Pearson
BTEC Level 3 Certificate and Diploma for Business Administrators

Specification

BTEC Specialist qualifications

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Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. Key changes are summarised on the next page. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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Summary of changes to Pearson BTEC Level 3 Certificate and Diploma for Business Administrators specification – Issue 2

Summary of changes made between previous issue and this current issue	Page number
Unit 2 Assessment guidance updated	60
Unit 3 Assessment guidance updated	74

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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1 Introducing BTEC Specialist qualifications

What are BTEC Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work.

BTEC Specialist qualifications put learning into the context of the world of work, giving learners the opportunity to apply their research, skills and knowledge in relevant and realistic work contexts. This applied, practical approach means learners develop the knowledge, understanding and skills they need for career progression or further study. As such, these qualifications are well-suited to support the delivery of the Apprenticeship Standards.

The qualifications may be offered as full-time or part-time courses in schools, colleges, training centres and through employers.

Sizes of BTEC Specialist qualifications

For all regulated qualifications, Pearson specifies a total estimated number of hours that learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors includes private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of the TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with employers and training providers delivering the qualifications.

BTEC Specialist qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

2 Qualification summary and key information

Qualification title	**Pearson BTEC Level 3 Certificate for Business Administrators**
Qualification Number (QN)	603/3917/2
Regulation start date	17/12/2018
Operational start date	01/01/2019
Approved age ranges	16–18 18+ 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please see *Section 6 Access and recruitment*.
Total qualification time (TQT)	179 hours.
Guided Learning Hours (GLH)	106.
Assessment	Internal assessment.
Grading information	The qualification and units are at a Pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must also follow the information in our document, *A guide to recruiting with integrity and enrolling learners onto qualifications* (see *Section 6 Access and recruitment*).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding. The Apprenticeship funding rules can be found at www.gov.uk

Qualification title	**Pearson BTEC Level 3 Diploma for Business Administrators**
Qualification Number (QN)	603/3918/4
Regulation start date	17/12/2018
Operational start date	01/01/2019
Approved age ranges	16–18 18+ 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please see *Section 6 Access and recruitment*.
Total qualification time (TQT)	449 hours.
Guided Learning Hours (GLH)	262.
Assessment	Internal assessment.
Grading information	The qualification and units are at a Pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. Learners will need to be on an apprenticeship programme, or be otherwise employed in a cross-sector role or function that involves responsibility for organising and carrying out business administrative functions. It is expected that, at Level 3, learners will have experience in using basic IT software packages. Centres must also follow the information in our document, *A guide to recruiting with integrity and enrolling learners onto qualifications* (see *Section 6 Access and recruitment*).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding. The Apprenticeship funding rules can be found at www.gov.uk

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in our *UK Information Manual,* available on our website, qualifications.pearson.com

3 Qualification purpose

Qualification(s) objectives

The Pearson BTEC Level 3 Certificate and Diploma for Business Administrators are for learners working in, or intending to work in, an administrative job role where they will be involved in developing, implementing, maintaining and improving administrative services.

The Pearson BTEC Level 3 Certificate for Business Administrators is designed to support the off-the-job training and development of learners on the Business Administrator apprenticeship programme. It will help them to develop and apply the technical and behavioural knowledge and understanding required to become competent and successful in an administrative job role.

The Certificate qualification is also suitable for non-apprenticeship learners, who may or may not be in employment, who want to develop technical knowledge to prepare for employment or to progress their career by achieving a recognised qualification based on current, employer-recognised standards.

The qualification gives learners the opportunity to:

- develop the technical knowledge and understanding that underpins competence in an administrative job role
- learn about a range of transferable skills and professional attributes that support successful performance in an administrative job role
- achieve a nationally recognised Level 3 qualification
- develop confidence and readiness for the apprenticeship end-point assessment.

The Pearson BTEC Level 3 Diploma for Business Administrators extends on the learning from the certificate-size qualification to include the development of practical work-based skills and behaviours. The qualification is designed to support both the off-the-job and on-the-job training and development of learners on the Business Administrator apprenticeship programme. It helps them to develop and demonstrate technical knowledge and understanding, and skills and behaviours to become competent and successful in an administrative job role.

The Diploma qualification is also suitable for non-apprenticeship learners in employment who wish to upskill or to progress their career by achieving a recognised qualification based on current, employer-recognised standards.

The qualification gives learners the opportunity to:

- develop the technical knowledge and understanding that underpins competence in an administrative job role
- develop and demonstrate a range of transferable skills and professional behaviours and attributes in the work environment
- develop and demonstrate a range of technical skills to carry out their job role successfully in the work environment
- achieve a nationally recognised Level 3 qualification
- develop confidence and readiness for the apprenticeship end-point assessment.
- develop personal growth and engagement in learning.

Apprenticeships

The qualifications in this specification are not a mandatory requirement of the Business Administrator Apprenticeship. However, in being aligned to the Standard, they provide structure for the:

- off-the-job training element of the Apprenticeship (Certificate)
- full on-programme training element of the Apprenticeship (Diploma);

and builds the foundation for learners to develop occupational competence in the job role.

Annexe A shows how the knowledge, skills and behaviours (KSBs) from the Apprenticeship Standard are covered in the qualifications.

Progression opportunities

Learners who achieve the Certificate or Diploma qualification and who have met the specified on-programme requirements of the Apprenticeship Standard can progress to end-point assessment and achieve the full Apprenticeship certification that confirms competency in an administrative job role.

With further training and development, learners can progress to more senior or complex job roles, including senior administrative roles or management.

Alternatively, learners who have achieved the Certificate or Diploma qualification but who have not completed the full Apprenticeship requirements could progress to job roles such as administrative assistant and business support, and operations roles or to other qualifications in business and professional administration or leadership and management.

4 Qualification structures

Pearson BTEC Level 3 Certificate for Business Administrators

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of units that must be achieved	3
Number of Guided Learning Hours that must be achieved	106

Unit number	Mandatory units	Level	Guided Learning Hours
1	Business Fundamentals	3	36
2	Understanding Your Employer Organisation	3	28
3	Understanding Personal Effectiveness in an Administrative Work Environment	3	42

Pearson BTEC Level 3 Diploma for Business Administrators

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of units that must be achieved	8
Number of Guided Learning Hours that must be achieved	262

Unit number	Mandatory units	Level	Guided Learning Hours
1	Business Fundamentals	3	36
2	Understanding Your Employer Organisation	3	28
3	Understanding Personal Effectiveness in an Administrative Work Environment	3	42
4	Using IT for Business	3	51
5	Communicating in a Business Environment	3	24
6	Managing Administrative Services	3	39
7	Project Management	3	17
8	Managing Personal Effectiveness in an Administrative Job Role	3	25

5 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification(s).

- Centres must have appropriate physical resources (for example IT learning materials, teaching rooms) to support the delivery and assessment of the qualification(s).
- Staff involved in the assessment process (assessors and internal verifiers) must have relevant expertise and occupational experience. This includes having:
    - current (within the last three years) occupational experience appropriate to the level and breadth of subject areas of the qualification(s) units being assessed
    - substantial knowledge and understanding of the subject areas appropriate to the level, breadth and content of the qualification(s) units. This may be evidenced through having a relevant qualification that is at an equivalent or higher level than the level of the qualification(s) being assessed
    - a relevant qualification in assessment and/or internal quality assurance **or** current (within the last three years) experience of assessing and/or internal verification appropriate and relevant to the level and subject area of the qualification(s) units
    - evidence of continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.
- There must be systems in place that ensure continuing professional development (CPD) for staff delivering the qualification(s).
- Centres must have appropriate health and safety policies in place that relate to the use of equipment by learners.
- Centres must have in place robust internal verification systems and procedures to ensure the quality and authenticity of learners' work as well as the accuracy and consistency of assessment decisions between assessors operating at the centre. For information on the requirements for implementing assessment processes in centres, please refer to the *BTEC UK Quality Assurance Centre Handbook* available on our website.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 6 Access and recruitment*. For full details of the Equality Act 2010 visit www.legislation.gov.uk

6 Access and recruitment

Our policy on access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

We refer centres to our Pearson equality and diversity policy, which can be found in the support section of our website.

Prior knowledge, skills and understanding

No prior knowledge, understanding, skills or qualifications are required for learners to register for the qualifications. For the Diploma-sized qualification, learners will need to be on an apprenticeship programme, or be otherwise employed in a cross-sector role or function that involves responsibility for organising and carrying out business administrative functions. It is expected that, at Level 3, learners will have experience in using basic IT software packages.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson’s equality and diversity policy document requires all learners to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see *Section 8 Assessment* for information on reasonable adjustments and special consideration.

7 Programme delivery

Centres are free to offer these qualifications using any mode of delivery that meets learners' and employers' needs. It is recommended that centres make use of a wide range of training delivery methods, including direct instruction in classrooms, simulated demonstrations, research or applied projects, e-learning, directed self-study, field visits and role play. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Centres must adhere to the Pearson policies that apply to the different models of delivery. Our document *Collaborative and consortium arrangements for the delivery of vocational qualifications policy* is available on our website.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- spending time with employers to better understand their organisational requirements and the methods of training that are most suitable, taking into consideration their available resources and working patterns
- collaborating with employers to ensure that learners have opportunities in the workplace to implement the knowledge and skills developed through the training programme
- developing up-to-date and relevant teaching materials that make use of scenarios relevant to the sector and relevant occupation
- giving learners the opportunity to apply their learning in realistic practical activities
- having regular meetings with employers to discuss learner progress, providing feedback and agreeing how any issues will be resolved
- developing projects or assessments with input from employers
- making full use of the variety of experience of work and life that learners bring to the programme
- planning opportunities for the development and practising of skills on the job. On-the-job training presents an excellent opportunity to develop the learner's routine expertise, resourcefulness, craft skills and business-like attitude. It is therefore important that there is intentional structuring of practice and guidance to supplement the learning and development provided through engagement in everyday work activities. Learners need to have structured time to learn and practise their skills separately from their everyday work activities. Teaching and learning methods, such as coaching, mentoring, shadowing, reflective practice, collaboration and consultation, could be used in this structured on-the-job learning.

Where legislation is taught, centres must ensure that it is current and up to date.

8 Assessment

The table below gives a summary of the assessment methods used in the qualification(s).

Units	Assessment method
All units	Internal assessment (centre-devised assessments)

In administering internal assessments, centres need to be aware of the specific procedures and policies that apply to, for example, registration, entries and results. More information can be found in our *UK Information Manual*, available on our website.

Language of assessment

Assessments for all units are in English only.

A learner taking the qualification(s) may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on the use of language in qualifications is available in our *Use of languages in qualifications policy* document, available on our website.

For further information on access arrangements, please refer to *Reasonable adjustments* later in this section.

Internal assessment - knowledge units

All knowledge units in these qualifications are internally assessed and subject to external standards verification. This means that centres set and mark the final summative assessment for each unit using the examples and support that Pearson provides. Centres need to be, if they are not already, approved to offer the qualifications before conducting assessments. *Section 10 Centre recognition and approval* gives information on approval for offering these qualifications.

Assessment through assignments

For the knowledge units, the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been delivered. An assignment may take a variety of forms, including practical and written. An assignment is a distinct activity, completed independently by learners, that is separate from teaching, practice, exploration and other activities that learners complete with direction from tutors and assessors.

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide.

Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable there to be a clear and formal assessment outcome based on the assessment criteria.

Designing effective assignments

To ensure that final assessment decisions meet the required standard, assignments must be fit for purpose as a tool for measuring learning against the defined content and assessment criteria. Centres should make sure that assignments enable learners to produce valid, sufficient, authentic and appropriate evidence that relates directly to the specified criteria within the context of the learning outcomes and unit content.

An assignment that is fit for purpose and suitably controlled is one in which:

- the tasks that the learner is asked to complete provide evidence for a learning outcome that can be assessed using the assessment criteria
- the time allowed for the assignment is clearly defined and consistent with what is being assessed
- the centre has the required resources for all learners to complete the assignment fully and fairly
- the evidence the assignment will generate will be authentic and individual to the learner
- the evidence can be documented to show that the assessment and verification has been carried out correctly.

Recommended assignments are provided in the *Essential information for tutors and assessors* section of each unit.

In designing assignments, centres need to work within the structure of the recommended assignments. They need to consider the following points when developing their assignment briefs.

- Centres may choose to combine all or parts of different units into single assignments provided that all units and all their associated learning outcomes are fully addressed in the programme overall. If this approach is taken, centres need to make sure that learners are fully prepared so that they can provide all the required evidence for assessment, and that centres are able to track achievement in the records.
- A learning outcome must always be assessed as a whole and should not be split into two or more assignments.
- The assignment must be targeted to the learning outcomes but the learning outcomes and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- Centres do not have to follow the order of the learning outcomes of a unit in developing assignments but later learning outcomes often require learners to apply the content of earlier learning outcomes, and they may require learners to draw their learning together.
- As assignments provide the final assessment, they will draw on the specified range of teaching content for the learning outcomes. The specified content is compulsory for teaching and learning. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out research on their employer organisation, then they will address all the relevant range of content that applies in that instance.

Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of what they have learned. An assignment brief should include:

- a vocational scenario, context, or application for the tasks to be completed
- clear instructions to the learner about what they are required to do – normally set out through a series of tasks
- an audience or purpose for which the evidence is being provided.

Forms of evidence

Centres may use a variety of forms of evidence as long as they are suited to the type of learning outcome being assessed. For some units, the practical demonstration of skills is necessary and for others, learners will need to demonstrate their knowledge and understanding. The units give information on what would be suitable forms of evidence.

Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Some of the forms of evidence include:

- written tasks or reports
- projects
- time-constrained simulated activities with observation records and supporting evidence
- observation and recordings of practical tasks or performance in the workplace
- sketchbooks, work logbooks, reflective journals, workbooks
- presentations with assessor questioning
- witness testimony.

The form(s) of evidence selected must:

- allow the learner to provide all the evidence required for the learning outcomes and the associated assessment criteria
- allow the learner to produce evidence that is their own independent work
- allow a verifier to independently reassess the learner to check the assessor's decisions.

For example, when using performance evidence, centres need to think about how supporting evidence can be captured through preparation notes, reflective accounts, logbook records, recordings, photographs or task sheets.

Centres need to take particular care that learners are enabled to produce independent work. For example, if learners are asked to use real examples, then best practice would be to encourage them to use examples of their own experiences.

For information on the requirements for implementing assessment processes in centres, please refer to the *BTEC UK Quality Assurance Centre Handbook* on our website.

Making valid assessment decisions

Authenticity of learner work

An assessor must assess only work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising learners during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres may use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. More information is given later in this section.

Making assessment decisions using unit-based criteria

Assessment decisions for the qualification(s) are based on the specific criteria given in each unit.

Assessors make judgements using the assessment criteria and must show how they have reached their decisions in the assessment records. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

For example, the inclusion of a concluding section may be insufficient to satisfy a criterion requiring 'evaluation'.

Assessors should use the following information and support in reaching assessment decisions:

- the *Essential information for tutors and assessors* section of each unit, which gives further information on the requirements to meet the assessment criteria
- the centre's Lead Internal Verifier and assessment team's collective experience supported by the information provided by Pearson.

When a learner has completed the assessment for a unit then the assessor will give an assessment outcome for the unit. To achieve a Pass, a learner must have satisfied all the assessment criteria for the learning outcomes, showing appropriate coverage of the unit content and, therefore, attainment at the stated level of the qualification. The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the assessment criteria for the units should be reported as Unclassified.

Dealing with late completion of assignments

Learners must have a clear understanding of the centre's policy on completing assignments by the stated deadlines. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with centre policies.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others.

If a late completion is accepted, then the assignment should be assessed normally using the relevant assessment criteria.

Issuing assessment decisions and feedback

Once the assessor has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence
- must be validated by an internal verifier before it is given to the learner.

Resubmissions and retakes

Learners who do not successfully pass an assignment are allowed to resubmit evidence for the assignment or to retake another assignment. As a matter of best practice, it is recommended that centres apply the BTEC Firsts and Nationals retake and resubmission rules; however, as these rules are not mandatory for BTEC Specialist programmes at Entry Level to Level 3, they do not need to be applied.

Internal assessment - skills units

All skills units in the Diploma qualification are assessed through an internally and externally quality-assured portfolio made up of evidence gathered during the course of the learner's work. Each skill unit has specified learning outcomes and assessment criteria. To pass each skills unit the learner must:

- achieve all the specified learning outcomes
- satisfy all the assessment criteria by providing sufficient and valid evidence for each criterion
- prove that the evidence is their own.

The learner must have an assessment record that identifies the assessment criteria that have been met. The assessment record should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. Suitable centre documentation should be used to form an assessment record.

Forms of evidence

To achieve a skills unit, the learner must gather evidence showing that they have met the required standard specified in the assessment criteria and Pearson's quality assurance arrangements (see Section 10, Quality assurance of centres)

The evidence for the skills units can take a variety of forms as indicated below:

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- professional discussion (PD)
- authentic statements/witness testimony (WT)
- simulation (S) where a real-work context doesn't provide the opportunity for assessment, for example dealing with issues, problems or complaints
- expert witness testimony (EWT).

Learners can use the abbreviations in their portfolios for cross-referencing purposes. Learners must provide evidence of their achievement of the knowledge-based learning outcomes and the associated assessment criteria in skills units – achievement of these cannot be inferred from performance.

Centres must ensure that the assessment methods used are appropriate for the specific learning outcomes and assessment criteria. Guidance may need to be given to learners before the assessment is conducted to clarify the requirements of different command verbs. This will ensure that evidence provided has sufficient breadth and depth to meet the assessment requirements.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. However, the evidence provided for each unit must reference clearly the unit that is being assessed. Evidence must be available to the assessor, the internal verifier and the Pearson standards verifier.

Any specific evidence requirements for a unit are given in the unit's *Assessment* section. Further guidance on the requirements for centre quality assurance and internal verification processes is available on our website at qualifications.pearson.com

Administrative arrangements for internal assessment

Records

Centres are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *UK Information Manual.* We may ask to audit centre records, so they must be retained as specified.

Reasonable adjustments to assessments

Centres are able to make adjustments to assessments to take account of the needs of individual learners, in line with the guidance given in the Pearson document *Pearson Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*. In most instances, adjustments can be achieved by following the guidance, for example allowing the use of assistive technology or adjusting the format of the evidence.

We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or a learner working in the occupational area.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access arrangements and reasonable adjustments*.

Both documents are on the policy page of our website.

Special consideration

Centres must operate special consideration in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*. Special consideration may not be applicable in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully
- units/qualifications confer licence to practice.

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made on a case-by-case basis only.

A separate application must be made for each learner. Certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in the Joint Council for Qualifications (JCQ) document *A guide to the special consideration process*.

Both of the documents mentioned above are on our website.

