

# **Pearson BTEC Entry Level Award /Certificate in Principles of Business Administration (Entry 3)**

## **Specification**

BTEC Specialist qualification

First teaching February 2015

Issue 2

## **Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](http://qualifications.pearson.com/contactus)

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com)

These qualifications were previously known as:

Pearson BTEC Entry Level Award in Principles of Business Administration (Entry 3) (QCF)

Pearson BTEC Entry Level Certificate in Principles of Business Administration (Entry 3) (QCF)

The QNs remain the same.

*References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

*All information in this specification is correct at time of publication.*

ISBN 978 1 446 94749 4

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## Summary of Issue 2 changes

<b>Summary of changes made between previous issue and this current issue</b>	<b>Page/section number</b>
All references to QCF have been removed throughout the specification	
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	Section 2
TQT value added	Section 2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	Section 2
Reference to credit transfer within the QCF removed	Section 5
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 12

Earlier issue(s) show(s) previous changes.

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](http://qualifications.pearson.com/en/support/contact-us.html).



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# Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.



# 1 Introducing BTEC Specialist qualifications

## What are BTEC Specialist qualifications?

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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. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

## Sizes of Specialist qualifications

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For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order 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, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, 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 TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are 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 Entry Level Award in Principles of Business Administration (Entry 3)
Qualification Number (QN)	601/5577/2
Accreditation start date	29/01/2015
Approved age ranges	14-16 16-18 19+
Credit value	6
Assessment	Centre-devised assessment (internal assessment).
Total Qualification Time (TQT)	60
Guided learning hours	52
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow our access and recruitment policy (see <i>Section 10 Access and recruitment</i> ).
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.

Qualification title	Pearson BTEC Entry Level Certificate in Principles of Business Administration (Entry 3)
Qualification Number (QN)	601/5578/4
Accreditation start date	29/01/2015
Approved age ranges	14-16 16-18 19+
Credit value	13
Assessment	Centre-devised assessment (internal assessment).
Total Qualification Time (TQT)	130
Guided learning hours	119
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow our access and recruitment policy (see <i>Section 10 Access and recruitment</i> ).
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.

## Qualification Number and qualification title

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website at: [qualifications.pearson.com/en/support/support-topics/centre-administration/information-manual.html](http://qualifications.pearson.com/en/support/support-topics/centre-administration/information-manual.html)

## Qualification objective

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The Pearson BTEC Entry Level Award in Principles of Business Administration (Entry 3) is designed to introduce learners to the basic knowledge and attitudes to enhance their employability for administrative job roles across vocational sectors. The qualification is specifically for learners who are further away from the job market and so need support to develop their ability and confidence to take on further training and learning in preparation for employment.

Learners will have the opportunity to explore the basic concepts that underpin business administration in any context, with an emphasis on communication skills, essential personal qualities and behaviours, standards of presentation, typical roles and tasks and employment rights and responsibilities.

The Pearson BTEC Entry Level Certificate in Principles of Business Administration (Entry 3) extends the work-related focus through a range of optional units to provide learners with key employability skills and further occupational knowledge to support progression into employment or further training and learning in business administration. This includes skills in using email and producing a CV, and knowledge related to using office equipment, handling mail and personal development. Learners are likely to include NEETs (those not in education, employment or training), school leavers or those intending to return to the workplace after unemployment.

## Relationship with previous qualifications

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These are new qualifications that do not replace any qualification previously offered by Pearson.

## Progression opportunities through Pearson qualifications

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Learners working towards these qualifications are likely to increase their own confidence and motivation to learn, in addition to their engagement with and interest in the administrative service sector and administration-related roles. These qualifications will support progression to further learning such as developing additional employability skills, Vocational Studies, a Traineeship programme or progression through a Level 1 qualification in a sector-specific area.

Qualifications include:

- Pearson BTEC Level 1 Award in Principles of Business Administration
- Pearson BTEC Level 1 Certificate in Principles of Business Administration.

For some learners, the Entry Level Certificate in Principles of Business Administration (Entry 3) qualification will be sufficient to give them the skills and knowledge required to obtain a job directly after completion.

## **Industry support and recognition**

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These qualifications are supported by Skills CFA, the SSC for the business skills sector.

## **Relationship with National Occupational Standards**

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These qualifications relate to the National Occupational Standards in Business and Administration. The mapping document in *Annexe A* shows the links between the units within this qualification and the National Occupational Standards.

### 3 Qualification structures

#### Pearson BTEC Entry Level Award in Principles of Business Administration (Entry 3)

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

6 credits must be achieved from the three mandatory units.

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	Y/506/9697	Introduction to Working in Business Administration	Entry 3	3	23
2	D/506/9698	Professional Behaviour in a Business Environment	Entry 3	2	19
3	H/503/2815	Investigating Rights and Responsibilities at Work	Entry 3	1	10

## Pearson BTEC Entry Level Certificate in Principles of Business Administration (Entry 3)

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

Minimum number of credits that must be achieved	13
Number of mandatory credits that must be achieved	6
Minimum number of optional credits that must be achieved	7

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	Y/506/9697	Introduction to Working in Business Administration	Entry 3	3	23
2	D/506/9698	Professional Behaviour in a Business Environment	Entry 3	2	19
3	H/503/2815	Investigating Rights and Responsibilities at Work	Entry 3	1	10
		<b>Optional units</b>			
4	R/506/9701	Understanding how to use Office Equipment	Entry 3	2	19
5	Y/506/8825	Using Email	Entry 3	1	10
6	F/505/6930	Produce a CV	Entry 3	2	20
7	Y/506/9702	Understanding how to Handle Mail	Entry 3	2	18
8	T/501/7235	Managing Own Learning	Entry 3	3	30

## 4 Assessment

The table below gives a summary of the assessment methods used in the qualifications.

Units	Assessment method
All units	Centre-devised assessment

### Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all of the unit's learning outcomes. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly, which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must meet any additional requirements given in the *Information for tutors* section of each unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to give learners realistic scenarios and to maximise the use of practical activities in delivery and assessment.

To avoid over-assessment, centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. For details please see *Section 13 Further information and useful publications*.

## 5 Recognising prior learning and achievement

### Recognition of Prior Learning

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Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) 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 at:

[qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html](http://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html)

## 6 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.

### General resource requirements

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- Centres must have appropriate physical resources (for example IT, learning materials, teaching rooms) to support delivery and assessment.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place that ensure continuing professional development (CPD) for staff delivering the qualifications.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- 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 10 Access and recruitment* and *Section 11 Access to qualifications for learners with disabilities or specific needs*. For full details of the Equality Act 2010, please go to [www.legislation.gov.uk](http://www.legislation.gov.uk)

### Specific resource requirements

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As well as the general resource requirements given above, there are specific resources that centres must provide. They are listed by unit below.

<b>Unit</b>	<b>Resources required</b>
5: Using Email	LAN with email application software or access to web-based emailing software and access to the internet; suitable software tools and equipment

## 7 Centre recognition and approval

Centres that have not previously offered Pearson 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

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All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations.

Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

## 8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC Apprenticeship ('single click' registration):
  - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions.
- 2 Delivery of the qualification outside the Apprenticeship:
  - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
  - Lead Internal Verifier accreditation – this involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, each year we will allocate a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details please see the *BTEC Quality Assurance Handbook* on our website.

## 9 Programme delivery

Centres are free to offer these qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets their learners' needs. 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.

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

- liaising with employers to make sure that a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

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

## 10 Access and recruitment

Pearson's policy regarding 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 any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

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

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

# 11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be 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.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Details on how to make adjustments for learners with protected characteristics are given in the document *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

Both documents are on our website at:

[qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html](http://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html)

# 12 Units

Units have the following sections.

## Unit title

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

## Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

## 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.

## Credit value

When a learner achieves a unit, they gain the specified number of credits.

## Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

## Unit aim

This gives a summary of what the unit aims to do.

## Essential resources

This section 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.

## 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

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

## Unit amplification

Unit amplification sets out the range of subject material required for the programme of learning 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 relevant and/or appropriate, unit amplification is informed by the underpinning knowledge and understanding requirements of related National Occupational Standards (NOS).

### Relationship between amplification and assessment criteria

Although it is not a requirement that all of the amplification is assessed, learners should be given the opportunity to cover it all. However, the indicative amplification (see below) will need to be covered in a programme of learning to enable learners to meet the standard determined in the assessment criteria.

### Legislation

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

## Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria, learning outcomes and unit amplification.
- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.



