statutory Maternity Pay (SMP)**

The learner can:

- 1 describe the basic employment and earnings conditions that employee must satisfy to be eligible to receive SMP
- 2 state where the appropriate rates of a mother's entitlement to SMP during her maternity leave can be found
- 3 state the tax and NIC implications for SMP payments

#### **Outcome 6 Understand the principles of Statutory Adoption Pay (SAP)**

The learner can:

- 1 describe the basic employment and earnings conditions that employee must satisfy to be eligible to receive SAP
- 2 state where the appropriate rates of an adopter's entitlement to SAP during their adoption leave, can be found

**CAB23**

**Composition of an  
employee payroll record**

## **CAB23      Composition of an employee payroll record**

**Level: 2**

### **Unit aims**

The aim of this unit is to enable the learner gain an understanding of the information required to set up a payroll record for a new employee and the procedure for aligning employer data with HMRC records. The learner will also gain knowledge of how to complete a P11 deduction sheet or equivalent, for a new employee and how to deal with income tax forms for a new employee.

### **Learning outcomes**

There are **four** learning outcomes to this unit. The learner will be able to:

1. Know the information required to set up a payroll record for a new employee
2. Know how to complete a P11 deduction sheet or equivalent, for a new employee
3. Know how to deal with income tax forms for a new employee
4. Understand the procedure for aligning employer data with HMRC records

### **Guided learning hours**

It is recommended that **6** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **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

### **Assessment information**

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

## **CAB23      Composition of an employee payroll record**

Learning outcomes and assessment criteria

### **Outcome 1    Know the information required to set up a payroll record for a new employee**

The learner can:

- 1    prepare a checklist to show the information required to complete an employee payroll record for a new employee
- 2    indicate on a checklist where would obtain the information

### **Outcome 2    Know how to complete a P11 deduction sheet or equivalent, for a new employee**

The learner can:

- 1    outline the information required to complete an employee record with both personal and other details of a new employee
- 2    outline the purpose of a national insurance number and the employee's responsibility to retain their National Insurance number
- 3    outline the procedure for checking or obtaining a National Insurance Number

### **Outcome 3    Know how to deal with income tax forms for a new employee**

The learner can:

- 1    explain the composition of form P45
- 2    explain the procedure you should follow for a new employee with a P45.
- 3    explain the procedure you should follow for a new employee who does not have a P45

### **Outcome 4    Understand the procedure for aligning employer data with HMRC records**

The learner can:

- 1    explain the purpose of, and when to submit the Employer Alignment Submission
- 2    explain why a submission may fail and how a successful submission can then be achieved

# IT208

## Spreadsheet software

## IT208      Spreadsheet software

### Level: 2

#### Unit aims

This unit is about the skills and knowledge required by an IT user to select and use a wide range of intermediate spreadsheet software tools and techniques to produce, present, and check spreadsheets that are at times non-routine or unfamiliar. It covers recording data in rows and columns, performing calculations with numerical data and presenting information using charts and graphs.

#### Learning outcomes

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

1. Use a spreadsheet to enter, edit and organise numerical and other data
2. Select and use appropriate formulas and data analysis tools to meet requirements
3. Select and use tools and techniques to present and format spreadsheet information

#### Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

#### Details of the relationship between the unit and relevant national occupational standards (if appropriate)

Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)

#### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Council for Administration (CfA), the sector skills council for business and administration.

#### Assessment guidance

Spreadsheet software tools and techniques will be described as 'Intermediate' because:

- the range of data entry, manipulation and outputting techniques will be at times non-routine or unfamiliar;
- the tools, formulas and functions needed to analyse and interpret the data requires knowledge and understanding (for example, mathematical, logical, statistical or financial); and
- the user will take some responsibility for setting up or developing the structure and functionality of the spreadsheet

Any aspect that is unfamiliar may require support and advice from others.

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

## **IT208 Spreadsheet software**

Learning outcomes and assessment criteria

### **Outcome 1 Use a spreadsheet to enter, edit and organise numerical and other data**

The learner can:

- 1 identify what numerical and other information is needed in the spreadsheet and how it should be structured
- 2 enter and edit numerical and other data accurately
- 3 combine and link data across worksheets
- 4 store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available

### **Outcome 2 Select and use appropriate formulas and data analysis tools to meet requirements**

The learner can:

- 1 identify which tools and techniques to use to analyse and manipulate data to meet requirements
- 2 select and use a range of appropriate functions and formulas to meet calculation requirements
- 3 use a range of tools and techniques to analyse and manipulate data to meet requirements

### **Outcome 3 Select and use tools and techniques to present and format spreadsheet information**

The learner can:

- 1 plan how to present and format spreadsheet information effectively to meet needs
- 2 select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets
- 3 select and format an appropriate chart or graph type to display selected information
- 4 select and use appropriate page layout to present and print spreadsheet information
- 5 check information meets needs, using spreadsheet tools and making corrections as necessary
- 6 describe how to find errors in spreadsheet formulas
- 7 respond appropriately to any problems with spreadsheets

### 7.3 Optional units

# **CAB24**

## Computerised payroll skills

## **CAB24      Computerised payroll skills**

**Level: 2**

### **Unit aims**

The aim of this unit is to enable the learner to be able to process information on starters, leavers and changes to current employees, process payroll accurately on a pay period basis and back up and update systems when required.