Appeals against assessment

Centres must have a policy for dealing with appeals from learners. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Enquiries and appeals about Pearson vocational qualifications and end-point assessment policy,* available on our website.

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

Internal assessment

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. Our document *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications* gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson examinations. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Processing team at candidatemalpractice@pearson.com

The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a JCQ M2(a) form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations team using the same method.

Heads of centres/principals/chief executive officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights, please see 6.15 of the Joint Council for Qualifications (JCQ) document *Suspected malpractice in examinations and assessments - Policies and procedures.*

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on the centre's certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our document *Enquiries and appeals about Pearson vocational qualifications and end-point assessment policy,* available on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team (via pqsmalpractice@pearson.com) who will inform you of the next steps.

9 Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of prior learning policy and process*, available on our website.

10 Centre recognition and approval

Centres that have not previously offered BTEC Specialist qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given ‘automatic approval’ for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver BTEC qualifications is given on our website.

Approvals agreement

All centres are required to enter into an approval agreement with Pearson, in which the head of centre or principal agrees to meet all the requirements of the qualification specification and to comply with the policies, procedures, codes of practice and regulations of Pearson and relevant regulatory bodies. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of centre or qualification approval.

11 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications and apprenticeships.

The centre assesses BTEC Specialist qualifications and will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. This also ensures learners are given appropriate opportunities that lead to valid and accurate assessment outcomes.

Pearson uses external quality assurance processes to verify that assessment, internal quality assurance and evidence of achievement meet nationally defined standards.

Our processes enable us to recognise good practice, effectively manage risk and support centres to safeguard certification and quality standards.

Our Standards Verifiers provide advice and guidance to enable centres to hold accurate assessment records and assess learners appropriately, consistently and fairly.

For the qualification in this specification, the Pearson quality assurance model will consist of the following processes:

Centres will receive at least one visit from our Standards Verifier, followed by ongoing support and development. This may result in more visits or remote support, as required to complete standards verification. The exact frequency and duration of Standards Verifier visits/remote sampling will reflect the level of risk associated with a programme, taking account of the:

- number of assessment sites
- number and throughput of learners
- number and turnover of assessors
- number and turnover of internal verifiers
- amount of previous experience of delivery.

If a centre is offering a BTEC Specialist qualification alongside other qualifications related to the same Apprenticeship Standard, wherever possible, we will allocate the same Standards Verifier for both qualifications.

For further details please see the following handbooks available on our website:

- Pearson Centre Guide to Quality Assurance for NVQ/SVQ and Competence based qualifications
- Pearson Delivery Guidance and Quality Assurance Requirements for NVQ/SVQ and Competence based qualifications.

Following registration, centres will be given further quality assurance and sampling guidance.

12 Units

Each unit in the specification is set out a similar way. This section explains how the units are structured. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme review this section.

Units have the following sections.

Unit number

The number is in a sequence in the specification. Where a specification has more than one qualification, numbers may not be sequential for an individual qualification.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Unit type

This indicates whether the unit is knowledge or skills-based.

Guided Learning Hours (GLH)

This indicates the number of hours of activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study. Units may vary in size.

Pearson has consulted with users of the qualification and has assigned a number of hours to this activity for each unit.

Unit introduction

This is designed with learners in mind. It indicates why the unit is important, what will be learned and how the learning might be applied in the workplace.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

The assessment criteria specify the standard the learner is required to meet to achieve a learning outcome. A full glossary of terms used is given in *Annexe B*. All assessors need to understand our expectations of the terms used.

Unit content

This section sets out the required teaching content of the unit and specifies the knowledge and understanding required for achievement of the unit. It enables centres to design and deliver a programme of learning that will enable learners to achieve each learning outcome and to meet the standard determined by the assessment criteria.

Where it is designed to support apprenticeships, the unit content is informed by the knowledge and understanding requirements of the relevant Apprenticeship Standard.

Relationship between unit content and assessment criteria

Content is compulsory except when shown as ‘e.g.’. Although it is not a requirement that all of the content is assessed, learners should be given the opportunity to cover it all.

Learners should be asked to complete summative assessment only after the teaching content for the unit or learning outcomes has been covered.

Legislation

Legislation cited in the units is current at time of publication. The most recent legislation should be taught and assessed internally.

Essential information for tutors and assessors

This section gives information to support delivery and the implementation of assessment. It contains the following sub-sections.

- *Essential resources* – lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.
- *Assessment* – for the knowledge units, it provides recommended assignments and suitable sources of evidence for each learning outcome. This section also gives information about the standard and quality of evidence expected for learners to achieve the learning outcome and pass each assignment. It is important that the information is used carefully, alongside the assessment criteria.

Unit 1: Business Fundamentals

Level:	**3**
Unit type:	**Knowledge**
Guided Learning Hours:	**36**

Unit introduction

An effective business administrator needs to develop an understanding of business fundamentals, including managing change, business finances, project management and effective stakeholder engagement.

In this unit, you will learn about the principles of managing change and how to deliver projects effectively using project management tools and techniques. You will also learn about organisational governance and compliance relating to business finances, and the business processes needed to adhere to them. Finally, you will explore the different ways in which to engage effectively with stakeholders and the importance of stakeholder management.

This unit links with *Unit 7 Project Management*. Consideration should be given to delivering the related content together.

Learning outcomes and assessment criteria

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Understand how to support change in organisations	1.1	Explain how the use of change management principles can make the process of change more efficient and effective
		1.2	Explain why change in organisations is necessary
		1.3	Describe how the practice of reviewing working methods can be used to inform change in the workplace
		1.4	Analyse different models used to manage the process of change in an organisation
		1.5	Assess the risks of introducing change and how the risks can be minimised
		1.6	Explain the need for contingency planning in implementing change
		1.7	Explain the need for effective leadership in implementing change
		1.8	Describe ways of implementing change and its impact on the organisation
		1.9	Explain how to evaluate the impact of change following implementation

Learning outcomes		Assessment criteria	
2	Understand principles of business finance	2.1	Explain the processes used in organisations to manage financial activities effectively
		2.2	Explain how to manage financial resources effectively and efficiently and how this benefits the organisation
		2.3	Describe ways in which costs can be minimised within a business environment
		2.4	Describe the requirements for organisational governance and compliance in relation to business finances
3	Understand how to deliver projects effectively	3.1	Explain how the different stages in the project life cycle can make the process of managing projects more efficient and effective
		3.2	Evaluate the usefulness of risk analysis tools in project management
		3.3	Analyse the tools that may be used to plan, monitor and track progress to manage a project successfully
		3.4	Explain the factors to be considered when organising, allocating and managing project resources to ensure effective management
		3.5	Explain the need for cross-team collaboration when managing a project
4	Understand how to develop and maintain effective stakeholder relationships	4.1	Explain how the use of stakeholder management principles can make the process of managing stakeholders more efficient and effective
		4.2	Explain how to use negotiation and influencing strategies and techniques to engage with stakeholders successfully
		4.3	Evaluate strategies used to effectively manage conflict with stakeholders
		4.4	Discuss the impact of effective and ineffective stakeholder communications

Unit content

What needs to be learned

Learning outcome 1: Understand how to support change in organisations

1A Managing change in organisations

- Types of organisational change: step change, incremental change, planned change, unplanned change.
- Principles of change, including identifying the need for change, justification for change, assessing business risks associated with change, implementing change, contingency planning when implementing change, effective leadership and stakeholder engagement during the change process, evaluating change.
- Change management models:
  - Lewin's 3-stage Change Model – looks at the human aspects and factors for and against change, sees change as a process not an event (unfreeze, change, refreeze)
  - Kotter's 8-step Change Model – holistic approach to planned change (establishing a sense of urgency, creating a guiding coalition, developing a vision and strategy, communicating the change vision, empowering employees for broad-based action, generating short-term wins, consolidating gains and producing more changes, anchoring new approaches in the culture)
  - Kubler-Ross 5-stage Model – captures individual's reaction to change (denial, anger, bargaining, depression, acceptance).

1B Identifying the need for change

- Reasons for change, including poor performance (individuals, teams), improvement and development needs (products, services, policies, processes or procedures, organisational restructure), market changes (maintain competitive edge, innovation and technology), legislation (updated legislation, new legislation).
- Justification for change (organisational restructure, process change, policy change, technology change).
- Ways of reviewing working methods, products or services, including SWOT analysis (strengths, weaknesses, opportunities, threats), internal or external audit results.
- Benefits of reviewing working methods, products or services, e.g. identifying anything that is not working, providing opportunity to improve, ensuring methods, products or services are fit for purpose, meeting customer and organisational needs.

Learning outcome 1: Understand how to support change in organisations (*continued*)

1C Management of risk associated with change

- Assessing the business risks of change with the purpose of reducing risk and/or identify contingency options associated with selected risks:
    - active and passive resistance to change from employees, e.g. reluctance to accept new procedures, lack of faith in process, personal preference, lack of knowledge, fear of losing jobs
    - ineffective leadership, e.g. lack of experience in managing change, lack of appropriate training, lack of focus
    - disruption to the operation of the business, e.g. severity of the disruption, timescales, financial impact
    - enforcing change, e.g. change forced through rather than seen as needed, lack of understanding as to why the change is needed.
- Questions to be asked when assessing risk, e.g. whether speed of adoption is appropriate, whether the organisation is meeting change objectives, whether completion of change project will be timely, whether business operations are being disrupted, whether change project will be on budget, whether returns from change will be lower than anticipated.
- Characteristics of an effective contingency plan, e.g. planning for predictable events/occurrences, identifying preventative controls, plans that can be brought forward and quickly put into action, alternative actions which require minimal decision making.
- The importance of having a contingency plan when implementing change:
    - regularly evaluate/assess effectiveness during change implementation (comparing plans with outcomes, formal/informal feedback)
    - adapt implementation of the change based on continuous review.

1D Impact of leadership in managing change

- Importance of effective leadership in implementing change, including provides a positive and professional environment to ensure success, establishes direction and drives processes forward, engages and empowers employees to reduce absenteeism, ensures timely completion of tasks to budget while also meeting the quality required.

Learning outcome 1: Understand how to support change in organisations (*continued*)

1E Implementing and evaluating change

- Changes effecting, e.g. business processes, roles and responsibilities, structural.
- Ways of effectively implementing change:
    - involve/engage people in the change process
    - frequent and open communication about the change
    - provide support and training to prepare people for change.
- Impact of effective change management on administrator role:
    - identifies need for training (practices, processes, procedures, equipment/technology)
    - provides opportunities for promotion.
- Impact of effective change management on organisation:
    - increases competitiveness
    - more effective/efficient performance
    - ensures compliance with legislation/regulations
    - more likely to retain employees.
- Ways of evaluating change:
    - collect and analyse relevant data (qualitative, quantitative)
    - measure change success against expected outcomes
    - measure staff reaction to change (productivity, morale)
    - measure cost-effectiveness of change.

Learning outcome 2: Understand principles of business finance

2A Financial processes

- Specific requirements when following financial processes:
    - accounting, including recording transactions (sales, costs); monitoring activity (spending, cash flow); auditing (checking financial statements are accurate)
    - sales invoicing, including creating sales invoices (products/services purchased), cost of providing products/services, including VAT, payment terms and conditions, payment of supplier sales invoices, authorisation to make payments, payment methods, meeting payment terms and conditions, recording confirmation of payments sent
    - purchasing, including use of approved suppliers, achieving value for money, credit limits, purchasing methods, terms and conditions, creating purchase orders, logging and tracking purchases, making payments (petty cash, business credit card, on account), management of purchase receipts (information requirements)
    - payroll, including creating pay statements, making salary payments/deductions, processing employee business expenses, calculating national insurance contributions, calculating pension contributions
    - managing budgets, including identifying priorities, negotiating/agreeing financial resources, recording of income/expenditure, monitoring income/expenditure against planned activity, taking corrective actions
    - documentation required for financial processes, including income statement (profit and loss), statement of financial position, purchase orders, delivery notes, invoices, receipts, credit notes, statements of account.
- Impact of following financial processes effectively on administrator role:
    - gives confidence in procedures (payroll, pension, security of personal information).
- Impact on the organisation of following financial processes effectively:
    - ability to forecast finances/take appropriate action
    - allows for accurate planning resources (finances, time, employees)
    - ensures compliance with relevant legislation/regulations (retention, security, confidentiality).

Learning outcome 2: Understand principles of business finance (*continued*)

2B Effective and efficient financial resource management

- Types of financial resources, e.g. money (cash, in a bank account), shares, bonds, cheques.
- Ways of managing financial resources effectively and efficiently:
  - financial planning, including establishing financial objectives, successful budgeting, eliminating debt, building contingency funds, investment planning
  - managing cost in the workplace, including material costs and labour costs
  - achieving value for money, including having efficient, effective and economical working practices, continual assessment of opportunities to achieve value for money, minimising wastage (time, resources), following operating procedures.
- Benefits of effective financial management on the organisation:
  - budget aligns with the business plan
  - minimise wastage
  - can accurately predict cash flow (payments in, payments out, supplier accounts on hold)
  - reduce risk of legal implications (penalties, fines, imprisonment)
  - maintain business reputation (revenue, customer trust/confidence, competitor advantage)
  - reduce risk of insolvency.
- Ways of minimising costs in the workplace, such as eliminating waste, avoiding duplication, simplifying business processes, negotiating better prices with suppliers, improving business communications, e.g. online instead of face to face, eliminating unprofitable business, controlling non-essential overheads, e.g. first-class travel.

Learning outcome 2: Understand principles of business finance (*continued*)

2C Organisational governance and compliance

- Definition of governance.
- Ways of meeting compliance requirements when processing finance:
    - external requirements, including preparing annual returns and company accounts for Companies House, notifying Companies House about changes to company details, paying corporation tax and filing Company Tax Returns and annual accounts with Her Majesty's Revenue and Customs (HMRC)
    - internal requirements, including tracking income and expenditure, setting up and maintaining organisational records to meet the requirements of governance and compliance, assisting with audits to provide stakeholder assurance that financial statements are accurate
    - importance of accurate accounts recording.

Learning outcome 3: Understand how to deliver projects effectively

3A Stages in project life cycle

- Initiation, including defines scope, purpose, aims and objectives, resources, roles, communication lines, deliverables, timescales and structure of the project.
- Planning, including creation of a project plan, resource plan, financial plan, quality plan, risk plan.
- Execution, including reporting/recording progress, monitoring/controlling, managing risks, using contingency plans, managing communication, time management.
- Closure and evaluation, including review/record project outcomes, identify/record lessons learned for future projects.
- Impact of effective project management on administrator role:
    - gives clear responsibilities/objectives within project
    - ability to manage time/resources
    - ability to prioritise tasks.
- Impact of effective project management on the organisation:
    - identifies/gives opportunity to adapt to unexpected situations
    - enables successful resolution of unexpected risks/problems
    - meets proposed aim/objectives better controlled/saved costs and effort
    - allows for operational improvements to be made.

Learning outcome 3: Understand how to deliver projects effectively (*continued*)

3B Project management tools and their uses

- How to select and use different risk analysis tools in project management in different contexts:
  - cost-benefit analysis to assess costs and benefits to determine the rate of return, evaluate project outcomes
  - qualitative risk analysis, e.g. probability and impact matrix (low, high rating), risk urgency assessment, risk categorisation, expert judgement
  - quantitative risk analysis, e.g. schedule risk analysis, sensitivity analysis, severity assessment, modelling and simulation.
- How to select and use different project management tools in different contexts:
  - SWOT (strengths, weaknesses, opportunities, threats) to identify risks/areas for improvement within a project and identify/maximise opportunities within a project
  - stakeholder matrix to identify the importance of stakeholders on a project
  - SMART objective setting (specific, measurable, achievable, realistic, time-bound) to ensure project objectives are effective
  - Gantt charts to plan, co-ordinate and track specific tasks
  - RACI (responsible, accountable, consulted, informed) matrix to assign roles to project team members, clarify expectations on the level/type of project team member participation, identify processes within the organisation and describe key activities
  - critical path analysis to calculate project time/identify how to minimise project time, prioritise different tasks within the project and plan/organise project resources.

Learning outcome 3: Understand how to deliver projects effectively (*continued*)

3C Managing project resources

- Identify project resource requirements (financial resources, human resources, physical resources).
- Factors which need to be considered when managing project resources, including procuring/obtaining resources within budget, allocation of resources in accordance with the project plan, ensuring sufficiency of resources and monitoring use of resources.

3D Cross-team collaboration

- The importance of, and need for, cross-team collaboration, e.g. cross-disciplinary skills and insight, innovation, builds trust, communication, stakeholder/team buy-in, greater productivity.
- Features of effective collaboration, including shared goals, respect for all perspectives, empowerment of individuals, open communication, equal access to information, a collective mind set.

Learning outcome 4: Understand how to develop and maintain effective stakeholder relationships

4A Identification of stakeholders

- How to identify stakeholders, e.g. research (primary/secondary), interview (formal/informal).
- Stakeholders of an organisation:
  - owners (high financial investment, higher status, expectation of more influence)
  - managers/employees (specific expertise, expectation of having a right to influence decisions)
  - shareholders (different levels of financial investment, status associated with being a shareholder, power/influence associated with right to vote)
  - clients/customers (influence of good/poor feedback on organisational reputation)
  - suppliers (power/ability to raise/lower prices of raw materials/goods, influence on organisations' profit margins)
  - investors (status linked to level of financial investment, investment through providing/lending expert advisors/employees, expectation of more power/influence).
- Different levels of stakeholder power/influence (financial, status, expertise).

4B Principles of stakeholder management

- The Clarkson principles of stakeholder management:
  - Principle 1: acknowledge/actively monitor concerns of all stakeholders
    - benefits – potential concerns/problems are identified, stakeholders feel listened to, valued
  - Principle 2: listen to/openly communicate with stakeholders about concerns /contributions
    - benefits – better informed decision making, transparency of communications/decisions made
  - Principle 3: adopt sensitive processes/behaviour to address stakeholder concerns
    - benefit – encourages co-operation/negotiation/resolution
  - Principle 4: recognise the interdependence of efforts/rewards among stakeholders
    - benefits – increased stakeholder loyalty, increased motivation/involvement of stakeholders

Learning outcome 4: Understand how to develop and maintain effective stakeholder relationships (*continued*)

    - Principle 5: work co-operatively with other individuals/groups to ensure that that risks and harms arising from activities are minimised and, where they cannot be avoided, appropriately compensated
        - benefits – improves efficiency, builds/strengthens reputation
    - Principle 6: avoid activities that might put human rights at risk
        - benefit – builds trust with stakeholders
    - Principle 7: acknowledge potential conflicts between stakeholders
        - benefits – conflicts are identified and addressed, supports/encourages issue resolution.

