

Unit 27:

Job Opportunities in Business Administration

Unit reference number: R/501/7243

QCF level: 1

Credit value: 4

Guided learning hours: 30

Unit aim

The principal aim of this unit is for learners to develop a plan for starting work in business administration by being given the opportunity to explore job opportunities across different areas of business. The learner will explore conditions of employment, and the qualifications and skills required for different jobs. The learner will have the opportunity to set realistic short-term and medium-term goals for their career pathway in business administration.

Unit introduction

There are a wide range of job opportunities within business administration including work in small private businesses or large corporate companies. This unit gives the learner the opportunity to identify jobs in different sectors of business administration including supervisors, project officers, administrative support, for example mail room workers, and management. Learners will carry out research to identify different job roles using a range of methods including internet searches, reviewing information from media sources, inviting speakers to share their experiences, visiting organisations etc.

Learning outcome 2 focuses on the terms and conditions of employment within business administration. Learners will gain a general overview of working in this sector. Information will include working patterns, salaries and benefits.

Learners will then go on to find out the necessary skills and qualifications required for different jobs within the sector. Using this information the learner can then identify their own skills gaps and develop a plan to allow them to seek employment within business administration.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	Unit amplification
1	Know about job opportunities in business administration	1.1 Identify jobs in different sectors of business administration	<ul style="list-style-type: none"> □ <i>Job opportunities:</i> job opportunities in business administration, e.g., word processor operator, data in putter, mail room assistant, receptionist, team administrator, departmental administrator, personal assistant, team leader, supervisor, manager, project coordinator, meeting room coordinator, events coordinator
		1.2 Describe the job roles in one functional area of business administration	<ul style="list-style-type: none"> □ <i>Functional areas within business administration:</i> functional areas, e.g. finance, IT support, operations, marketing and sales, customer service, research and development, production, facilities
2	Know about terms and conditions of employment within business administration	2.1 Describe the terms and conditions of employment within business administration	<ul style="list-style-type: none"> □ <i>Work patterns:</i> hours of work, work patterns, shift work, e.g. early starts, late finishes, night work, weekend work, bank holiday work, irregular work pattern; flexitime, days off during week; annual leave □ <i>Pay:</i> e.g. hourly, weekly, monthly, salary scales, increments □ <i>Benefits:</i> types of benefit, e.g. pension, season ticket loans, bonus for overtime, uniform/clothing allowance, subsidised/free meals, training/professional development

Learning outcomes		Assessment criteria		Unit amplification
3	Know about the qualifications and skills needed for jobs in business administration	3.1	Present information about the qualifications and skills required for selected jobs in business administration	<ul style="list-style-type: none"> □ <i>Qualifications</i>: essential; desirable; general qualifications, e.g. GCSEs, GCEs; work-based qualifications, e.g. NVQs in Business and Administration, Customer Service, Management; vocational qualifications, e.g. BTEC Firsts/Nationals in Business; apprenticeships; skills qualifications, e.g. word processing/keyboarding, audio transcription, shorthand; practical qualifications, e.g. moving and lifting, first aid □ <i>Skills and qualities</i>: personal qualities, e.g. organising self, ability to interrelate with others; work-related skills, e.g. communication, teamwork, problem solving, self-management; level of fitness
4	Be able to plan how to start work within business administration	4.1	Produce a plan to start work within business administration	<ul style="list-style-type: none"> □ <i>Planning</i>: personal skills audit, own abilities; interests; values; personal qualities; lifestyle constraints □ <i>Finding out about jobs</i>: career pathways; experience requirements; methods, e.g. websites, Careers Fairs, journals, people, e.g. family, friends, tutor □ <i>Making plans</i>: considering options; realistic short-term goals, medium-term goals

Information for tutors

Delivery

Tutors delivering this unit have the opportunity to use a wide range of techniques including presentations, seminars, practical workshops, external trips and guest speakers. Additional learning resources can include journals, videos, DVDs, case studies, learner presentations and group work.

The tutor could start delivery of this unit by inviting guest speakers working in different jobs across the business administration sector. Learners could prepare questions to ask speakers about their job roles and conditions of employment.

Learners may be able to visit different business administration settings and interview or work shadow an employee. On return learners could create a leaflet to include information about the job role and conditions of employment which other learners could use as a factsheet.

Videos and case studies may be used to help learners understand the range of job roles in the sector.

In groups learners could complete web-based research into job roles in different settings and departments within business administration and then report back to the rest of the group.

For learning outcome 2, learners could work in groups and use the local and national press and the internet to find a variety of job adverts and list the terms and conditions associated such as work patterns, pay and benefits.

The opportunity to analyse real job descriptions, covering a wide range of jobs in business administration, would help learners to understand the similarities and differences between the work patterns, pay and benefits of different jobs in the sector.

Learners could be grouped with those who are interested in similar jobs to complete web-based research into the qualifications, skills and qualities required for their preferred jobs in the sector and then report back to the rest of the group. Learners may use PowerPoint or flipcharts to present this information.

The learners could access careers advice from Learndirect (www.learndirect-advice.co.uk) to help them begin their career plan. The need for goal setting and the difference between long-term and short-term goals could be explored through a question and answer session.

Learners at this level may need support in completing a personal skills audit and identifying and setting long-term and short-term goals for themselves for learning outcome 4. This may be achieved through one-to-one discussions or tutorials.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning.

Tutor-led discussion on job opportunities in business and administration.

Small group research – learners select one of the above and gather information about the following:

- range of jobs
- working patterns
- pay
- benefits
- qualifications
- skills and qualities.

Research could involve the internet, visits to settings, professional journals.

Activity – group presentation of information to include a factsheet for other learners.

Activity – learners invite an employee from the chosen sector to share information about their job. Alternatively, learners may visit an appropriate work setting or talk to an employee to gather information.

Activity – using the information gathered from the group work on skills, qualities and qualifications, the individual learner carries out a personal skills audit, eg using a template or online assessment.

One-to-one tutorial to discuss opportunities in line with skills audit.

Assessment – using the information gathered from the activities outlined above, individual learners provide evidence for each of the assessment criteria within the unit (learning outcome 1, learning outcome 2, learning outcome 3, learning outcome 4).

Assessment feedback, review and evaluation of unit.

Assessment

The criteria for this unit may be combined in one assignment task as a plan for starting work. This may take the form of a loose-leaf folder.

To meet 1.1, learners will need to identify different jobs within the business administration sector.

To meet 1.2, learners will need to select one business administration organisation and explain the different types of job role within it, for example receptionist, mail room assistant, customer service adviser.

To meet 2.1, learners could select at least two jobs within different organisations, and compare the work patterns and pay benefits. This could be presented in chart form.

For 3.1, learners will need to give details about the skills, qualities and qualifications required for three jobs within business administration. These could be the jobs selected for 2.1.

To produce the career plan for 4.1 the learner needs to undertake a personal skills audit and identify their interests. This could be recorded using a pro forma.

Learners will need to provide evidence of their research into possible jobs in business administration, this may be evidenced with leaflets, downloads from websites, documentation from tutorials/discussions with tutors or careers advisers. The career plan should identify one long-term goal and two short-term goals.

Suggested resources

Books

Tetley C – *BTEC Entry 3/Level 1 Business Administration Student Book* (Pearson, 2010) ISBN 9781846909214

Websites

www.bized.co.uk	Business education resources
www.businessbritainuk.co.uk	Information about businesses in Britain and links to other businesses and business news sites
www.fsb.org.uk	The Federation of Small Business – information, support and guidance about small businesses in the UK