# **Unit 1: Introduction to Working in Business Administration**

**Unit reference number: Y/506/9697**

**Level: Entry 3**

**Credit value: 3**

**Guided learning hours: 23**

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## **Unit aim**

The aim of this unit is to give learners an idea of what it is like to work in business administration. Learners will be introduced to different job roles within business administration, the skills and personal qualities required to work in these roles and the tasks typically carried out in administrative job roles.

When working in business administration it is important to be able to carry out tasks as instructed. In this unit learners will develop knowledge of how to receive and use instructions to complete a range of administrative tasks and what to do if a problem arises. They will develop an appreciation of the need to clarify instructions before carrying out tasks and the importance of following instructions carefully. Learners will develop an awareness of the types of organisational procedures and the legal requirements relating to working in business administration and the importance of working within these.

## **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know the activities undertaken in an administrative job role	1.1	Identify different entry level job roles in business administration	<ul style="list-style-type: none"> <li>□ <i>Job roles in business administration:</i> job roles across different sectors and industries; job roles to include, Office Assistant, Administrative Assistant, Junior Administrator/Receptionist, Filing/Records Clerk, Team Administrator/Assistant, Mailroom Assistant</li> </ul>
		1.2	Outline the routine tasks carried out in an administrative job role	<ul style="list-style-type: none"> <li>□ <i>Administrative tasks:</i> tasks vary depending on role; typical tasks include: answering the telephone; filing and retrieving documents; producing documents using IT, e.g. letters, invoices; photocopying and collating documents; collecting, sorting and distributing mail; preparing outgoing mail; receiving visitors</li> </ul>
2	Know the skills and personal qualities needed to work in an administrative job role	2.1	Identify the skills and personal qualities needed to work in an administrative job role	<ul style="list-style-type: none"> <li>□ <i>Skills:</i> communication skills (verbal, written, non-verbal); numeracy skills; computer skills; listening skills; problem-solving skills; time management; team working skills</li> <li>□ <i>Personal qualities:</i> empathy; confidence; ability to remain calm under pressure; initiative; integrity; reliability; willingness to learn</li> <li>□ <i>Personal behaviours and attitudes:</i> politeness; friendliness; well organised; good attention to detail; punctuality; professional appearance and dress</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Know how to carry out administrative tasks	3.1	Identify ways to check instructions before carrying out tasks	<ul style="list-style-type: none"> <li>□ <i>Checking and clarifying instructions:</i> listening; questioning when unsure; repeating the instruction back; checking understanding</li> </ul>
		3.2	Outline the importance of following instructions when carrying out tasks	<ul style="list-style-type: none"> <li>□ <i>Importance of following instructions:</i> safety of self and others; meeting organisational standards; complying with legislation and regulations; meeting timescales</li> </ul>
		3.3	State what to do when a problem arises with work activities	<ul style="list-style-type: none"> <li>□ <i>Potential problems:</i> finding work difficult; equipment malfunction; customer dissatisfaction; issues with colleagues</li> <li>□ <i>Actions to take:</i> report to line manager or person requested task completion; follow specific organisational procedures</li> </ul>
		3.4	State how to complete assigned tasks	<ul style="list-style-type: none"> <li>□ <i>Completing tasks:</i> checking for accuracy; checking instructions have been followed correctly; confirming with the person requesting the task that work meets expectations</li> </ul>
4	Know the importance of following organisational procedures and legal requirements in business administration	4.1	Outline typical organisational procedures that relate to administrative tasks	<ul style="list-style-type: none"> <li>□ <i>Organisational procedures:</i> health and safety; use of equipment; organisational systems and processes, e.g. working methods and instructions; security of buildings and equipment; recycling and waste disposal; information confidentiality and security</li> </ul>
		4.2	State the legal requirements that apply to working in business administration	<ul style="list-style-type: none"> <li>□ <i>Legal requirements:</i> data confidentiality (Data Protection Act 1998); health and safety of self and others (Health and Safety at Work Act 1974); treating everyone equally and respecting diversity (Equality Act 2010)</li> </ul>
		4.3	Outline the importance of following organisational procedures and meeting legal requirements	<ul style="list-style-type: none"> <li>□ <i>Importance:</i> safety of self and others; correct use of equipment, resources and property; adhering to relevant laws and regulations; effective team working; meeting objectives; accuracy of work; appropriate methods of working; achieving targets; business reputation</li> </ul>

## Information for tutors

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### Delivery

For this unit, tuition for the learning outcomes lends itself to the use of a range of delivery approaches including discussions, workshop presentations, video clips, internet research and role-play activities, where the learner can work individually and in a group researching and gathering information about the subject.

It is encouraged that chosen methods of delivery are stimulating and engaging for learners at this level. A variety of methods would meet the varying learning styles of groups and individuals, providing learners with information that supports their achievement of this unit. Interactive software modules that specifically focus on work within a business and administration environment, may also be considered as an appropriate method of delivery, particularly where ePortfolio, eLearning or distance learning platforms are offered.

Learning outcome 1 and 2 introduces learners to the different types of entry-level job roles within business administration, the typical tasks carried out within these and the skills and personal abilities needed to work within administrative jobs. Tutors may choose to cover a range of job descriptions and organisations to provide learners with a wider scope of administrative tasks and activities. Tutors could deliver this unit holistically with employability topics by looking at a range of job vacancies for business and administration roles and encouraging learners to look at the job description and person specification (skills and abilities required) of these roles.

Learning outcome 3 introduces learners to the practicalities of carrying out and completing an administrative task. Tutor input should cover the information learners will need to obtain within a workplace in order to successfully complete work tasks. Scenarios and role can be used as an interactive activity that encourages learners to build confidence to check and clarify instructions. Learners may engage in one to one or group discussions about the process of carrying out an instruction and completing a task. Flowcharts may provide learners with a graphical representation on this process.

Tutors may choose to use aspects of the learning programme to provide learners with relevant and real circumstances where they keep others informed about progress and problems as this may happen naturally within the learning environment. Learners could be provided with questions relating to problems experienced in the workplace and could discuss solutions to resolve these, alternatively video clips of scenarios featuring business and administration type problems may provide learners with opportunities to discuss and agree what to do if these arise.

Learning outcome 4 will require tutor input to explain organisational procedures and the legal requirements relevant to the business administrative environment. Tutors may choose to relate relevant procedures and legal requirements with different administrative work tasks such as greeting visitors, storing and retrieving information and using office equipment. Learners can carry out research tasks relating to procedures and legal requirements or may explore procedures associated with the learning environment.

## Assessment

The centre will devise and mark the assessment for this unit.

This unit requires the learner to show knowledge of administrative activities, how to follow instructions and manage own work and the importance of following organisational procedures.

Learners are encouraged to relate examples more specifically to a business and administration environment to contextualise with the qualification.

Appropriate methods of assessment include written assignments, leaflets, poster presentations and discussions. If a discussion is used, evidence should be collected in the form of an audio recording or written transcript of the discussion that is sufficiently detailed to enable internal and external verification to take place. Assessors are to ensure that where discussions are assessed within a group situation, individual learners are able to meet the requirements of each assessment criteria in full. Assessment tools may also include centre-devised workbooks.

For learning outcomes 1 and 2, learners could create job advertisements for at least two different entry-level administrative job roles. For each job role, learners should give at least two related administrative tasks, at least two skills, and at least two personal abilities related to these roles (AC1.1, AC1.2 and AC2.1). Learners could be provided with a template for the advertisement to support them in completing the assessment.

For AC3.1, learners should give at least three examples of information that they will need to know in order to successfully complete an administrative task when instructed to do so. Assessment may include an observation of learners issuing instructions to peers that cover examples required to meet the required standard for this criteria.

For AC3.2, learners should give at least three examples of methods they can use to check and confirm understanding of an instruction. Assessment may include an observation of learners receiving instructions from peers that cover examples required to meet the required standard for this criteria.

For AC3.3, learners should give at least two reasons why it is important to follow instructions when completing tasks. Assessment methods may include a written statement from the learner or responses to oral questions or discussion.

For AC3.4, learners should identify at least three different types of problems that can occur with work tasks in the administrative environment and the actions that can be taken to deal with these. Assessment could come from learner responses to a range of scenarios that typically occur in the workplace. The assessment for AC3.5 could follow on from this where learners could show how they could complete the activities referenced for AC3.4. Learners should state at least two ways they could complete the stated tasks

For AC4.1 and AC4.2, learners should state at least two different procedures and two legal requirements that relate to the business administration environment. Learners are expected to state the purpose of the procedures and legal requirements. For AC4.3, learners should outline at least three reasons why it is important to follow procedures and meet legal requirements in a business and administration environment. Assessment could include written or oral responses to questions or captured within a discussion surrounding workplace procedures.

## Suggested resources

### Books

#### Tutor resources

Barker A – *Improve Your Communication Skills*, (Kogan Page, 2010)  
ISBN 9780749456276

Lapsley A – *Business and Administration Student Handbook Level 1*, (Council for Administration, 2011) ISBN 9780956773814

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

### Websites

[www.skillsca.org](http://www.skillsca.org) – the Council for Administration and download of the CfA employment rights and responsibilities workbook.

## **Unit 2: Professional Behaviour in a Business Environment**

**Unit reference number: D/506/9698**

**Level: Entry 3**

**Credit value: 2**

**Guided learning hours: 19**

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### **Unit aim**

The aim of this unit is for learners to understand how to behave professionally in a business environment.

When working in an administrative role it is important to behave professionally and meet the expectations of employers, colleagues and customers as well as have some responsibility for confidential information, and for security of either information or property.

In this unit learners will develop their knowledge of how to behave appropriately in a business environment, including the appropriate types of communication and language needed to present themselves professionally in an administrative role. Learners will learn the principles of working with others in a positive way, in terms of working effectively in their team, accepting constructive feedback, and acting in a way that shows consideration and respect for others. They will also learn about the rules of typical confidentiality and security with business environments, which are important for many administrative roles.

### **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know how to act professionally in a business environment	1.1	Outline an organisation's expectations for the conduct of its employees	<ul style="list-style-type: none"> <li>□ <i>Generally expected conduct and behaviour includes:</i> professional behaviour, e.g. positive attitude, punctual, good personal presentation and hygiene, politeness; work standard, e.g. carrying out work tasks as directed, meeting deadlines; compliance with the organisations policies and procedures, e.g. health and safety, work instructions</li> </ul>
		1.2	State how to communicate verbally with colleagues in a business environment	<ul style="list-style-type: none"> <li>□ <i>Personal behaviour:</i> being polite; tactful; not aggressive, e.g. when listening to instructions; asking and answering questions; giving relevant and appropriate answers to questions; listening and responding to feedback or requests; positive body language, e.g. good posture, eye contact; tone of voice</li> <li>□ <i>Communication:</i> situations, e.g. one-to-one discussions with colleagues, small group discussions, team meetings, taking or making telephone calls</li> </ul>
		1.3	Identify the type of language that is appropriate for different situations in the workplace	<ul style="list-style-type: none"> <li>□ <i>Workplace language:</i> polite, courteous, positive language; avoiding inappropriate or offensive language, e.g. slang, swearing</li> <li>□ <i>Informal language,</i> e.g. in friendly discussions with colleagues, unofficial emails to colleagues or workmates</li> <li>□ <i>Formal language,</i> e.g. with senior managers, customers, in meetings</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to work positively with others in a business environment	2.1	Outline how to identify own role and responsibilities in a work environment	<ul style="list-style-type: none"> <li>□ <i>Ways of identifying own role and responsibility:</i> job description and person specification; team structure on organisational charts; discussion with team manager or team leader; discussion with human resources department</li> </ul>
		2.2	Identify ways of working effectively in a team	<ul style="list-style-type: none"> <li>□ <i>Contributing to teamwork:</i> working to agreed standards; completing work on time; giving ideas and suggestions; helping others with tasks; taking part in team discussions; contributing to problem-solving and team decision-making; being reliable</li> </ul>
		2.3	Outline how to show respect and consideration for others	<ul style="list-style-type: none"> <li>□ <i>Showing respect and consideration for others:</i> politeness; giving others the opportunity to talk; being sensitive and respectful to personal and cultural differences; consideration for the views of others; accepting responsibility for mistakes and errors</li> </ul>
		2.4	Outline how to accept constructive feedback from colleagues	<ul style="list-style-type: none"> <li>□ <i>Constructive feedback:</i> specific and focused on behaviour not the person; based on observation; includes ways of making improvements</li> <li>□ <i>Accepting constructive feedback:</i> listening respectfully; asking questions to fully understand the feedback; accept the person's point of view; be open, not defensive, e.g. not arguing; thank the person for the feedback; timely follow-up with positive actions</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Know the rules that organisations have relating to confidentiality and security	3.1	Give examples of rules which relate to confidentiality and security in a business environment	<ul style="list-style-type: none"> <li>□ <i>Confidentiality</i>: types of confidential information, e.g. employee personal contact details, payment details, customer personal contact and payment details, company-sensitive information; rules relating to confidential information, e.g. not opening envelopes labelled 'confidential', not giving personal contact details over the telephone, not giving out customer information without checking first</li> <li>□ <i>Security</i>: security of information, e.g. ensuring employee or customer details are stored securely, rules regarding who is permitted to have access to confidential and company-sensitive information; security of property, e.g. ensuring all employees wear a security pass, ensuring all visitors sign in and have a badge</li> </ul>

## Information for tutors

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### Delivery

For this unit tuition for the learning outcomes lends itself to use of a range of delivery approaches including discussions, workshop presentations; video clips, internet research and role-play activities, where the learner can work individually and in a group researching and gathering information about the subject.

It is encouraged that chosen methods of delivery are stimulating and engaging for learners at this level. A variety of methods would meet the varying learning styles of groups and individuals, providing learners with information that supports their achievement of this unit. Interactive software modules that specifically focus on professional behaviours, may also be considered as an appropriate method of delivery, particularly where ePortfolio, eLearning or distance learning platforms are offered.

For learning outcome 1, tutor input on the concept of behaviours, responsibilities and basic expectations can lead to a whole group discussion where learners can contribute based on existing knowledge of the topic as well as share experiences with the group. Tutors may choose to set practical activities such as card matching games that match employee behaviours and expectations to the relevant groups. Tutors will need to confirm the accuracy of such activities and expand on responses where learning gaps are identified.

Communication-based criteria lend themselves well to the use of role-play and scenarios where learners are given the opportunity to relate their responses to professional communication in a business environment. Video clips may provide learners with opportunities to engage further with the topic and could be used to aid research for assignments during assessment. Local employers could be invited to discuss the importance of communication in the context of different administrative roles where the type of communication may vary, for example in a call centre, a receptionist or team administrator. During the discussions and exchanges it may be appropriate to encourage informal peer assessment.

Learners should be encouraged to think about the type of language they use, their body language and their tone of voice. Learners could also be encouraged to think about how they can show courtesy, or politeness, to others in the workplace. This may help to raise awareness that communication with employers, managers and customers tends to be more formal than that with peers or colleagues.

Learners may find it helpful to watch clips from videos or popular television programmes to help them understand communication techniques and the use of formal and informal language.

Learning outcome 2 provides tutors with the opportunity to raise awareness of the importance of effective team working in a business environment. Learners could draw on their own experiences of working with others and role-plays would be a good way for learners to develop their knowledge of accepting constructive feedback. Alternatively, tutors may consider using famous teams as tools for learners to research in order to establish behaviours and attitudes that have contributed to team success that can then be compared to teams within a business environment. This learning outcome lends itself well to video clips displaying productive and professional team working behaviours. Learners would benefit from

being set short team activities to highlight the importance of roles, responsibilities and teamwork. Aspects of this learning outcome could be delivered holistically with learning outcomes from units such as *Unit 3: Investigating Employment Rights and Responsibilities*.

For learning outcome 3, learners should know the typical rules relating to confidentiality and security. Learners could be encouraged to think of some details about themselves that they would not wish others to know and to reflect on how they would feel if they were to be made public. Tutors may choose to use news articles relating to high profile breaches of confidentiality and security to raise awareness of the impact confidentiality and security may have on a business if procedures are not adhered to.

## Assessment

The centre will devise and mark the assessment for this unit.

This unit requires the learner to show an understanding of expectations and behaviours. They must demonstrate ways of working with others in a business environment and gain an awareness of rules relating to confidentiality and security.

Learners are encouraged to relate examples more specifically to a business administration environment to contextualise with the qualification.

Learning outcome 1 would lend itself well to more engaging assessment methods such as posters or Apprentice/Employee charters. Workbook tasks, written assignments and discussions are more effectively applied to learning outcomes 2 and 3. Assessment tools may also include centre-devised workbooks or opportunities for learners to respond to oral or written questions relating to the assessment criteria.

Where discussion is used, evidence should be collected in the form of an audio recording or written transcript of the discussion that is sufficiently detailed to enable internal and external verification to take place. Assessors are to ensure that where discussions are assessed within a group situation, individual learners are able to meet the requirements of each assessment criteria in full.

For each part of AC1.1, learners should give two examples each of expectations regarding personal presentation, work responsibilities and compliance with organisational requirements. For AC1.2, learners should give at least three examples of how to communicate verbally with others in a business environment; these should cover both personal behaviours and communication style. For AC1.3, learners should identify the type of language that they would use for at least four different work situations relevant to an entry-level administrative role. Learners should be provided with these situations.

For AC2.1, learners should give at least two ways of identifying their own roles and responsibilities within a work environment. Assessment methods may include a written statement from the learner or responses to oral questions or discussion. Alternatively, learners may respond to workbook activities where written responses to questions are provided. For AC2.2, learners should outline at least three ways in which they could work effectively in a team. These should relate to practical approaches such as those detailed in the amplification rather than personal attitudes and skills. For AC2.3, learners should outline behaviours that demonstrate respect and consideration for others in a team. Responses to these assessment criteria should provide sufficient detail that confirms learners understand how to behave when working with others.

For AC2.4, learners should outline at least three behaviours and attitudes that demonstrate that constructive feedback is being accepted.

For AC3.1, learners must give examples of rules relating to confidentiality and security. At least two rules should be given, one relating to confidentiality and one relating to security. This criterion can be evidenced through a one-to-one discussion or question and answer session with the tutor, or through the completion of a worksheet or proforma.

## Suggested resources

### Books

Lapsley A – *Business and Administration Student Handbook Level 1*, (Council for Administration, 2011) ISBN 9780956773814

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

### Websites

[www.direct.gov.uk](http://www.direct.gov.uk) – government website including general rights and responsibilities in the workplace including rights for people with disabilities, carers, older people and young people

[www.skillsca.org](http://www.skillsca.org) – website of the Council for Administration and download of the CfA employment rights and responsibilities workbook.

[www.worketiquette.co.uk](http://www.worketiquette.co.uk) – offers clear, detailed and accurate information that can be used for the common workplace issues that can so often cause difficulty.

[www.worksmart.org.uk/career](http://www.worksmart.org.uk/career) – workSMART from the TUC (Trade Union Congress) helps today's working people get the best out of the world of work.

## **Unit 3: Investigating Rights and Responsibilities at Work**

**Unit reference number: H/503/2815**

**Level: Entry 3**

**Credit value: 1**

**Guided learning hours: 10**

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### **Unit aim**

This unit aims to provide learners with knowledge of the rights and responsibilities of employees, of how to consider the rights of others, and where in the workplace to get advice and support if problems arise.

All employees have rights and responsibilities. This unit will introduce learners to the concept of having rights at work and what their responsibilities are as an employee. Learners will explore employee rights, for example to be safe at work, to be healthy at work, to have fair pay and to be treated fairly. They will also consider the importance of respecting others in the workplace. Practical examples such as appropriate use of language and respecting people's cultures and beliefs will be discussed.

The unit goes on to explore the responsibilities that the learner has when they are employed or participating in work experience. Learning will focus around their responsibility to arrive on time, dress appropriately and complete tasks efficiently and effectively within agreed timelines.

It is very important to know who to go to for support if difficulties arise at work. Learners will research different sources of support that available to them both.

### **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know rights of employees in the workplace	1.1	Identify aspects of working life where employees have rights	<ul style="list-style-type: none"> <li>□ <i>Workplace rights</i>: own rights in the workplace e.g. salary or wages, contract for employment, termination of employment, discrimination and harassment, dealing with trouble at work, health and safety, working hours, holiday entitlement, breaks, leave entitlement, privacy of personal information (Data Protection Act)</li> </ul>
2	Know how to respect the rights of others in the workplace	2.1	Outline how the rights of others should be respected in the workplace	<ul style="list-style-type: none"> <li>□ <i>Respecting the rights of others</i>: respecting others e.g. right to express opinions and ideas, respect other cultures, religions and views, appropriate use of language, knowledge of what could offend, privacy of others' personal information</li> </ul>
3	Know employee responsibilities in the workplace	3.1	Identify responsibilities of employees in the workplace	<ul style="list-style-type: none"> <li>□ <i>Workplace responsibilities</i>: health and safety; understand what the employee is expected to do at work; punctuality; reliability; honesty; complete tasks allocated; follow instructions</li> </ul>
4	Know where to get help for problems with rights and responsibilities at work	4.1	Identify sources of help for problems with rights and responsibilities within the workplace	<ul style="list-style-type: none"> <li>□ <i>Sources of help and advice</i>: advisers e.g. line manager, human resources department, occupational health, health and safety adviser; documents e.g. policies, staff handbook, intranet, trade unions</li> </ul>

## Information for tutors

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### Delivery

The focus of this unit is on the rights and responsibilities of the individual as an employee in the workplace. Reference to corresponding employer rights and responsibilities is likely to be made in any discussion of the issues, although it does not form part of the assessment for the unit.

Although learners do not need to have access to the workplace, it would be helpful if they could relate the learning to an actual administrative workplace, either through past experience, a current job or work placement. They should have the opportunity to talk to others who have direct experience of the workplace in order to relate the theory to a real situation. They could also use role play and other simulations to increase their understanding.

Learners should be able to identify a range of areas where they have rights at work (for example right to a clean and safe workplace, to be treated fairly, to be paid a fair wage on time, not to be discriminated against on grounds of gender, sexual orientation, age, race, disability, religious beliefs). Knowledge of legislation is not required for this unit. Learners may be encouraged to gather information from a range of sources on their rights, e.g. Jobcentre Plus, Connexions, library, internet.

Learners will require an opportunity to demonstrate an understanding that their own behaviour has an effect on the rights of others. Either within a workplace setting (for example at work for those already employed or on work placement) or through simulation, learners could show that they are respecting the rights of others. This might be through speaking in a way that does not cause offence, not distracting others, respecting other people's property, not putting other people in danger, or not discriminating unfairly against people. Learners could be encouraged to find the rights and responsibilities policy for their own setting. Discussion could focus on the appropriateness of the document, for example whether it is clear, easy to read and contains appropriate images that show respect for the rights of others.

In addition to the behaviours identified above, learners will need to identify their responsibilities to an employer (for example to follow instructions, to work to the best of their ability, to be honest, to be punctual, not to waste the employer's time, to follow company or organisational procedures such as phoning when they are ill and unable to come in to work or to present themselves neatly and cleanly in the workplace). Learners with access to the workplace could supplement their evidence with a witness statement to the effect that they are behaving as a responsible employee. The statement should make clear what behaviours have been observed.

Learners only need to identify sources of support for rights and responsibilities within the workplace (for example their supervisor, the human resources department, a staff handbook). They do not need to raise actual issues or problems, only to know where they could turn should such issues arise. Speakers may be invited to share their experiences of seeking advice in the workplace.

## Assessment

The centre will devise and mark the assessment for this unit.

To achieve 1.1, learners should identify at least three different aspects of working life for which they have rights as an employee. Evidence could be presented in a range of formats, such as a poster or leaflet, a recorded discussion with the tutor or a list.

To achieve 2.1, learners should outline how the rights of others can be respected. In order to do this, learners could be provided with different scenarios or clips from a film or television programme. The clips or scenarios should highlight different situations, for example an employee dominating the conversation in a meeting or someone using offensive language. Learners could then explain how the situation could be changed to respect the rights of others.

For 3.1, learners need to identify at least three different responsibilities of employees in the workplace.

For 4.1, learners should identify three different sources of help if a problem arises with rights and responsibilities at work.

If any of the above evidence is provided as a result of discussions with the tutor, written evidence must be available for internal and external verification.

## Suggested resources

### Websites

[www.acas.org.uk](http://www.acas.org.uk) – Advisory, Conciliation and Arbitration Service: information on employer relations

[www.adviceguide.org.uk](http://www.adviceguide.org.uk) – Citizens Advice Bureau

[www.direct.gov.uk/en/Employment/Employees/index.htm](http://www.direct.gov.uk/en/Employment/Employees/index.htm) – information on rights and responsibilities

[www.direct.gov.uk/en/Governmentcitizensandrights/index.htm/](http://www.direct.gov.uk/en/Governmentcitizensandrights/index.htm/)

[www.tuc.org.uk](http://www.tuc.org.uk) – Trade Union Congress: information on employee rights

[www.worksmart.org.uk](http://www.worksmart.org.uk) – information on employee rights

# **Unit 4: Understanding how to Use Office Equipment**

**Unit reference number: R/506/9701**

**Level: Entry 3**

**Credit value: 2**

**Guided learning hours: 19**

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## **Unit aim**

All administrative roles need office equipment to carry out tasks such as producing documents, storing information and handling mail, and so it is essential to understand the purpose of office equipment and its safe and efficient use.

In this unit, learners will develop knowledge of the different types of office equipment that are available and how this equipment is used to carry out administrative tasks. They will also develop knowledge of procedures when using office equipment and the importance of following rules such as health and safety and manufacturers' instructions.

Finally, learners will explore the importance of using equipment efficiently, so that the amount of resources that are wasted is minimised.

## **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know the equipment and resources that are needed to carry out a range of routine administrative tasks	1.1	Identify different types of equipment and resources found in a business environment	<ul style="list-style-type: none"> <li>□ <i>Equipment</i>: photocopier, scanner, shredder, fax machine, franking machine, laminator, guillotine, filing cabinets</li> <li>□ <i>Resources</i>: types of resource e.g. paper, toner, operator manuals, user instructions, files</li> </ul>
		1.2	Outline the use of equipment and resources for routine administrative tasks	<ul style="list-style-type: none"> <li>□ <i>Routine administrative tasks</i>: types of task, e.g. photocopying, collating, filing, scanning, faxing documents, franking post</li> </ul>
2	Know the importance of following rules when using office equipment	2.1	Outline how to keep equipment clean, hygienic and stocked with consumables	<ul style="list-style-type: none"> <li>□ <i>Examples of general procedures for equipment include</i>: keep food and drink away from equipment; clean up spills on equipment as soon as possible; inform relevant person if the equipment malfunctions; follow manufacturers' instructions and safety guidelines; take appropriate actions to replenish consumables, e.g. inform colleague responsible, replenish items personally</li> </ul>
		2.2	Give reasons why manufacturers' instructions should be followed when using equipment	<ul style="list-style-type: none"> <li>□ <i>Purpose of instructions</i>: to use equipment correctly and safely; ensure compliance to protect the manufacturer's warranty or guarantee; staff training</li> <li>□ <i>Following instructions</i>: listening; checking when unsure; asking questions to clarify understanding; checking instructions have been carried out correctly</li> </ul>
		2.3	Outline the importance of following health and safety rules relating to the use of equipment	<ul style="list-style-type: none"> <li>□ <i>Health and safety</i>: proper use of equipment; seating; posture; lifting; identification of hazards, safe handling of consumables, following operator's manual or user's instructions</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Know how to minimise waste when using office equipment	3.1	Outline the importance of minimising waste when using office equipment	<ul style="list-style-type: none"> <li>□ <i>Keeping waste to a minimum:</i> e.g. saves money, reduces the impact of the individual and the business on the environment, improves business image</li> </ul>
		3.2	Identify how to minimise waste in a business environment	<ul style="list-style-type: none"> <li>□ <i>Ways of minimising waste:</i> copying back to back, copying with facing pages, using copy settings accurately, over-copying or over-printing, re-use non-confidential paper, recycling paper from shredding, recycling toner, recycling files; turning off electrical equipment when not needed</li> </ul>

## Information for tutors

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### Delivery

Teaching for this unit lends itself to flexible delivery approaches, including discussions, workshop presentations, video clips, internet research and observations within a simulated business environment, where the learner can work individually and in a group researching and gathering information about the subject.

Although not essential, learners may benefit from having access to typical office equipment, such as a photocopier, fax machine or franking machine, all of which will help them develop knowledge of the equipment, resources, procedures and relevant functionality.

It is encouraged that chosen methods of delivery are stimulating and engaging for learners at this level. A variety of methods would meet the varying learning styles of groups and individuals, providing learners with information to support their achievement of this unit. Interactive software modules that specifically focus on equipment within a business and administration environment, may also be considered as an appropriate method of delivery, particularly where ePortfolio, eLearning or distance learning platforms are offered.

Learning outcome 1 will introduce learners to the types of equipment and resources and the uses of these for routine administrative tasks. Visits to an office, such as the centre's own or that of a local business, would help learners investigate the types of equipment used to support business activities. Tutors and other centre staff may choose to demonstrate the uses of different types of equipment to provide learners with visual learning experiences to support the development of knowledge. Tutors may also choose to set scenario-based exercises where learners match appropriate equipment to the relevant administrative task.

Learning outcome 2 introduces learners to the importance of following procedures and instructions when using office equipment. These procedures may be in written (manuals) or audio-visual format (video clips). Tutors should use procedures generic across many business and administration environments. Learners may benefit from direct experiences of key procedures and manufacturers' instructions relating to equipment typically found in an administrative environment. Tutors may also set research tasks where learners can investigate health and safety arrangements that relate specifically to the use of equipment within a business environment. This may include providing learners with opportunities to practice using the equipment to enhance understanding of health and safety considerations.

Learning outcome 3 requires learners to understand the sustainability requirements when using office equipment. Learners should be aware of how to avoid waste when using office equipment. Delivery could be combined with that of learning outcomes 1 and 2 where requirements can be explored in line with procedures and manufacturers' instructions. Tutor input is required to introduce learners to sustainability and minimising waste. Video clips or centre-specific policies would increase learner knowledge and provide opportunities for learners to produce posters or leaflets advising peers of tips on how to reduce the use of consumables and preserve the environment. Group discussions surrounding this topic could be used to confirm understanding.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners are encouraged to relate examples more specifically to a business and administration environment to contextualise with the qualification.

Appropriate methods of assessment include written assignments, leaflets and discussions. If a discussion is used, evidence should be collected in the form of an audio recording or written transcript of the discussion that is sufficiently detailed to enable internal and external verification to take place. Assessors are to ensure that where discussions are assessed within a group situation, individual learners are able to meet the requirements of each assessment criteria in full. Assessment tools may also include centre-devised workbooks.

To achieve AC1.1, learners are expected to identify equipment and resources typically used within a business environment. At least three examples of equipment and at least three examples of resources are required. This can be evidenced through a verbal discussion or a question and answer session, or through the completion of a pro forma.

To achieve AC1.2, learners are to describe fully at least two administrative tasks, that require the use of office equipment. Responses should be assessed to include sufficient detail about the task and the appropriate equipment needed to fulfil the task. Evidence may include workbook activities, responses to written questions or oral questions.

To achieve AC2.1, learners are required to identify at least three examples of procedures relating to keeping equipment clean, hygienic and stocked with consumables. This may be evidenced through leaflets or posters created by learners that communicate procedures. Learners may choose to provide written responses within workbook activities or verbally discuss responses with the assessor.

To achieve AC2.2, learners are expected to give reasons why instructions should be followed, giving an example of at least one purpose of these instructions and at least one example of the purpose of following instructions. This may be evidenced using verbal discussions or responses to oral or written questions.

To achieve AC2.3, learners are required to demonstrate an awareness of the importance of following at least two health and safety rules when using the office equipment. Evidence may include question and answer, user guides for equipment or, practical demonstrations of equipment with verbal narrative that cover the requirements of this assessment criterion.

To achieve AC3.1, learners are required to outline the importance of minimising waste when using office equipment. Learners should include at least two reasons why this is important.

To achieve AC3.2 learners need to identify at least three separate methods for minimising waste when using office equipment.

Both assessment criteria for learning outcome 3 could be evidenced through the production of posters or leaflets advising peers of tips on how to reduce the use of consumables and preserve the environment and the importance of following these. Alternatively, learners could provide practical demonstrations of equipment with verbal narrative that cover the requirements of this assessment criterion.

## Suggested resources

### Books

Lapsley A – *Business and Administration Student Handbook Level 1*, (Council for Administration, 2011) ISBN 9780956773814

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

### Websites

[www.hse.gov.uk/pubns/indg229.pdf](http://www.hse.gov.uk/pubns/indg229.pdf) – Health and Safety Executive (HSE) publication relating to safe use of work equipment.

[www.hse.gov.uk/msd/dse/](http://www.hse.gov.uk/msd/dse/) – Health and Safety Executive (HSE) information relating to Display Screen Equipment (DSE)

[www.skillsca.org](http://www.skillsca.org) – Council for Administration and download of the CfA employment rights and responsibilities workbook.

[www.sciencealert.com.au/features/20071608-16209.html](http://www.sciencealert.com.au/features/20071608-16209.html) – 50 useful tips about reducing office waste

# Unit 5: Using Email

**Unit reference number:** Y/506/8825

**Level:** Entry 3

**Credit value:** 1

**Guided learning hours:** 10

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## Unit aim

This unit aims to enable learners to make the best use of email software to safely and securely send, receive and store messages.

The first part of the unit deals with how to compose and send email messages, focusing on how to stay safe and respect others, following guidelines and procedures. Learners will also send a file as an attachment to an email message.

The second part of the unit aims to develop learners' knowledge and skills in managing incoming email messages by reading and responding to them and understanding how to use basic tools to store them for future use.

The final part of the unit will introduce learners to common email problems and how to respond to them, as well as identifying where to get expert advice to solve a problem.

## Essential resources

For this unit centres will need to have a LAN with email application software or access to web-based emailing software and access to the internet. Centres will need the facilities to enable learners to carry out the practical aspects of the unit as defined by the content and assessment criteria. Centres will also need a range of suitable software tools and equipment to support the cohort size undertaking the units.

## Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Be able to use email software tools to send and compose messages	1.1	Use software tools to compose email messages	□ <i>Compose email messages</i> : compose, e.g. enter text
		1.2	Attach a file to an email message	□ <i>Adding an attachment</i> : attach, e.g. file
		1.3	Send and receive email messages using appropriate tools	□ <i>Send and receive email messages</i> : send, e.g. to, from, cc, subject; reply; receive, e.g. check mail, new messages, subject header
		1.4	State how to stay safe and respect others when using email	□ <i>Stay safe and respect others</i> : e.g. private information, language
2	Be able to manage incoming email	2.1	Follow guidelines and procedures for using email	□ <i>Guidelines and procedures for using email</i> : set by employer or organisation, e.g. security, copyright, password protection
		2.2	State when to respond to email messages	□ <i>Responding to email</i> : priorities; information to send; who to send it to
		2.3	Read and respond to email messages	
		2.4	Store email messages appropriately for future use	□ <i>Store email</i> : e.g. personal folders, save drafts
3	Be able to respond to common problems when using email	3.1	Respond to common email problems	□ <i>Email problems</i> : full mailbox; unknown sources, e.g. spam, junk, chain-mails, 'phishing' viruses; rejected email messages
		3.2	Identify where to get expert advice to solve a problem	□ <i>Expert advice</i> : e.g. help menus, guidelines, websites, email responses

## Information for tutors

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### Delivery

A practical approach to delivery is essential for this unit and should enable learners to develop their technical knowledge and skills. Much of the assessment evidence is likely to be produced during this process, and centres should consider what other supporting product evidence can be collected.

### Assessment

The centre will devise and mark the assessment for this unit.

Where possible a holistic approach to teaching is suggested throughout this qualification. However, this unit is task based and could prove difficult to achieve over one set context. It is envisaged that this unit be taught through various topic areas of interest to the learners.

Therefore, assessment evidence will primarily come in the form of observations although class discussions, peer assessment and other written work may be effective. It is advised that a log of evidence recorded against each assessment criterion is kept by learners. Where the assessment criteria require learners to demonstrate actions connected with email use, the evidence should show that the relevant actions have been undertaken successfully on at least two occasions, and the assessor should produce observation records that have sufficient detail to show why the assessor decided that each learning outcome had been met. Any supporting evidence in the form of written materials, documents and learner notes should be retained as part of the assessment evidence to enable internal and external quality assurance processes to be conducted.

### Suggested resources

#### Books

Dyszel B – *Outlook 2007 for Dummies*, (John Wiley & Sons, 2006)  
ISBN 9780470038307

Preppernau J and Cox J – *Microsoft® Office Outlook® 2007 Step by Step*,  
(Microsoft Press, 2007) ISBN 9780735623002

#### Websites

[www.bbc.co.uk/schools/teachers/](http://www.bbc.co.uk/schools/teachers/) – IT delivery resources and information

[www.gcflearnfree.org/email101](http://www.gcflearnfree.org/email101) – Website with learning resources for the use of email

[office.microsoft.com/en-gb/outlook-help/training-courses-for-outlook-2013-HA104032127.aspx](http://office.microsoft.com/en-gb/outlook-help/training-courses-for-outlook-2013-HA104032127.aspx) – training courses for Microsoft Outlook 2013

## **Unit 6: Produce a CV**

**Unit reference number:** F/505/6930

**Level:** Entry 3

**Credit value:** 2

**Guided learning hours:** 20

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### **Unit aim**

The aim of this unit is to introduce learners to the kind of information needed to produce a CV and for learners to develop the skills to be able to produce a CV appropriate for a job application.

A CV is often the first impression a prospective employer will have of a job applicant and therefore it is important that it is well presented with no spelling mistakes or errors. In this unit, learners will understand the purpose of a CV and the types of information that should be included. They will examine the purpose of references and, using a template, produce a CV relevant to a specific job application ensuring that it is accurate and clear.

### **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know the purpose of a CV	1.1	Outline why a CV might be used when applying for a job	<ul style="list-style-type: none"> <li>□ <i>Purpose of CV:</i> to get an interview; to record facts about a person's skills, qualifications and experience; demonstrate suitability to a potential employer for a particular job; act as a memory jogger when completing application forms; record up-to-date and relevant information</li> </ul>
2	Know information required in a CV	2.1	Identify core information needed to complete a CV	<ul style="list-style-type: none"> <li>□ <i>Core information needed to complete a CV:</i> personal details, e.g. name, address, phone number, email address; career history with dates, starting with most recent job first; personal profile to present self and qualities; relevant achievements from previous jobs; qualifications and training from previous jobs; interests and any skills or teamwork relevant for the job; extra information, e.g. reasons for a career change or reasons for gaps in career history, e.g. caring duties; references; information to leave out of a CV</li> </ul>
3	Know the purpose of a reference in a CV	3.1	Outline why a reference is needed in a CV	<ul style="list-style-type: none"> <li>□ <i>Purpose of a reference:</i> to confirm facts stated in the CV; part of the job selection process; getting prior approval to use referees</li> </ul>
		3.2	Identify suitable referees for a CV	<ul style="list-style-type: none"> <li>□ <i>Suitable referees:</i> people who can comment positively on skills/qualities in relation to the job, e.g. teachers/tutors, previous employers</li> <li>□ <i>Unsuitable referees:</i> people who may not be best placed to vouch for your skills/qualities in relation to the job, e.g. family members, friends, someone who does not know you</li> </ul>
4	Be able to produce a CV	4.1	Produce a CV appropriate for a job application using a template	<ul style="list-style-type: none"> <li>□ <i>Produce a CV:</i> tailored to meet job being applied for; use ICT to produce a neat, accurate and professional looking CV; use of template; no more than two sides of a sheet of A4 paper; be positive and emphasise achievements, strengths and successes to make a good impression</li> </ul>

## Information for tutors

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### Delivery

Tutors could start delivery of this unit by discussing with learners what a CV is and why it is used when applying for a job. Tutors could provide examples of real CVs for learners to familiarise themselves with. Learners and tutors could discuss the format of these examples and the types of information required to complete a CV.

To encourage learner engagement it is important that the learner and tutor/line manager agree that the job application, whether simulated or real, is suitable in terms of the learner's interests, personal career situation, and abilities. Any associated job application information should reflect the level of the learner. Learners should be encouraged to spend some time thinking carefully through the details they want to include in the CV and can start by jotting down notes about previous jobs, skills, qualities, experience and interests. They can then decide which points are most important and keep sentences short or use bullet points under the template headings.

Tutors must stress the importance of being accurate and honest with the information provided in a CV, and ensure learners understand the consequences of giving false or exaggerated information. Discussions on how references are used to confirm abilities and suitability for a job could be followed by learners identifying examples of suitable people they could use for a reference. Learners should also be aware that it is good etiquette to ask for people's permission to act as a referee before including their details on a CV.

A question and answer session could help learners to understand the need to present their information in a way that is clear and legible. Learners also need to recognise the importance of spelling and grammar (and the need for legible handwriting, where it is used).

### Assessment

The centre will devise and mark the assessment for this unit.

For 1.1, learners should outline two reasons why a CV might be used when applying for a job. Evidence could be presented in written format or through discussion with the tutor.

For 2.1, learners should identify core information needed to complete a CV. Learners may be guided in identifying relevant core information through group discussions, discussions with a tutor or from given information.

For 3.1, learners need to outline at least one reason why a reference is needed in a CV.

For 3.2, learners will need to identify two suitable referees for a CV.

For 4.1, learners need to produce a CV, with accurate information, appropriate for a job application. A template should be used to present the information, which needs to be clear and legible. Learners are not expected to prepare a CV without support and guidance from their tutor and may require support to understand what is and what is not relevant to include in their CV. Learners themselves must prepare the final CV, although they will have practised this in advance and discussed and agreed the information with their tutor.

## **Suggested resources**

### **Websites**

[www.alec.co.uk](http://www.alec.co.uk) – advice on writing CVs

# **Unit 7: Understanding how to Handle Mail**

**Unit reference number: Y/506/9702**

**Level: E3**

**Credit value: 2**

**Guided learning hours: 18**

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## **Unit aim**

In any business organisation, external mail will be delivered each working day and it is the responsibility of a designated administrator to ensure that this mail is dealt with effectively and efficiently. Similarly, there will be a requirement to deal with outgoing mail generated from different departments of the organisation; this mail could also include parcels. Although the amount of mail has decreased significantly with the use of electronic mail, there are still documents that have to be sent by post that need to be dealt with on a daily basis.

In this unit, learners will develop knowledge of how to deal with both incoming and outgoing mail, including sorting, distributing and dispatching items. They will explore the importance to the business of handling mail efficiently and learn about the guidelines that must be followed when handling mail, including the rules for security and confidentiality and dealing with 'junk' mail. Finally, they will investigate the problems that can arise when handling mail and how to deal with these.

## **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know why it is important for a business to handle mail efficiently	1.1	State how efficient handling of mail benefits a business	<ul style="list-style-type: none"> <li>□ <i>Types of mail</i>: internal, e.g. internal documents and files, employee information; external, e.g. letters, invoices, packages of supplies</li> <li>□ <i>Benefits of efficient handling</i>: smooth flow of information; information reaches correct person to be dealt with, e.g. customer queries, complaints, booking forms, invoices, payment; correct person receives mail on time</li> </ul>
		1.2	State how mail handling errors or delays can have a negative impact on a business	<ul style="list-style-type: none"> <li>□ <i>Negative impact of errors or delays</i>: information not received by correct person; delays in receiving information; missed deadlines; supplies, invoices or payments are not received or are received late; customer complaints; damage to the organisation's reputation</li> </ul>
2	Know the guidelines for handling mail or packages	2.1	Outline general guidelines for handling mail	<ul style="list-style-type: none"> <li>□ <i>Guidelines</i>: date stamping mail before distribution; opening and sorting according to addressee/team/department; recording mail, e.g. inward register or despatch register</li> </ul>
		2.2	Outline how to follow the rules for security and confidentiality when handling mail	<ul style="list-style-type: none"> <li>□ <i>Rules</i>: label post 'confidential' or 'personal'; delivering confidential post to named recipient; ensuring confidential post is delivered correctly; using special envelopes for confidential post; using particular postal service, e.g. recorded delivery, special delivery, courier service</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		2.3	Outline how to handle 'junk' mail	<ul style="list-style-type: none"> <li>□ <i>'Junk' mail</i>: mail not expected or requested; marketing materials to attract buyers, e.g. flyers, leaflets, postcards, samples, appeals for charities</li> <li>□ <i>General procedures include</i>: separating the mail; confirming with a supervisor or manager; disposing of unwanted mail; recycling unwanted mail</li> </ul>
3	Know how to deal with incoming mail	3.1	State how to sort and distribute incoming mail	<ul style="list-style-type: none"> <li>□ <i>Sorting</i>: sorting post according to different offices, departments, teams, individuals, date and time received</li> <li>□ <i>Distributing</i>: ensuring post is delivered to correct person; ensuring post is left in the correct place; delivering post at set times of day</li> </ul>
		3.2	Identify the possible problems with incoming mail	<ul style="list-style-type: none"> <li>□ <i>Possible problems</i>: no addressee; no postage; suspicious or damaged mail; 'junk' mail</li> </ul>
4	Know how to deal with outgoing mail	4.1	Outline the importance of collecting and sorting outgoing mail accurately and on time	<ul style="list-style-type: none"> <li>□ <i>Collecting mail</i>: collecting mail at set times; identifying mail to be collected</li> <li>□ <i>Sorting mail</i>: internal; external; size, e.g. small letter, large letter, package; weight; types of services, e.g. first class, second class, recorded delivery, special delivery, overnight post; same day deliver</li> <li>□ <i>Importance</i>: preventing delays; minimising risk of mail being dispatched to the wrong person or organisation; minimising breaches of security; saving costs incurred by mail handling errors; minimising loss of mail</li> </ul>
		4.2	State how to dispatch outgoing mail on time	<ul style="list-style-type: none"> <li>□ <i>Dispatching</i>: checking the urgency of the mailing; ensuring post is clearly and accurately labelled, ensuring post is sealed securely; completing documentation, e.g. special delivery labels, supplier-related forms; logging outgoing mail</li> </ul>

## Information for tutors

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### Delivery

Teaching for this unit lends itself to flexible delivery approaches, including discussions, workshop presentations, role-play, internet research and observations within a simulated business environment, where the learner can work individually and in a group researching and gathering information about the subject.

It is encouraged that chosen methods of delivery are stimulating and engaging for learners at this level. A variety of methods would meet the varying learning styles of groups and individuals, providing learners with information to support their achievement of this unit. Interactive software modules that specifically focus on equipment within a business and administration environment, may also be considered as an appropriate method of delivery, particularly where ePortfolio, eLearning or distance learning platforms are offered.

For learning outcome 1, it is important to introduce the different types of mail to learners. Group discussions would encourage individual contributions from learners of examples of types of mail. Learners could participate in practical activities to identify match and display examples relating to internal and external mail types. Tutor input may be required to lead discussions about the benefits of efficient mail handling and the negative impact of mail handling errors and delays on this. Learners could be encouraged to carry out internet research on the topic.

Learning outcome 2 requires learners to know guidelines typical to mail handling activities. Learners should be encouraged to select a business and administration environment and contextualise their research and learning activities around an organisation they have selected. Tutors must state that mail-handling guidelines may differ from organisation to organisation.

Tutor input regarding rules specifically relating to the security and confidentiality of mail will be required. Learners will need to learn about aspects of mail that could present a risk to security of people or information. Video clips of news articles relating to breaches of information security would increase awareness of the impact security and confidentiality issues may have on an organisation and why it is important that security rules and guidelines are followed at all times whilst handling mail. Engaging practical activities such as creating of posters or advice leaflets communicating a range of security arrangements associated with handling of mail and junk mail would provide stimulating opportunities for learners to explore the topic through research to gather information to meet each assessment criterion.

Learning outcome 3 lends itself well to role-play activities where learners can be provided with a range of mail handling scenarios including different types of mail and distribution requirements. Learners would be provided with opportunities to familiarise themselves with procedures relating to sorting, distribution and dealing with problems within a learning environment. Tutor input regarding addressees, departments and how to handle mail with particular requirements such as 'Private' and 'Confidential' would be beneficial. This could be covered during role-play activities or through engaging slide presentations, group activities or practical tasks. Tutors may choose to provide learners with matching activities where a range of problems relating to handling mail are presented to learners with a number of appropriate actions. Learners could work in groups or individually to match each problem with the most appropriate action. Tutor confirmation would be required when discussing responses.

Learning outcome 4 also provides opportunity for learning through practical mail sorting activities. Appropriate resources would be required to facilitate such a task. Tutor input would be required to explain sorting requirements and techniques, allowing learners to practise and demonstrate these within the class.

## Assessment

The centre will devise and mark the assessment for this unit.

Learners are encouraged to relate examples more specifically to a business and administration environment to support the context of the qualification.

Appropriate methods of assessment include written assignments, leaflets and discussions. If a discussion is used, evidence should be collected in the form of an audio recording or written transcript of the discussion that is sufficiently detailed to enable internal and external verification to take place. Assessors are to ensure that where discussions are assessed within a group situation, individual learners are able to meet the requirements of each assessment criteria in full. Assessment tools may also include centre-devised workbooks. Learners may choose to provide verbal narration during role-play activities that could be recorded using audio-visual equipment to capture evidence that confirms learners understand mail-handling techniques, processes and organisational procedures.

Assessment criteria AC1.1 and AC1.2 can be achieved through group discussions or through one-to-one or question and answer sessions with the tutor. Alternatively, learners could produce short written statements, perhaps by completing a pro forma.

To achieve AC1.1, learners will need to state two ways that the efficient handling of mail can benefit a business. 'Efficient' means mail is delivered on time and to the correct person.

To achieve AC1.2, learners should then state two negative effects of mail handling errors or delays.

For AC2.1, learners must describe at least three examples of mail handling guidelines typically found in a business environment. To achieve this assessment criterion, learners will need to choose a type of organisation to contextualise responses. Learner's answers must have sufficient range and breadth to meet the requirements. Responses could be assessed through verbal discussions or from written questions or assignment tasks.

To achieve AC2.2, learners are expected to state at least the purpose of three rules that relate specifically to security and confidentiality when handling mail. Learners may use the same organisation selected for AC2.1 when stating examples. Assessment methods may include advice leaflets or posters displaying the rules.

For AC2.3 learners need to describe three procedures relating to how to deal with 'junk' mail. This can be evidenced through a question and answer session or written report.

To achieve AC3.1, learner must state at least two methods to sort mail and at least two examples of how to distribute incoming mail. Responses can be assessed through verbal discussions or from written answers to questions presented within assignments or workbook activities. Assessors must ensure that all parts of this criterion are sufficiently covered within the evidence submitted for assessment.

To achieve AC3.2, learners are expected to state at least two problems that can occur when handling. Responses to oral or written questioning could be obtained as evidence of knowledge, however; learner's answers must have sufficient range and breadth to meet all requirements of this assessment criterion.

To achieve AC4.1, learners are required to cover both parts of 'collecting mail' aspect of this assessment criterion (collecting mail at set times and identifying mail to be collected) when outlining the importance of collecting and sorting mail accurately and on time. Learners are also required to outline at least two examples of sorting mail. Assessment methods may include oral or written responses to questions from the tutor or within assignments or workbooks or verbal narration from the learner whilst demonstrating a range of sorting techniques.

To achieve AC4.2, learners are required to describe at least three examples of considerations required when dispatching mail. Responses can be assessed through verbal discussions or from written questions or assignment tasks.

## Suggested resources

### Books

Barker A – *Improve Your Communication Skills*, (Kogan Page, 2010)  
ISBN 9780749456276

Lapsley A – *Business and Administration Student Handbook Level 1*, (Council for Administration, 2011) ISBN 9780956773814

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

### Websites

[www.dhl.co.uk](http://www.dhl.co.uk) – DHL, information on national and international package delivery

[www.hse.gov.uk](http://www.hse.gov.uk) – Health and Safety Executive – information on health and safety in the workplace

[www.royalmail.com](http://www.royalmail.com) – Information regarding postal services

[www.skillsca.org](http://www.skillsca.org) – The Council for Administration

# **Unit 8: Managing Own Learning**

**Unit reference number: T/501/7235**

**Level: Entry 3**

**Credit value: 3**

**Guided learning hours: 30**

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## **Unit aim**

In this unit, learners will discuss their own work skills in order to develop a realistic personal development plan. Learners will reflect on their own skills in order to identify areas for development, and they will identify sources of help and advice. They will then prepare a personal development plan with realistic targets.

In order to progress within the work environment, a learner must be able to identify what skills they have already acquired that are relevant to employment and what skills need to be developed. Learners will need to identify sources of help and advice to support the development of skills not acquired. This may include talking to employees within the business environment or researching relevant websites. Using the information gathered from the research undertaken learners will then be able to develop a personal development plan. It is anticipated that learners will need guidance to achieve this outcome successfully.

## **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Be able to identify own work skills	1.1	Carry out a self-assessment of own work skills	<ul style="list-style-type: none"> <li>□ <i>Skills check</i>: self-assessment; awareness of life skills, e.g. organising activities for friends, family; awareness of interpersonal and communication skills; identifying strengths and weaknesses; importance of learning from mistakes; identifying skills gaps; feedback from others</li> </ul>
2	Be able to identify areas for development	2.1	Identify areas for development	<ul style="list-style-type: none"> <li>□ <i>Development opportunities</i>: work-based training; college-based training; on the job training; work shadowing; mentoring; own research; taking on new challenges</li> </ul>
		2.2	List sources of help and advice	<ul style="list-style-type: none"> <li>□ <i>Sources of help and advice</i>: in college – tutor, careers adviser; in work – supervisor, human resources adviser, colleagues; Learndirect</li> </ul>
3	Be able to prepare a realistic personal development plan	3.1	With guidance, prepare a personal development plan	<ul style="list-style-type: none"> <li>□ <i>Planning work</i>: work plans – discussing with supervisor/tutor, agreeing and amending, objectives, deadlines, timescales, prioritising, need for flexibility; revising plans – preventing problems, informing others of progress</li> <li>□ <i>Setting targets</i>: identifying targets, timeframe, priorities, standards, opportunities, training needed; how to measure achievement</li> <li>□ <i>Preparing personal development plan</i>: skills, knowledge and abilities; personal strengths and weaknesses; action points, completion times, extra information/training/resources required; checking progress</li> </ul>

## Information for tutors

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### Delivery

This unit may build on work that the learner has already carried out on records of achievement or during job interviews. However, the unit should be taught in the context of the vocational sector being studied, so that learners can explore their potential in the sector. Alternatively, if this unit is used for induction purposes, or as a taster, a number of sectors could be explored.

A key aim of this unit is to match individual strengths to sector-specific job, roles and/or ambitions. Learners should be encouraged to identify any administrative skills they already have. Any prior experience or knowledge of different types of administrative roles would be useful for learners to share with each other. The internet will also be a great source of information about careers and skills focus, but should be used carefully.

Although this unit is designed to allow learners freedom of choice it should be remembered that a key outcome is to reflect on personal strengths and weaknesses related to the business administration sector.

Learners could access careers advice from Learndirect ([www.learndirect.co.uk](http://www.learndirect.co.uk)) to help them begin their personal development plan. Understanding the need for goal setting and the difference between medium-term and short-term goals could be explored through a question and answer session.

Learners at this level may need support in identifying and setting targets for themselves for learning outcome 3. This may be achieved through one-to-one discussions or tutorial.

### Assessment

The centre will devise and mark the assessment for this unit.

The assessment criteria for this unit may be combined into one assignment task as a personal development plan for the learner. This may take the form of a loose-leaf folder.

Assessment criterion 1.1 could be met through group discussions or one-to-one discussions with the tutor in order for learners to identify their own work skills.

To meet AC2.1 and AC2.2, learners will need to provide evidence of their research into their own areas for development. This may be supplemented with leaflets, downloads from websites, documentation from tutorials/discussions with tutors or careers advisers.

To meet AC3.1, learners should prepare a personal development plan. Learners need to discuss their plan and receive guidance. This should preferably be with a careers professional such as a careers adviser, although if this is impractical, one-to-one discussion with the learner's tutor is acceptable. The plan should identify one medium-term and two short-term goals. These goals should be realistic.

## Suggested resources

### Websites

[www.skillsfca.org](http://www.skillsfca.org) – Council for Administration

[www.direct.gov.uk/en/youngpeople/index.htm](http://www.direct.gov.uk/en/youngpeople/index.htm) – Advice for 13-19 age group, including advice on learning and career

[www.learndirect.co.uk](http://www.learndirect.co.uk) – Advice on careers and skills development

## 13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- BTEC: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- Pearson Work Based Learning and Colleges: [qualifications.pearson.com](http://qualifications.pearson.com)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *UK Quality Vocational Assurance Handbook* (Pearson).

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are available on our website at [qualifications.pearson.com/en/support/support-topics.html](http://qualifications.pearson.com/en/support/support-topics.html)

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to [qualifications.pearson.com/en/support/published-resources.html](http://qualifications.pearson.com/en/support/published-resources.html)

### 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 at:

[qualifications.pearson.com/en/support/published-resources.html](http://qualifications.pearson.com/en/support/published-resources.html)

## 14 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: [qualifications.pearson.com/en/support/training-from-pearson-uk.html](http://qualifications.pearson.com/en/support/training-from-pearson-uk.html).

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 at: [qualifications.pearson.com/en/support/training-from-pearson-uk.html](http://qualifications.pearson.com/en/support/training-from-pearson-uk.html). 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: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)

### 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 – at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- **Ask the Expert:** submit your question online to our Ask the Expert online service [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html) and we will make sure your query is handled by a subject specialist.

## Annexe A

### Mapping with National Occupational Standards

The grid below maps the knowledge covered in the Pearson BTEC Entry Level Award and Certificate in Principles of Business Administration (Entry 3) against the underpinning knowledge of the National Occupational Standards in Business and Administration (January 2013). Centres can use this mapping when planning holistic delivery and assessment activities.

#### KEY

# indicates partial coverage of knowledge in the NOS unit

A blank space indicates no coverage of the knowledge

		BTEC Specialist units							
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
NOS									
CFABAA231	Use office equipment				#				
CFABAA612	Handle mail							#	
CFABAA613	Understand how to communicate in a business environment		#						
CFABAA624	Accept instructions to manage and improve own performance in a business Environment	#							#
CFABAG1210	Work with other people in a business environment	#	#	#					
CFABAG125	Contribute to solving business problems	#		#	#	#		#	

**April 2017**

**For information about Edexcel, BTEC or LCCI qualifications visit [qualifications.pearson.com](http://qualifications.pearson.com)**

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