4C Stakeholder engagement

- Effective use of negotiation skills to build trust with stakeholders:
    - negotiation strategies, including problem solving, contending, yielding, compromising, inaction
    - negotiation techniques, including pre-negotiation (problem analysis, preparation), during negotiation (active listening, emotional control, verbal communication, stating desired outcomes, questioning, exercising silence, collaboration, decision making, interpersonal skills, ethics and reliability)
    - consequences of negotiation (win, lose, alternative solutions).
- Effective use of influencing skills to build trust with stakeholders:
    - influencing techniques, including being clear about your goals/reason for needing to influence stakeholders, know your stakeholders, inspire confidence, lead by example.
- Importance of involving stakeholders in decision making (stakeholders feel valued, will have higher levels of commitment, loyalty, will be more willing to agree/'buy in' to solution, invest resources/finances).
- Ways to manage stakeholder expectations, including using preferred methods of communication, keeping stakeholders engaged, accurately mapping stakeholder expectations, managing conflicting stakeholder interests.
- Importance of dealing with issues promptly (builds trust, builds/strengthens relationships, prevents loss of time/resources, builds/strengthens reputation).
- Identifying causes of conflict, e.g. power struggles, professional differences, personalities, priorities and schedules, resource conflict, organisational structure, communication.

Learning outcome 4: Understand how to develop and maintain effective stakeholder relationships (*continued*)

- Strategies for handling conflict: accommodating, avoiding, collaborating, compromising, competing.
- Techniques to manage conflict, e.g. listening and showing empathy, investigating conflict, identifying the root cause of conflict, identifying options to resolve conflict, offering alternative solutions, agreeing a way forward, implementing solutions, monitoring progress of conflict resolution activities, considering preventative strategies.
- Potential consequences of conflict:
  - internal stakeholders, e.g. impact on morale, decreased productivity, stress and anxiety, increased absenteeism, increase in grievances
  - external stakeholders, e.g. decreased customer satisfaction, impact on reputation, decreased revenue through sales.
- Communicating with stakeholders:
  - types of stakeholder communication (formal, informal, verbal/non-verbal, face-to-face, written, electronic)
  - timing and frequency of communication
  - impact of effective stakeholder communications, e.g. facilitates understanding, increases efficiency, builds stronger relationships, stakeholder feels part of the process and involved in decision-making process
  - impact of ineffective stakeholder communications, e.g. leads to misunderstandings, inaccurate communication causes confusion and mistrust, can be emotional and distort meaning.

Essential information for tutors and assessors

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in a specific organisational context to allow learners to apply their knowledge and understanding in a realistic and practical way, draw on learning from the unit and designed in a way to enable the learners to meet all the assessment criteria.

A recommended assessment approach is given below. Centres are free to create their own assessment as long as they are confident that it enables learners to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.

To give apprentices the opportunity to gain experience of the required assessment methodologies, for example portfolio, interview and project presentation, centres are encouraged to consider aligning assessment approaches with the assessment methodology as specified in the standard.

Learning outcome 1

To satisfy the assessment criteria for learning outcome 1, learners are to produce a presentation that gives guidance on the subject of managing change, this will be shared with other apprentices/learners in their training environment as a basis for discussion. In their presentation, learners will:

1. outline **three** change management principles and give **at least one** detailed reason for each to show why it would make the change process more efficient and effective (AC1.1)
2. outline why change is necessary in the workplace and give **three** detailed potential consequences for an organisation that doesn’t embrace change. The consequences could be linked to factors internal and external to the organisation (AC1.2)
3. describe how the practice of reviewing working methods can be used to inform change in the workplace. Learners must identify at least **two** ways of reviewing working practices and provide details to show how the outcomes of these can lead to improved efficiency and continuous improvement (AC1.3)

4. examine the stages, benefits and limitations of **two** different change management models, showing clearly how each model can be used to manage change in different situations (AC1.4)
5. outline **three** risks of introducing change to an organisation and give detailed consideration of how the organisation can best mitigate each risk (AC1.5)
6. outline how contingency planning contributes to effective change management and give **three** detailed potential consequences for an organisation that does not carry out contingency planning in managing change (AC1.6)
7. outline how effective leadership directly contributes to the achievement of change objectives and give **three** detailed potential consequences of poor leadership for a change management project (AC1.7)
8. describe at least **two** ways in which an organisation can implement change. Learners must show how each of these ways impacts on the organisation (AC1.8)
9. outline **two** ways in which an organisation can evaluate the impact of change and give detailed reasons to show how each of these can be used to identify successes and lessons learned (AC1.9).

Learning outcome 2

To satisfy the assessment criteria for learning outcome 2, learners are to produce a training guide for colleagues on how financial activities are managed in the organisation. Learners who are not employed can prepare the training guide on an organisation with which they are familiar. In their training guide, learners will:

1. briefly summarise the processes used by the organisation to manage sales invoicing, purchasing, payments and receipts and give **at least one** detailed reason for each process to show why it is necessary to manage financial activities effectively (AC2.1)
2. outline **three** ways in which an organisation can manage financial resources and give **at least one** detailed reason for each way to show why it will help the organisation manage financial resources more effectively and efficiently (AC2.2)
3. describe **three** different ways of minimising costs in a business environment, providing details to clearly show the benefit of each cost-saving activity (AC2.3)
4. describe **three** requirements for organisational governance and compliance in relation to business finance. These must cover internal and external requirements (AC2.4).

Learning outcome 3

To satisfy the assessment criteria for learning outcome 3, learners are to carry out research on project management and produce a set of guidance notes for themselves to support them in planning and delivering an identified project. In their notes, learners will:

1. outline **two** project life cycle stages and give **at least one** detailed reason for each stage to show why it would help to make the project management process more efficient and effective (AC3.1)
2. examine the strengths and weaknesses of **two** risk analysis tools that can be used in managing risks in the delivery of an identified project. Learners must use the information presented to draw a conclusion on the usefulness of each of these techniques in helping them to deliver their project to meet agreed timescales and standards (AC3.2)
3. examine the purpose, benefits and limitations of **three** project management tools that they could use in planning, monitoring and tracking progress on their project successfully. The tools presented must not include those already used in task 2 above (AC3.3)
4. outline **three** factors they would need to consider when organising, allocating and managing project resources, and give **at least one** detailed reason for each factor to show why it contributes to effective resource management. Learners must show how each of these factors would result in effective resource management (AC3.4)
5. outline why cross-team collaboration is necessary in managing a project and give **three** detailed potential consequences for a project in which cross-team collaboration is not encouraged and facilitated (AC 3.5).

Learning outcome 4

To satisfy the assessment criteria for learning outcome 4, learners are to produce a factsheet on effective stakeholder management, relating to the organisation's stakeholders. Learners who are not employed can prepare the factsheet on an organisation with which they are familiar. In their factsheet, learners will:

1. outline **three** stakeholder management principles and give **at least one** detailed reason for each principle to show why it would make the stakeholder management process more effective and efficient (AC4.1)
2. outline negotiation and influencing strategies and/or techniques they could use to engage with different stakeholders in **three** specific situations. For each strategy/technique, learners must identify the type of stakeholder and give **at least one** detailed reason to show why the strategy/technique would contribute to positive and successful stakeholder engagement (AC4.2).
3. examine the features, advantages and disadvantages of **two** different conflict management strategies to determine their suitability for effectively managing stakeholder relationships in specific situations of conflict. Learners must clearly show each technique can be effectively used to resolve conflict (AC4.3)
4. outline the impact of effective and ineffective stakeholder communications and provide **four** reasons to support this. Two reasons must be from the perspective of the stakeholder and the other two from the perspective of the organisation (AC4.4).

Unit 2: Understanding Your Employer Organisation

Level: 3

Unit type: Knowledge

Guided Learning Hours: 28

Unit introduction

All employees need to understand the purpose, aims, values and future vision of their organisation as well as the environment in which it operates, this includes an awareness of environmental factors, both internal and external to the organisation, and how these may influence how the organisation operates and grows.

In this unit, you will learn about your organisation's purpose, aims, vision, core values and culture and how these may be shaped by the local environment or sector in which it operates. You will explore internal factors, such as staffing, finance and organisational culture, and external factors, such as political, economic, social technological, legal and environmental, which influence an organisation's strategy. You will learn about analysis techniques used to understand the 'big picture' environment in which an organisation operates. You will assess the impact of external factors and the ways in which the outcomes of analysis are used to inform business planning and operations.

Finally, you will learn the principles of key legislation, including health and safety, data protection and equality, developing your understanding of the responsibilities of the employer and employee in adhering to legislation and the potential consequences of non-compliance.

Learning outcomes and assessment criteria

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Understand your employer organisation and the effect of internal and external factors	1.1	Explain how the organisation's purpose, vision and aims are shaped by the local environment or sector in which it operates
		1.2	Describe how the organisation's core values can influence individual and team ways of working
		1.3	Explain how the internal and external environmental factors affecting the organisation influence its strategic planning and operations
		1.4	Explain how organisations use situational analysis to inform business planning and operations
2	Understand health and safety, data protection and equality legislation and regulations that apply to an administrative role	2.1	Explain how legislation and regulations relating to health and safety, data protection and equality affect the operations of the organisation
		2.2	Explain own responsibilities under relevant legislation and regulations
		2.3	Outline the legal and commercial consequences the organisation may face by not complying with relevant legislation and regulations
		2.4	Describe how others can be supported and encouraged in adhering to relevant legislation and regulations in the organisation

Unit content

What needs to be learned

Learning outcome 1: Understand your employer organisation and the effect of internal and external factors

1A Purpose vision and aims of the organisation

- Purpose of the business, e.g. what it does (nature of the business).
- Business vision, e.g. an aspirational description of the organisation’s main focus and what it wants to achieve or accomplish in the future.
- Business aims, e.g. specific intended outcomes of business strategy, anticipated end results.
- Local environment, e.g. location, local community, local talent pool, local policies/government, local issues.
- Sector, i.e. industry in which it operates.
- Business operations, including type (physical property, online), industry, size, operational elements (process, staffing, location, equipment and technology).
- Business functions, including human resources (HR), financial control, reception services, information technology (IT) and information management (IM), facilities management (maintenance, grounds, warehouse and transportation, cleaning, procurement).

1B Core values

- Definition and examples of organisational core values, their purpose in the organisation and how core values can influence the ways of working of individuals and teams.
- Characteristics of organisational culture (clan, adhocracy, market, hierarchy) and how culture relates to the organisation’s core values.
- Influence of core values:
    - factors, e.g. size and type of organisation
    - impact on individual behaviour, e.g. personality, traits and types; its relevance in understanding self and others
    - impact on team behaviour, e.g. commitment to shared beliefs, team loyalty
    - impact on the organisation, e.g. strategic planning, setting objectives.

Learning outcome 1: Understand your employer organisation and the effect of internal and external factors (*continued*)

1C Internal and external influences on the organisation

- Internal factors, e.g. staffing (managers and employees), finance, technology.
- External factors:
  - political factors
    - changes in government, including changes in style and degrees of government intervention, changes in international relations
    - changes in monetary policy, including rise/fall in inflation, increase/decrease in economic growth
    - changes in fiscal policy, including changes to levels of taxation, rise/fall government spending
  - economic factors
    - changes in the labour market, including working population (rise/fall, change in demographics), skills shortages
    - increase/decrease in costs (raw materials, products, supply chain, services, staff)
    - increase/ decrease in interest rates (effect on borrowing costs, on loan repayments, on level of demand for goods/services)
  - social factors
    - changes in trends (society's behaviours/beliefs/level and awareness of social responsibility)
    - changes in demographics (income, gender, age, class, ethnicity)
  - technological factors
    - changes in technology, e.g. mobile technologies (telephone, laptop, tablets), software developments (email, office applications, management information systems), electronic point of sale (EPOS) systems, video/web conferencing, the internet and website development, e-commerce, social networking
  - legal factors
    - introduction of new legislation
    - changes to existing legislation

Learning outcome 1: Understand your employer organisation and the effect of internal and external factors (*continued*)

    - environmental factors
      - influence of ethical practices (reducing carbon footprint, waste reduction, locally sourced materials/products, Fairtrade partnerships, supply chain)
      - rise/importance of sustainability (increasing pressure to use renewable energy sources, use recyclable materials).
- Market forces that affect organisations:
  - increase/decrease in demand of goods/services
  - increase/decrease in costs of goods/services
  - availability of goods/services.
- The influence of international/global market forces on organisational strategy:
  - international growth and competitiveness in international markets
  - opportunity for building exports to worldwide customers
  - working with trading blocs, e.g. the European Union (EU), North American Free Trade Agreement (NAFTA)
  - development of a multi-national corporation
  - political, economic, social and technological factors (PEST), e.g. political uncertainty, war and terrorism, exchange rates, language, ethical and cultural barriers.
- Situational analysis techniques used by organisations to analyse the impact of internal and external influences, including SWOT (strengths, weaknesses, opportunities, threats) analysis, PEST/PESTLE (political, economic, social, technological, legal, environmental analysis).
- How the outcomes of analysis are used:
  - business planning, e.g. identifies new business opportunities, human resource requirements, innovation and development
  - business operations, e.g. to improve policies, processes and procedures, to identify opportunities to improve efficiencies.

Learning outcome 2: Understand health and safety, data protection and equality legislation and regulations that apply to an administrative role

2A Principles of health and safety legislation

- Requirement to legally ensure the health, safety and welfare at work for all employees.
- Employer and employee (Administrator) responsibilities under equality legislation:
  - employer responsibilities
    - produce health and safety policy/procedures for the organisation
    - display health and safety law poster
    - comply with external health and safety inspections (fire service, Health and Safety Executive)
    - carry out regular risk assessments/address any risks identified
    - report injuries and accidents
    - provide health and safety training
    - provide adequate protective clothing
  - employee (Administrator) responsibilities
    - comply with organisational health and safety procedures
    - attend training relating to health and safety
    - report health and safety hazards
    - follow procedures when accidents occur
    - report accidents in the accident book
    - take part in fire/evacuation drills
    - follow manufacturers' instructions
    - wear protective clothing provided
    - maintain personal hygiene
    - store equipment and materials without causing a hazard to self or others
    - use correct manual handling techniques.

Learning outcome 2: Understand health and safety, data protection and equality legislation and regulations that apply to an administrative role (*continued*)

2B Legal and commercial implications of breaching health and safety legislation for the organisation

- Risk of:
  - accident, injury or death to employees, customers, suppliers, other stakeholders
  - loss of reputation for the organisation
  - closure of business operations (temporary, permanent)
  - prosecution (personal, corporate, penalties or fines, imprisonment).

2C Principles of data protection legislation

- Compliance with data protection legislation relating to the handling of personal data:
  - processed lawfully, fairly and in a transparent manner
  - collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes
  - adequate, relevant and limited to what is necessary in relation to the purpose for which they are processed
  - accurate and kept up to date
  - kept in a form which permits identification of data subjects for no longer than is necessary for the purpose for which the personal data are processed
  - processed in a manner that ensures appropriate security, including protection against unlawful processing and loss, destruction or damage, using appropriate techniques or organisational measures.
- Employer responsibilities under data protection legislation:
  - follow organisational policy/procedures for collection, storage, processing, retention and disposal of personal data
  - maintain security/confidentiality of data (paper-based, electronic)
  - report data security risks in line with organisational procedures.

Learning outcome 2: Understand health and safety, data protection and equality legislation and regulations that apply to an administrative role (*continued*)

- Employee (Administrator) responsibilities under data protection legislation:
  - follow organisational policy/procedures for collection, storage, processing, retention and disposal of personal data
  - maintain security/confidentiality of data (paper-based, electronic)
  - report data security risks in line with organisational procedures.
- Legal and commercial consequences of breaching data protection legislation:
  - loss of reputation for the organisation
  - closure of business operations (temporary, permanent)
  - prosecution (personal, corporate, penalties or fines, imprisonment).

2D Principles of equality legislation

- Requirement to legally protect people from discrimination in the workplace and in wider society.
- Protected characteristics under equality legislation:
  - age
  - disability
  - gender reassignment
  - race
  - marriage or civil partnership
  - pregnancy and maternity
  - religion or belief
  - sex
  - sexual orientation.
- Employer and employee (Administrator) responsibilities under equality legislation:
  - employer responsibilities:
    - ensure equal access to employment (advertising, recruitment)
    - duty to make reasonable adjustments in the workplace
    - not to treat others less favourably because of a protected characteristic
    - ensure equal pay for an equal job

Learning outcome 2: Understand health and safety, data protection and equality legislation and regulations that apply to an administrative role (*continued*)

  - employee (Administrator) responsibilities:
    - treat others with dignity
    - respect rights and beliefs of others
    - challenge or report incidents of discrimination, harassment or bullying.
- Legal and commercial consequences of breaching equality legislation:
  - loss of reputation to the organisation
  - loss of current/potential staff
  - employment tribunal
  - investigation/formal enforcement action by Equality Commission.

2E Supporting and encouraging others' adherence to relevant legislation and regulations

- Ways of supporting and encouraging others to adhere to relevant legislation and regulations, e.g. providing written policies and procedures, providing a reason for others to adhere to policies and processes, making policies and procedures accessible (offline and online), rewarding compliance, ongoing monitoring and coaching.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in a specific organisational context to allow learners to apply their knowledge and understanding in a realistic and practical way, draw on learning from the unit and designed in a way to enable the learners to meet all the assessment criteria.

A recommended assessment approach is given below. Centres are free to create their own assessment as long as they are confident that it enables learners to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.

To give apprentices the opportunity to gain experience of the required assessment methodologies, for example portfolio, interview and project presentation, centres are encouraged to consider aligning assessment approaches with the assessment methodology as specified in the standard.

Learning outcome 1

To satisfy the assessment criteria for this learning outcome, learners are to research information on the organisation in which they are working, to help them understand its purpose, vision and aims and the effect of external factors. Learners will present the information in an 'information sheet' on the organisation. The information sheet can include graphics and images. Learners who are not employed can prepare the information sheet on an organisation with which they are familiar. In their information sheet, learners will:

1. outline the organisation's purpose, vision and aims and give detailed information to show how these have been shaped by factors within the local environment or business sector in which it operates (AC1.1)
2. outline the core values of the organisation and describe **three** ways that these have influenced the way in which teams and individuals in the organisation work. Learners must provide details to show a clear relationship between the core values and each way of working (AC1.2)

3. outline **two** internal and **four** external environmental factors affecting the organisation and give at least one detailed reason for each to show why it would influence strategic planning and operations. External environmental factors must include political and economic (AC1.3)
4. outline **two** analysis techniques used by organisations to assess external influences and give details to show how the outcomes of analysis can be used by the organisation to inform business planning and operations (AC1.4).

Learning outcome 2

To satisfy the assessment criteria for this learning outcome, learners are to produce a set of notes on how legislation and regulations relating to health and safety, data protection and equality apply to their organisation and job role, and ways in which they can support the organisation in applying them. Learners who are not employed can base their information on an organisation with which they are familiar. In their information, learners will:

1. outline **three** ways in which health and safety, data protection and equality legislation and/or regulations affect the operation of the organisation and give reasons to support each. Learners must provide clear details to show the actions that the organisation has to take as a result of the requirements of the legislation/regulations and must link these to the specific legislation/regulation (AC2.1)
2. outline **two** responsibilities employees (business administrators) have under each legislation and/or regulation in Task 1 and, for each responsibility, provide details to clearly show how it contributes to the organisation's compliance with the relevant legislation and/or regulation (AC2.2)
3. outline **three** legal and commercial consequences that the organisation could suffer if it does not comply with legislation and/or regulations and provide reasons to support this. The three consequences must collectively cover each legislation and/or regulation outlined in Task 1 (AC2.3)
4. describe **two** ways others in their team or wider organisation could be supported and encouraged in adhering to relevant legislation and regulations and provide details to show how the outcomes of each can lead to improved compliance (AC2.4).

Unit 3: Understanding Personal Effectiveness in an Administrative Work Environment

Level:	**3**
Unit type:	**Knowledge**
Guided Learning Hours:	**42**

Unit introduction

Employers are no longer looking for people with just technical specialist skills; they are also looking to find staff who can represent their brand effectively and who have the right mix of transferable skills and personal attributes to deal with the challenges of the modern workplace. Having the right mix of these skills enables individuals to become more personally effective in carrying out their job role.

People who are personally effective are able to make the best use of their abilities. They are better able to manage their time and emotions, get along with their colleagues, deal with changing situations and challenges, solve problems, manage their personal performance and ultimately become strong ambassadors for their organisation. Personal effectiveness enables individuals to become more productive in their job role and to contribute to the success of their organisation.

In this unit, you will learn about professionalism and its importance in the workplace. You will develop knowledge and understanding of the transferable skills and personal attributes that underpin personal effectiveness in an administrative job role. You will also develop your understanding of the strategies required for developing these skills and personal attributes and explore the benefits they provide.

This unit links with *Unit 8 Managing Personal Effectiveness in an Administrative Job Role.*

Learning outcomes and assessment criteria

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Understand professionalism and its importance in an administrative work environment	1.1	Analyse the requirements and expectations for professionalism in a specific administrative work environment
		1.2	Describe where to find information on employer expectations and standards for professionalism in a specific administrative work environment
		1.3	State why professionalism is important in an administrative work environment
2	Understand how to develop and demonstrate a range of transferable skills and personal attributes that contribute to personal effectiveness at work	2.1	Describe what it means to have good work ethics and how to demonstrate good work ethics in an administrative job role
		2.2	Describe how to problem solve in the workplace
		2.3	Analyse the different techniques for decision making and the factors to be considered in making decisions in the workplace
		2.4	Explain how to develop personal adaptability and the benefits of adaptability in the workplace
		2.5	Explain how to self-manage in the workplace and the benefits of effective self-management for self and others
		2.6	Explain how to work effectively in a team and the impact of poor team working on an organisation
		2.7	Explain the negotiating principles and practices to be applied in a specific situation in the workplace
		2.8	Evaluate the suitability of different influencing strategies in a specific work situation

Learning outcomes		Assessment criteria	
3	Understand how to manage personal performance in the workplace	3.1	Describe how to manage personal performance in the workplace
		3.2	State why it is important to manage personal performance in the workplace
4	Understand how to manage personal and professional development in the workplace	4.1	Describe how to identify own learning and development needs
		4.2	Compare different development activities
		4.3	Describe how to produce and maintain a personal development plan

Unit content

What needs to be learned

Learning outcome 1: Understand professionalism and its importance in an administrative work environment

1A Requirements for professionalism

- Meaning of professionalism, i.e. meeting the expectations, standards and values defined by the employer; following the rules, guidelines, duties, and responsibilities related to a job role. Written or unwritten rules, guidelines and expectations.
- Different requirements for professionalism in different work environments and organisations; influenced by nature of the industry and job role, customer expectations, regulatory requirements, brand, organisational culture.

1B Characteristics of professionalism

- Personal behaviours and conduct, including:
  - following organisational code of conduct, e.g. general conduct, conflict of interest, social media use, privacy and confidentiality, relationships, accepting gifts
  - demonstrating a positive work attitude and commitment
  - being punctual
  - showing respect and consideration for others
  - being courteous and co-operative.
- Competence in the job role:
  - having the necessary technical skills and knowledge to do the job, e.g. communication skills, managing stakeholder relationships, managing administrative services, including resources, meetings and/or logistics
  - having the relevant generic workplace competencies, e.g. team working, basic computer skills, commercial awareness, etc., carrying out the responsibilities of the job role to the required standard
  - meeting deadlines and performance standards
  - meeting necessary regulatory or industry practice requirements, e.g. current data protection legislation.
- Personal dress and appearance, including good personal hygiene, cleanliness, following organisational dress code, maintaining a smart appearance.
- Communication, including good listening and speaking skills, effective use of communication techniques, appropriate non-verbal communications, positive and professional language, good grammar and punctuation in written communications, following organisational greeting guidelines.

Learning outcome 1: Understand professionalism and its importance in an administrative work environment (*continued*)

1C Sources of information on professional standards

- Sources of information for professional standards in the workplace, e.g. job descriptions, person specifications, induction process, employee handbook, line manager, HR team, organisational intranet, etc.

1D Importance of professionalism in the workplace

- Importance of professionalism to the employer, including consistent experience for customers, employee motivation, improved employee performance, compliance with specific industry requirements, enhancing organisational brand and reputation, more productive working relationships among staff.
- Importance of professionalism to the employee, including mutual respect between colleagues, good team working, maintaining personal image through communications, increased job satisfaction and personal growth.

Learning outcome 2: Understand how to develop and demonstrate a range of transferable skills and personal attributes that contribute to personal effectiveness at work

2A Good work ethics

- Definition of work ethics.
- Elements of good work ethics with relevant behavioural examples, including being responsible (completing assigned tasks on time and to required standards), punctuality, commitment, honesty and integrity, professional behaviours and communications, demonstrating a positive approach, taking initiative/being proactive, self-development and self-motivation.
- How work ethics interrelate with other personal attributes/personal behaviours.
- Ways of demonstrating good work ethics such as reducing distractions at work, taking ownership for understanding own role, goals and responsibilities, being persistent and following through on tasks, avoiding procrastination, effective prioritisation and time management, asking for feedback on performance, continuously updating knowledge of organisational procedures, standards and relevant regulations and legislations, developing positive working relationships with colleagues, building trust and reliability.

Learning outcome 2: Understand how to develop and demonstrate a range of transferable skills and personal attributes that contribute to personal effectiveness at work (*continued*)

2B Problem solving in the workplace

- Nature of problems at work:
  - people e.g. personality differences, cultural issues
  - processes, e.g. inefficient, not clear
  - systems and equipment, e.g. outdated, breakdown/failure, new
  - resources, e.g. inadequate
  - communications.
- Scope and impact of problem: who is affected and how many people, what is affected, who can resolve, duration of impact (short-term, medium-term, long-term), financial loss, customer dissatisfaction.
- Sources of help for solving problems, including colleagues, managers/supervisors, policies and procedures.
- Problem-solving process: identifying the problem, developing understanding of the problem, (e.g. fact-finding, analysis, understanding the interest of others), identifying possible options/solutions, evaluating options/solutions, deciding on an option/solution and documenting, implementing solution, seeking feedback, monitoring and evaluating success.
- Approaches that support problem solving, including PDCA, problem-solving cycle, FOCUS model.
- Relationship between problem solving and decision making.

2C Decision making in the workplace

- Definition of decision making.
- Features, advantages and disadvantages of different decision-making techniques, including decision tree, decision matrix, cost-benefit analysis, PEST analysis, SWOT analysis, pareto analysis.
- Factors for consideration, including organisational values and culture, ethics, type of decision (strategic versus tactical), value for money (VFM), internal organisational factors.
- Skills needed for decision making, including research, analysis, collaboration, emotional intelligence.

Learning outcome 2: Understand how to develop and demonstrate a range of transferable skills and personal attributes that contribute to personal effectiveness at work (*continued*)

2D Personal adaptability in the workplace

- Meaning of adaptability in a workplace context, i.e. willingness and ability to readily respond to changing circumstances and expectations.
- The need for adaptability: fast pace of change in industry and technology, responding to impact of external factors, responding to stakeholder’s emerging needs, mental and physical wellbeing.
- Behaviours that demonstrate adaptability at work: looking for ways to make changes work rather than identifying why changes will not work, responding positively to changing priorities and timescales (e.g. changing work planned to respond to an emerging problem), willingness to learn new methods and procedures, willingness to look beyond job description to achieve organisational goals (e.g. offering to cover the responsibilities of an absent colleague), open to different views and listens to others, makes changes to ways of working on the basis of constructive feedback, develops multiple solutions to a problem and/or contingencies.
- Developing adaptability: observing and learning from others, looking for the positives in challenging situations, developing resilience and emotional intelligence, listening to others and asking questions, making use of opportunities to engage in diverse and challenging activities/projects.
- Benefits of adaptability in the workplace: for individuals (e.g. increased opportunities for career progression, success at work, being better able to deal with life challenges, being a more valuable employee, leadership capabilities); benefits for employer (e.g. innovation, effective change and crisis management, remaining competitive, improved problem solving, employee wellbeing).

2E Self-management in the workplace

- Meaning of self-management skills, i.e. abilities to control feelings, emotions and activities to feel and be more productive.
- Areas of self-management: self-awareness; stress management; time management.
- Self-awareness: emotional awareness, self-assessment (personal strengths, weaknesses, resources and limitations), self-confidence.
- Developing self-awareness: asking for feedback to get different perspectives and identify blind spots, paying attention to other people's body language, emotions and words, recording thoughts, feelings, success and failures to clarify and clear mind, identifying strengths and weakness, e.g. using psychometric tests, exploring feelings and emotions, practising regular self-reflection and self-motivation.

Learning outcome 2: Understand how to develop and demonstrate a range of transferable skills and personal attributes that contribute to personal effectiveness at work (*continued*)

- Potential causes of stress in the workplace (e.g. fear of job loss, excessive overtime, operational challenges, etc.), warning signs of stress (e.g. fatigue, anxiety, inability to concentrate, muscle tensions, headaches, mood swings).
- Managing stress: be clear on job/task requirements, prioritise and organise, creating a balanced schedule, asking for help and support from others, avoid perfectionism, balanced nutrition and regular exercise, taking regular breaks, not overcommitting.
- Time-management techniques: 'to do' lists (monthly, weekly, daily), prioritising tasks (importance versus urgency, Covey Time Management Matrix), scheduling tasks, allowing flexibility in scheduling, setting realistic goals and deadlines, regular review of workload, keep multitasking to a minimum, take actions to minimise distractions, manage emails effectively (4Ds – do, delegate, defer, delete).
- Benefits of effective self-management: greater self-confidence and creativity, stronger working relationships, sound decision making, job satisfaction, higher productivity and lower rate of absence from work, safer workplaces, positive work-life balance.

2F Effective teamwork

- Meaning of teamwork.
- Characteristics of an effective team: clear expectations and goals, clear roles and good balance of skills and abilities, good communication, strong leadership, mutual co-operation, openness and trust, good personal relationships.
- Team roles: assigned or adopted roles, Belbin's team roles (Plan, Resource Investigator, Co-ordinator, Shaper, Monitor-Evaluator, Team Worker, Implementer, Completer-Finisher).
- Team dynamics and factors affecting team dynamics.
- Effective teamwork: effective personal communications, inclusive and respectful behaviours, completing work on time and to required standards, listening to others and sharing ideas, supporting team members, building trust and rapport, resolving conflicts.
- Impact of poor team working: staff turnover, objectives and targets not met, low morale, lack of motivation, conflicts.

Learning outcome 2: Understand how to develop and demonstrate a range of transferable skills and personal attributes that contribute to personal effectiveness at work (*continued*)

2G Negotiating and Influencing others

- Difference and relationship between negotiating and influencing.
- Characteristics of a negotiating situation: minimum of two parties, pre-determined goals, expected satisfactory outcomes, compromise.
- Types of negotiations and their features: positional negotiations versus integrative negotiations.
- Stages of negotiation: preparation, discussion, clarifying goals, working towards a win-win outcome, agreement, implementing a course of action.
- Elements of successful negotiating: good interpersonal skills, e.g. effective communications, body language, building rapport, etc.; positive attitudes and behaviours (confidence, interest in the other party); knowledge of the issues in question; understanding negotiation process, e.g. preparation, other party's approach, etc.
- Negotiation strategies: avoidance, competitive, collaborative, accommodative.
- Influencing styles and approaches: push versus pull, logical versus emotional.
- Influencing strategies and their suitability in different situations: Tim Baker's influencing strategies (motivation, collaboration, investigation, calculation); Robert Cialdini’s Influence Weapons (reciprocity, commitment and consistency, social proof, liking, authority, scarcity).
- Factors contributing to effective influencing: self-awareness, confidence, positive communications, building and maintaining trust, effective networking, personal presentation, assertiveness, motivation of self and others.

Learning outcome 3: Understand how to manage personal performance in the workplace

3A Managing personal performance in the workplace

- Identifying own responsibilities: job description, contract, staff handbook, code of conduct, organisational structure.
- Goal-setting: agreeing SMART objectives with line manager (KPIs), alignment of objectives with organisational goals, relationship of personal objectives to those of team members and other colleagues.
- Measurement standards: agreeing criteria for measuring progress and achievement with line manager, varying criteria depending on organisation and role, e.g. quality of work, volume of work, timeliness of completion, customer satisfaction.
- Completing tasks/work: meeting quality standards and agreed timescales, reporting problems beyond own level of competence.
- Monitoring and assessing performance: asking for performance feedback from relevant colleagues; attending and engaging in regular one-to-one meetings; actively participating in annual performance appraisal (e.g. regularly updating performance review systems, preparing evidence for discussion at meeting, etc.), being receptive to feedback on performance, using feedback from performance appraisals to inform personal development planning.
- Dealing with own underperformance: managing own emotions, i.e. not taking the feedback personally, listening to identify specific performance issues, reflecting on reasons for underperformance, discussing suggestions for improvement, agreeing a performance improvement plan (PIP) with line manager.

3B Importance of managing personal performance in the workplace

- Benefits to individuals: clear understanding of job expectations, enhanced employment opportunities, job satisfaction, career progression, financial rewards or recognition for good performance.
- Benefits to employer/organisation: delivery of strategic and operational goals, increased efficiency and productivity, reduced staff turnover, support staff planning and training.

Learning outcome 4: Understand how to manage personal and professional development in the workplace

4A Identifying learning and development needs

- Professional development: development of role-related technical skills and knowledge, IT skills, communication.
- Personal development: development of transferable skills, e.g. self-awareness, adaptability, self-management, etc.
- Identifying learning needs: skills audit, analysis of job description and personal and team objectives, analysing changes in industry and the external environment, feedback from others, personal reflections.

4B Comparing different development activities

- Formal versus informal development activities.
- Features and advantages of different activities such as qualifications, training courses, on-the-job training, coaching, shadowing, job enlargement, job enrichment, mentoring.
- Suitability of activities depending on factors such as nature of learning needs, learning styles, outcomes required, cost, etc.

4C Producing and managing personal development plan (PDP)

- Purpose of a personal development plan (PDP).
- Contents of a PDP: SMART objectives, selected learning and development activities, resources, timescales, review mechanisms.
- Process of creating and managing a PDP: identify learning needs (knowledge, skills and behaviours to be developed); select relevant learning and development activities to meet needs; undertake planned activities; progress review; adapting plan according to outcome of review; review target completion.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should draw on learning from the unit and be designed in a way that enables learners to meet all the assessment criteria.

Centres are free to choose their own forms of evidence for this unit as long as they enable learners to produce suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.

Learning logs, recorded question and answers, and workbooks are suitable sources of evidence for this unit. Regardless of the source of evidence used, learners will need to meet the standards stated below for each learning outcome.

Learning outcome 1

To satisfy the assessment criteria for this learning outcome, learners will:

1. analyse **three** requirements and/or expectations for professionalism in their administrative work environment, showing clearly how these are influenced by factors related to the industry, their organisation and/or regulatory requirements (AC1.1)
2. describe **two** information sources in their workplace related to expected behaviours and professional standards for their job role. Learners must provide details to show the specific type of information they would get from each source (AC1.2)
3. give **two** reasons why professionalism is important in their administrative work environment. One reason must be from the perspective of their employer and the other from their perspective as an employee; the reasons must be specific to their work context (AC1.3).

Learning outcome 2

To satisfy the assessment criteria for this learning outcome, learners will:

1. describe **three** elements of good work ethics. Learners must provide details to show what the behaviours looks like in practice (AC2.1)
2. describe **three** actions they could undertake, and/or behaviours that they could adopt to demonstrate good work ethics in carrying out their administrative job role (AC2.1)
3. identify **one** type of problem that may occur in their workplace and the potential impact of this problem (AC2.2)
4. describe how they would approach solving this problem, including the activities they would carry out and the people with whom they would engage. Learners' descriptions must include the problem-solving process (AC2.2)
5. examine the features, advantages and disadvantages of **two** decision-making techniques to determine their suitability to solve the identified problem (AC2.3)
6. examine **two** factors they would need to consider when making decisions to resolve the identified problem (AC2.3)
7. outline **two** ways of developing their own ability to adapt to changes and give **at least one** detailed reason for each to clearly show why these would support their development (AC2.4)
8. outline two ways in which adaptability in the workplace benefits the employer and **two** ways in which it benefits the employee, giving **at least one** detailed reason for each to show why they are of benefit (AC2.4)
9. outline **three** self-management practices they could use to be more productive at work, giving **at least one** detailed reason for each to show why these would improve their productivity (AC2.5)
10. explain, with supporting information, **two** ways in which effective self-management can benefit themselves and others in the workplace (AC2.5)
11. outline **three** ways in which they could contribute to effective team working in their team, giving **at least one** detailed reason for each to clearly show why each of these would be helpful (AC2.6)
12. explain, with supporting information, **two** ways in which poor team-working practices impacts on their employer organisation (AC2.6)
13. outline a specific negotiating situation in their work environment in which they would engage (AC2.7)

14. outline three principles and practices of negotiating that they would apply in the identified situation, giving **at least one** detailed reason for each to show why they are needed to have a successful outcome in the specific situation. The principles and practices must include at least one negotiation strategy and at least one element of successful negotiation (AC2.7)
15. examine the features, benefits and limitations of two different influencing strategies that could be used to strengthen their negotiation position. Learners must use the information they have presented to draw a conclusion on which of the strategies would be more suitable in the specific negotiating situation (AC2.8).

Learning outcome 3

To satisfy the assessment criteria for this learning outcome, learners will:

1. describe **three** activities in which they could engage to manage their own performance in the workplace. Learners must provide details of the purpose of each activity and what it involves (AC3.1)
2. give **three** reasons for why it is important for individuals to manage their own personal performance in the workplace. (AC3.2)

Learning outcome 4

To satisfy the assessment criteria for this learning outcome, learners will:

1. describe **two** ways of identifying their own learning and development needs (AC4.1)
2. compare **two** different learning and development activities that could be used to address a specific personal development need in terms of their features, advantages and disadvantages (AC4.2)
3. identify the areas covered in a personal development plan (AC4.3)
4. describe how they would go about producing and maintaining their own personal development plan. This must include the stages of development planning (AC4.3).

Unit 4: Using IT for Business

Level: 3

Unit type: Skills

Guided Learning Hours: 51

Unit introduction

Business administrators in virtually every organisation use information technology (IT) to carry out their day-to-day activities. IT software packages such as email, word processing, spreadsheets, data management and presentation are all commonly used in today's business world.

In this unit, you will apply your knowledge and skills to use a variety of IT software packages accurately, proficiently and independently for business purposes. You will select and use appropriate IT software that best meets the requirements of different business tasks. You will also follow relevant legal and organisational requirements when using IT software packages, including data protection and security.

It is expected that, at Level 3, learners will have prior experience in using basic IT software packages.

This unit links to *Unit 5 Communicating in a Business Environment* and *Unit 6 Managing Administrative Services*. Consideration should be given to delivering the related content together. There may also be opportunity to use the same evidence across these units.

Learning outcomes and assessment criteria

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Be able to select IT software packages for business purposes	1.1	Select IT software package(s) that best meet specific business task requirements
		1.2	Justify choice of IT software package(s) in meeting specific business task requirements
2	Be able to use email software for business purposes	2.1	Use email software to compose and format email messages to meet the business purpose
		2.2	Use email software to send emails, including attachments to individuals and groups, in line with legal and business requirements
		2.3	Use email software to manage contacts and calendars accurately in line with business requirements
		2.4	Use email software to organise, store and archive email messages in line with legal and organisational requirements

Learning outcomes		Assessment criteria	
3	Be able to use word processing software for business purposes	3.1	Use word processing software to create and modify appropriate layouts, structures and styles to meet business task requirements
		3.2	Use word processing software to produce text, tables and graphics to meet business task requirements
		3.3	Use word processing software to check and confirm accuracy of finalised documents
		3.4	Use word processing software to present final documents that meet business task requirements
		3.5	Use word processing software to save and retrieve documents, in line with organisational requirements
4	Be able to use presentation software for business purposes	4.1	Use presentation software to prepare produce text, tables and graphics using templates, layouts and themes appropriate to the audience and business task requirements
		4.2	Use presentation software to enhance the presentation to best meet business task requirements
		4.3	Use presentation software to review and finalise slides, ensuring they meet the needs of the audience and business task requirements
		4.4	Use presentation software to save and retrieve presentation files in line with organisational requirements

Learning outcomes		Assessment criteria	
5	Be able to use spreadsheet software for business purposes	5.1	Use spreadsheet software to enter, edit and organise numerical and other data in a format appropriate for the business task
		5.2	Use spreadsheet software to format and report information clearly and accurately to meet business task requirements
		5.3	Use spreadsheet software to analyse and interpret data to meet business task requirements
		5.4	Use spreadsheet software to save and retrieve spreadsheet files in line with organisational requirements
6	Be able to use data management software for business purposes	6.1	Use data management software to enter and update data to meet business task requirements
		6.2	Use data management software to extract and analyse data to meet business task requirements
		6.3	Use data management software to present reports that meet business task requirements

Unit content

What needs to be learned

Learning outcome 1: Be able to select IT software packages for business purposes

1A Selecting IT to meet the needs of business task

- Considerations when selecting IT software, e.g. purpose and complexity of task, content, audience needs, speed required, organisational IT software package preferences, compliance with relevant legislation and regulation (including data protection), information security, expertise of appropriate, more experienced people who can advise on software choice.

1B Functions of IT software packages

- Email software:
  - functions, e.g. desktop or webmail-based, send and reply to messages, send and receive electronic documents and attachments, automatic date and time stamps.
- Word processing software:
  - functions, e.g. entering, editing and formatting text, combining text and images, structuring layout of documents, reviewing and tracking changes to documents, inserting images and tables, referencing, mail merge.
- Presentation software:
  - functions, e.g. slideshow settings, organising and combining different forms of information, inserting charts, tables and images, embedding audio and video.
- Spreadsheet software:
  - functions, e.g. entering numerical and non-numerical information, making calculations, creating graphs and charts, analysing and manipulating information, data validation.
- Data management software:
  - functions, e.g. structure, store and manage large amounts of data, entering and editing data records, running data queries, producing reports, holding vast quantities of data, allowing multiple-user access, validating accuracy of data.

Learning outcome 1: Be able to select IT software packages for business purposes (*continued*)

- Application of IT software packages for business purposes:
    - analysing, interpreting and presenting business information, e.g. document production, data analysis and manipulation, data validation, automated processing of information, using graphs and charts to present numerical information, presentation slides, combining and merging information
    - internal quality assurance, e.g. auditing and reporting, supporting internal processes and procedures, improving business efficiency
    - brand awareness, e.g. increasing brand awareness, corporate presentations, developing publicity materials
    - digital communications, e.g. social media, intranet
    - financial processes, e.g. accounting, payroll, managing budgets.

Learning outcome 2: Be able to use email software for business purposes

2A Composing, formatting and sending emails

- Select and use email software to:
    - send emails to individuals, multiple individuals, groups, create distribution lists, use email addresses from address book, copy in people publicly or privately (Cc, Bcc), appropriately use reply/reply all and forward, set the priority of an email (low or high importance), use delivery and read receipts
    - make effective use of templates, e.g. prewritten or preformatted emails used to send frequently used emails
    - ensure user readability of text/attachments, e.g. plain text, rich text format, HTML
    - add attachments to emails of an appropriate size and format, to include single, multiple and compressed files (zipped files and folders)
    - create and use appropriate email signatures and images (in line with organisational requirements, source, copyright, cropping of images).
- Apply organisational email etiquette, e.g. when email is/is not appropriate, appropriate tone (use of punctuation, font size/colour), appropriate subject/heading, appropriate salutation, keeping body of email concise.

Learning outcome 2: Be able to use email software for business purposes (*continued)*

- Factors to consider when sending/receiving emails, e.g. use of spellcheck, grammar and punctuation tools, pagination, attachments (attached and correct), correct email addresses (e.g. com or co.uk), data protection, including avoiding the disclosure of personal information (self, others, organisation), misuse of images/attachments, use of encryption and digital certification when required, identifying spam, unsolicited emails, reporting processes for security concerns when unsure, following workplace policies and procedures.

2B Using contacts and calendars

- Managing contacts, including updating contacts with current information (add, edit, delete contacts).
- Using calendar software to create calendar event requests, keeping track of invite responses; using features to make invitations optional, providing links to online calendar events, adding attachments to calendar event invites.
- Sharing calendars to allow others to view calendars, sending request to view calendar, allowing calendar entries based on availability of others.
- Security and confidentiality when using and sharing calendar information, user access, controlling visibility, e.g. visible to all, availability only, use of encryption.

2C Managing emails

- Techniques for organising and managing emails effectively, e.g. use of email alerts/notifications, switching off alerts/notifications, flagging emails for follow-up, mark as read or unread, clear flags, mark as complete, set up and use mailbox folders and archive folders, appropriate use of message automation, e.g. ‘out of office’, synchronising with address book or calendar.
- Storing, deleting and archiving emails and attachments as per legal and organisational requirements, including data protection and security, freedom of information.

Learning outcome 3: Be able to use word processing software for business purposes

3A Using word processing software

- Select and use word processing software to:
  - format the layout, e.g. use of organisational templates, set orientation of document (landscape, portrait), use left, right, centre, full justification, set margins and tabs, insert headers and footers, insert page numbering, bullets and numbering, watermarks (e.g. draft, confidential), add contents page if required, create merge fields
  - enter and format text, numbers and other characters in line with organisational house style and corporate identity, e.g. font style, size, subscript, superscript, bold, italics, underline, colour, headings, hyperlinks, merge fields, labels, combining and merging information within a document from a range of sources, use of copy/cut and paste, use of shortcut keys such as, ctrl c, ctrl v
  - insert and format tables, e.g. formatting borders, text wrapping, merging cells, amending size of cells, cell alignment, inserting, deleting and splitting cells and tables
  - insert and format images and graphics from internal and/or online sources (e.g. photographs, screenshots, charts and graphs, symbols) through cropping, rotation, positioning in document, text wrapping, bring forward/send back
  - insert hyperlinks to text and/or images
  - merge and combine multiple documents, e.g. mail merge
  - insert information from other software, e.g. information from a spreadsheet, linking with a pdf document.

Learning outcome 3: Be able to use word processing software for business purposes (*continued*)

3B Reviewing, finalising and presenting word processed documents

- Checking accuracy of documents, e.g. use of spellcheck, grammar and punctuation tools, print view, use of editing tools, e.g. track changes, comments and compare documents.
- Presenting documents:
  - print options, e.g. setting paper size, colour, orientation, custom size, collation, stapling, page range options, double sides or single pages, mail merge
  - other options, e.g. share (email, online, blog).

3C Saving and retrieving

- Use and purpose of different ‘Save as’ formats for saving, e.g. .doc, rich text format, pdf, web page format (HTML), compatibility of different formats, use of ‘recent documents’ display.

Learning outcome 4: Be able to use presentation software for business purposes

4A Using presentation software

- Select and use presentation software to:
  - create slide master in line with organisational house style and corporate identity, theme
  - enter and format text, numbers and other characters in line with organisational house style and corporate identity, e.g. font style and size, subscript, superscript, bold, italics, underline, headings, hyperlinks
  - format the layout, e.g. slide view, notes or handouts
  - enhance the presentation, e.g. inserting animations and slide transitions, hyperlinks, audio, video, adding styles to text and numbers; inserting graphs, charts, tables, pie charts, line graphs, bar charts, diagrams; inserting and manipulating shapes, images, graphics, textboxes; use of automation (transition time, ordering and style)
  - add slide/presenter notes.

4B Reviewing and finalising presentation

- Checking accuracy of slides, e.g. use of spellcheck, grammar and punctuation tools, run slideshow, use slide sorter.
- Selecting presentation print options, e.g. number of slides per page, printing handouts, printing speaker notes, collate and staple.

Learning outcome 5: Be able to use spreadsheet software for business purposes

5A Spreadsheets

- Purpose and use – data input, tracking, qualitative/quantitative data, analysing financial data, workbook and worksheets, reporting and presenting data, inputting customer/supplier details, creating invoices/purchase order.

5B Using spreadsheet software

- Select and use spreadsheet software to:
  - enter data, e.g. insert and format text and numbers, insert data into multiple cells, replicate data, combine information from different sources (such as across worksheets and files), insert comments to annotate cell content, use of spreadsheet tabs
  - format data and cells, e.g. percentages, currency, decimal places, dates, times, justification, font style/size, use of colour
  - format the spreadsheet, e.g. insert or amend columns and rows and width/height, freeze panes to ensure visible information while scrolling, insert borders and shading, insert page numbers, headers/footers
  - calculate and analyse data using formula to meet requirements, e.g. SUM, SUMIF, COUNT, COUNTIF, AVERAGE, AVERAGEIF, IF, sort, filter, create or amend query formula
  - find, highlight and protect specific information using conditional formatting to highlight specific data, searching for information using search or LOOKUP features
  - minimise errors through protecting/hiding information to avoid users changing the content, setting data validation criteria as required to maintain data integrity and reduce errors, use manual and automated error checking features to check formulae and references.

5C Reviewing and finalising numerical data

- Creating and formatting graphs and charts to report information, e.g. pivot tables, data tables, pie charts, line graphs, bar charts, add title, axis titles, legend, move, resize.
- Reviewing the output report, e.g. check formula and calculations, locate and amend errors, validate data, check page breaks.
- Selecting and using appropriate page layouts to present, print and publish spreadsheet information, e.g. orientation, freezing columns and rows, hiding columns and rows, check page breaks, print preview, print options such as print whole workbook, print worksheet, print selection.

Learning outcome 6: Be able to use data management software for business purposes

6A Using data management software

- Purpose of data management software – input, store and handle large data sets, access data from a range of data sources, manage complex data items and their relationships, customer relationship management (e.g. inputting new customer information, searching existing customers, updating customer records reporting data), management information system, financial (e.g. record financial transactions, inputting supplier details, create invoices, purchase orders).
- Types of data management software (e.g. internal to the organisation such as spreadsheet(s)), relational databases and non-relational databases, customer-relationship management (CRM).
- Security and confidentiality when managing or handling data management software, e.g. user access data protection, use of encryption.
- Use data management software to:
    - enter and update data, e.g. locating records, text, numbers, dates, Boolean, fields, using wildcards
    - ensure data integrity is maintained, e.g. data validation, consistency, accuracy, completeness, security, recoverable and searchable data
    - create, manipulate and analyse data, e.g. alphanumeric sort, filter, single criterion, multiple criteria, creating expressions, formulas and functions, select, action, parameter, run queries
    - respond appropriately to data entry errors, e.g. deal with data that does not fit parameters, problems with forms, alerts, reminders.

6B Present accurate reports

- Using software tools to display selected data and produce reports using templates for different purposes, e.g. letters, mailshots, business forms, purchase orders, invoices, credit notes, confirmation reports; use of advanced reporting.
- Use of software tools to share reports electronically or use printing options to present information in the most appropriate format.

Essential information for tutors and assessors

Essential resources

Standard IT equipment and software packages.

Assessment

This unit is internally assessed. To pass the unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

It is expected that this unit be assessed in a real working environment, where evidence is naturally occurring and is collected over a period of time.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria. When planning assessment and evidence collection for the unit, centres should consider the nature and sources of the evidence required for the portfolio that supports the interview in the end-point assessment, ensuring that learners have suitable evidence to support their interview responses.

Learners must be given a clear assessment brief before the assessment takes place, detailing:

- the assessment activity and context
- the learning outcome(s) to be assessed
- the criteria they are expected to meet, and
- the time and duration of the assessment.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification. This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that the learner meets all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

For more information, please refer to the guidance available on our website on selecting suitable assessment activities for the skills units.

Unit 5: Communicating in a Business Environment

Level: 3

Unit type: Skills

Guided Learning Hours: 24

Unit introduction

Effective communication is essential for any organisation. It is at the heart of customer service, sales, marketing and building and maintaining relationships with colleagues, visitors, suppliers and other business associates. Communicating effectively and confidently is a key skill for all business administrators.

In this unit, you will demonstrate the skills necessary to communicate effectively in a business environment, whether face to face, on the telephone or in writing. You will further demonstrate your communication skills in answering queries from inside and outside the organisation in a confident and timely manner. You will also learn about digital media platforms and how they can be used to communicate business information, including the guidelines for working with digital media, and consequences of misuse.

This unit has strong links to *Unit 4 Using IT for Business* and *Unit 6 Managing Administrative Services*. Consideration should be given to delivering the related content together. There may also be opportunity to use the same evidence across these units.

Learning outcomes and assessment criteria

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Be able to plan business communications	1.1	Clarify the nature, purpose and audience for the information to be communicated
		1.2	Select channels of communication appropriate for the information to be communicated
		1.3	Justify choice of communication channel to meet communication requirements
		1.4	Prepare the information to be communicated in line with its purpose, the audience and organisational requirements
2	Be able to communicate verbally	2.1	Use language that is clear and appropriate for the audience needs and reflective of the organisational brand values and culture
		2.2	Use appropriate body language and tone of voice to reinforce messages
		2.3	Adapt verbal and non-verbal communication techniques as appropriate to meet the specific or changing needs of the audience and/or the situation
		2.4	Confirm recipients have understood correctly what has been communicated

Learning outcomes		Assessment criteria	
3	Be able to communicate in writing	3.1	Organise, structure and present written information in a style and format appropriate to the subject matter and audience
		3.2	Use accurate grammar, spelling, punctuation and tone to convey information clearly
		3.3	Meet legal, organisational and business communication conventions as appropriate according to the intended audience and subject matter
4	Know how to communicate using digital platforms	4.1	Describe different digital media platforms that organisations may use to communicate information
		4.2	Describe the guidelines of a digital media policy that affect the use of digital and social media in the work environment
		4.3	Describe factors to consider when using different tools and channels to produce digital communications
		4.4	Explain the potential consequences of digital media misuse
5	Be able to answer queries from inside and outside the organisation effectively	5.1	Clarify the details of the queries to understand requirements
		5.2	Take responsibility for queries, seeking advice and escalating when appropriate
		5.3	Respond to queries in a timely manner ensuring information communicated is accurate and understood
		5.4	Confirm responses have satisfied the queries

Unit content

What needs to be learned

Learning outcome 1: Be able to plan business communications

1A Factors to be taken into consideration when planning business communications

- Communication requirements: purpose, appropriate communication methods (formal, informal, verbal, written), language, organisational standards and protocols, customer expectations, timing/deadlines.
- Intended audience for communications, including internal, e.g. team members, managers, other internal stakeholders; external, e.g. customers, suppliers, authorities, other external stakeholders.
- Audience requirements/needs, e.g. convey information, clarify information, request information, build rapport, share ideas.
- Preparation, e.g. reliable sourcing of information, structuring of communication for clarity, benefits of drafting rehearsing and practising the delivery of communications, using expertise of appropriate and/or more experienced people if required.

1B Factors that affect choice of communication channels

- Communication channels:
  - verbal, e.g. face to face, telephone, online applications, such as Skype^{TM}, Google Hangout^{TM}, videoconferencing
  - written, e.g. business letters, reports, emails, blogs, minutes of meetings, instructions, newsletters, digital platforms such as LinkedIn^{TM}, Facebook^{TM}, Twitter^{TM}, organisation's own intranet and web pages.
- Factors that affect communication channel choice: audience; purpose, cost, speed of communication, subject matter of information, how much information is to be communicated, whether a permanent record of the information is required, intrusiveness of communication method, safety and information security.

Learning outcome 2: Be able to communicate verbally

2A Verbal communication skills and techniques

- Verbal communication skills and techniques, e.g. tone of voice, formality of language, pace, questioning, summarising and checking understanding.
- Using non-verbal commination techniques to enhance verbal communications, such as active listening, facial expressions, eye contact, gestures, posture, mirroring others, use of silence/pauses, e.g. negotiation.
- Verbal communication which reflects positive organisational brand values and culture.
- Communication style, e.g. knowledgeable, confident, assertive, clear, accurate, courteous, respectful.

2B Adapting verbal and non-verbal communication techniques to meet the specific needs of others

- Adapting verbal or non-verbal communication when required, e.g., differing levels of understanding, communicating with large groups, people with specific characteristics protected under equality law, dealing with queries or complaints, dealing with conflict.
- How to adapt verbal or non-verbal communication, e.g. listen and assess reactions, observe and mirror behaviours, repeat and summarise; use language, tone, pace and level of formality appropriate different audiences.
- Confirming understanding, e.g. questioning, listening, look for facial expressions, body language.

Learning outcome 3: Be able to communicate in writing

3A Creating fit-for-purpose written communications

- Considerations for written communication, e.g. purpose, audience, subject matter, legal and organisational standards and business communication conventions, formality, format, etiquette, confidentiality of information.
- Structuring and presenting written communications as appropriate to the communication requirements and in line with organisational templates/business conventions, e.g. house style, appropriate business format, professional language, use of paragraphs, spacing, correct spelling, tone and grammar, appropriate use of technical language (abbreviations and acronyms).
- Reviewing written communication for accuracy and clarity, e.g. use of checklists, templates, editing/proofreading, feedback from others, checking facts, figures and names, use a dictionary/spellcheck, punctuation and grammar checking.

Learning outcome 4: Know how to communicate using digital platforms

4A Planning digital media communications

- Purpose of digital media communications, e.g. communicate information to target audience, market a specific brand or product, respond to social media communications.
- Types of digital media platforms, e.g. websites, intranet, mobile devices, social media (Twitter™, Facebook™, LinkedIn™).
- Tools and channels, e.g. social network, email newsletter, website, keywords, mobile social media, mobile websites, blogs, video sharing, podcasts, forums, social bookmark, online vouchers, image sharing, social gaming, virtual worlds.
- Factors to consider when selecting different tools and channels for digital media communications, e.g. goals, cost, time and resources, content, training, timescale, perception and reputation, management support, IT support, target audience.
- Considerations for producing digital communications, e.g. organisational digital communication and/or marketing strategy/plans, communication style, how tone of voice is used, use of logos, typefaces, graphics and icons, testing digital communication (pre-production, during delivery, post-delivery).

4B Digital media policy guidelines

- Purpose of a digital media policy; types of guidelines within a social media policy, e.g. confidentiality, standards of behaviour, privacy settings, use of personal information, copyright compliance.
- Typical organisational policies and guidelines:
  - organisation's code of conduct and brand guidelines, e.g. how to communicate about the organisation
  - etiquette and engagement, e.g. writing posts or comments that are professional and representative of the organisation's ethos
  - confidentiality, e.g. information not be shared on digital media platforms, e.g. disclosing personal information (self, others, organisation), misuse of images/attachments
  - social media personal use, e.g. how and when employees should use personal social media in the work environment.

Learning outcome 4: Know how to communicate using digital platforms (*continued*)

4C Consequences of digital media misuse

- Negative staff comments on social media, including personal opinions.
- Bringing the organisation into disrepute, including damage to reputation and/or brand image/values.
- Bullying and harassment, e.g. social exclusion, posting threatening comments.
- Breach of confidentiality, e.g. unauthorised disclosure of business information.

Learning outcome 5: Be able to answer queries from inside and outside the organisation effectively

5A Responding to queries from inside and outside the organisation

- Reasons for workplace queries, e.g. request for assistance or guidance, providing or seeking feedback, questions relating to organisational procedures, product or service enquiry.
- Responsibilities of a key contact, e.g. accountability, knowledge of subject matter, building rapport/gaining trust.
- Reasons for escalation: levels of authority in the organisation, limits of own authority, limits of knowledge.
- Process for responding to workplace queries:
  - understand the nature of the queries, requesting further information/clarification to confirm understanding of the needs and expectations of the person(s) making the enquiry
  - show empathy and apologise if necessary
  - seek advice from appropriate, more experienced people if necessary (using sound judgement in choosing the appropriate time, manner and person)
  - follow organisational procedures for escalating queries if outside limits of own authority
  - keep person(s) up to date with any progress, e.g. when there are developments, when no further progress has been achieved
  - communicate information clearly and accurately that satisfies the queries in a timely manner
  - follow up on query resolution to check that the needs and expectations of the person(s) have been met.
- Importance of providing timely responses to workplace queries, e.g. maintains good relationships with stakeholders, avoids delays in the delivery of services, builds trust.

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass the unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

This unit is expected to be assessed in a real working environment, where evidence is naturally occurring and is collected over a period of time.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria. When planning assessment and evidence collection for the unit, centres should consider the nature and sources of the evidence required for the portfolio that supports the interview in the end-point assessment, ensuring that learners have suitable evidence to support their interview responses.

Learners must be given a clear assessment brief before the assessment takes place, detailing:

- the assessment activity and context
- the learning outcome(s) to be assessed
- the criteria they are expected to meet, and
- the time and duration of the assessment.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification. This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that the learner meets all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

For more information, please refer to the guidance available on our website on selecting suitable assessment activities for the skills units.

Unit 6: Managing Administrative Services

Level: 3

Unit type: Skills

Guided Learning Hours: 39

Unit introduction

In their day-to-day jobs, business administrators carry out a number of important services that support the business. These services include resource and logistics management, organising meetings and events, producing and maintaining business records, documents and files, and monitoring, reviewing and improving business processes.

In this unit, you will manage administrative resources effectively, including identifying ways to maximise their use. You will plan and organise meetings or events from beginning to end, including the organisation of materials and the recording and circulation of accurate minutes. You will manage logistics arrangements to support administrative services within budget and procedural constraints, and ensure that all logistical arrangements made are communicated appropriately. You will demonstrate your ability to draft business correspondence from given instructions and produce documents and records that are professional and meet requirements. You will follow requirements for version control and ensure that the storing and maintaining of records, documents and files is accurate and secure. You will ensure that business processes are effective, identifying and improving processes to make business practice more efficient, including the resolution of process issues and complaints. Finally, you will learn how to support others in their administrative work.

You will follow legal and organisational processes and procedures when carrying out these activities.

This unit has strong links to *Unit 4 Using IT for Business* and *Unit 5 Communicating in a Business Environment*. Consideration should be given to delivering the related content together. There may also be opportunity to use the same evidence across these units.

Learning outcomes and assessment criteria

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Be able to manage administrative resources effectively	1.1	Identify resource requirements from an analysis of organisational needs
		1.2	Select resources that meet identified requirements, based on a consideration of cost and potential benefits
		1.3	Agree and procure resources within limits of own level of authority
		1.4	Monitor the quality, efficiency and effectiveness of resources to identify cost savings and/or process improvements
		1.5	Adhere to organisational procedures when managing resources
2	Be able to organise and support meetings and events	2.1	Identify the objective and requirements of the meeting or event
		2.2	Create a plan for the preparation and delivery of the meeting or event that aligns with meeting/event objective(s) and requirements
		2.3	Identify and arrange relevant resources, logistics and materials for the meeting/event in a timely manner and in line with organisational procedures
		2.4	Identify, invite and co-ordinate attendee responses in good time for the meeting or event
		2.5	Communicate pre-meeting or event information to relevant people in a timely manner
		2.6	Confirm that all resources are in place and meet requirements on the day of the meeting or event
		2.7	Support the running/delivery of the meeting/event in line with objective(s) and requirements

Learning outcomes		Assessment criteria	
		2.8	Take accurate minutes during meetings and create action logs
		2.9	Produce and circulate accurate records of meetings to relevant people and follow up on actions in a timely manner
3	Be able to manage logistical arrangements to support administrative services	3.1	Clarify the requirements of the logistics being requested
		3.2	Identify suppliers capable of delivering the products and/or services required
		3.3	Agree and procure products and/or services required within limits of own authority
		3.4	Communicate required logistics information/documentation to relevant people in a timely manner
		3.5	Explain approaches for dealing with logistics issues and problems
		3.6	Adhere to legal and organisational procedures when organising logistics

Learning outcomes		Assessment criteria	
4	Be able to produce and maintain business records, documents and files	4.1	Draft accurate business correspondence to meet given requirements
		4.2	Produce professional business documents and records that meet organisational requirements and audience needs
		4.3	Follow organisational procedures for naming and version control when producing, distributing and storing records documents and files
		4.4	Check that records, documents and files are stored accurately and kept up to date in line with organisational procedures
		4.5	Adhere to legal and organisational procedures relating to security and confidentiality during the production, distribution and storage of records and documents
5	Be able to manage improvements relating to business processes	5.1	Explain the differences between a policy, a process and a procedure
		5.2	Explain the purpose of different organisational policies and processes
		5.3	Use problem-solving skills to resolve process-related issues or complaints
		5.4	Review the effectiveness of business processes to identify improvements
		5.5	Recommend improvements to business processes as a result of review
		5.6	Support the implementation of improvements in line with the recommendations agreed
		5.7	Monitor the impact of improvements on business activities and report outcomes
		5.8	Proactively encourage others to follow business processes and procedures
6	Be able to support others to improve administrative services	6.1	Review others’ work to identify areas for improvement and/or support needs
		6.2	Support others in their administrative work based on review outcomes, demonstrating coaching skills

Unit content

What needs to be learned

Learning outcome 1: Be able to manage administrative resources effectively

1A Identify and plan resource requirements

- Resources, e.g. people, office equipment, facilities, materials, stock.
- Evaluating costs and benefits of available resource options:
    - cost considerations, e.g. budget constraints, time, organisational requirements for suppliers
    - potential benefits to the organisation, e.g. maximise profits, minimise waste, efficiency savings, achieving value for money.
- Analyse organisational needs by understanding and identifying current and future resource requirements, checking compliance with legal and organisational requirements, seeking feedback from stakeholders, reviewing outcomes of audits, undertaking risk analysis activities, confirming stock levels for materials, e.g. minimum levels, maximum levels, re-order level.

1B Managing resources

- Maintain and develop relationships with users and stakeholders/suppliers by:
    - working collaboratively with users and stakeholders/suppliers
    - obtaining feedback regarding current requirements for resources and potential problems such as a lack of, or duplication of, resources, addressing quality and efficiency concerns
    - discussions with staff relating to future requirements and organisational growth
    - providing timely and transparent responses and communications with users and stakeholders/suppliers, including negotiating and building trust with new suppliers.
- Consider supplier capability and track record, quality of product/service, discounts available, contract terms.
- Procure resources within limits of authority, following legal and organisational procedures, e.g. using approved suppliers, agreeing and confirming contract terms (supply of goods and services, payments, delivery), following agreed processes and confidentiality.

Learning outcome 1: Be able to manage administrative resources effectively *(continued)*

- Monitoring the use and procurement of resources to identify issues such as:
  - liaising with users and checking the quality, efficiency and effectiveness of resources
  - dealing with faulty items, underperformance or problems with service delivery
  - dealing with payment problems, contractual arrangements and missing records/documentation
  - reviewing results of monitoring audits and risk analysis.
- Evaluating resources, e.g. cost benefit and savings to the organisation, improvements to services and/or processes, sufficiency of resources.

Learning outcome 2: Be able to organise and support meetings and events

2A Identifying meeting/event objectives and requirements

- Confirmation of:
  - type of meeting/event to enable appropriate arrangements to be met, e.g. formal or informal, face-to-face or remote
  - purpose, e.g. to share information, discuss performance, introduce or promote a new product/service
  - objectives of meeting/event, e.g. key messages, evaluation criteria
  - timescales, dates and budget to work within specified requirements
  - resources and logistics appropriate for the purpose of the meeting/event, e.g. location, size of venue, specialist resources, needs of attendees.

2B Planning the meeting/event

- Prepare and agree a meeting/event plan, to include the objectives, required activities, person(s) responsible, required resources and attendance, timelines, potential risks and problems, contingency plans.
- Factors affecting the planning of the meeting/event, e.g. availability of venue/resources, cost/budget, size and layout, facilities, accessibility, catering, technological capabilities, health, safety and security, location, availability of presenters or guest speakers.
- Ensure necessary health and safety and security requirements and any other legal, local and contractual requirements can be fulfilled.

Learning outcome 2: Be able to organise and support meetings and events (*continued*)

2C Managing meeting/event attendees, including presenters and guest speakers

- Invite/confirm attendance using appropriate communication channels, ensuring confidentiality of attendee information is maintained.
- Co-ordinate responses and track attendance and special requirements.
- Importance of liaising with presenters/guest speakers, e.g. confirming availability, timings, resources and media required and compatibility with equipment at venue.

2D Developing, collating and distributing meeting/event-related information

- Meeting/event related information, e.g. agenda/programme, minutes (if previous meeting), joining instructions, attendance sheets, travel and accommodation documentation.
- Arranging documentation for attendees, speakers, people with special requirements, e.g. enlarged text.
- Considering best way(s) to distribute documentation, e.g. email, post/courier, internal and external despatch of materials to venue.

2E Preparing and supporting a meeting/event, including post-meeting

- Factors to consider for on-the-day preparation, including:
    - housekeeping arrangements, e.g. fire evacuation procedures, welfare facilities, room security, signage, compliance with health and safety requirements
    - arrangements for the room and breakout areas, e.g. access, layout, stationery, materials, equipment, refreshments
    - technology required for setting up presentation equipment
    - meeting/event room conditions, e.g. appropriate heating, lighting, ventilation, comfort of attendees and presenters
    - requirements for virtual meetings, e.g. communicating joining instructions, checking links, checking audio equipment.

Learning outcome 2: Be able to organise and support meetings and events (*continued*)

- Co-ordinating and supporting the meeting/event, including:
    - checking meeting/event materials have been received and are correct
    - greeting attendees, presenters and guest speakers
    - solving problems during meetings and events, e.g. standard of facilities/services/equipment, late arrivals/non-attendance, missing documentation
    - taking actions to mitigate issues and problems, including timely escalation for issues beyond own level of authority/responsibility
    - collecting feedback from attendees, presenters and guest speakers
    - post-meeting activities, e.g. clearing venue.
- Taking meeting/event minutes or notes:
    - type of minutes required, e.g. formal, informal, narrative
    - working in partnership with the chair, e.g. before meeting (approving agenda items, visitor information/timings if required), recording key facts and motions/decisions, ensuring accurate information, timelines, noting chair's summary of items
    - active listening, clarifying points or technical terms if unsure
    - compliance with legal and organisational requirements, including, confidentiality
    - creating of action logs for follow up.
- Circulate post-event information and documents, as required.
- Ensure timely follow-up of action points within limits of authority.
- Evaluation of meeting/event, e.g. analysing and interpreting meeting/event feedback; evaluation of the effectiveness of the meeting/event, reporting outcomes of evaluation, recommending improvements for future meetings/events.

Learning outcome 3: Be able to manage logistical arrangements to support administrative services

3A Agreeing requirements for logistics

- Logistics: planning and organising business travel and accommodation, movement of people, materials and equipment.
- Establish the requirements for logistics: purpose, budget, value for money, distance, location, timescales, payment arrangements, quantity of materials and equipment.

3B Considerations when planning for logistics

- Cost, e.g. discounts available, budget, value for money, single or multiple bookings.
- Identify relevant suppliers to deliver products and services in line with organisational procedures, e.g. using approved suppliers, ethical sourcing of goods and services, analysing risk, costs and benefits, best value, contractual arrangements.
- Business travel, e.g. method of transport, destination of travel, standard of travel, travel documentation, currency, onward travel, travellers/attendees with specific requirements, e.g. disability.
- Business accommodation, e.g. type/standard of accommodation required, board basis, specific requirements, e.g. dietary, access, office services.
- Materials and equipment, e.g. size, weight and quantity of goods, distance between location and destination, timescales, logistics method, e.g. internal/external post, courier services.

3C Arrange and procure logistics

- Following legal and organisational process and requirements, e.g. raising purchase orders, confirming payment and delivery arrangements, checking goods delivery notes, confirming services requested, saving and storing procurement records in appropriate location.
- Complete and communicate logistics-related information to relevant people in a timely manner, e.g. confirmation of travel and accommodation arrangements, delivery information for materials/equipment.

3D Deal with issues and problems relating to logistics

- Logistics issues e.g. late delivery or goods/services not received, missing receipts/documentation, faulty goods, transport problems, individuals with specific needs such as mobility, change to original travel plans, adverse weather conditions, standard of services, availability of goods and services.
- Taking actions to mitigate issues and problems, e.g. effective communication with relevant stakeholders and suppliers to provide updates and resolve issues, with timely escalation for issues beyond limits of own authority.

Learning outcome 4: Be able to produce and maintain business records, documents and files

4A Producing business records and documents

- Range of business records and documents, including emails, letters, reports, proposals, minutes.
- Consider legal, organisational procedures and business conventions (when appropriate).
- Importance of copyright, intellectual property and data protection in document production.

4B Drafting accurate business correspondence from a set of requirements/instructions

- Preparation: given requirements/instructions, e.g. purpose, audience, content outline formal/informal, deadlines.
- Drafting, including:
  - ensuring accurate reflection of the information/purpose given
  - correct spelling, tone and grammar, clear presentation of information, use of professional language
  - using agreed templates where appropriate
  - clarifying requirements/information where appropriate.
- Check draft, e.g. editing/proofreading processes.
- Agree drafted business correspondence with relevant others.

4C Produce professional business documents and records from rough copy

- Preparation:
  - agree purpose, style/layout, content, quality standards, deadlines
  - research and organise the content required, e.g. structure, use of tables, bullets, use of agreed templates
  - make appropriate use of available resources and technology to enhance the impact and effectiveness of information.
- Production, including:
  - design and production of given information/content in agreed style/layout
  - professional, i.e. using standard business document writing, formal business language conventions, accurate, correct grammar, spelling
  - clarifying information where appropriate.
- Check for accuracy, editing and proofreading, use of checklists.
- Agree final document with relevant others.

Learning outcome 4: Be able to produce and maintain business records, documents and files (*continued*)

4D Naming and version control of paper and/or electronic records, documents and files

- Purpose and importance of using naming conventions and version control, including ease and speed of retrieval, knowing how to find the most recent version, being able recall specific previous versions, being able to track changes between versions.
- Naming conventions: common language used by all users, identifies documents and files and their locations, requires a balance between providing a helpful description with being concise and formal, work best if used consistently, general to specific order of elements, avoiding use of redundant terms, e.g. ‘and’, ‘on’ ‘of’, typical naming convention may include subject, author, document type, e.g. minutes (mins), dates, versions.
- Version control procedures may include numbering each version of a document, using version control tables, use of ‘Draft’ watermark, preventing editing of approved documents.

4E Storing accurately and keeping up to date

- Regular monitoring, maintaining archives, use of filing systems, importance of naming conventions and version control, avoiding duplication, ensuring accessibility maintained, e.g. IT system changes.

4F Maintain security and confidentiality of paper and electronic records, documents and files

- Security and confidentiality requirements such as lockable security facilities, security of keys, security of usernames and passwords, levels of access, protection of electronic resources, backups, e.g. hardware, local storage, remote storage, cloud storage, use of encryption and digital certification, being vigilant of and dealing with malware, phishing, viruses.
- Data protection requirements: kept only for the time permitted, access to authorised personnel only, regularly updated to keep accurate.

Learning outcome 5: Be able to manage improvements relating to business processes

5A Policies, processes and procedures

- Definition of a policy, a process and a procedure.
- Main differences between a policy, a process and a procedure.
- Organisational internal policies, processes and procedures:
  - relevant to the business administrator role
  - relevant to the sector and industry in which the organisation operates.

5B Policies and processes:

- Organisational policies:
  - internal policies: statements of rules that an organisation sets itself to work effectively and within the law, for example staff expenses policy, use of facilities policy
  - business policies: defines the governance model for an organisation, for example procurement policy, customer quality policy, credit policy, ethics and conduct policy.
- Business processes such as processing customer data, billing, purchase orders, invoicing, stationery ordering.
- Benefits of policies and processes for an organisation and its staff, e.g. top-down guidance, effective management tool, ensures consistency and equality, accountability and liability protection, communicates employer expectations.
- Limitations of policies and processes for an organisation and its staff, e.g. stifles innovation and creativity, cost of enforcing policies and procedures, slows down decision making.
- Importance of policies and processes, e.g. maintains internal control, creates consistency, creates awareness of risk, maintains regulatory compliance, time and cost efficiencies.
- Potential consequences of not following policies and processes for the organisation, e.g. service failure, quality issues, missed deadlines, loss of reputation.
- Potential consequences of not following internal policies and processes for the individual, e.g. breach of trust, breach of contract, breakdown in working relationships, failure to meet targets, disciplinary procedures.

5C Process-related issues/complaints

- Complex, e.g. lots of different parts.
- Challenging, e.g. levels of authority, organisational politics.

Learning outcome 5: Be able to manage improvements relating to business processes (*continued*)

5D Problem-solving skills when resolving process-related issues/complaints

- Identify:
  - nature of process issue/complaint, e.g. inefficient, not clear, duplication
  - scope and impact of problem: who is affected and how many people; what is affected; who can resolve; duration of impact (short-term, medium term, long-term); financial loss; customer dissatisfaction
  - sources of help for solving problems, including, colleagues, managers/supervisors, policies and procedures.
- Problem-solving process:
  - identifying the problem
  - developing understanding of the problem, e.g. fact finding, analysis, understanding the interests of others
  - identifying possible options/solutions
  - evaluating options/solutions
  - deciding on an option/solution and documenting
  - implementing/supporting implementation of solution
  - seeking feedback, monitoring and evaluating success.

5E Reviewing business processes to identify improvements

- Importance of review:
  - to identify issues with efficiency and effectiveness which may impact the achievement of business objectives, e.g. process does not work well and/or takes too long/results in wasted time
  - compliance with relevant legislation, regulations and legal obligations, including data protection, health and safety, equality, business accounting
  - compliance with organisational requirements, e.g. following organisational policies, procedures and codes of practice, following manufacturers' instructions when using equipment, using service approaches appropriate to the situation
  - to minimise organisational risk
  - to achieve quality and consistency.

Learning outcome 5: Be able to manage improvements relating to business processes (*continued*)

- Areas for process improvement, e.g. improving efficiency, effectiveness, usability, developing lean business processes.
- Types of improvement, e.g. revising existing processes and procedures, developing new processes and procedures, use of IT solutions.
- Evaluation tools and techniques, e.g. SWOT analysis (Strengths, Weaknesses, Opportunities, Threats), internal or external audits, feedback from stakeholders (complaints, suggestions, product/service reviews), outcomes of internal and external audits, observing working practices.
- Measuring performance, e.g. time, productivity, quality standards, service standards, wastage, budget and costs.
- Assessing business risks, e.g. risk assessments (health and safety, critical path analysis).

5F Making recommendations for improvements to business processes

- Recommendations for improvement need to be valid (based on an understanding of issues and business needs and having considered the positive and negative impacts) and financially viable.
- Agreement of recommendations by those with the appropriate authority.

5G Supporting implementation

- Contribute to developing a plan for the implementation of changes to business processes, including:
  - objectives – steps required to ensure successful implementation, desired outcomes, deadlines
  - measurement criteria, e.g. cost, timescales, expected outcomes, justification
  - resource requirements, e.g. equipment, materials, people
  - roles and responsibilities in implementing changes
  - risk assessment to predict issues with implementation
  - contingency planning to mitigate against unforeseen operational issues.
- Factors to be taken into consideration during implementation, e.g. communication of new or revised processes and procedures, allowing time for new or revised processes and procedures to embed, staff training requirements, how changes affect others in the organisation.

Learning outcome 5: Be able to manage improvements relating to business processes (*continued*)

5H Monitoring and reporting impact of improvements

- Monitoring impact of improvements on business activities, e.g. workflow, impact to workloads, embedding of new or revised processes and procedures, need to make adjustments.
- Reporting success of changes to business processes and procedures and/or further work required to relevant people in the organisation based on monitoring outcomes.

5I Promoting adherence to processes and procedures

- Ways of supporting and encouraging others to follow processes and procedures, e.g. providing written policies, procedures and guidance, providing a reason for others to adhere to processes and procedures, making policies and procedures accessible, rewarding compliance, ongoing monitoring and coaching.

Learning outcome 6: Be able to support others to improve administrative services

6A Reviewing own/others’ work to identify improvements and/or support needs

- Work, e.g. records, documents and/or files, following processes.
- Purpose of reviewing own or others’ work, e.g. identifies opportunities to improve quality and accuracy of work or following of processes, efficiency savings, identifies training and development needs (self/others).
- Considerations when reviewing others’ work, e.g. accuracy, content, quality and professionalism, suitability for the business task, adherence to process.

6B Supporting others using coaching skills

- Supporting others in context, including:
  - producing records and documents in line with relevant process, legal and organisational standards and business conventions
  - using IT software appropriately for business tasks
  - areas of others’ work identified by the learner as requiring support related to quality.
- Considerations: own limits of authority, relevant legal, organisational requirements and business conventions, own level of expertise and knowledge.
- Types of support that could be offered using coaching skills, including using appropriate communication skills, effective questioning, active listening; giving clear explanations and instructions; use of demonstrations, sharing best practice examples and templates, giving constructive feedback.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass the unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

This unit is expected to be assessed in a real working environment, where the evidence is naturally occurring and is collected over a period of time.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria. When planning assessment and evidence collection for the unit, centres should consider the nature and sources of the evidence required for the portfolio that supports the interview in the end-point assessment, ensuring that learners have suitable evidence to support their interview responses.

Learners must be given a clear assessment brief before the assessment takes place, detailing:

- the assessment activity and context
- the learning outcome(s) to be assessed
- the criteria they are expected to meet, and
- the time and duration of the assessment.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification. This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show the learner meets all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved. For example, evidence for learning outcome 2, generated through the process of organising and supporting meetings or events, could give learners the opportunity to use the same evidence for the assessment criteria in *learning outcome 1: Be able to manage administrative resources effectively* and *learning outcome 3: Be able to manage logistical arrangements to support administrative services*, as there are close links across all three learning outcomes.

For more information, please refer to the guidance available on our website on selecting suitable assessment activities for the skills units.

Unit 7: Project Management

Level: **3**

Unit type: **Skills**

Guided Learning Hours: **17**

Unit introduction

Projects are created from gaps in service, a need for new products or services, a need to make a process improvement(s) to how things are done or a desire to do something differently. Effective project management increases the chances of objectives being successfully achieved and potential cost savings to be made.

In this unit, you will use project management tools and techniques to scope, plan, manage, report and evaluate projects in your own area of responsibility. This will include considering and managing risks, managing resources effectively and working with internal/external stakeholders to achieve the required results. You will take ownership and be accountable for project decisions and outcomes, leading and managing the project to a successful outcome. You will also evaluate and report on the success of your project.

This unit has strong links to *Unit 1 Business Fundamentals*. Consideration should be given to delivering the related content together. There may also be opportunity to use the same evidence across these units.

Learning outcomes and assessment criteria

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Be able to plan projects	1.1	Define the scope and objectives of the project
		1.2	Develop a project plan in accordance with the agreed scope and objectives
		1.3	Identify and liaise with stakeholders to establish involvement and agree expectations
		1.4	Identify risks, and develop a plan to effectively manage them
		1.5	Delegate tasks to individuals in line with project plan
2	Be able to manage projects successfully	2.1	Secure, allocate and manage resources in accordance with the project plan to optimise resource utilisation
		2.2	Engage and build positive relationships with stakeholders to achieve results
		2.3	Take ownership and accountability for project decisions and the achievement of milestones, deadlines and deliverables
		2.4	Lead and manage the project and provide timely and accurate progress reports to stakeholders
		2.5	Regularly review risks and take appropriate action to manage them within limits of own level of authority
		2.6	Revise plans in the light of changing circumstances in accordance with project objectives and identified risks in order to complete project
3	Be able to evaluate projects	3.1	Assess the effectiveness of the planning and implementation of the project against the plan
		3.2	Agree with all stakeholders that the project deliverables have been achieved
		3.3	Report project outcomes to appropriate people, including achievements and lessons learned to inform future projects

Unit content

What needs to be learned

Learning outcome 1: Be able to plan projects

1A Project planning

- Use of planning tools, e.g. SWOT analysis (strengths, weaknesses, opportunities, threats), stakeholder, feasibility and risk analyses, Gantt charts, etc.
- Produce the project plan, that includes:
    - defining the scope, SMART objectives, required resources, identifying activities, deliverables, timescales and structure of the project
    - resource planning, e.g. people, roles, responsibilities, availability, time, critical path analysis, equipment, materials, facilities, deadlines, RACI, stakeholder matrix
    - financial planning, e.g. budget and costs, cost-benefit analysis
    - milestones, e.g. key performance indicators (KPIs), sign-off points, outcomes
    - identifying risk, e.g. risks and their triggers, level of risk, barriers, impact, contingency planning, dealing with interdependencies, creating a risk log.

1B Establishing stakeholder involvement

- Internal stakeholders, e.g. individual staff, teams, managers, directors.
- External stakeholders, e.g. customer groups, partner organisations, suppliers, other interested parties.
- Identifying stakeholders, e.g. using research (primary, secondary); interview (formal, informal).
- Conduct stakeholder analysis/mapping:
    - identifying different levels of stakeholder power/ influence and/or what they could contribute
    - how they will be engaged in the project.
- Applying the principles of stakeholder management to establish the involvement of key people, communicate expectations and agree the project plan.

1C Delegating tasks

- Considerations for delegating tasks to individuals, e.g. skill set of individuals for different project tasks, upskilling required, clear objectives, confirming understanding, agreeing timelines, monitoring and support.

Learning outcome 2: Be able to manage projects successfully

2A Managing resources

- Monitoring workloads and progress towards the achievement of tasks and deadlines, delegating tasks where necessary, resource levelling.
- Securing and obtaining resources within budget in line with organisational requirements.
- Allocation of resources in accordance with the project plan.
- Ensuring sufficiency of resources and monitoring use of resources, arranging training and support if required, providing direction.

2B Stakeholder management

- Use of stakeholder management principles, e.g. (RACI) to build and maintain professional positive working relationships with stakeholders, including agreeing with stakeholders how and when communications take place.
- Using negotiation and influencing skills to deal with issues promptly to build trust, build/strengthen relationships, prevent loss of time/resources, build/strengthen reputation.
- Involving stakeholders in decision making to ensure they feel valued. This can result in higher levels of commitment and loyalty. Stakeholders will be more willing to agree/'buy in' to the solution.

2C Lead and manage the project

- Use of project management tools and techniques to track and report project activity and progress against planned deliverables, milestones and deadlines, e.g. Gantt charts, Critical Path Diagrams and Milestone Charts.
- Progress/checkpoint meetings, e.g. informal short meetings to obtain status updates or formal monitoring meetings to obtain detailed reports on progress; ensure appropriate timing, right people/stakeholders invited; face-to-face or remote, documenting and recording in line with requirements.
- Monitor progress, including monitoring actual versus planned activities and costs, monitoring resources to ensure maximum utilisation, identifying and resolving problems and mitigating risk, prioritising tasks, driving processes forward, identifying opportunities to fast-track activities, negotiating and agreeing adjustments, ensuring timely completion of tasks and to budget, managing communication.

Learning outcome 2: Be able to manage projects successfully (*continued*)

2D Monitoring and managing risk

- Reviewing the risk log regularly to check any changes to risk probability, updating risk log to check off risks related to activities already completed.
- Close monitoring of high-risk tasks and stages, e.g. tasks that take a long time to complete, involving use of new technology, stages with little slack.
- Managing issues (early identification, limiting or removing their impact, working with others to resolve).
- Apply agreed risk mitigation strategies (risk avoidance, risk sharing, risk reduction, risk transfer) where unexpected risks have materialised.
- Reporting risks to stakeholders.
- Amend project plans where risks impact the success of the project, e.g. timelines, budget, stakeholder engagement, consideration of implementing contingency plan.

2E Making decisions

- Identifying relevant information, checking the reliability of information sources.
- Seeking advice from stakeholders and others during decision making (using sound judgement in choosing the appropriate person, time and manner).
- Identifying advantages and disadvantages of the options, identifying potential problems, discarding ideas.
- Considering project requirements and organisational needs and goals to develop solutions to problems.

Learning outcome 3: Be able to evaluate projects

3A Project closure

- Recognising the formal completion of the project, to include:
  - confirmation of complete and incomplete work/deliverables
  - completion of all agreed project management processes
  - contract and procurement closure have been completed, where necessary
  - all relevant project records are completed and maintained in line with organisational requirements.

3B Evaluation and reporting of project

- Gather information from stakeholders to inform evaluation, e.g. qualitative and quantitative data.
- Acknowledge what was successful and unsuccessful, identifying reasons why.
- Reflect objectively on mistakes and failures to identify lessons learned that can inform future projects.
- Report to key people on the outcome of the project, including using an appropriate format and structure to convey information.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass the unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

This unit is expected to be assessed in a real working environment, where the evidence is naturally occurring and is collected over a period of time.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria. When planning assessment and evidence collection for the unit, centres should consider the nature and sources of the evidence required for the portfolio that supports the interview in the end-point assessment, ensuring that learners have suitable evidence to support their interview responses.

Learners must be given a clear assessment brief before the assessment takes place, detailing:

- the assessment activity and context
- the learning outcome(s) to be assessed
- the criteria they are expected to meet, and
- the time and duration of the assessment.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification. This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that the learner meets all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

For more information, please refer to the guidance available on our website on selecting suitable assessment activities for the skills units.

Unit 8: Managing Personal Effectiveness in an Administrative Job Role

Level: 3

Unit type: Skills

Guided Learning Hours: 25

Unit introduction

To be a successful business administrator, it is essential to understand how the role fits into the structure of an organisation as well as its potential in bringing a number of benefits to the organisation.

In this unit, you will gain understanding of your organisation's structure and the role of your team within it. You will look at your role in the team and how it contributes to team objectives and benefits the organisation. You will explore the knowledge, skills and behaviours required to make a business administrator effective, and the impact that actions and behaviours have on others in the organisation.

You will apply your positive work ethics, demonstrating that you have the right personal attributes to do your job effectively and with professionalism. You will demonstrate the ability to manage your own performance in the workplace, including agreeing SMART objectives with your line manager and how they are monitored. This will help you to manage workloads and time in order to meet deadlines and quality standards.

You will identify and take up opportunities to improve your knowledge and skills in the workplace by agreeing development objectives, carrying out self-assessment activities, producing a professional development plan and monitoring and reviewing your plan in order to achieve development objectives.

This unit has links to *Unit 3 Understanding Personal Effectiveness in an Administrative Work Environment.*

Learning outcomes and assessment criteria

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria	
1	Understand own role and value within the organisation	1.1	Describe the structure of the employer organisation and the role of their team within this structure
		1.2	Describe their role within their team and how they contribute to their team objectives
		1.3	Explain how their work benefits the organisation
2	Be able to demonstrate professionalism and good work ethics in an administrative job role	2.1	Show courtesy, respect and consideration when interacting with colleagues, customers and/or stakeholders
		2.2	Show respect for diversity and actively promote diversity and inclusion in the workplace
		2.3	Maintain personal presentation and appearance in line with organisational code of conduct and brand standards
		2.4	Demonstrate personal qualities and behaviours that reflect good work ethics
		2.5	Role model positive behaviours and attitudes that contribute to team cohesion and team productivity
3	Be able to manage personal performance in the workplace	3.1	Negotiate and agree specific, measurable, achievable, realistic and time-bound (SMART) objectives and success criteria with line manager
		3.2	Manage own workload and time to meet deadlines using appropriate time management tools and techniques
		3.3	Respond positively to changing business priorities and adapt work plan appropriately to meet these

Learning outcomes		Assessment criteria	
		3.4	Monitor and assess own performance against agreed SMART objectives and success criteria on a regular basis
		3.5	Make timely improvements to own performance using learning from feedback received
		3.6	Complete tasks within agreed timescales, meeting agreed objectives and quality standards
		3.7	Explain when and why it is necessary to seek clarification on a task from their line manager
4	Be able to manage own personal development in the workplace	4.1	Proactively seek feedback about own skills and knowledge from others to inform development needs
		4.2	Use information from a range of valid sources to assess own strengths and weaknesses and identify learning and development needs
		4.3	Agree specific, measurable, achievable, realistic and time bound (SMART) learning and development objectives to meet identified needs
		4.4	Produce a personal development plan to meet agreed SMART objectives
		4.5	Undertake planned learning and development activities to fulfil the personal development plan
		4.6	Review progress against agreed objectives and amend the personal development plan accordingly
		4.7	Evaluate the usefulness of their learning and development in improving their performance in the job role
		4.8	Describe how the skills and knowledge they have developed will help them to progress in their career

Unit content

What needs to be learned

Learning outcome 1: Understand own role and value within the organisation

1A Understanding organisational structures

- The need for an organisational structure; i.e. defines how tasks are divided, grouped and co-ordinated in an organisation, helps a business run effectively and efficiently.
- Elements of organisational structures: work specialisation, departmentalisation, chain of command, span of control, centralisation and decentralisation, formalisation.
- Types of organisational structures: functional, e.g. sales, marketing, human resources, production, etc., divisional, e.g. product line, geographical location, matrix.
- Layers of authority: tall or flat hierarchical structures.
- Use of organisational charts: positions within the structure, reporting relationships, levels of authority.

1B Understanding own role and value

- Occupational profile of a business administrator: Apprenticeship Standard; person specification for own job role.
- The role of an administrator in an organisation.
- Own roles and responsibilities: job description, team purpose and objectives, role within the team, organisational chart.

Learning outcome 2: Be able to demonstrate professionalism and good work ethics in an administrative job role

2A Demonstrating professionalism and good work ethics in own role

- Showing respect, courtesy and consideration for others:
    - positive personal behaviours – politeness and kindness, allowing others to express their views, listening to others, fairness and integrity, use of positive body language, showing concern, utilising emotional intelligence and personal awareness
    - professional courtesy – respecting colleagues personal time and work-life balance, showing appreciation to team members for work done, being punctual for meetings, events and presentations, meeting deadlines on administrative tasks that other colleagues are depending on, timely response to emails and calls.

Learning outcome 2: Be able to demonstrate professionalism and good work ethics in an administrative job role *(continued*)

- Meaning of diversity and inclusion.
- Showing respect for diversity and inclusion: being tolerant and open-minded, respecting the values, beliefs and customs of colleagues, use of non-discriminatory language.
- Promoting diversity and inclusion, e.g. ensuring colleagues are aware of their responsibilities under equality legislation and organisational policy, identifying potential issues, recommending ways to improve equality and inclusion.
- Identifying and complying with organisational requirements for personal appearance and presentation, e.g. speaking to line manager or human resources representatives, reading organisation's code of conduct.
- Working in line with brand standards and values.
- Demonstrating good work ethics:
  - taking ownership for understanding own role, goals, responsibilities and standards for performance
  - showing commitment and taking responsibility for quality and timely completion of administrative tasks
  - complying with organisational policies and procedures and relevant legislation, e.g. data protection, health and safety, equality, etc. in carrying out own job role
  - taking initiative and being proactive, e.g. offering to help, giving feedback
  - managing own time and tasks effectively
  - continuously updating knowledge of organisational procedures, standards and relevant regulations and legislations, e.g. asking for feedback on performance
  - developing positive working relationships with colleagues, building trust and reliability.

2B Contributing to team cohesion and team productivity

- Role modelling positive behaviours and attitudes, e.g. respectfully challenging inappropriate culture, proactively offering help and support, reinforcing shared team objectives, celebrating success, giving positive feedback and reinforcing positive behaviours, fostering social connections and relationships between team members, engaging with team members on a personal level.

Learning outcome 3: Be able to manage personal performance in the workplace

3A Managing personal performance in the workplace

- Goal setting: agreeing SMART objectives with line manager (KPIs), alignment of objectives with organisational goals, relationship of personal objectives to those of team members and other colleagues.
- Agreeing success criteria for measuring progress and achievement with line manager.
- Managing own time and workload:
  - agreeing priorities, realistic goals and deadlines with line manager
  - use of techniques appropriate to the situation, e.g. ‘to do' lists (monthly, weekly, daily), prioritising tasks, scheduling tasks
  - allowing flexibility in scheduling to facilitate any changing priorities.
- Managing task completion, e.g. regularly reviewing workload, keeping multitasking to a minimum, taking actions to minimise distractions, managing emails effectively (4Ds - Do, Delegate, Defer, Delete).
- Responding to changing priorities: being receptive and positive, e.g. saying ‘yes’ rather than ‘no’ and asking questions to understand the nature and reason for the change, controlling emotions and not taking things personally (use of emotional intelligence), agreeing new priorities with line manager, thinking creatively about how to facilitate the change, collaborating with colleagues, where appropriate, to implement change, managing own stress and showing resilience.
- Monitoring and assessing own performance, such as:
  - asking for performance feedback from relevant colleagues
  - attending and engaging in regular one-to-one meetings
  - actively participating in annual performance appraisal, e.g. regularly updating performance review systems, preparing evidence for discussion at meetings, etc.
  - applying feedback on performance to improve own work practice
  - using feedback from performance appraisals to inform personal development planning.

Learning outcome 3: Be able to manage personal performance in the workplace (*continued*)

- Completing tasks/work: meeting quality standards and agreed timescales; reporting problems beyond own level of competence.
- Seeking clarification from line manager:
    - areas for clarification, e.g. nature of tasks, timescales, procedures to be followed, standards to be met, etc.
    - importance of seeking clarification: meeting team and organisational goals, manging own performance.

Learning outcome 4: Be able to manage own personal development in the workplace

4A Identifying learning and development needs

- Potential sources of feedback: team members, line manager, senior management, other teams and departments, customers, suppliers, from other stakeholders.
- Areas for feedback, e.g. personal and professional behaviours, performance targets, quality standards, achievement of learning and development goals and objectives, customer complaints, customer recognition.
- Sources of information for self-assessment: feedback from others, analysis of industry trends and the external environment, analysis of job description and team objectives, performance reviews and appraisals, own career aspirations, personal brand.
- Using self-assessment tools, e.g. reflection activities, SWOT analysis, skills audit, analysis of feedback.
- Reflecting on outcomes of self-assessment activities: own skills, knowledge and behaviours, productivity, quality standards, working practices, identifying strengths and weaknesses, identifying areas for development, recognising achievements and successes.

Learning outcome 4: Be able to manage own personal development in the workplace (*continued*)

4B Agreeing SMART objectives and selecting appropriate development activities

- Working with line manager or relevant others to agree the scope of development plan: agreeing a reasonable number of development areas for focus in the development plan – consideration of factors such as time, capacity and resources.
- Agreeing SMART learning and development objectives to address the agreed development areas as well as to build and leverage strengths.
- Agreeing what success looks like (evidence of success).
- Identifying learning and development activities:
  - considerations: development needs and objectives, development impact, budget, learning styles, capacity, etc.
  - selecting a variety of learning and development activities, e.g. applying the 70:20:10 model (Lombardo and Eichinger).

4C Producing and managing a personal development plan (PDP)

- Contents of a PDP: agreed SMART objectives, selected learning and development activities, success criteria, resources, timescales, review mechanisms.
- Monitoring a personal development plan: setting review dates, recording achievements, recording feedback from appraisals and personal reviews, reviewing and revising objectives, tracking against targets (milestones, completion), identifying reasons for deviations from plan, identifying exploitative or corrective actions.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass the unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

This unit is expected to be assessed in a real working environment, where the evidence is naturally occurring and is collected over a period of time.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria. When planning assessment and evidence collection for the unit, centres should consider the nature and sources of the evidence required for the portfolio that supports the interview in the end-point assessment, ensuring that learners have suitable evidence to support their interview responses.

Learners must be given a clear assessment brief before the assessment takes place, detailing:

- the assessment activity and context
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- the time and duration of the assessment.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification. This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that the learner meets all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

For more information, please refer to the guidance available on our website on selecting suitable assessment activities for the skills units.

13 Suggested teaching resources

This section lists resource materials that can be used to support the delivery of units across the qualifications.

Textbooks

Allen J – *Event Planning: The Ultimate Guide to Successful Meetings, Corporate Events, Fundraising Galas, Conferences, Conventions, Incentives and Other Special Events,* (John Wiley & Son, 2009) ISBN 978-0470155745

Atkinson I – *The Creative Problem Solver: 12 Smart Tools to Solve Any Business Challenge,* (Pearson Business, 2014) ISBN 978-1292016184

Baily P, et al – *Procurement, Principles and Management,* 11th edition (Pearson, 2015) ISBN 9781292016016

Barker S – *Brilliant Project Management: What the Best Project Managers Know, Do and Say* (Brilliant Business), (FT Press, 2012) ISBN 9780273775096

Butterfield J – *Illustrated Course Guides: Verbal Communication*, 2nd edition (Cengage Learning, 2013) ISBN 9781133526520

Cameron E and Green M – *Making Sense of Change Management: A Complete Guide to the Models, Tools and Techniques of Organizational Change,* (Kogan Page, 2015) ISBN 978-0749472580

Coyne I – *Make Change Happen: Get to Grips with Managing Change in Business,* 1st edition (Pearson, 2014) ISBN 9781292014746

Hasson G - *Brilliant Communication Skills: What the Best Communicators Know, Do and Say* (Brilliant Business), (Pearson Education Ltd, 2011) ISBN 9780273761747

Kay F – *Smart Skills: Working with Others,* (Legend Business, 2019) ISBN 9781789550054

Lester M – *Handbook of English Grammar and Usage,* 3rd edition (McGraw-Hill Education, 2018) ISBN 978-1260121674

Nelson E C and Nelson S L – *Excel Data Analysis for Dummies,* 3rd edition (For Dummies, 2015) ISBN 978-1119077206

Nicholas N – *The Little Black Book of Decision Making: Making Complex Decisions with Confidence in a Fast-moving World,* (Capstone, 2017) ISBN 9780857087027

Watson T – *Organising and Managing Work,* (Financial Times/Prentice Hall, 2006) ISBN 9780273704805

Weverka P – *Office 2016 All-In-One for Dummies,* (For Dummies, 2015) ISBN 9781119083122

Websites

www.apm.org.uk	Association for Project Management: developing and promoting project and programme management
www.businessballs.com	Free resources and advice on personal development planning
www.cips.org	The Chartered Institute of Purchasing and Supply (CIPS) promotes best practice in the procurement and supply profession. It provides a wide range of services. Membership is required for full access
www.digitalunite.com	Website providing support for computer users
www.gov.uk	Official government website that explains all legislation
www.hse.gov.uk	Health and Safety Executive – information on all aspects of health and safety
www.ico.org.uk	The UK's independent authority set up to uphold information rights in the public interest
www.instam.org/	Institute of Administrative Management
www.support.office.com	Microsoft Office support and training
www.supplymanagement.com	The Chartered Institute of Purchasing and Supply website provides up-to-date information on purchasing and supply news, laws, analysis and resources

14 Further information and useful publications

To get in touch with us visit our ‘Contact us’ pages:

- Edexcel, BTEC and Pearson Work-based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- Books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Access arrangements and reasonable adjustments* (Joint Council for Qualifications (JCQ))
- *A guide to recruiting with integrity and enrolling learners onto qualifications* (Pearson)
- *A guide to the special consideration process* (JCQ)
- *BTEC Centre Guide to Managing Quality* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*
- *Collaborative and consortium arrangements for the delivery of vocational qualifications policy* (Pearson)
- *Enquiries and appeals about Pearson vocational qualifications and end-point assessment policy* (Pearson)
- *Equality and diversity policy* (Pearson)
- *Recognition of prior learning policy and process* (Pearson)
- *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units* (Pearson)
- *Suspected malpractice in examinations and assessments – Policies and procedures* (JCQ)
- *UK Information Manual* (Pearson)
- *Use of languages in qualifications policy* (Pearson).

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

15 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams, please visit our website.

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- Ask the Expert: submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at qualifications.pearson.com/en/support/contact-us.htm

Annexe A:

Mapping of the Business Administrator Apprenticeship Standard to the qualification(s) content

The grid below maps the knowledge, skills and behaviours (KSBs) of the Business Administrator Apprenticeship Standard to the content covered in the Pearson BTEC Level 3 Certificate and Diploma for Business Administrators.

Please note: only units 1–3 are part of the Certificate structure.

KEY

# indicates where coverage of the knowledge, skills or behaviours in the qualification occurs.

A blank space indicates no coverage of the knowledge, skills or behaviours in the qualification.

KSBs from the Apprenticeship Standard		**Pearson BTEC Level 3 Certificate and Diploma for Business Administrators units**							
		Unit 1	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**	**Unit 7**	**Unit 8**
Skills	**IT** Skilled in the use of multiple IT packages and systems relevant to the organisation in order to: write letters or emails, create proposals, perform financial processes, record and analyse data. Examples include MS Office or equivalent packages. Able to choose the most appropriate IT solution to suit the business problem. Able to update and review databases, record information and produce data analysis where required.				#				

KSBs from the Apprenticeship Standard		Pearson BTEC Level 3 Certificate and Diploma for Business Administrators units							
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Skills *continued*	**Record and document production** Produces accurate records and documents, including emails, letters, files, payments, reports and proposals. Makes recommendations for improvements and present solutions to management. Drafts correspondence, writes reports and is able to review others' work. Maintains records and files, handles confidential information in compliance with the organisation's procedures. Coaches others in the processes required to complete these tasks.						#		
	Decision making Exercises proactivity and good judgement. Makes effective decisions based on sound reasoning and is able to deal with challenges in a mature way. Seeks advice of more experienced team members when appropriate.						#	#	
	Interpersonal skills Builds and maintains positive relationships within their own team and across the organisation. Demonstrates ability to influence and challenge appropriately. Becomes a role model to peers and team members, developing coaching skills as they gain area knowledge.					#	#	#	#

KSBs from the Apprenticeship Standard		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Skills *continued*	**Communications** Demonstrates good communication skills, whether face to face, on the telephone, in writing or on digital platforms. Uses the most appropriate channels to communicate effectively. Demonstrates agility and confidence in communications, carrying authority appropriately. Understands and applies social media solutions appropriately. Answers questions from inside and outside of the organisation, representing the organisation or department.					#			
	Quality Completes tasks to a high standard. Demonstrates the necessary level of expertise required to complete tasks and applies themselves to continuously improve their work. Is able to review processes autonomously and make suggestions for improvements. Shares administrative best practice across the organisation, e.g. coaches others to perform tasks correctly. Applies problem-solving skills to resolve challenging or complex complaints and is a key point of contact for addressing issues.						#		#

Note: the header "Pearson BTEC Level 3 Certificate and Diploma for Business Administrators units" spans the Unit 1–8 columns.

KSBs from the Apprenticeship Standard		**Pearson BTEC Level 3 Certificate and Diploma for Business Administrators units**							
		Unit 1	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**	**Unit 7**	**Unit 8**
Skills *continued*	**Planning and organisation** Takes responsibility for initiating and completing tasks, manages priorities and time in order to successfully meet deadlines. Positively manages the expectations of colleagues at all levels and sets a positive example for others in the workplace. Makes suggestions for improvements to working practice, showing understanding of implications beyond the immediate environment (e.g. impact on clients, suppliers, other parts of the organisation). Manages resources, e.g. equipment or facilities. Organises meetings and events, takes minutes during meetings and creates action logs as appropriate. Takes responsibility for logistics, e.g. travel and accommodation.						#		#
	Project management Uses relevant project management principles and tools to scope, plan, monitor and report. Plans required resources to successfully deliver projects. Undertakes and leads projects as and when required.							#	

KSBs from the Apprenticeship Standard		Pearson BTEC Level 3 Certificate and Diploma for Business Administrators units							
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Knowledge	**The organisation** Understands organisational purpose, activities, aims, values, vision for the future, resources and the way that the political/economic environment affects the organisation.		#						
	Value of their skills Knows organisational structure and demonstrates understanding of how their work benefits the organisation. Knows how they fit within their team and recognises how their skills can help them to progress their career.								#
	Stakeholders Has a practical knowledge of managing stakeholders and their differing relationships to an organisation. This includes internal and external customers, clients and/or suppliers. Liaises with internal/external customers, suppliers or stakeholders from inside or outside the UK. Engages and fosters relationships with suppliers and partner organisations.	#					#	#	
	Relevant regulation Understands laws and regulations that apply to their role, including data protection, health and safety, compliance etc. Supports the company in applying the regulations.		#						#

KSBs from the Apprenticeship Standard		**Pearson BTEC Level 3 Certificate and Diploma for Business Administrators units**							
		Unit 1	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**	**Unit 7**	**Unit 8**
Knowledge *continued*	**Policies** Understands the organisation's internal policies and key business policies relating to sector.						#		
	Business fundamentals Understands the applicability of business principals such as managing change, business finances and project management.	#							
	Processes Understands the organisation's processes, e.g. making payments or processing customer data. Is able to review processes autonomously and make suggestions for improvements. Applying a solutions-based approach to improve business processes and helping define procedures. Understands how to administer billing, process invoices and purchase orders.						#		
	External environment factors Understands relevant external factors, e.g. market forces, policy & regulatory changes, supply chain etc., and the wider business impact. Where necessary, understands the international/global market in which the employing organisation is placed.		#						

KSBs from the Apprenticeship standard		Pearson BTEC Level 3 Certificate and Diploma for Business Administrators units							
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Behaviours	**Professionalism** Behaves in a professional way. This includes personal presentation, respect, respecting and encouraging diversity to cater for wider audiences, punctuality and attitude to colleagues, customers and key stakeholders. Adheres to the organisation's code of conduct for professional use of social media. Acts as a role model, contributing to team cohesion and productivity – representing the positive aspects of team culture and respectfully challenging inappropriate prevailing cultures.			#					#
	Personal qualities Shows exemplary qualities that are valued, including integrity, reliability, self-motivation, being proactive and a positive attitude. Motivates others where responsibility is shared.			#					#
	Managing performance Takes responsibility for their own work, accepts feedback in a positive way, uses initiative and shows resilience. Also takes responsibility for their own development, knows when to ask questions to complete a task and informs their line manager when a task is complete. Performs thorough self-assessments of their work and complies with the organisation's procedures.			#					#

KSBs from the Apprenticeship standard		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Behaviours *continued*	**Adaptability** Is able to accept and deal with changing priorities related to both their own work and to the organisation.			#					#
	Responsibility Demonstrates taking responsibility for team performance and quality of projects delivered. Takes a clear interest in seeing that projects are successfully completed and customer requests handled appropriately. Takes initiative to develop own and others' skills and behaviours.			#					#

Spanning header over the unit columns: Pearson BTEC Level 3 Certificate and Diploma for Business Administrators units

Annexe B

Glossary of terms used in assessment criteria

This is a summary of the key terms used to define the assessment requirements in the units.

Terms	Definition
Analyse	Examine methodically and in detail, typically in order to interpret.
Assess	Considers all the factors/events/concepts that apply to a situation to identify those that are most relevant and arrive at a conclusion.
Compare	Identify the main factors relating to two or more items/situations, explaining the similarities and differences, and in some cases saying which is best and why.
Define	Specify exactly the meaning, nature or scope of something. The use of correct terminology is expected.
Describe	Give a clear account in their own words, including all the relevant information, e.g. qualities, characteristics or events, etc. Description shows recall, and in some cases application.
Detailed	Having additional facts or information beyond a simple response.
Discuss	Consideration of different aspects of a topic or theme, including how they relate to each other and the extent to which they are important.

Terms	Definition
Evaluate	Bring together all information and review it to form a conclusion, drawing on evidence, including strengths, weaknesses, alternative actions, relevant data or information.
Explain	Provide details and give reasons and/or evidence to support an argument or point. ***OR*** Provide details and give relevant examples to clarify and extend a point. This would usually be in the context of learners showing their understanding of a technical concept or principle.
Outline	A description setting out the main characteristics or points; write a clear description but without going into too much detail.
State	Express information in clear and precise terms.

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