### **Learning outcomes**

There are **three** learning outcomes to this unit. The learner will be able to:

1. Be able to process information on starters, leavers and changes to current employees
2. Be able to process payroll accurately on a pay period basis
3. Be able to back up and update systems when required

### **Guided learning hours**

It is recommended that **25** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **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

### **Assessment information**

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

### **Assessment guidance**

PAYE, NIC parameters and rates, and statutory payments:

- tax codes
- national insurance rates
- attachment of earnings
- non-statutory deductions
- pay rates
- overtime rates
- advanced holiday pay
- net payments

Authorised data:

- pay
- overtime
- bonuses
- expenses
- pre-tax and post-tax voluntary deductions

## **CAB24 Computerised payroll skills**

Learning outcomes and assessment criteria

### **Outcome 1 Be able to process information on starters, leavers and changes to current employees**

The learner can:

- 1 set up and maintain company information
- 2 create a record for a new employee, producing reports as necessary
- 3 complete the records for a leaver producing reports as necessary
- 4 update records for all PAYE, NIC parameters and rates, and statutory payments in accordance with instructions

### **Outcome 2 Be able to process payroll accurately on a pay period basis**

The learner can:

- 1 update all employee records prior to the payroll being run
- 2 input all the necessary authorised data
- 3 run the payroll, in accordance with organisational timescales, checking results conform to expected limits
- 4 produce reports to include payslips and payment summaries and ensure they are accurate and complete
- 5 run internal period end returns, with required report runs, in accordance with all relevant timescales

### **Outcome 3 Be able to back up and update systems when required**

The learner can:

- 1 make a permanent back-up and store this safely according to organisational guidelines
- 2 restore previous pay period data from a back-up

# **CAB36**

## **Benefits and risks of using payroll software**

## **CAB 36      Benefits and risks of using payroll software**

**Level: 2**

### **Unit aims**

The aim of this unit is to enable the learner to gain the underpinning skills, knowledge and understanding of how to set up, operate and process information through a computerised payroll system, use payroll software security, compare the features of payroll software to manual bookkeeping and describe the advantages and disadvantages to users of different types of payroll software.

### **Learning outcomes**

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

1. Know how to set up, operate and process information through a computerised payroll system
2. Know the features of payroll software compared to manual bookkeeping
3. Understand the advantages and disadvantages to users of different types of payroll software
4. Know how to use payroll software security

### **Guided learning hours**

It is recommended that **25** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Assessment information**

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

### **Assessment guidance**

The '**ease of use**' features should include:

- integrated software
- tools and wizards
- help functions
- different report layouts (charts, tables)

**Reports** should include:

- real-time financial position
- analysis of income and expenses

**Differences between 'off the shelf' and bespoke software** should include:

- cost
- levels of support for users
- timeframe for development
- range of functions used by business frequency and ease of updates
- level of training required to use software
- type of subscription

**Differences between traditional payroll and cloud software** should include:

- cost
- levels of support for users
- range of functions used by business
- frequency and ease of updates
- upgrade capacity
- level of training required to use software
- access from multiple devices
- type of subscription
- access to internet

## **CAB36 Understand the benefits and risks of using payroll software**

Learning outcomes and assessment criteria

### **Outcome 1 Know how to set up, operate and process information through a computerised payroll system**

- 1 describe how to set up a computerised payroll system
- 2 describe how to set up employee records and payroll data in a computerised payroll system
- 3 describe how to enter details of gross pay into the computerised payroll system
- 4 describe how to process the payroll
- 5 describe how to back up and/or restore payroll data
- 6 identify the statutory requirements for submitting information

### **Outcome 2 Know the features of payroll software compared to manual bookkeeping**

- 1 describe the features of payroll software that allow increased speed and automation:
- 2 describe the **'ease of use' features** included in payroll software.
- 3 explain the benefits of being able to import and export data to and from other programs
- 4 explain the advantages of **reports** that may be produced in payroll software

### **Outcome 3 Understand the advantages and disadvantages to users of different types of payroll software**

- 1 compare the **differences between 'off the shelf' and bespoke software**
- 2 compare the **differences between traditional payroll and cloud software**

### **Outcome 4 Know how to use payroll software security**

- 1 describe the potential threats to data security
- 2 explain how to protect payroll software against threats

Skillsfirst Awards Limited  
Suite 416  
Fort Dunlop  
Fort Parkway  
Birmingham  
B24 9FD

Tel - 0121 270 5100  
Website – [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk)