

Edexcel BTEC Level 2 and 3 Awards/Certificates in Principles of Business and Administration (QCF)

Specification

BTEC specialist qualifications

Issue 4

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This specification is Issue 4. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website:
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BTEC Specialist qualification titles covered by this specification

Edexcel BTEC Level 2 Award in Principles of Business and Administration (QCF)

Edexcel BTEC Level 2 Certificate in Principles of Business and Administration (QCF)

Edexcel BTEC Level 3 Award in Principles of Business and Administration (QCF)

Edexcel BTEC Level 3 Certificate in Principles of Business and Administration (QCF)

These qualifications have been accredited to the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website www.education.gov.uk/. The QCF Qualifications Number (QN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

The Qualification Numbers for the qualifications in this publication are:

Edexcel BTEC Level 2 Award in Principles of Business and Administration (QCF)	501/0397/0
Edexcel BTEC Level 2 Certificate in Principles of Business and Administration (QCF)	500/9632/1
Edexcel BTEC Level 3 Award in Principles of Business and Administration (QCF)	500/9996/6
Edexcel BTEC Level 3 Certificate in Principles of Business and Administration (QCF)	500/9549/3

These qualification titles will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

The Edexcel BTEC Level 2 and Level 3 Certificates in Principles of Business and Administration (QCF) are accredited by Ofqual as being part of Apprenticeships.

The Edexcel BTEC Level 2 and Level 3 Awards in Principles of Business and Administration (QCF) are accredited by Ofqual as being Stand Alone.

Welcome to BTEC Level 2 and 3 Awards and Certificates in Principles of Business and Administration (QCF)

We are delighted to introduce our new qualifications, which will be available for teaching from August 2010. These qualifications have been revised and conform with the requirements of the new QCF (Qualifications and Credit Framework).

Focusing on the BTEC Level 2 and 3 Awards and Certificates in Principles of Business and Administration

These qualification are designed to allow learners to develop their knowledge and understanding of working in a business and administration environment.

The Level 2 and 3 Awards provide learners with an introduction to the Business and Administration environment, and will give them the opportunity to develop essential knowledge such as covering personal responsibilities, working with and supervising others, managing information and producing documents and providing and maintaining administrative services.

In the Level 2 and 3 Certificates, learners have a choice of optional units covering more specialist areas such as innovation and change, budgeting, project management, or working in public services, which will allow them to tailor the qualification to their own needs.

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to easily fit into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and student needs — **in this case the Council for Administration**. Many industry and professional bodies offer successful BTEC students exemptions for their own accredited qualifications.

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Edexcel vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

Contents

What are BTEC Level 2 and 3 Specialist qualifications?	1
Edexcel BTEC Level 2 and 3 Awards	2
Edexcel BTEC Level 2 and 3 Certificates	2
Key features of the Edexcel BTEC Level 2 and 3 Awards and Certificates in Principles of Business and Administration	2
National Occupational Standards	3
Rules of combination	4
Rules of combination for the Edexcel BTEC Level 2 and 3 BTEC Awards/Certificates in Principles of Business and Administration (QCF) qualifications	4
Edexcel BTEC Level 2 Award in Principles of Business and Administration (QCF)	5
Edexcel BTEC Level 2 Certificate in Principles of Business and Administration (QCF)	6
Edexcel BTEC Level 3 Award in Principles of Business and Administration (QCF)	7
Edexcel BTEC Level 3 Certificate in Principles of Business and Administration (QCF)	8
Assessment	9
Quality assurance of centres	11
Approval	12
Quality Assurance Guidance	12
Programme design and delivery	13
Mode of delivery	13
Resources	13
Delivery approach	14
Additional and specialist learning	14
Functional skills	14

Access and recruitment	15
Restrictions on learner entry	16
Access arrangements and special considerations	16
Recognition of Prior Learning	16
Unit format	17
Unit title	17
Unit code	17
QCF level	17
Credit value	17
Guided learning hours	17
Unit aim and purpose	17
Unit introduction	18
Learning outcomes	18
Assessment criteria	18
Unit content	18
Essential guidance for tutors	19
Units	21
Unit 1: Principles of Personal Responsibilities and Working in a Business Environment	23
Unit 2: Principles of Providing Administrative Services	35
Unit 3: Principles of Managing Information and Producing Documents	47
Unit 4: Principles of Supporting Change in a Business Environment	57
Unit 5: Principles of Supporting Business Events	63
Unit 6: Principles of Maintaining Stationery Stock	69
Unit 7: Building Working Relationships with Customers	77
Unit 8: Principles of Working in the Public Sector	83
Unit 9: Principles of Personal Responsibilities and How to Develop and Evaluate own Performance at Work	91
Unit 10: Principles of Working with and Supervising Others in a Business Environment	103
Unit 11: Principles of Managing Information and Producing Documents in a Business Environment	111
Unit 12: Principles of Providing and Maintaining Administrative Services	121
Unit 13: Principles of Project Management	133

Unit 14: Principles of Budgets in a Business Environment	141
Unit 15: Principles of Contributing to Innovation and Change	151
Unit 16: Principles of Working in the Public Sector	157
Further information	167
Useful publications	167
How to obtain National Occupational Standards	167
Professional development and training	168
Annexe A	169
The Edexcel/BTEC qualification framework for the Business and Administration and Team Leading and Management sector	169
Annexe B	173
Wider curriculum mapping	173
Annexe C	175
National Occupational Standards/mapping with NVQs	175
Annexe D	183
Annexe E	187
Unit mapping overview	187
Annexe F	191
Glossary of Accreditation Terminology	191
Annexe G	193
BTEC Specialist and Professional qualifications	193

What are BTEC Level 2 and 3 Specialist qualifications?

BTEC Specialist qualifications are qualifications at Entry Level to Level 3 in the Qualifications and Credit Framework (QCF) and are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Specialist qualifications provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of BTEC Specialist qualifications are recognised as the knowledge components of Apprenticeships Frameworks. They attract achievement and attainment table points that equate to similar-sized general qualifications.

On successful completion of a BTEC Specialist qualification, learners can progress to or within employment and/or continue their study in the same, or related vocational area.

Care needs to be exercised when registering learners as the titling conventions and titles for the revised QCF versions of the BTEC Level 2 Firsts and BTEC Level 3 Nationals have changed.

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the framework will have a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

The credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Edexcel BTEC Level 2 and 3 Awards

The Edexcel BTEC Level 2 and 3 Awards provide an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector.

Edexcel BTEC Level 2 and 3 Certificates

The BTEC Level 2 and 3 Certificates extend the work-related focus from the Edexcel BTEC Level 2 and 3 Awards (QCF) and cover some of the knowledge and practical skills required for a particular vocational sector.

The Edexcel BTEC Level 2 and 3 Certificates offer an engaging programme for those who are clear about the vocational area they want to learn more about. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners' the Edexcel BTEC Level 2 and 3 Certificates can extend their knowledge and understanding of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

Key features of the Edexcel BTEC Level 2 and 3 Awards and Certificates in Principles of Business and Administration

The Edexcel BTEC Level 2 and 3 Awards and Certificates in Principles of Business and Administration have been developed to give learners the opportunity to:

- develop essential knowledge and understanding for work in the business and administration sector
- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life, such as communication and team working skills
- achieve a nationally recognised Level 2 or 3 vocationally-related qualification
- progress to employment in a business and administration environment
- progress to related general and/or vocational qualifications.

The Level 2 and 3 BTEC Certificates in Principles of Business and Administration give learners the opportunity to specialise in particular areas of administration, such as event management, contributing to change and innovation, or working in public services.

National Occupational Standards

Where relevant, Edexcel BTEC Level 2 and 3 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Edexcel BTEC Level 2 and 3 (QCF) qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS in *Annexe C*.

The Edexcel BTEC Level 2 and 3 Awards and Certificates Diploma in Principles of Business and Administration relates to the following NOS:

Business and Administration

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications within the QCF have rules of combination.

Rules of combination for the Edexcel BTEC Level 2 and 3 BTEC Awards/Certificates in Principles of Business and Administration (QCF) qualifications

When combining units for Edexcel BTEC Levels 2 and 3 Awards and Certificates in Principles of Business and Administration, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Edexcel BTEC Level 2 Award in Principles of Business and Administration (QCF)

- 1 Qualification credit value: a minimum of 11 credits.
- 2 Learners must take three mandatory units – 11 credits.
- 3 All credits must be achieved from the units listed in this specification.

Edexcel BTEC Level 2 Certificate in Principles of Business and Administration (QCF)

- 1 Qualification credit value: a minimum of 13 credits.
- 2 Learners must take three mandatory units – 11 credits.
- 3 Learners must achieve at least two credits from the optional units.
- 4 All credits must be achieved from the units listed in this specification.

Edexcel BTEC Level 3 Award in Principles of Business and Administration (QCF)

- 1 Qualification credit value: a minimum of 12 credits.
- 2 Learners must take three mandatory units – 12 credits.
- 3 All credits must be achieved from the units listed in this specification.

Edexcel BTEC Level 3 Certificate in Principles of Business and Administration (QCF)

- 1 Qualification credit value: a minimum of 17 credits.
- 2 Learners must take four mandatory units – 15 credits.
- 3 Learners must achieve at least two credits from the optional units.
- 4 All credits must be achieved from the units listed in this specification.

Edexcel BTEC Level 2 Award in Principles of Business and Administration (QCF)

The Edexcel BTEC Level 2 Award in Principles of Business and Administration (QCF) is a 11-credit and 88 guided learning hour (GLH) qualification that consists of three mandatory units.

Edexcel BTEC Level 2 Award in Principles of Business and Administration			
Unit	Mandatory units	Credit	Level
1	Principles of Personal Responsibilities and Working in a Business Environment	4	2
2	Principles of Providing Administrative Services	4	2
3	Principles of Managing Information and Producing Documents	3	2

The units in this qualification may be assessed either through a portfolio of evidence or through an onscreen multiple-choice test.

Edexcel BTEC Level 2 Certificate in Principles of Business and Administration (QCF)

The Edexcel BTEC Level 2 Certificate in Principles of Business and Administration (QCF) is a 13-credit and 104-108 guided learning hour (GLH) qualification that consists of three mandatory units **plus** optional units that provide for a combined total of 2 credits.

Edexcel BTEC Level 2 Certificate in Principles of Business and Administration			
Unit	Mandatory units	Credit	Level
1	Principles of Personal Responsibilities and Working in a Business Environment*	4	2
2	Principles of Providing Administrative Services*	4	2
3	Principles of Managing Information and Producing Documents*	3	2
Unit	Optional units		
4	Principles of Supporting Change in a Business Environment*†	1	2
5	Principles of Supporting Business Events*	1	2
6	Principles of Maintaining Stationery Stock	1	2
7	Building Working Relationships with Customers	2	2
8	Principles of Working in the Public Sector†	5	2
13	Principles of Project Management	2	3
14	Principles of Budgets in a Business Environment*	2	3
15	Principles of Contributing to Innovation and Change†	2	3
16	Principles of Working in the Public Sector†	7	3

*These units may be assessed either through a portfolio of evidence or through an onscreen multiple-choice test.

† These units are forbidden combinations:

Either Unit 4 or Unit 15 can be taken, but not both.

Either Unit 8 or Unit 16 can be taken, but not both.

Edexcel BTEC Level 3 Award in Principles of Business and Administration (QCF)

The Edexcel BTEC Level 3 Award in Principles of Business and Administration is a 12-credit and 96 guided learning hour (GLH) qualification that consists of three mandatory units.

Edexcel BTEC Level 3 Award in Principles of Business and Administration			
Unit	Mandatory units	Credit	Level
9	Principles of Personal Responsibilities and how to Develop and Evaluate own Performance at Work	4	3
11	Principles of Managing Information and Producing Documents in a Business Environment	4	3
12	Principles of Providing and Maintaining Administrative Services	4	3

The units in this qualification may be assessed either through a portfolio of evidence or through an onscreen multiple-choice test.

Edexcel BTEC Level 3 Certificate in Principles of Business and Administration (QCF)

The Edexcel BTEC Level 3 Certificate in Principles of Business and Administration is a 17-credit and 136 guided learning hour (GLH) qualification that consists of four mandatory units **plus** optional units that provide for a combined total of 2 credits.

Edexcel BTEC Level 3 Certificate in Principles of Business and Administration			
Unit	Mandatory units	Credit	Level
9	Principles of Personal Responsibilities and how to Develop and Evaluate own Performance at Work*	4	3
10	Principles of Working with and Supervising Others in a Business Environment*	3	3
11	Principles of Managing Information and Producing Documents in a Business Environment*	4	3
12	Principles of Providing and Maintaining Administrative Services	4	3
Unit	Optional units		
4	Principles of Supporting Change in a Business Environment*†	1	2
6	Principles of Maintaining Stationery Stock	1	2
7	Building Working Relationships with Customers	2	2
8	Principles of Working in the Public Sector†	5	2
13	Principles of Project Management*	2	3
14	Principles of Budgets in a Business Environment*	2	3
15	Principles of Contributing to Innovation and Change†	2	3
16	Principles of Working in the Public Sector†	7	3

*These units may be assessed either through a portfolio of evidence or through an onscreen multiple-choice test.

† These units are forbidden combinations:

Either Unit 8 or Unit 16 can be taken, but not both.

Assessment

These qualifications have the option of being assessed through on screen multiple choice tests, a portfolio of evidence or a combination of both. No other form of assessment is available for these qualifications.

The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

Each of the units within the qualifications has specified assessment criteria. The overall grading in this qualification is a pass, based upon the successful completion of the external assessment(s) or a portfolio of evidence.

External assessments using on screen multiple choice tests assess all of the learning outcomes in selected units and meet the standard determined by the specified assessment criteria in these units.

All of the content in each unit that is being assessed by onscreen multiple choice tests is mandatory. Therefore tutors must ensure that learners have covered all the content before sitting any external test.

Information relating to external assessments can be found in the *Centre Guidance for Tested Vocational Qualifications* which can be found on Edexcel website (www.edexcel.com/quals/specialist/principles-bus-admin-lvl2/pages.default.aspx)

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

In the Edexcel Level 2 and 3 BTEC Awards and Certificates in Principles of Business and Administration (QCF), the following units can be externally assessed by on screen multiple choice tests:

The Edexcel BTEC Level 2 Award and Certificate in Principles of Business and Administration (QCF)

Unit 1: Principles of Personal Responsibilities and Working in a Business Environment

Unit 2: Principles of Providing Administrative Services

Unit 3: Principles of Managing Information and Producing Documents

Unit 4: Principles of Supporting Change in a Business Environment

Unit 5: Principles of Supporting Business Events

Unit 14: Principles of Budgets in a Business Environment

The Edexcel BTEC Level 3 Award and Certificate in Principles of Business and Administration (QCF)

Unit 9: Principles of Personal Responsibilities and How to Develop and Evaluate Own Performance at Work

Unit 10: Principles of Working with and Supervising Others in a Business Environment

Unit 11: Principles of Managing Information and Producing Documents in a Business Environment

Unit 12: Principles of Providing and Maintaining Administrative Services

Unit 4: Principles of Supporting change in a Business Environment

Unit 13: Principles of Project Management

Unit 14: Principles of Budgets in a Business Environment

All assessments created by centres for the development of portfolio evidence should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, which may include performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignment briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In the Edexcel BTEC Level 2 and 3 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Edexcel BTEC Level 2 and 3 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering the Edexcel BTEC Level 2 and 3 Awards/Certificates in Principles of Business and Administration (QCF) must be committed to ensuring the quality of the units and qualifications they deliver.

The Edexcel quality assurance processes for these qualifications will depend on the method of assessment chosen by the centre.

Centre quality assurance and assessment is monitored and guaranteed by Edexcel through the quality review process.

For centres choosing to assess the qualification purely by on screen multiple choice tests the Edexcel quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for the Edexcel BTEC Level 2 and/or 3 qualifications and units.

For centres choosing to assess the qualifications by a portfolio of evidence or a combination of a portfolio and onscreen multiple-choice tests the Edexcel quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for the Edexcel BTEC Level 2 and 3 qualifications and units
- **compulsory** Edexcel-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system
- quality review of the centre verification practice
- centre risk assessment by Edexcel of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

For centres using the Edexcel Level 2 and 3 BTEC Certificates in Principles of Business and Administration (QCF) qualifications as components of Apprenticeships the Edexcel quality-assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Guidance

Details of quality assurance for the Edexcel BTEC Level 2-3 qualifications are set out in centre guidance which is published on our website (www.edexcel.com).

Programme design and delivery

Mode of delivery

Edexcel does not normally define the mode of delivery for Edexcel BTEC Entry to Level 3 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Edexcel BTEC Level 2 and 3 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Learning resources also need to support the delivery of the programme and the assessment of the learning outcomes using multiple choice questions. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Edexcel BTEC Level 2 and 3 qualifications, the mode of delivery and assessment through multiple choice questions. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

All of the content in each externally assessed unit is mandatory. Therefore tutors must ensure that learners have covered all the content before sitting any external test.

Additional and specialist learning

Additional and Specialist Learning (ASL) consists of accredited qualifications at the same level as, or one level above a 14-19 Diploma course of study, which have been approved under Section 96 of the Learning and Skills Act 2000. The ASL may include BTEC qualifications which are also available to learners not following a 14-19 Diploma course of study.

ASL qualifications are listed on the 14-19 Diploma Catalogue which is available on the Register of Regulated Qualifications (www.ofqual.gov.uk). The catalogue will expand over time as more qualifications are accredited and approved.

Centres undertaking, or preparing to undertake, ASL should refer regularly to the Edexcel website for information regarding additions and the 14-19 Diploma Catalogue for the latest information.

Functional skills

Edexcel Level 2 and 3 BTEC Specialist qualifications give learners opportunities to develop and apply functional skills. Functional skills are, however, not required to be achieved as part of the BTEC Specialist qualification(s) rules of combination. Functional skills are offered as stand-alone qualifications.

Access and recruitment

Edexcel's policy regarding access to its 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 wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Edexcel BTEC Level 2 Award and Certificate in Principles of Business and Administration are accredited on the QCF for learners aged 14 and above.

The Edexcel BTEC Level 3 Award and Certificate in Principles of Business and Administration are accredited on the QCF for learners aged 16 and above.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to police checks.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website (www.edexcel.com). This policy replaces the previous Edexcel policy (Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

Recognition of Prior Learning

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.

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, 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. Provided that 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.

Unit format

All units in the Edexcel BTEC Level 2 and 3 Specialist qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit code

Each unit is assigned a QCF unit code that appears with the unit title on the National Database of Accredited Qualifications.

QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of practice multiple choice questions, assignments or homework where the learner is not present.

Unit aim and purpose

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.

- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

Units

Unit 1: Principles of Personal Responsibilities and Working in a Business Environment	23
Unit 2: Principles of Providing Administrative Services	35
Unit 3: Principles of Managing Information and Producing Documents	47
Unit 4: Principles of Supporting Change in a Business Environment	57
Unit 5: Principles of Supporting Business Events	63
Unit 6: Principles of Maintaining Stationery Stock	69
Unit 7: Building Working Relationships with Customers	77
Unit 8: Principles of Working in the Public Sector	83
Unit 9: Principles of Personal Responsibilities and How to Develop and Evaluate own Performance at Work	91
Unit 10: Principles of Working with and Supervising Others in a Business Environment	103
Unit 11: Principles of Managing Information and Producing Documents in a Business Environment	111
Unit 12: Principles of Providing and Maintaining Administrative Services	121
Unit 13: Principles of Project Management	133
Unit 14: Principles of Budgets in a Business Environment	141
Unit 15: Principles of Contributing to Innovation and Change	151
Unit 16: Principles of Working in the Public Sector	157

Unit 1: Principles of Personal Responsibilities and Working in a Business Environment

Unit code: L/601/7638

QCF Level 2: BTEC Specialist

Credit value: 4

Guided learning hours: 32

Unit aim

This unit is about understanding employment rights, health, safety and security, how to work with others and how to manage and improve own work in a business environment.

Unit introduction

Every business organisation has a structure requiring administrative support to enable it to work efficiently and effectively. It is important for learners to understand the business environment in which they work, particularly in relation to organisational procedures. In this unit learners will examine the legal responsibilities of both the employer and employee in matters relating to health, safety and security of the work environment, maintaining the safety of equipment and working areas, and preventing risks to themselves and others. Learners will also explore the typical career structures open to those working in business and administration and their personal responsibilities at work.

All employees should have a good understanding of contracts of employment. In this unit learners will examine a contract of employment to develop their understanding of the various clauses usually contained within a contract, and will gain an awareness of employment legislation relating to equal opportunities issues of equality and diversity, and employee rights and responsibilities.

Understanding how to communicate and work with others are key roles for all administrators. It is important for learners to understand how good working relationships ensure an efficient workflow. They will investigate how to work with others and support colleagues, considering the sorts of behaviours necessary to do so effectively.

Learners will also consider the guidelines and procedures administrators follow and why these are important. They will be able to identify methods for planning own work, ways for improving own performance, and sources of help available to enable them sort out any problems that may arise at work. This unit will also enable learners to investigate different types of career pathways open to them.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Know the employment rights and responsibilities of the employee and employer</p>	<p>1.1 Identify the main points of contracts of employment</p> <p>1.2 Identify the main points of legislation affecting employers and employees</p> <p>1.3 Identify where to find information on employment rights and responsibilities both internally and externally</p> <p>1.4 Describe how representative bodies can support the employee</p> <p>1.5 Identify employer and employee responsibilities for equality and diversity in a business environment</p> <p>1.6 Explain the benefits of making sure equality and diversity procedures are followed in a business environment</p>
<p>2 Understand the purpose of health, safety and security procedures in a business environment</p>	<p>2.1 Identify employer and employee responsibilities for health, safety and security in a business environment</p> <p>2.2 Explain the purpose of following health, safety and security procedures in a business environment</p> <p>2.3 Identify ways of maintaining a safe and secure environment in a business environment</p>
<p>3 Understand how to communicate effectively with others</p>	<p>3.1 Describe different methods of communication</p> <p>3.2 Explain how to choose the most appropriate method of communicating with others</p> <p>3.3 Describe ways of actively listening</p>

Learning outcomes	Assessment criteria
<p>4 Understand how to work with and support colleagues</p>	<p>4.1 Explain the purpose of agreeing standards for own work with others</p> <p>4.2 Explain the purpose of taking on new challenges and adapting to change</p> <p>4.3 Explain the purpose of treating others with honesty and consideration</p>
<p>5 Know how to plan own work and be accountable to others</p>	<p>5.1 Explain the purpose of meeting work standards and deadlines when completing tasks</p> <p>5.2 Identify ways of planning own work</p> <p>5.3 Compare ways of keeping other people informed about progress</p>
<p>6 Understand the purpose of improving own performance in a business environment and how to do so</p>	<p>6.1 Explain the purpose of continuously improving own performance in a business environment</p> <p>6.2 Describe ways of improving own performance in a business environment</p> <p>6.3 Identify different types of career pathways that are available</p>
<p>7 Understand the types of problems that may occur in a business environment and how to deal with them</p>	<p>7.1 Identify the types of problems that may occur in a business environment</p> <p>7.2 Explain ways of dealing with problems that may occur in a business environment</p> <p>7.3 Recognise how and when to refer problems to relevant colleagues</p>

Unit content

This content has been written in an expanded format to facilitate both a multiple choice test (MCQ) and portfolio assessment. Learners presenting work for portfolio assessment are not expected to evidence all of the bracketed content. Learners who opt for MCQ assessment could be tested on any part of this content.

1 Know the employment rights and responsibilities of the employee and employer

Contract of employment: main points (pay, working hours, holidays, sickness, notice period)

Main points of legislation affecting employers: equal opportunities, Sex Discrimination Act 1975/86, Race Relations Act 1976 (unlawful to discriminate directly or indirectly on the grounds of gender, marriage, race, colour, nationality, ethnic or national origins; this applies to a person who is an employee and to any person who is a job applicant); Disability Discrimination Act 1995 (unlawful to discriminate against current or prospective employees who have a disability or who have had a disability in the past, employer has duty to make reasonable adjustments); Working Time Regulations 2007 (entitlement to paid annual leave); Equal Pay Act 1970 (work of 'equal value' must be paid at same rate for men and women); Employment Equality (Age) Regulations 2006 (default retirement age at 65 with statutory right for individuals to request postponement of retirement beyond age 65)

Main legislation affecting employees: rights to time off (annual leave, paternity/maternity leave, absences, sickness and statutory sickness pay, trade union or staff association representation); working hours; flexible working; minimum wage; redundancy; unfair dismissal; grievance procedure; exemptions (some exemptions exist for very specific situations); terms and conditions of their employment (written statement of key terms and conditions within two months of starting work, providing the contract is to last for more than one month); Employment Act 2002 (to help parents balance work and family commitments)

Internal sources of information and support: staff manual/hand book, Trade Unions, staff associations; sources of help (line manager, organisation's human resources staff, organisation's grievance procedures); main representative bodies (trade unions, staff associations)

External sources of information and support: ACAS, Business Link, Citizens Advice Bureau, The Work Foundation, BIS; sources of employment rights information (government websites, ACAS website, Citizens' Advice Bureaux)

Role of employees' representative bodies: to negotiate terms of employment; to protect interests of employees; to provide legal assistance and advice to employees; to combat bullying (offensive, intimidating, malicious or insulting behaviour, an abuse or misuse through means intended to undermine, humiliate, denigrate or injure recipient)

Employer responsibilities for equality and diversity: policies and procedures; role of the The Equality and Human Rights Commission (EHRC) (promotes equality and to tackle and eliminate discrimination in relation to gender, gender reassignment, religion, belief, disability, sexual orientation, age or race, and to promote human rights)

Employee responsibilities for equality and diversity: liability for causing offence; sensitivity to people's individual needs (observation, listening, checking particular requirements in advance (diet, mobility)); respect for others' abilities, background, values, customs and beliefs (open mindedness, learning about different cultures, avoiding assumptions over customs and beliefs, building working relationships through focusing on shared objectives)

Benefits of equality and diversity procedures: benefits to employees (improved staff morale, staff know they are being treated fairly) benefits to organisation; (range of perspectives, values and skills, valuable in teams to ensure decisions are viewed from a range of perspectives, to be representative of community, to create ideas, recruiting by ability/talent leading to increased profit, productivity, proficiency)

2 Understand the purpose of health, safety and security procedures in a business environment

Employer responsibilities for health, safety and security at work: to carry out risk assessments; provide protective equipment if needed and ensure emergency procedures are in place; employees need to be trained in health, safety and security procedures; plant and machinery must be safe and safe systems of work must be set and followed; articles and substances need to be moved, stored and used safely; adequate welfare facilities must be provided; health and safety policies and procedures produced; appropriate health, safety and security personnel appointed (health and safety representative who will represent employees' interests, report to employer regarding hazards, dangerous occurrences, general matters affecting groups of employees, role of fire wardens, first aiders); health and safety committee

Employee responsibilities for health, safety and security at work: to take care of own health and safety and of others who may be affected by own actions; to cooperate with others on health and safety; not to interfere with, or misuse, anything provided for own or others' health, safety or welfare; correctly use work items provided by the employer in accordance with training and instructions; health and safety in office environment (induction, use of equipment, display screen assessments, eye testing, filing cabinets, lifting, storage on shelves or on top of furniture, hazardous substances); reporting accidents and hazards; understanding limits of personal responsibility; following instructions; reporting accidents and hazards; cooperating with employer's measures

Purpose of following health, and safety procedures: to protect the health, safety and welfare of employees and customers; scope and responsibilities of own job role in dealing with health and safety; personal conduct; identifying health and safety hazards (faulty wiring, trailing flexes, torn carpet, broken glass, dangerous chemicals, visual display unit (VDU) screens, faulty equipment, poor posture when using computer, wet floors); reporting of accidents (RIDDOR); control of substances hazardous to health (COSHH) (sets out eight basic measures for employers and employees); regulations for using computers; keeping equipment clean and hygienic; following manufacturers'

instructions; leaving equipment, resources and work area ready for the next user; positioning for copy typing; implications of non-compliance (exposing the organisation to fines or prosecution, exposing customers and colleagues to accidents)

Purpose of following security procedures: types of confidential information (customer or employee records); breach of confidentiality eg overheard conversations; Data Protection Act 1998 (eight principles to protect the privacy of individual people, rules as to the personal data that can be collected and what use may be made of this information); Freedom of Information Act 2000 (gives individuals rights to access information held by public bodies, such as local authorities, central government, the NHS, schools and police); data protection infringement; intruders; not establishing caller's identity; mislaid files; easy access to computers

Ways of maintaining a safe and secure environment: importance of having procedures in place; visitors' book; ID badges; computer passwords; dealing with sensitive or confidential information; when to refuse access to information; file management; establishing caller's identity; keypads; locked filing cabinets; limited keyholders; closed circuit television (CCTV); complying with the law (Data Protection Act 1988, Copyright, Designs and Patents Act 1988, Computer Misuse Act 1990)

3 Understand how to communicate effectively with others

Verbal methods of communication: focusing on what others are communicating; questioning when unsure; adapting communication to meet the needs of others; making positive contributions to discussions; acknowledging others' views; showing confidence when communicating; methods (making and receiving telephone calls, contributing to discussions, participating in meetings)

Non-verbal communication: body language (facial expressions, eye contact, gestures, posture, spacing, touch); impact on others (can have greater impact than speech)

Written communication: types (letters, memos, reports, email); importance of presenting positive image of self and organisation (using clear, professional language, correct spelling and grammar)

Using most appropriate method: identifying most appropriate method of communicating to meet the needs of other people (emails, meetings, formal and informal, memos, letters, website entries, adaptations, reminders, briefing of information); choice of method; level of detail; use of jargon; choice of language; use of graphics; importance of adapting methods of communicating to meet different needs (to make communication more effective, to make people feel valued, to enhance working relationships)

Active listening: active listening (empathising, analysing, synthesising), verbal techniques (clarifying understanding by paraphrasing, asking more questions to get more information, repeating key words, making encouraging noises like Oh, Ah, OK, and Hmm, reflecting back to check understanding); non-verbal techniques (using body language such as gestures, leaning forward, good eye contact, using facial expressions, keeping an open posture); barriers to listening (dreaming, filtering, pre-judging, rehearsing, advising); importance of confidentiality of information given; reasons for asking questions if not sure (to avoid mistakes that could be expensive to put right or that could have a negative impact on reputation of the organisation)

4 Understand how to work with and support colleagues

Purpose of agreeing standards for own work with others: sharing work goals and plans; clarifying instructions and work requirements; seeking support when required; asking appropriate questions to secure information; understanding and following instructions (when making/receiving telephone calls or sending/receiving emails); understanding limits of own responsibility (when updating database files)

Purpose of taking on new challenges and adapting to change: important to aid organisation's continuous improvement; enhance organisation's competitive position; to build own skills; job security

Purpose of treating others with honesty and consideration: openness about mistakes and own performance; adherence to rules in handling valuables; prompt notification if mistakes made in own favour (overpaid salary, honesty over reasons for time away from work, admittance of areas of ignorance); better work atmosphere; to make job easier (by admitting own ignorance and asking for help); more likely to receive consideration from others if treating them with consideration; maintaining team objectives and flow of work

5 Know how to plan own work and be accountable to others

Purpose of meeting work standards and deadlines: importance (to be reliable, to build trust, to reduce stress, to reduce need for supervision, to enhance efficiency); high standards (accuracy, presentation, meeting deadlines); importance (building colleagues' confidence in work, less time spent on supervision and checking, building own confidence, enhancing organisation's reputation); maintaining team work, motivation and objectives

Planning own work: methods (task list, work schedule, diary systems, prioritising, monitoring work, checking against deadlines, checking for accuracy and quantity); importance of quality measures (to be agreed amongst colleagues to create consistent standards across team, to motivate team members); examining other commitments shown on task list, work schedules; allowing for contingencies; need to follow regulations

Keeping others informed of progress: using techniques and tools (diaries, planners, 'to do lists', catch-up meetings, conference calls, emails); how to plan and allocate time; meeting deadlines; ways of informing others of progress; revising plans; when to use different ways of informing others

6 Understand the purpose of improving own performance in a business environment and how to do so

Improving own performance at work: importance (to develop own skills, to gain personal satisfaction, to enhance organisation's competitive position)

Ways of improving own performance: carrying out a skills audit; identifying strengths and weaknesses; importance of using feedback (to learn, to continuously improve own work, to understand own impact on others); methods of feedback (formal, informal, appraisal, review, personal development planning); learning activities (on the job – work shadowing, coaching, mentoring, job rotation; off the job – college, distance learning, elearning); independent learning; learning styles; importance of developing learning plans (to set objectives to meet personal and professional goals, identify resources and support needed, set review dates, monitor plan to assess progress against targets); finding advice and information on career development inside the organisation (human resources departments, training courses); outside the organisation (libraries, community centres, newspapers, the internet); continually monitoring and improving work; setting high standards; taking on new challenges; learning from others

Career pathways: typical career pathways (team administration, departmental administrator, administration manager, secretary, personal assistant); specialisms (customer service, accounting, marketing, human resource management, purchasing, information technology support)

7 Understand the types of problems that may occur in a business environment and how to deal with them

Problems: types (equipment failure, loss of data, unable to meet deadlines and commitments, distractions, uncertain which procedure to follow, uncertain what procedure means); staffing (shortages, training, overstaffing)

Dealing with problems: defining boundaries and roles; asking for clarification; using time management techniques; problem solving skills (defining problem, generating alternatives, decision making, evaluating the decision); having a contingency plan

Referring problems: reporting to relevant colleagues (line manager or person delegated to provide guidance and support, technical support facility); following organisation's policies and procedures; when to refer problems (if outside own authority, when unsure, to line manager)

Essential guidance for tutors

Assessment

This unit can be assessed internally through a portfolio of evidence, or it can be assessed externally through an onscreen multiple-choice test. The following information on assessment relates to assessment by portfolio. Edexcel publishes separate guidance and information on MCQ testing.

Guidance for Portfolio Assessment

If assessed through a portfolio of evidence, learners need to provide evidence of an investigation into a specific administrative job role (learners could investigate their own if employed). It is suggested that learners do not reproduce large chunks of information verbatim from company handbooks or legislation, but contextualise it to a job they are familiar with or have investigated.

For Learning Outcome One learners should not just simply list different legislation, procedures and representative bodies, but instead they should relate this to a specific organisation to put this in context.

Learning Outcome Two could be assessed by asking learners to relate health, safety and security procedures to a specific business environment, probably the same organisation used in outcome One, using the company's policies and procedures.

For Learning Outcomes Three, Four, Five, Six and Seven, learners could draw on their own experiences of working with others and planning their work either as employees or from work placements. Alternatively, they could interview people working in suitable administrative roles, especially in relation to procedures for dealing with problems.

For all the assessment criteria the work could be done in writing or, alternatively, the evidence could be collected orally with learners explaining the reasons and processes to the assessor. It may be possible to assess the unit through professional discussion, with a signed witness statement. Evidence may be based on scenarios such as staff induction or staff training.

If this method is used then the assessor should ensure the signed statement includes sufficient detail to support the assessment decisions for all criteria assessed in this way.

The minimum requirements that learners must include in their portfolio of evidence are as follows:

To achieve criterion 1.1, learners should use a contract of employment from a specific administrative job role and identify four main points.

For criterion 1.2, learners must know the main legislation affecting employers and employees, and whilst learners are not expected to just recall dates of legislation, it is important they can identify the detail of three main acts of legislation affecting employers and one piece of legislation which affects employees. Learners should relate this to a specific job role in an organisation.

To achieve criterion 1.3, learners should be able to identify a range of sources of information and support on employment rights and responsibilities. They must identify at least two internal and two external sources of information.

For criterion 1.4 learners must describe what is meant by representative bodies, using examples from the organisation they are researching, and then fully describe at least one way these bodies can help the employee.

To achieve criterion 1.5, learners need to identify employer and employee responsibilities for diversity and equality in the workplace, giving at least two employer responsibilities and two employee responsibilities.

For criterion 1.6, learners should draw on the equality and diversity procedures at a specific organisation and explain the benefits of these being followed, giving one benefit for the employer, one benefit for the organisation, and one benefit for the employee.

To achieve criterion 2.1, learners do not need to reproduce large chunks of health, safety and security information verbatim from company handbooks, but they should relate their research to a specific business and identify at least two employer responsibilities and two employee responsibilities.

For criterion 2.2 learners should fully explain one purpose of following health and safety procedures, and one purpose of following security procedures.

To achieve criterion 2.3 learners must identify three ways of maintaining a safe and secure environment.

To achieve criterion 3.1, learners must describe what is meant by effective communication with others including two verbal communication methods, two non-verbal communication methods, and two written communication methods.

For criterion 3.2 learners should explain at least two ways of choosing the most appropriate methods of communication to meet other people's communication needs.

To achieve criterion 3.3, learners must describe ways of active listening to show they can understand barriers to listening, and give four different techniques which demonstrate active listening.

To achieve criterion 4.1, learners should explain at least two reasons for the purpose of agreeing standards for own work, particularly in relation to knowing limits of own responsibility.

For criterion 4.2, learners should explain two reasons for taking on new challenges and adapting to change.

For criterion 4.3, learners should explain the purpose of treating others with honesty and consideration, giving at least two detailed reasons which go on to demonstrate an understanding of the implications of the relationship with others when not being honest.

To achieve criterion 5.1, learners must explain the purpose of meeting work standards, giving at least two fully explained reasons for meeting standards and deadlines when completing tasks.

For criterion 5.2, learners must identify at least two methods for planning own work.

For criterion 5.3, learners must compare different ways of keeping others informed of progress, comparing the benefits and limitations of at least two different ways.

To achieve criterion 6.1, learners must explain the purpose of continuously improving own performance at work, expanding on at least one reason.

For criterion 6.2, learners must describe at least three ways of improving performance. This should include ways both inside and outside the organisation.

For criterion 6.3, learners must identify at least three career pathways in the business and administration environment which interest them. They can get details of specific job roles to support their evidence.

To achieve criterion 7.1, learners must identify different types of problems which can occur in a business environment, relating at least two examples of problems to the administrative function.

For criterion 7.2, learners must explain at least two ways of dealing with problems. These can relate to the problems identified in 7.1 or other problems they are aware of.

To achieve criterion 7.3, learners need to know their limits of responsibility and give one reason explaining when they should refer problems to others in a particular work situation, and how they should do this.

Essential resources

There are no essential resources needed for this unit. However, it would be beneficial for learners to have access to an administrative environment.

Indicative resource materials

Textbooks

Ashley V and Ashley S – *Business and Administration: To Support all Level 2 Vocational Qualifications in Business and Administration: Student Handbook Level 2* (Council for Administration, 2007) ISBN 9780955092046

Carysforth C, Nield M and Richards, C – *BTEC Level 2 First Business Student Book* (Edexcel, 2010) ISBN 9781846906206

Carysforth C – *NVQ Level 2 Business and Administration* (Heinemann, 2006) ISBN 9780435463335

Websites

www.acas.org.uk	The Advisory, Conciliation and Arbitration Service, a government funded agency which provides advice on industrial relations and employment issues
www.cfa.uk.com	Council for Administration
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.hse.gov.uk	The government's Health and Safety Executive, providing information on health and safety rights and responsibilities

Unit 2: Principles of Providing Administrative Services

Unit code: R/601/7639

QCF Level 2: BTEC Specialist

Credit value: 4

Guided learning hours: 32

Unit aim

This unit is about the knowledge and understanding needed to complete core administrative tasks in a business environment, including using office equipment, handling mail, using telephone equipment, minimising waste, providing reception services and effective customer service.

Unit introduction

Working in administration today offers the opportunity to perform a variety of tasks in a business environment. Learners will find out about the procedures they need to follow and the importance of these when undertaking a range of administrative tasks. These tasks include handling mail, delivering customer service, managing diary systems, organising arrangements for travel and accommodation, arranging meetings, and reception duties.

The administrative function will vary according to the size of the organisation, and in a large organisation this might involve either working as part of a larger team or as an assistant to an individual. In a smaller organisation the infrastructure is often not so clearly defined and the administrative support needs may be met through one role, such as reception or a secretarial office. Whatever the size of the organisation, or the range of tasks performed, people working in administration need to use different equipment, and in this unit learners will investigate the functions of a range of office equipment used to support the tasks carried out. They will also examine the need to use equipment efficiently and minimise waste of resources.

Every business organisation needs efficient administrative support and the receptionist is usually the first point of contact between the organisation and its customers or visitors. Learners will develop their understanding of the importance of presenting a positive image of both themselves and the organisation by using excellent communication skills.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how to make and receive telephone calls	1.1 Describe the different features of telephone systems and how to use them 1.2 Describe how to follow organisational procedures when making and receiving telephone calls 1.3 Explain the purpose of giving a positive image of self and own organisation
2 Understand how to handle mail	2.1 Explain the purpose of correctly receiving, checking and sorting incoming and outgoing mail or packages 2.2 Identify different internal and external mail services available to organisations 2.3 Describe the methods of calculating postage charges for mail or packages
3 Understand how to use different types of office equipment	3.1 Identify different types of equipment and their uses 3.2 Explain the purpose of following manufacturers' instructions when using equipment 3.3 Explain the purpose of keeping equipment clean, hygienic and ready for the next user
4 Understand how to keep waste to a minimum in a business environment	4.1 Explain why waste should be kept to a minimum in a business environment. 4.2 Identify the main causes of waste that may occur in a business environment 4.3 Identify ways of keeping waste to a minimum in a business environment

Learning outcomes	Assessment criteria
5 Know how to make arrangements for meetings	5.1 Identify different types of meetings and their main features 5.2 Identify the sources and types of information needed to arrange a meeting 5.3 Describe how to arrange meetings
6 Understand procedures for organising travel and accommodation arrangements	6.1 Explain the purpose of confirming instructions and requirements for business travel and accommodation 6.2 Outline the main types of business travel or accommodation arrangements that may need to be made and the procedures to follow 6.3 Explain the purpose of keeping records of business travel or accommodation arrangements
7 Understand diary management procedures	7.1 Explain the purpose of using a diary system to plan activities 7.2 Identify the information needed to maintain a diary system
8 Understand the purpose of delivering effective customer service and how to do so	8.1 Contrast the differences between internal and external customers in a business environment 8.2 Explain why customer service should meet or exceed customer expectations 8.3 Identify the purpose and ways of building positive relationships with customers 8.4 Identify how customers demonstrate their own needs and expectations
9 Understand the purpose of reception services and how to follow reception procedures	9.1 Describe the purpose of the receptionist role as the first point of contact between the public/client and an organisation 9.2 Explain how to present a positive image of self and the organisation and the purpose of doing so 9.3 Explain how to carry out entry, departure, security and confidentiality procedures in a reception area

Unit content

This content has been written in an expanded format to facilitate both a multiple choice test (MCQ) and portfolio assessment. Learners presenting work for portfolio assessment are not expected to evidence all of the bracketed content. Learners who opt for MCQ assessment could be tested on any part of this content.

1 Understand how to make and receive telephone calls

Features of telephone systems: types of telephone system (central system, mobile phones); transferring call, identifying correct person to transfer call to; using features of central systems (call sequencing, music on hold, automatic attendant service, bulletin board, call logging, routing calls, teleconferencing); dealing with faulty telephone equipment

Organisational procedures: learn how to use the phone's features; purpose of procedures (to answer telephone according to company's requirements, within a certain number of rings, be polite, introduce self and organisation); preparing to call someone (obtaining names and numbers from colleagues, contact lists, internet); importance of security and confidentiality; information handling (finding out what caller wants, responding to requests, supplying information, taking accurate messages, using message forms for documenting details, giving accurate information, clarifying/summarising information before ending call to confirm understanding, passing messages on, logging calls, escalating calls, follow-up calls); dealing with faulty telephone equipment (knowing who to report faults to, how to record faults)

Presenting an image: importance of presenting a positive image for self (through greetings, statements, responses, tone of voice, manners); importance of presenting positive image for organisation (to be professional, customer focused, build good relationships); effects of not presenting a positive image (create a bad impression, lose potential or existing business); coping with problems (information not available, uncertain callers, hostile callers); remaining calm

2 Understand how to handle mail

Receiving mail or packages: importance of correctly receiving incoming mail (sort according to urgency, recording of registered or recorded delivery items, open mail to check for enclosures, date stamp, record any monetary items, record damaged items, sort into departments, put mail in baskets or pigeon holes); importance of correctly sorting mail for distribution (not opening items marked personal, private or confidential); outgoing mail (stamping mail, sealing and securing mail, using franking machines); importance of correctly checking and sorting outgoing mail (to make sure it meets time requirements, has correct enclosure, the addressee is the same on the letter and the envelope)

Mail services: internal (circulation where a document has to be seen by several people, routing slip to prioritise circulation); external (same day delivery, special delivery, tracking of packages, customs documentation, courier services)

Postal charges: methods of calculating charges (according to weight, size, destination, value of contents); type of service (first class, second class, bulk mail, collections services, global delivery)

3 Understand how to use different types of office equipment

Office equipment: different types (computer, telephone, fax, photocopier, scanner, guillotine, shredder, cameras, laminators, binders); suitability for purpose; purpose of instructions; the need to use efficiently and minimise waste (paper, toner, copying back to back, recycling); procedures for reporting faults; types of fault (malfunction, paper jams); safety; principles of handling equipment; cleanliness; leaving equipment for other users

Following instructions: purpose of instructions (to use correctly and safely, to comply with manufacturers' warranty or guarantee, for training staff); importance of following instructions to minimise waste (to meet organisation's procedures and policies, to reduce expenditure, to create right image with customers); reporting faults; types of fault (malfunction, paper jams); safety; principles of handling equipment

Maintaining equipment: importance (cleanliness, leaving equipment in a fit state for other users, to repair faults in a timely fashion, for organisational efficiency and productivity)

4 Understand how to keep waste to a minimum in a business environment

Purpose of keeping waste to a minimum: sustainability; requirements by law to store, handle, manage and transport waste safely; costs to the business associated with waste

Causes of waste: stationery (cardboard, paper); hazardous waste (fluorescent light tubes, chemicals, solvent-based inks, batteries)

Keeping waste to a minimum: checking printing or photocopying (photocopy back to back, only take exact number needed, print using "economode" and less ink, print two pages to a sheet); reuse envelopes for internal mail; reuse folders and ring binders; convert unavoidable waste paper into scrap pads; recycling (labelled waste sacks, shredding confidential documents for recycling)

5 Know how to make arrangements for meetings

Types of meeting: features of all meetings (feedback on actions of last meeting, following agenda items, agreeing actions, any other business); types of meetings; formal (Annual General Meeting (AGM) - usually held every year to inform members and shareholders of previous and future activities; executive, with the power to make a decision binding on the organisation; advisory – one which gives advice or makes recommendations; standing – permanently in existence; ad hoc – formed for a particular task; sub-committee – one which is part of another committee; joint – which coordinates the activities of two or more committees); informal (weekly or monthly team meetings, briefing meetings, staff training); internal; external (off-site meetings with suppliers or customers, project update meetings); confidential (human resources (HR) issues, company strategy); publicity; updating

Sources and types of information to arrange meeting: before meeting (confirming meeting brief and agenda, delegates, minutes of previous meeting, checking dates, choosing and booking venue, catering needed); the types of information that attendees will need (date, time, location, purpose of meeting, agenda); the types of resources needed for different types of meetings; equipment (flip chart, overhead projector/light-projector equipment, access for computers/power points, video conferencing); room layout (formal, informal, theatre, classroom, board room)

Arranging meetings: confirming meeting brief and agenda; confirming dates and time; confirming budget; costings; choosing and booking venue (suitability, wheelchair access); catering and equipment (special dietary needs, refreshments); inviting potential delegates; confirming attendance; arranging furniture and equipment) keeping records; venue address and map; details of transport links; car parking and charges; local accommodation; any further information (papers under discussion); during meeting (providing sets of material for attendees, meeting any special requirements, health and safety and security requirements, making records of meeting)

6 Understand procedures for organising travel and accommodation arrangements

Purpose of confirming instructions: the importance of confirming a brief and budget (preferred methods of travel/accommodation, need to not go over budget)

Business travel and accommodation arrangements: main types of travel (trains, flights, taxis, local, national, international); main types of accommodation (hotels, guest houses); information needed to arrange travel/accommodation (dates, times, budget, itinerary, venue of meeting and distance from travel source, visa requirements, passport details); sources of information and facilities to make travel and accommodation arrangements (travel agencies, websites, internal records); information to be provided to the person who is travelling (itinerary, location, tickets, hotel vouchers, passport, visa); purpose of having laid down procedures; the types of problems that may occur (inability to identify suitable transport/accommodation); how to deal with problems (techniques for extending search or negotiating changes to requirements)

Purpose of keeping records: keeping records of travel and accommodation arrangements; purpose of records (to ensure whereabouts of staff are known, purpose of evaluation, to monitor suppliers for value and quality)

7 Understand diary management procedures

Diary systems: the importance to organisations of diary systems (to plan and coordinate activities and resources)

Information to maintain a diary system: the importance of obtaining relevant information about requested diary entries and changes; the types of information required (date, timing, venue and people involved); why it is important to prioritise requests (important deadlines, policies and procedures, customer expectations); how to prioritise requests (deadlines, negotiation); the types of problems that occur when new requests are made (conflicting demands, competing priorities); how to solve problems that arise when new requests are made (suggesting alternatives, negotiation); the importance of balancing the needs of all those involved (shared objectives, teamwork and customer requirements); the importance of communicating diary information, especially changes, to those affected; the importance of keeping the diary system up to date; the importance of security and confidentiality when operating a diary system; the types of security, passwords and confidentiality issues that arise with diary systems and how these can be managed

8 Understand the purpose of delivering effective customer service and how to do so

Internal customers: team colleagues; supervisors; staff in other teams, departments or company sites

External customers: types (clients, patients, visitors, guests): existing; new; individuals; groups; business men and women; non-English speaking; different ages; different cultures; gender; families; special needs (visual, hearing, mobility impairments)

Why customer service should meet or exceed customer expectations: features of effective customer service (meeting customers' needs, providing accurate and complete information, fulfilling commitments to customers, keeping customers informed, consistently meeting quality standards); importance (to earn repeat business from customers, to encourage customers to spend more with the organisation, to save wasting time on dealing with complaints, to enhance reputation of the organisation, customers willing to pay more for goods or services if customer service is perceived as excellent, to remain competitive, to be profitable, to be able to invest in improvements); identifying needs (being well prepared, knowledge of product/service/promotion materials, listening to customer, asking questions to clarify needs, relating needs to products/services, checking timescale, explaining relevant quality standards, confirming transaction)

Building relationships: building customer confidence; making customers feel important/valued; meeting ongoing needs and expectations; recognising past customers and their needs; identifying new ways to help customers; customer charter; dealing promptly with problems/complaints; relationships with internal customers; benefits to customer (customer satisfaction); benefits to employee (staff job satisfaction, teamwork); benefits to organisation (level of sales, repeat sales, reputation, advantage over competitors); negative effects of poor customer relationships; dealing with customer problems (reporting problem to line manager or person dealing with customer service) types of problems (non-availability of product or service, late delivery of product or service, faulty product, lack of correct information or advice); complaints procedure (instructions to be followed when customer makes complaint)

How customers demonstrate own needs and expectations: customer queries regarding product or service (cost, availability, timescales for availability, delivery, quality standards, transaction details, additional services – free delivery, follow-up services); market research (customer surveys, comment cards, word of mouth recommendation)

9 Understand the purpose of reception services and how to follow reception procedures

Receptionist role: importance (to represent the organisation in a positive and professional way; welcoming visitors); purpose (representing public face of organisation, responsibility for security, providing information, communication); the first point of contact between the public/client and the organisation; knowing and having access to organisational structure and communication channels

Presenting a positive image: keeping reception area clean and tidy; switchboard responsibilities (handling incoming and outgoing calls in a friendly and efficient manner, transferring calls to correct person, taking accurate messages)

Carrying out reception procedures: procedures (order of doing things, following specific instructions); entry procedures (locks, keyholders, alarms, checking CCTV recordings and resetting, checking power for lights, equipment, phased switching on); security procedures for visitors (signing in, purpose of visit, contacting appropriate person in the organisation, visitor badges, car parking, signing out, arranging taxis, dealing with problems with visitors including conflict and aggression); departure procedures (locks, switching off equipment and power, resetting alarms); arranging security notices (wet floor, lift not working, fire alarm testing times); confidentiality procedures (siting computer screen away from public view, keeping confidential documents out of reception area, making sure confidential documents are destroyed appropriately and not put in the wastebin, putting confidential material in sealed envelopes, not divulging personal details about staff, keeping filing cabinets locked)

Essential guidance for tutors

Assessment

This unit can be assessed internally through a portfolio of evidence, or it can be assessed externally through an onscreen multiple-choice test. The following information on assessment relates to assessment by portfolio. Edexcel publishes separate guidance and information on MCQ testing.

Guidance for Portfolio Assessment

If assessed through a portfolio of evidence, learners need to provide evidence of an investigation into a suitable administrative job role which covers the core administrative tasks carried out in a business environment. This might be a receptionist role, or it might be more than one role to cover all the tasks required (learners could investigate their own if employed). Evidence may be based on scenarios such as reception services and following procedures.

For Learning Outcomes One, Two and Four, learners should investigate the procedures used in a specific organisation. They could draw on their own work either as employees or from work experience.

Learners could investigate different types of office equipment used in a specific organisation for Learning Outcome Three. This could be in the administrative office of the centre itself, or a model office if used. Learners would need tasks designed to address the criteria, but these are likely to involve identifying a range of equipment and explaining the purpose of following instructions and keeping equipment clean and hygienic for other users.

For Outcomes Five, Six, Seven, Eight and Nine, learners could draw on their experiences either as employees or from work placements. Alternatively, they could interview people working in appropriate job roles to determine the procedures used.

It may be possible to assess the unit orally with learners explaining the reasons and processes to the assessor. Evidence may be based on scenarios such as staff induction or staff training. If this method is used then the assessor should ensure the signed statement includes sufficient detail to support the assessment decisions for all criteria assessed in this way.

The minimum requirements that learners must include in their portfolios of evidence are as follows:

To achieve 1.1, learners must describe at least two different features of telephone systems and how to use them.

To achieve 1.2, learners must describe at least two ways of following organisational procedures when making calls and two procedures when receiving telephone calls. They can relate this to a specific organisation's procedures to put into context.

To achieve 1.3, it is sufficient for learners to explain one purpose of giving a positive image of self when using the phone, and one purpose of presenting a positive image of own organisation when using the phone.

To achieve 2.1, it is sufficient for learners to explain two reasons for the importance of correctly receiving, checking and sorting incoming mail or packages, and two reasons for the importance of correctly dealing with outgoing mail or packages.

To achieve 2.2, learners must identify one example of internal mail services, and two examples of external mail services.

To achieve 2.3, it is sufficient for learners to describe two methods of calculating postage charges.

To achieve 3.1, learners must identify three different types of office equipment and their uses.

To achieve 3.2, learners must explain at least two different reasons for following manufacturer's instructions when using equipment.

To achieve 3.3, learners must give at least one explanation for keeping equipment clean, hygienic and ready for the next user.

To achieve 4.1, it is sufficient to explain one reason why waste should be kept to a minimum in a business environment.

To achieve 4.2, learners must identify different causes of waste in a business environment, and give examples of at least two causes.

To achieve 4.3, it is sufficient to identify two ways of keeping waste to a minimum.

To achieve 5.1, learners must identify different types of meetings in a business context, detailing the features of at least two types of meetings.

To achieve 5.2, learners must outline the sources and types of information needed to arrange a meeting, fully describing at least two sources of information and two types of information needed.

To achieve 5.3, learners must describe at least four activities involved in arranging meetings.

To achieve 6.1, learners must fully explain at least one purpose of confirming instructions and requirements for business travel and accommodation.

To achieve 6.2, learners must outline at least three types of business travel and two types of accommodation arrangements that they may need to make and the procedures to follow to do this.

For 6.3, learners must explain at least two purposes of keeping records of travel or accommodation.

To achieve 7.1, learners must explain at least two purposes of using diary systems for planning.

To achieve 7.2, learners must identify three types of information needed to maintain a diary system.

To achieve 8.1, learners must describe what is meant by customers, and contrast at least two internal and two external customers in a selected business environment.

To achieve 8.2, learners must give three explanations why customer service must meet or exceed customer expectations.

To achieve 8.3, it is sufficient for learners to identify two purposes and two ways of building positive relationships with customers.

To achieve 8.4, it is sufficient to identify two ways customers demonstrate their own needs and expectations.

To achieve 9.1, learners must fully describe the purpose of the receptionist role as the first point of contact between the public/client and an organisation.

To achieve 9.2, learners must explain how to present a positive image of self and one explanation of how to present a positive image of the organisation and the purpose of doing so.

To achieve 9.3, learners must explain the range of different procedures required to be carried out in a reception area, giving at least one detailed example each of entry, departure, security and confidentiality procedures that would be carried out in their selected organisation.

Essential resources

There are no essential resources needed for this unit. However, it would be beneficial for learners to have access to an administrative environment.

Indicative resource materials

Textbooks

Ashley V and Ashley S – *Business and Administration: To Support all Level 2 Vocational Qualifications in Business and Administration: Student Handbook Level 2* (Council for Administration, 2007) ISBN 9780955092046

Carysforth C, Nield M and Richards C – *BTEC Level 2 First Business Student Book* (Edexcel, 2010) ISBN 9781846906206

Carysforth C – *NVQ Level 2 Business and Administration* (Heinemann, 2006) ISBN 978043543335

Websites

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|--|--|
| www.acas.org.uk | The Advisory, Conciliation and Arbitration Service, the government funded agency which provides advice on industrial relations and employment issues |
| www.cfa.uk.com | Council for Administration |
| www.cipd.co.uk | Chartered Institute of Personnel and Development |
| www.hse.gov.uk | The government's Health and Safety Executive, providing information on health and safety rights and responsibilities |

Unit 3: Principles of Managing Information and Producing Documents

Unit code: J/601/7640

QCF Level 2: BTEC Specialist

Credit value: 3

Guided learning hours: 24

Unit aim

This unit is about the knowledge needed to manage information and produce documents, including organising and researching information, and producing and storing documents.

Unit introduction

Understanding procedures for managing information and producing documents is a crucial skill in business environments.

This unit initially gives learners the opportunity to explore the purpose of IT in a business environment and how to manage information. Learners go on to look at how to produce documents that are fit for purpose. They explore procedures to be followed when producing documents and how to produce documents from notes.

This unit is delivered and assessed in a practical way based on the needs of the chosen organisation.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the purpose of information technology in a business environment	1.1 Identify different types of information technology that may be used for work tasks 1.2 Outline the benefits of using information technology for work tasks
2 Understand how to manage electronic and paper-based information	2.1 Explain the purpose of agreeing objectives and deadlines for researching information 2.2 Identify different ways of researching, organising and reporting information 2.3 Describe procedures to be followed for archiving, retrieving and deleting information, including legal requirements, if required 2.4 Explain why confidentiality is critical when managing information
3 Understand the purpose of producing documents that are fit-for-purpose	3.1 Identify reasons for producing documents that are fit-for-purpose 3.2 Describe different types and styles of documents and when they are used

Learning outcomes	Assessment criteria
<p>4 Know the procedures to be followed when producing documents</p>	<p>4.1 Identify reasons for agreeing the purpose, content, layout, quality standards and deadlines for production of documents</p> <p>4.2 Describe ways of checking finished documents for accuracy and correctness, and the purpose of doing so</p> <p>4.3 Explain the purpose of confidentiality and data protection procedures when preparing documents</p> <p>4.4 Compare different types of documents that may be produced from notes and the formats to be followed</p> <p>4.5 Explain the procedures to be followed when preparing text from notes</p>

Unit content

This content has been written in an expanded format to facilitate both a multiple choice test (MCQ) and portfolio assessment. Learners presenting work for portfolio assessment are not expected to evidence all of the bracketed content. Learners who opt for MCQ assessment could be tested on any part of this content.

1 Understand the purpose of information technology in a business environment

Different types of information technology: internet - websites (for selling, for promoting organisation and products or services, for obtaining information, for providing services); social media as used by businesses (facebook, twitter, email); software (word processing, spreadsheets, databases, presentation software, accounting software, customised software designed for specific industries or organisations, email software with calendar, contact list, copying people in, attachments); printers (colour or black and white); storage media held internally within organisations (active files, archive files, hard drive); CD drives, DVD drives, flash drives/USB); storage held externally (internet, back-up data service provider); telephony (telephones, voice calls, text messages, teleconferencing, smartphones with internet access, email, calendars and contact lists)

Benefits of using internet for work tasks in a business environment: internet enables organisations to reach out to people who would not visit the organisations; internet enables organisation to provide service or information 24/7; internet enables efficient research and reporting of information; social media allows businesses to expand contact bases, advertise, communicate with different groups of customers or service users; learn about different groups of potential customers or service users; email enables exchange of information through sending and receiving messages, attachments, archiving messages, copying people in; other resources provided by email software (calendar, contact list, sending emails with attachments)

Benefits of using software in a business environment: word processing enables production of different types of documents (business letters, memos, emails, staff handbooks, reports of telephone messages, web pages); information can be presented in a format appropriate to user and purpose; high quality, attractive documents can be produced; spreadsheets enable instant numerical calculations to be done; results can be organised to help analysis (tables of data ascending/descending order); 'what-if scenarios' can be quantified; databases provide information in required format; enable user to search for information and make links between different tables of data; presentation software assists in production of professional presentations

Benefits of using telephony in a business environment: voice calls (used to communicate with customers, suppliers and within the organisation); teleconferencing (used as live communication instead of meetings); text messages (allow instant communication between staff or between a service provider and client, used to send messages), alerts (alerting client of new facility, provide updated information, provide information to other staff who are not in the office)

Benefits of using printers in a business environment: attractive documents; cost-effective to produce; enhance image of organisation

Benefits of using storage media in a business environment: safe storage of documents; searchable; cost-effective use of space; ease of back-up storage; ease of sharing with others in different locations; ease of moving data

IT to exchange information: purposes of email; sending, receiving, replying to emails; archiving and compressing emails; using other resources provided by email software (calendar, contact list); difficulties in sending emails with attachments; principles for dealing with unknown senders, unwanted mail; viruses and the problems they can cause; avoiding viruses (using anti-virus software to keep risks to a minimum); risks in downloading documents and software; security, risks in sharing confidential information eg personal details; laws and guidelines (data protection, equal opportunities, disability, health and safety, copyright, organisational guidelines) and activities covered by these laws and guidelines (downloading images, sending inappropriate emails); communication styles (courtesy, tone, reply/forward functions, copying people in, sending emails with attachments)

2 Understand how to manage electronic and paper-based information

Purpose of agreeing objectives and deadlines for researching information: to ensure relevant information researched; to save time; to prevent errors; to provide information in required format within agreed timescales; to provide appropriate amount of research; to conduct cost-effective research

Ways of researching information: internal information sources (active files, archive files - paper or electronic - intranet, database query, interviews/surveys of staff; external sources (information websites, competitors' websites, surveys of customers or suppliers, books, journals, professional or trade associations, consultants)

Organising and reporting information: good practice in organising and reporting information (accurate selection of suitable information, sources checked for accuracy, amount of detail suited to user, clear, professional presentation, use of house style and format, format appropriate to user and purpose); organising information to help analysis (tables of data in ascending/descending order)

Reporting information: written report (formal style featuring background information, description of research method, findings, and conclusions, data summarised using descriptions/tables/graphs, references and appendices used); oral presentation (using IT software such as PowerPoint summarising research methods and main findings)

Procedures for archiving information held on paper: following organisational archiving policy for identification of documents to be retained; length of time for documents to be retained; restricted status; method of archiving (physical storage of paper, microfiche, electronic copies of paper documents); manual filing classification and index systems (alphabetical, numeric, chronological and alphanumeric index cards, active files, archived files)

Procedures for archiving information held as electronic data: following organisational archiving policy for identification of data to be retained; length of time for data to be retained; restricted status; file naming protocols; place on network where data to be stored; back-up arrangements

Procedures for retrieving archived information: following organisational procedures for identifying who is permitted to retrieve information; permitted purposes of retrieval; any restrictions on use of information; any restrictions on movement or copying of archived information; ensure required notes are left in archive files showing where information is when it is withdrawn from archive; replace after use ensuring manual or electronic protocols are followed

Procedures for deleting information: following organisational policies for retention and deletion of information; ensure that back-up copies are also deleted if data must be deleted; check that data is completely deleted from system; for paper records arrange for secure disposal to ensure confidentiality is maintained; maintain records of data and dates of deletions where required

Importance of confidentiality when managing information: limits security risks (unauthorised access to computer systems, loss of IT data storage equipment, loss of files); avoidance of damage to organisation's reputation; loss of business; physical danger to staff and members of the public; financial loss to organisation; prosecution; competitor advantage through knowledge of sensitive information (company strategy, customer details, development of new products, promotional campaigns); need to comply with Data Protection Act

3 Understand the purpose of producing documents that are fit-for-purpose

Fit for purpose: appropriate and of a necessary standard for its intended use; quality standards (correct names and titles of recipients, accurate information, following standard layouts or formats, accurate spelling and grammar, clean, clear printing); production of attractive documents (clarity, accuracy, professionalism, courtesy, tact); use of house style

Reasons to produce documents that are fit for purpose: build and maintain good relationships with suppliers and customers; enhance reputation of organisation; contribute to brand image; avoid wasting time resolving issues arising from mistakes and inaccuracies

Different types and styles of documents and when they are used: business letters; memos; emails; staff hand-books; minutes from meetings; business letters (used when more formal style is appropriate, usually external); memos (used internally when a physical message needs to be left, when user/receiver cannot receive emails – staff without computers – informal and short message); emails (used when instant communication is required – informal and short message); staff handbooks (used to induct new staff, to keep current staff informed of company policies/procedures); minutes from meetings (used to record discussions and actions taken as a result of a meeting, used to inform absent colleagues of decisions/discussions – formal, succinct style)

4 Know the procedures to be followed when producing documents

Documents produced by businesses: types of documents (business letter, minutes from meetings, email)

Reasons for agreeing the purpose, content, layout, quality standards and deadlines for production of document: ensures documents are appropriate; produced on time; meet expectations; formatted in house style; enhance reputation of organisation; contain all required information

Ways and purposes of checking finished documents for accuracy and correctness: spell check; grammar check; proof read/visual check; checks for professional image; fit for purpose; accurate information; satisfying legal requirements

Purpose of confidentiality and data protection procedures when preparing documents: avoidance of damage to organisation's reputation; loss of business; financial loss to organisation; prosecution, competitor advantage through knowledge of sensitive information (company strategy, customer details, development of new products, promotional campaigns)

Obligation to fulfil Data Protection Act 1998: lays down principles for those handling personal information; (information must be fairly and lawfully processed, processed for limited purposes, adequate, relevant, not excessive, accurate and up to date, not kept longer than necessary, processed in line with rights, secure, not transferred to other countries without adequate protection, the right of individuals to find out what personal information is found about them on computer and paper records)

Text documents produced from notes: letters; emails; minutes from meetings; reports (customer complaints, accidents, hazard report) instructions; newsletters; posters; flyers

Format of documents produced from notes: business letter (two addresses placed according to house style, date, full address of the recipient always on left before salutation, sender's and recipient's references, title, date, paragraphs, complimentary close, signature space, name of sender, designation)

Email: lines, paragraphs and message kept short; no recipients' postal address; informal salutation and close; need to take care over capital letters; use of humour; use of any additions to standard emails

Minutes from meetings: heading of meeting; place and date; list of those who were present; apologies; items recorded in the order discussed; motions and the names of people who originated them; whether motions are adopted or rejected recorded and actions taken all recorded; too much detail avoided; date of next meeting

Procedures to be followed when preparing text from notes: agree objectives; layout; quality standards and deadline to ensure text meets expectations; format text using appropriate technology and house style; check for accuracy and seek clarification where necessary to ensure a professional and appropriate result; store the text and the original notes using appropriate storage media/filing system that is safe and secure; prepare text as soon after taking notes as possible

Essential guidance for tutors

Assessment

This unit can be assessed internally through a portfolio of evidence, or it can be assessed externally through an onscreen multiple-choice test. The following information on assessment relates to assessment by portfolio. Edexcel publishes separate guidance and information on MCQ testing.

Guidance for Portfolio Assessment

If assessed through a portfolio the assessment should be set into the context of a specific administrative workplace. Ideally learners could use their workplaces or work placements but if this is not possible the centre could arrange for a visit to be carried out to investigate procedures for managing information and producing documents.

For Learning Outcome One learners should go beyond simply listing types and benefits of IT in a business environment and instead they should explore examples of types of IT and explain the benefits of using IT within a specific organisation.

Learning Outcome Two could be assessed by asking learners to produce a simple research proposal featuring how they would carry out research specific to their workplace/placement needs. Learners would address a number of points designed to meet the assessment criterion.

Learners could investigate documents produced by a specific organisation for Learning Outcomes Three and Four. Tasks would need to be designed to address the criteria, but are likely to feature tasks involving students collecting documents and explaining the procedures that have taken place. This could involve interviewing people at the organisation to find information or it could be based on learners' own experiences as employees or from work placements.

For all the criteria the work could be done in writing or the evidence could be collected orally with learners explaining the reasons and processes to the assessor. If this method is used then the assessor should complete an Observation Record which includes sufficient detail to support the assessment decisions for all criteria assessed in this way.

The minimum requirements that learners must include in their portfolio of evidence are as follows:

To achieve 1.1, learners should identify at least six different types of information technology that may be used for work tasks in the context of the assessment.

To achieve 1.2, learners should outline at least six benefits of using information technology for work tasks.

To achieve 2.1, learners need to explain two reasons as to why they should agree objectives and deadlines for researching information.

To achieve 2.2, learners should identify methods appropriate to both paper based and electronic information, and also include at least three data sources and three good practice features from the 'organising and reporting' section of content.

To achieve 2.3, learners should describe procedures suitable for both paper based and electronic information and each procedure should cover archiving, retrieving and deleting information and consideration of any legal requirements.

To achieve 2.4, learners should explain why confidentiality is important using at least three reasons from the listed content within the context of the assessment.

To achieve 3.1, learners should identify at least two reasons for producing documents that are fit for purpose.

To achieve 3.2, learners should describe four different types and styles of documents and give an example of when each should be used.

To achieve 4.1, learners should identify at least one reason for each of purpose, content, layout, quality standards and deadlines.

To achieve 4.2, learners should describe at least three ways of checking that finished documents are accurate and correct and also one purpose for doing so.

To achieve 4.3, learners should explain the purpose of both confidentiality and data protection procedures used when preparing documents.

To achieve 4.4, learners should compare at least three different types of documents (this could be linked to 3.2).

To achieve 4.5, learners should explain the procedures for preparing text from notes and include good practice points for each of the preparation, production and putting away stages.

Essential resources

There are no essential resources needed for this unit. However, it would be beneficial for learners to have access to an administrative environment.

Indicative resource materials

Textbooks

Ashley V and Ashley S – *Business and Administration: To Support all Level 2 Vocational Qualifications in Business and Administration: Student Handbook for Level 2* (Council for Administration, 2007) ISBN 9780955092046

Carysforth C, Nield M, Richards, C – *BTEC Level 2 First Business Student Book* (Edexcel, 2010) ISBN 9781846906206

Carysforth C – *NVQ Level 2 Business and Administration* (Heinemann, 2006) ISBN 9780435463335

Gutmann J – *Taking Minutes of Meetings* (Kogan Page 2010) ISBN 9780749456573

Websites

www.cfa.uk.com

Council for Administration

www.data-protection-act.co.uk

Data Protection Act made easy.

Unit 4: Principles of Supporting Change in a Business Environment

Unit code:	L/601/7641
QCF Level 2:	BTEC Specialist
Credit value:	1
Guided learning hours:	8

Unit aim

This unit is about the reasons for change in working methods, products or services in a business environment and the knowledge and understanding needed to support change in a positive way.

Unit introduction

Change is happening all the time and is likely at some stage to affect most people working in a business environment. Change can sometimes be viewed as a negative experience, but if embraced in a positive way, then responding to change can become rewarding and challenging.

This unit will explore reasons for change in the external business environment, namely, the political, economic, social, technological, legal and environmental factors. Learners will then see how the external changes in turn affect organisations and the people who work in them.

Learners will also examine the importance of supporting change through giving reasons for reviewing working methods, products or services that the organisation provides. By identifying the different types of support needed to help people cope with the change, learners can consider the benefits of working with others during the change. This will then enable learners to look at meeting change as an opportunity.

This unit must not be taken with Unit 15: Principles of Contributing to Innovation and Change.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand why change happens in a business environment	1.1 Explain reasons for change in a business environment
2 Understand the purpose of supporting change in a business environment	2.1 Identify reasons for reviewing working methods, products or services 2.2 Describe types of support that people may need during change 2.3 Explain the benefits of working with others during change
3 Understand how to respond to change in a business environment	3.1 Explain the purpose of responding positively to changes in working methods, products or services 3.2 Identify ways of responding positively to change

Unit content

This content has been written in an expanded format to facilitate both a multiple choice test (MCQ) and portfolio assessment. Learners presenting work for portfolio assessment are not expected to evidence all of the bracketed content. Learners who opt for MCQ assessment could be tested on any part of this content.

1 Understand why change happens in a business environment

Reasons for change: political (changes in government and government policy); economic (economic growth, interest rates, level of unemployment, taxation changes, supply of resources); social (population changes such as ageing population, cultural issues such as attitudes to work, health, religion); technological (uses of information technology, other major new developments such as nanotechnology); legal (consumer legislation, employment legislation); environmental (effects of global warming, concerns over protecting the environment); changes specific to the organisation or sector (suppliers, distributors, competitors and customers); result of change in the external business environment (relocation, changes to job roles and processes, restructuring, closure of businesses, starting up new businesses)

2 Understand the purpose of supporting change in a business environment

Reviewing working methods, products or services: reasons (to ensure that the business will survive, important to aid the organisation's continuous improvement, enhance the organisation's competitive position, to form a better fit with its business environment, able to adapt to change again as need arises)

Supporting others: types of support (mentoring, coaching, giving and receiving constructive feedback, advice on employment issues, pay and conditions); methods of providing support (one-to-one sessions, delegating work tasks, work shadowing, job sharing, team briefings, trade union meetings)

Working with others: benefits (finding out what is happening and what is going to change, sharing workload, sharing learning and experience, motivating each other, encouraging others to develop knowledge and skills, maintaining personal network of contacts, building own skills)

3 Understand how to respond to change in a business environment

Responding positively to change: importance (to be aware of own behaviour and how that impacts on others, consistently giving positive messages about the organisation)

Ways of responding positively to change: seeing change as an opportunity; accepting that change is an integral part of life; being receptive to new ideas; having an enthusiastic approach; making suggestions for improvement; being willing to do things differently; updating skills

Essential guidance for tutors

Assessment

This unit can either be assessed internally through a portfolio of evidence, or it can be assessed externally through an onscreen multiple-choice test. The following information on assessment relates to assessment by portfolio. Edexcel publishes separate guidance and information on MCQ testing.

Guidance for Portfolio Assessment

If assessed through a portfolio of evidence, learners need to provide evidence of an investigation into a suitable business environment which has recently experienced or is currently undergoing change. This could be different types of organisations to identify reasons for change happening, and could include the training centre or learners' own places of employment (if they are employed). It may be possible to assess the unit through professional discussion, with a signed witness statement. Evidence may be based on scenarios such as the impact of change on employees and the organisation.

The minimum requirements that learners must include in their portfolio of evidence are as follows:

To achieve 1.1, it is sufficient to explain four reasons for change in a business environment.

To achieve 2.1, it is sufficient for learners to identify two reasons for reviewing working methods, products or services.

To achieve 2.2, learners must describe two types of support people may need during change.

To achieve 2.3, it is sufficient for learners to explain three benefits of working with others.

To achieve 3.1, it is sufficient to explain one purpose of responding positively to change in working methods, and one purpose of responding positively to change in products or services.

To achieve 3.2, learners must identify three ways of responding positively to change.

Essential resources

There are no essential resources needed for this unit. However, it would be beneficial for learners to have access to an administrative environment.

Indicative resource materials

Textbooks

Vocational Qualifications in Business and Administration: Student Handbook Level 2 (Council for Administration, 2007) ISBN 9780955092046

Carysforth C – *NVQ Level 2 Business and Administration* (Heinemann, 2006) ISBN 9780435463335

McFarland K R – *The Breakthrough Company: How everyday companies become extraordinary performers* (Crown Business, 2008) ISBN 9780307352187

Websites

www.cfa.uk.com

Council for Administration

www.cipd.co.uk

Chartered Institute of Personnel and Development

Unit 5: Principles of Supporting Business Events

Unit code: R/601/7642

QCF Level 2: BTEC Specialist

Credit value: 1

Guided learning hours: 8

Unit aim

This unit is about the ways in which event support can be provided and the types of problems that may occur when organising a business event.

Unit introduction

Most organisations hold a variety of business events from a meeting with three or four staff to a conference or exhibition with perhaps a couple of hundred people attending. Administrators play a key role in the success of these events. This unit explores the types of events held frequently in business, and the role of the administrator in providing effective and efficient support.

This unit will explore the support needed for preparatory tasks for an event such as booking venues, producing documentation and arranging resources. Learners will then go on to investigate the administrator's responsibilities during the event such as setting up the room, meeting health and safety requirements, and assisting delegates. Finally, they will explore the support activities for vacating the event and evaluating its success.

Although careful planning of tasks, time and resources is an essential undertaking, sometimes the unexpected and unplanned problems do occur. This unit will enable learners to identify potential problems and plan contingencies for dealing with them.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how to support the organisation of a business event	1.1 Describe the range of support activities that may be required when organising a business event 1.2 Identify ways of providing support before, during and after a business event
2 Understand the purpose of displaying professional and helpful behaviour whilst supporting a business event and how to do so	2.1 Explain the purpose of displaying professional and helpful behaviour when supporting a business event 2.2 Describe ways of exhibiting professional and helpful behaviour whilst supporting a business event
3 Understand how to deal with problems encountered when supporting a business event	3.1 Identify the types of problems that may occur when supporting a business event 3.2 Identify ways of dealing with problems when supporting a business event

Unit content

This content has been written in an expanded format to facilitate both a multiple choice test (MCQ) and portfolio assessment. Learners presenting work for portfolio assessment are not expected to evidence all of the bracketed content. Learners who opt for MCQ assessment could be tested on any part of this content.

1 Understand how to support the organisation of a business event

Support activities when organising an event: types of event and main features (formal meetings including board meetings and annual general meetings, semi-formal including team meetings or sales meetings, exhibitions and trade fairs, receptions, conferences); agreeing role and responsibilities to provide support activities required (clarifying purpose, type and size of event, identifying target audience and confirming numbers, planning tasks and resources); confirming venue with others

Before a business event: providing administrative support (organising printing and supply of any publicity material, supporting documents or files, relevant meeting papers, travel instructions, informing relevant people of any alterations and changes in arrangements); organising appropriate venues (location, size, layout, time required for advance notice or bookings, assessing facilities for parking, catering; number and type of delegates, special requirements; venue checklist); resources (checking room for size layout, equipment needed such as overhead projector, flip chart, paper, display stand, literature for stand, refreshments, delegate badges); delivery of materials

Providing support during a business event: administrative support (accurate note-taking, ensuring delegates have the resources they need, ensuring delegates are aware of location of event rooms and facilities, recording attendance and cancellations); health, safety and security support (checking emergency procedures, housekeeping arrangements, security of materials and equipment)

Providing support after a business event: vacating event (leaving venue clean and tidy, returning or securing equipment); evaluation activities (collecting questionnaires, attending debriefing meeting); produce a record of the meeting/event; circulating materials (meeting minutes, evaluation forms, making sure these are within agreed timescales)

2 Understand the purpose of displaying professional and helpful behaviour whilst supporting a business event and how to do so

Displaying behaviours: reasons for displaying professional and helpful behaviour (to present a positive image of the organisation, to make visitors feel welcome, to ensure a successful event)

Exhibiting behaviours: ways (greeting visitors, confirming names for registration, making sure visitors have necessary materials, point out housekeeping arrangements, refer difficult queries to line manager)

3 Understand how to deal with problems encountered when supporting a business event

Problems: types (non-attendance of delegates, last-minute photocopying, inadequate rooming or facilities, non-delivery of equipment or materials, inadequate refreshments for the number of delegates, late or non-arrival of refreshments, late or non-arrival of key speakers, people turning up without booking, technical problems – equipment not working); potential revision of event outcomes; potential rearrangement

Dealing with problems: ways of dealing with problems (checking all equipment is in working order in plenty of time, making sure that line manager or event organiser is contactable, having contact details for equipment suppliers, asking for help from colleagues)

Essential guidance for tutors

Assessment

This unit can either be assessed internally through a portfolio of evidence or it can be assessed externally through an onscreen multiple-choice test. The following information on assessment relates to assessment by portfolio. Edexcel publishes separate guidance and information on MCQ testing.

Guidance for Portfolio Assessment

If assessed through a portfolio of evidence, learners need to provide evidence of an investigation into the activities required to support a specific business event. Ideally this would be based on a real work-based event which they have been involved in. This could be either one organised through their own place of employment if they are working, or it could be based on a well-planned event they have organised through school or college such as a parents' evening or an end of term social event. If this is the case then learners do need guidance to ensure there is a business purpose for the event.

It may be possible to assess the unit through a series of question and answer sessions which could be conducted orally or through written responses. If centres use evidence produced orally the assessor should produce Observation Records which have sufficient detail to show why the assessor decided that each assessment criterion was satisfied. The supporting evidence in the form of written materials, documents and learners' notes should be retained as part of the assessment evidence to enable internal and external quality assurance processes to be conducted.

The minimum requirements that learners must include in their portfolio of evidence are as follows:

To achieve criterion 1.1, it is sufficient to describe three support activities required when organising an event. Learners should outline the features of different types of event and then relate these activities to the type of event being held.

To achieve criterion 1.2, learners must know what administrative activities are required to support an event. In order to do this they should identify two ways of providing support before an event, two ways of providing support during an event, and two ways of providing support after an event. Again, this should be specifically related within the context of their event.

To achieve criterion 2.1, it is sufficient for learners to explain one reason why it is important to display professional and helpful behaviour when supporting an event.

To achieve criterion 2.2, learners must describe two ways of exhibiting professional and helpful behaviour whilst supporting the event. Evidence could be gathered in the form of documented observations made by the assessor confirming demonstration of suitable behaviours.

To achieve criterion 3.1, learners must give at least three examples of three different types of problems that may occur when supporting a business event.

To achieve criterion 3.2, learners must identify ways of dealing with the problems identified in 3.1 and they must do this fully for at least one problem.

Essential resources

There are no essential resources needed for this unit. However, it would be beneficial for learners to have access to an administrative environment.

Indicative resource materials

Textbooks

Ashley V and Ashley S – *Business and Administration: To Support all Level 2 Vocational Qualifications in Business and Administration: Student Handbook Level 2* (Council for Administration, 2007) ISBN 9780955092046

Carysforth C, Nield M, Richards, C – *BTEC Level 2 First Business Student Book* (Edexcel, 2010) ISBN 9781846906206

Carysforth C – *NVQ Level 2 Business and Administration* (Heinemann, 2006) ISBN 9780435463335

Websites

www.cfa.uk.com	Council for Administration
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.hse.gov.uk	the government's Health and Safety Executive, providing information on health and safety rights and responsibilities

Unit 6: Principles of Maintaining Stationery Stock

Unit code: Y/601/7643

QCF Level 2: BTEC Specialist

Credit value: 1

Guided learning hours: 8

Unit aim

This unit provides learners with an understanding of how to maintain stationery stock.

Unit introduction

Administration soon grinds to a halt if stationery stocks are not available in the right place at the right time. If stationery stocks are not controlled then the stocks may be lost or spoiled or items may fall into the wrong hands.

In this unit learners explore why it is important that stationery stocks are maintained and controlled. They then go on to examine the different factors which affect the future level of demand for stationery items. They also consider the importance of obtaining value for money when ordering stock and the consequences of wasteful purchasing for an organisation.

Learners will investigate what triggers a stationery order, how to make the order and then go on to receive, store and dispose of stocks. Finally they learn how to carry out a stock-taking exercise.

The unit is delivered and assessed in a practical way based on the needs of a chosen organisation.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand why stationery stock needs to be available	1.1 Explain the purpose of making sure stationery stock is maintained and controlled 1.2 Describe factors that may affect the future level of demand for stationery stock 1.3 Explain the purpose of making sure value for money is obtained when ordering stock
2 Understand how to maintain stationery stock levels	2.1 Describe how to order, receive, store and dispose of stationery items 2.2 Explain how to carry out a stock-take of stationery stock items

Unit content

1 Understand why stationery stock needs to be available

Stationery: consumables to support the administration of a business, eg paper, including headed paper, pens, pencils, erasers, paper clips, staplers and staples, CDs, memory sticks, print cartridges, toner for photocopiers, envelopes, adhesive tape, paper files, plastic wallets, paper diaries, calendars, notepads, glue-sticks; company literature, eg flyers, leaflets, business cards, brochures; company forms, eg order forms, advice notes, despatch notes, sales invoices, expense claim forms

Purposes of maintaining stationery stocks: enables continuous workflow; prevents bottlenecks; assists in meeting timescales/deadlines; helps to maintain quality standards; maintains efficient operations, eg time cost of running out of stationery items, potential loss of sales through running out of stationery items

Purposes of controlling stationery stocks: to ensure adequate supplies; to guard against theft; to avoid obsolescence; to prevent spoiling of stock; to ensure only authorised people have access, to ensure that out-of-date stock is not used; to guard against wasteful use of stocks; to ensure that use data is accurate; to ensure the organisation is not misrepresented through fraudulent use of headed paper; to guard against fraudulent use of order forms; expense claims and receipt forms; to make sure stationery is handled safely, eg complying with manual handling regulations, complying with regulations relating to fire and hazardous substances; main health and safety hazards arising from uncontrolled use of stationery, eg lifting, tripping, items falling on people, fire, harm from hazardous substances

Internal factors affecting future demand for stationery stock: business plans; projects; changes, eg company name, livery, branding, personnel names, technological developments

External factors affecting future demand for stationery: changes in technology and/or processes; changes in trends/demand for company products or services; changes in legislation

Purpose of making sure value for money is obtained: value for money defined as obtaining maximum benefit from the money spent; purpose, eg save money to meet organisational objectives, help organisation to be competitive; factors to take into consideration when considering value for money, eg quantity needed over future period, whether package or batch size is compatible with organisational requirements, quality of performance, longevity of performance, ease of use by relevant staff, time spent handling orders and packaging, potential for damage to other company property, whether robust or easily broken, storage space

Small value or infrequently needed items: cost of time spent researching best purchase may exceed amount that could be saved

2 Understand how to maintain stationery stock levels

Ordering stationery: need to follow organisational guidelines; systems for determining when and how much to order, eg re-order level – when stock reaches pre-set minimum level an order is made, regular stock reviews – stock is measured on a pre-determined date and an order made to raise stock levels to pre-determined maximum, fixed order quantity – same quantity always ordered; select suppliers from approved suppliers; sort requirements by supplier; collect details for each order, eg contact details of supplier, items of stationery required, suppliers' catalogue number for each item, required quantity of each item, date needed, place to be delivered, prices agreed, order quantities for each item, payment terms, name of person who is responsible for authorising order; prepare order, send to person authorising order, ensure that arrangements for receiving goods are in place, ordering systems, eg manual, electronic

Receiving stationery stocks: checking goods against delivery note and order; checking for damage; correct items and quantity of each item; if damages or discrepancies found record details on both supplier's and own organisation's copies of delivery note before signing for goods

Storing stationery stocks: suitable location for stationery store, eg access to users, space for handling deliveries and distribution, dry, clean atmosphere, secure environment; storage equipment, eg cupboards, shelves, boxes, files; handling equipment, eg office steps, trolley, gloves; storage system, eg labelled, items arranged to reduce hazards to health and safety, items arranged for efficient handling, packaging or stationery storage equipment used to prevent spoilage from dirt, light or handling; items arranged to ensure that oldest stocks used first to prevent wastage, stock records updated, stock records, eg manual, electronic, with or without bar coding

Disposing of stationery items: reasons for disposal, eg distribution to users, disposal of obsolescent items, disposal of used stationery

Distribution to users: delivery to users or collection by users, eg follow safe handling regulations, update stock records, deliver to or allow collection only by authorised person

Disposal of obsolescent items: reasons for obsolescence, eg unforeseen changes to company literature or headed paper, unforeseen changes in use of technology, over ordering of stationery; check with authorised person to agree disposal decision and method of disposal, update stock records, review purchase decision to see if obsolescence could have been avoided

Disposal of used stationery items: protection of data when disposing of used stationery, data to be protected, eg sensitive organisational information, personal data about individuals, information about other organisations; method of protecting data, eg shredding stationery, wiping memory sticks and re-writable CDs, destruction of other CDs; recycling arrangements, eg classification of items into paper, card, plastics, glass, identification of items to be returned to manufacturer for recycling; recycling through re-use, eg refillable printer cartridges, re-chargeable batteries, re-using files and plastic wallets, re-writable CDs

Stock-take of stationery items: stock-take definition eg making an itemised list of merchandise or supplies on hand; purposes eg to check usage levels, to check for obsolescence, to check for theft, to check whether more supplies are needed; process for carrying out stationery stock-check eg set date and time, ban orders and deliveries, count or estimate quantity of each item of stock, make record of stock level of each item

Essential guidance for tutors

Assessment

This unit is assessed internally through a portfolio of evidence. An externally-set multiple-choice test is not available for this unit.

The assessment should be set into the context of a specific administrative workplace. Ideally learners could use their workplaces or work placements but if this is not possible the centre could arrange for a visit to be carried out to investigate how stationery stock is managed in a real organisation and how this contributes to the achievement of the organisation's objectives.

The minimum requirements that learners must include in their portfolio of evidence are as follows:

To achieve 1.1, learners must explain at least two reasons for maintaining and two reasons for controlling stationery stock.

To achieve 1.2, learners must describe at least three factors that affect future demand for stationery stock.

To achieve 1.3, learners must explain the purpose of ensuring value for money is obtained when ordering stock.

Learners' responses must go beyond a generic listing from the content of the unit and fully explain the reasons in the context of the organisation. For this outcome they could explore examples of what would happen if stationery stocks were not properly managed.

For assessment criterion 2.1, learners could produce instructions for ordering, receiving, storing and disposing of stationery within the context of their own work place or an organisation with which they are familiar. They need to describe each process rather than merely producing a list of the stages in the process.

For assessment criterion 2.2, learners are required to explain so they need to provide full instructions on how to carry out a stock check within a specified organisation.

For all the criteria the work could be done in writing or, the evidence could be collected orally with learners explaining the reasons and processes to the assessor. If this method is used then the assessor should complete an Observation Record which includes sufficient detail to support the assessment decisions for all criteria assessed in this way.

Essential resources

Learners need to be able to see how an organisation manages its stationery stocks either through a work placement, place of work or a visit to someone managing stationery stocks.

Indicative resource materials

Websites

www.businesslink.gov.uk	Business Link – the official government website for businesses of all sizes
www.stationerystore.co.uk/	Stationery Store – supplier of office services and products to UK businesses

Unit 7: Building Working Relationships with Customers

Unit code: F/501/6413

QCF Level 2: BTEC Specialist

Credit value: 2

Guided learning hours: 20

Unit aim

In this unit, learners will be introduced to the concept of customer service standards and the way in which organisations ensure their delivery through the use of protocols.

Unit introduction

The focus of this unit is on helping learners develop the skills needed to provide good customer service, and to build their understanding of the importance of the customer to any organisation. Learners will be introduced to the concept of customer service standards and the way in which organisations ensure their delivery through the use of protocols. They will also have the opportunity to demonstrate effective communication with customers and gain an understanding of procedures for dealing with customer problems and complaints.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Understand how a customer's or client's interactions with employees influence their opinion of the organisation as a whole</p>	<p>1.1 Explain how an employee's self-presentation can affect a customer's opinion of the individual and their organisation</p> <p>1.2 Explain why keeping customers satisfied is important to organisations</p>
<p>2 Understand why organisations normally have protocols for dealing with customers</p>	<p>2.1 Describe the key areas likely to be contained in a customer service protocol</p> <p>2.2 Explain why it is important for employees to follow customer service protocols</p>
<p>3 Interact positively with customers in line with given protocols</p>	<p>3.1 Follow an organisation's protocols to provide answers to commonly occurring customer queries or meet commonly occurring customer requests</p> <p>3.2 Communicate appropriately with customers</p> <p>3.3 Explain the procedures within an organisation for dealing with customer problems and complaints</p> <p>3.4 Describe when it would be necessary to involve colleagues in assisting the customer</p>

Unit content

1 Understand how customer's or client's interactions with employees influence their opinion of the organisation as a whole

Effects of employee's self-presentation: customers form negative or positive impression of employee based on employee's self-presentation, eg employee using aggressive tone of voice suggests that they are unwilling to help customer, employee thanking customer for their enquiry suggests that they think customer is important; customers form negative or positive view of organisation based upon the way employee presents themselves, eg employee not listening carefully to customer's request suggests that the organisation does not care about customers, employee whose personal appearance is tidy suggests that the organisation is well-organised

Importance of customer satisfaction: helps organisations to meet their financial or service goals; potential benefits to organisation meeting financial or service goals, eg staff bonuses, recruitment of new staff, opening new branches, promotion of existing staff, boost to organisation's image or reputation; potential negative consequences if organisations do not meet financial or service goals, eg employees' jobs put at risk, no pay rises given, damage to organisation's image or reputation

2 Understand why organisations normally have protocols for dealing with customers

Key areas in customer service protocols: common key areas, eg receiving enquiries by telephone/email/post/in person, following up customer enquiries, dealing with customer complaints, referring customers to other departments

Importance of following protocols: ensuring that high level of customer service is maintained by all employees; ensuring all employees know how to treat customers and what to do in various situations; negative implications of not following protocols, eg unhappy customers, employee could face disciplinary action

3 Interact positively with customers in line with given protocols

Dealing with common customer queries or requests: knowing how to deal with customer queries or requests, eg through training, use of reference documents; following organisation's protocols in dealing with customer queries or requests, eg deliver customer's takeaway meal within 30 minutes of the time of order or offer them a 20 percent discount if the delivery is late

Communicate appropriately with customers: being helpful in manner, language and attitude, eg listening carefully to the customer, asking for clarification if necessary, using a friendly, pleasant tone of voice so that customer feels welcome and at ease

Dealing with customer problems and complaints: different ways of knowing organisation's rules for dealing with customer problems and complaints, eg via training, employee manuals, work shadowing, experience in the job role; different aspects of organisation's procedures for complaints and problems, eg specific ways of reporting complaint or problem, fixed timelines for dealing with complaint/problem, approved ways of resolving the problem or responding to the complaint, eg if customer requests a refund for faulty goods, check whether the goods are faulty and customer's proof of purchase before offering a refund and apologising for any inconvenience caused

Involving other colleagues in assisting the customer: referring customer to another colleague if you are unable or unauthorised to deal with customer's request or query; seeking the advice/help of other colleagues so that you can resolve customer request or query yourself (if appropriate)

Essential guidance for tutors

Assessment

This unit is assessed internally through a portfolio of evidence. An externally set multiple choice test is not available for this unit.

For 1.1, learners must explain the potential effect on the customer of both positive and negative self-presentation. One example of the effect of negative self-presentation and one example of the effect of positive self-presentation is required. Learners' explanations will need to include how an employee acts as a representative of their organisation, that the customer forms an opinion of the employee based on their self-presentation and that customers tend to make judgements about the whole organisation based on the representatives they encounter.

In achieving 1.2, learners must explain that satisfied customers are good for an organisation as their patronage helps the organisation to meet its financial or service goals. Learners must show that they understand that unsatisfied customers are likely to take their business elsewhere or make a complaint, and that this is bad for the financial or service goals of the organisation.

For 2.1, Learners need to describe the key areas likely to be contained in a customer services protocol for a particular workplace. This should be a workplace with which learners are familiar, either through their current workplace experience or through considering examples of specific customer service protocols. The number of key areas will vary, depending on the workplace context, but typically learners will need to describe at least two key areas.

2.2 requires learners to give at least two reasons why it is important for an employee to follow an organisation's customer service protocols.

For 3.1, learners must follow a given protocol to deliver the aspects of customer service detailed in the assessment criteria. At least one customer query or request must be dealt with by learners appropriately and effectively. The customer query or request may relate to goods or services, but should be familiar and routine in nature. For simulated exercises, the protocol may be one produced by the tutor (in which case it should be realistic and based on actual protocols). Where learners are being assessed in the workplace, the protocol should, wherever possible, be the customer service documentation from that organisation.

For 3.2, learners will need to show that they are able to interact appropriately with customers. In a workplace or simulated scenario, their behaviour should demonstrate a helpful attitude towards customers by for example showing that they are listening to the customer's question, politely asking questions to find out further information if the customer's request is unclear, offering to be of further assistance in the future. Two examples of helpful behaviour are required.

To achieve 3.3, learners are not expected to deal with customer complaints or solve problems, but need to show they understand how the organisation's policy requires them to act in the event of a customer complaint or problem. This needs to be evidenced via means such as a discussion with a tutor/line manager, a poster, leaflet, worksheet or written notes where learners explain organisation procedures for dealing with customer problems or complaints.

For 3.4, learners must describe at least one instance when they could deal successfully with a customer's query or request by getting advice/help from a colleague, and one instance when they would need to refer the customer's query or request directly to another colleague or department.

Essential resources

Learners will need access to examples of customer service protocols and will need to participate in a customer service activity, whether in a real workplace or simulated environment.

Indicative resource materials

Websites

www.keepcustomers.com

Kelly Watkins – Communications Training

www.worketiquette.co.uk/WorkEtiquetteBasicsCategory

Expert advice on workplace conduct

Unit 8: Principles of Working in the Public Sector

Unit code: K/602/1535

QCF Level 2: BTEC Specialist

Credit value: 5

Guided learning hours: 40

Unit aim

The unit provides learners with the knowledge and understanding needed to operate in a public sector environment, covering the aims, role, finances, monitoring and working mechanisms of the public sector and service delivery.

Unit introduction

On completion of this unit, learners will have a clear overview of the types of organisations that make up the public services. Learners will understand whether organisations are locally or nationally based and how public services work together and with third and private sector organisations to deliver public services.

Learners will have the opportunity to investigate one service in more detail and how that service fits into the wider public services.

Learners will develop their understanding of the legal framework that underpins public service work.

Learners will also develop their understanding of the needs of public service users and how the public services seek to meet those needs, including respect for the diversity of service users.

Learners will develop their knowledge of how public services are funded and how the performance of public service organisations, and those employed by them, is monitored and measured.

This unit must not be taken with Unit 16: Principles of Working in the Public Sector.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Know the features of the public sector</p>	<p>1.1 Identify the types of organisations that operate within the public sector</p> <p>1.2 Identify the main differences between types of organisations that operate within the public sector</p> <p>1.3 Describe the aims of a chosen public sector organisation and the wider objectives of the public sector</p> <p>1.4 Identify how local and central government work together to provide public services</p> <p>1.5 State the major differences between the public, private and not-for profit sectors</p> <p>1.6 Identify the key areas of legislation relating to a chosen public sector organisation</p>
<p>2 Understand how the public sector is structured</p>	<p>2.1 Describe the organisational structure of a chosen public sector organisation</p> <p>2.2 Explain how a chosen public sector organisation fits into the overall public sector</p>

Learning outcomes	Assessment criteria
<p>3 Understand the role of the public sector in providing services and how individual roles contribute to service provision</p>	<p>3.1 Identify different types of customer for a public sector organisation</p> <p>3.2 Explain why it is important to understand the needs of a public sector organisation’s customers</p> <p>3.3 Describe how public service provision can adapt to changes in customer needs and type</p> <p>3.4 Explain the purpose of ensuring equality and diversity is reflected when providing public services</p> <p>3.5 Explain how individuals contribute to the work of their organisation and the wider public sector</p>
<p>4 Understand finances in the public sector</p>	<p>4.1 Identify where money to pay for public services comes from</p> <p>4.2 Identify how a chosen public sector organisation is financed</p> <p>4.3 Explain why it is important not to waste money and resources in the public sector</p> <p>4.4 Explain why prioritisation of public service provision must take place when resources are limited</p>
<p>5 Understand how public sector organisations work together and with other organisations</p>	<p>5.1 Explain the benefits of working with other organisations within and outside the public sector</p> <p>5.2 Identify organisations that a public sector organisation works with to provide public services</p> <p>5.3 Explain how a public sector organisation works with other public and non-public sector organisations</p>
<p>6 Understand how performance is monitored and measured in the public sector and the purpose of doing so</p>	<p>6.1 Explain why performance is monitored and measured in the public sector</p> <p>6.2 Outline how the performance of a chosen public sector organisation or department can be measured</p> <p>6.3 Explain how individual performance is monitored within a public sector organisation</p>

Unit content

1 Know the features of the public sector

Types of public service organisations: national, local and community based; uniformed public services including armed forces, emergency services, other eg prisons, Her Majesty's Revenue and Customs (HMRC), Maritime and Coastguard Agency (MCA); differences between different public services – funding accountabilities, reporting structures, local and national base

Aims and objectives of public sector organisations: public service; meeting the needs of individuals and groups; protecting communities; provision of services eg housing, healthcare, education, social welfare, environmental services

Collaborative working: how local and central government work together to provide public services; differences between public sector and private and third sector organisations

Legislation relating to public sector organisations: Human Rights Act 1998; equality legislation and the role of the European Court of Human Rights (ECHR); employment legislation; health and safety legislation; Freedom of Information Act; Data Protection Act; Working Time Directive

2 Understand how the public sector is structured

Public sector structures and organisation: structures of different types of public services organisations eg uniformed public services, civil service, central and local government, organisations using lay personnel such as magistrates and local councillors; how specific public sector organisations form part of the overall UK public services

3 Understand the role of the public sector in providing services and how individual roles contribute to service provision

Public service customers: identifying a range of customers for a specific service eg vulnerable, children, older people, people from minority communities, other organisations using public services

Importance of understanding customer needs: including ensuring service provision is appropriate to protect individuals and the community from harm, to provide education, healthcare, welfare services

How public service can adapt provision: including public consultation, using customer feedback, public campaigns, community engagement

Ensuring equality and diversity: purpose including providing public services to meet the needs of communities and individuals; respect for beliefs and values of communities and individuals; ensuring support for vulnerable individuals and communities

Individuals contribution to the work of the public sector: individual contribution to their own organisation including demonstrating public service values such as fairness, impartiality and honesty; individual contribution to the wider public sector including respect and integrity

4 Understand finances in the public sector

Sources of finance: eg central and local taxes and grants, recharging and fees, special funding such as EU and National lottery, public donations; sources of funding for a specific public service

Value for money and financial probity: importance of not wasting public money and resources including being accountable to the public; prioritising use of scarce public resources including allocation by eg need, age, to vulnerable groups, to protect society

5 Understand how public sector organisations work together and with other organisations

Collaborative working: collaborative working across public sector organisations; other organisations the public sector works with – private organisations contracted to deliver services eg waste management and catering; third sector organisations eg charities, voluntary organisations and community groups; benefits of working with other organisations within and outside the public sector eg sharing expertise and resources, avoiding duplication of services, achieving value for money

6 Understand how performance is monitored and measured in the public sector and the purpose of doing so

Purpose of performance measurement and monitoring: eg ensuring effective and efficient use of resources, ensuring needs of individuals and communities are met, ensuring public finances are used effectively

Methods of measuring and monitoring performance: performance measurement and monitoring for public sector organisations; performance measurement and monitoring for public sector employees; performance measurement and monitoring for lay personnel in public services

Essential guidance for tutors

Assessment

This unit is assessed internally through a portfolio of evidence. An externally set multiple-choice test is not available for this unit.

This is a knowledge based unit and requires learners to show knowledge and understanding of the learning outcomes and content.

Assessment will aim to confirm learner knowledge and understanding and evidence of this can come from a range of sources including questioning (both written and oral questioning), learner statements (both written and oral), the use of case studies, learner research and presentations.

Where specific assessment criteria refer to 'a public sector organisation' or 'a chosen public sector organisation', individuals working in (or on placement in) the public sector should relate this to the public sector organisation they work for. Ideally the majority of evidence for all learning outcomes for this unit should derive either from the organisation learners work for or a chosen public service organisation they have researched in depth.

Consideration should be given to producing evidence to demonstrate knowledge through one linked project or series of tasks, for example an Induction Pack for a new member of staff or an information exhibition for a careers fair or a partnership working event.

Within this linked activity evidence for individual learning outcomes may, for example, be presented as information leaflets, presentations, audio taped interviews, posters, Frequently Asked Questions or 'Did you Know' factsheets.

For 1.1 and 1.2, learners must identify the organisations which comprise the public sector in the UK and the differences between these organisations.

For 1.3, learners must select a specific public service organisation and describe the aims of that organisation and the wider role of the public sector, including its aims and objectives.

For 1.4 and 1.5, learners must identify how public sector organisations work collaboratively to achieve their aims and objectives and state the differences between public, private and third sector organisations.

For 1.6, learners must identify the key areas of legislation which relate to their chosen organisation.

It is not expected that learners will have an in depth knowledge of these aspects of public sector work, rather that learners will appreciate the context in which the public services operate

For 2.1 and 2.2, learners must describe the structure of their chosen service and how this fits into the wider public service context. This could be achieved by producing an organisation structure diagram and explaining some of the functions of departments and job roles within that structure and then explaining how that organisation fits into the overall framework.

For 3.1, learners must identify the customers of the chosen organisation – this could be completed by research (secondary research such as internet research or primary research such as a customer survey). For 3.2 learners must explain the importance of understanding customer needs and for 3.3 adapting to meet those needs. This can be explained using some examples of customers identified in 3.1. For 3.4 learners must explain why and how their chosen public service ensures equality and diversity in its service provision. For 3.5, learners need to explain how at least two individuals contribute to the work of their chosen organisation and the wider public services.

For 4.1 and 4.2 the information learners collate should cover the finances for the chosen organisation For 4.3 and 4.4 learners must provide some examples to explain why resources must not be wasted and service provision must be prioritised.

5.1 requires learners to explain the benefits to that organisation from partnership working. Specific examples from the chosen service should be used to identify partner organisations for 5.2.

For 5.3 learners must explain partnership working and provide examples of how the chosen public service works with other organisations both in the public sector and those outside the public sector.

For 6.1 and 6.2 the purpose and process of measuring and monitoring performance should be explained and performance measuring of a specific public service or department in a public service outlined.

For 6.3 learners must explain how monitoring of individual performance of both paid employees and lay members (if appropriate to the chosen organisation) is undertaken.

Essential resources

There are no essential resources needed for this unit. However, it would be beneficial for learners to have access to an administrative environment in a public sector organisation.

Indicative resource materials

Textbooks

Cook S – *Customer Care Excellence: How to Create an Effective Customer Focus* (Kogan Page Ltd. 2008) ISBN 9780749450663

Harris E - *Customer Service, A Practical Approach* (Pearson 2009)
ISBN 9780135109311

Parliamentary and Health Service Ombudsman - Improving Public Service: A Matter of Principle – Case Studies (The Stationery Office, 2008) ISBN 9780102958348

Downloadable Publications

Public-private partnerships, Models and trends in the European Union
www.europarl.europa.eu/comparl/imco/studies/0602_ppp_briefingnote_en.pdf

Articles on collaborative working public and third sectors
www.ncvo-vol.org.uk/publicservicedelivery/index.asp?id=2233#Articles_on_PSD

Paxton W et al The voluntary sector delivering public services: Transfer or transformation? (Joseph Rowntree Foundation, 2005)
www.jrf.org.uk/sites/files/jrf/1859353681.pdf

Websites

www.audit-commission.gov.uk	Audit Commission
www.britishservices.co.uk	Central government departments
www.cabinetoffice.gov.uk	Cabinet Office
www.cec.org.uk	European Commission in the UK
www.cse.cabinetoffice.gov.uk/homeCSE.do	Customer service excellence, the Government Standard
www.direct.gov.uk	The Government gateway website for public services
www.europa.eu.int	European Union
www.equalityhumanrights.com	Equality and Human Rights Commission
www.hm-treasury.gov.uk	HM Treasury (Public Expenditure Statistical Analysis (PESA) 2006)
www.inspectorates.homeoffice.gov.uk	Inspectorates
www.instituteofcustomerservice.com/	Institute of Customer Service (ICS)
www.lga.gov.uk	Local authorities
www.lotteryfunding.org.uk	Alternative funding
www.ncvo-vol.org.uk/	National Council for Voluntary Organisations
www.official-documents.gov.uk	HM Stationery Office
www.opsi.gov.uk	Office of Public Sector Information
www.public-standards.gov.uk	Committee on Standards in Public Life
www.thirdsector.co.uk	Third sector – magazine for voluntary and not-for-profit sector

Unit 9: Principles of Personal Responsibilities and How to Develop and Evaluate own Performance at Work

Unit code: D/601/7644

QCF Level 3: BTEC Specialist

Credit value: 4

Guided learning hours: 32

Unit aim

This unit is about understanding one's own responsibilities for action in a business environment, including legislative and contractual responsibilities and ways of managing and evaluating own work effectively.

Unit introduction

This unit provides an opportunity for learners to understand their own responsibilities in a work environment. It is important for learners to understand the business environment in which they work, particularly in relation to organisational procedures. In this unit learners will examine the legal responsibilities of both the employer and employee in matters relating to health, safety and security of the work environment, maintaining the safety of equipment and working areas, and preventing risks to themselves and others.

All employees should have a good understanding of contracts of employment. In this unit learners will examine a contract of employment to develop their understanding of the various clauses usually contained within a contract, and will gain an understanding of employment legislation relating to equal opportunities issues of equality and diversity, and employee rights and responsibilities.

Understanding how to manage own work is a key aspect of administrative work. It is important for learners to appreciate the implications of planning and prioritising work to meet deadlines, and keeping others informed of progress. In this unit learners will explore ways of planning own work and dealing with pressure at work. They will investigate how to evaluate their own performance, and through receiving feedback, recognise where improvements are needed to develop skills to take on new responsibilities. This will then follow on to researching the types of career pathways and roles open to them.

Learners will also consider the types of problems that may arise at work, and ways these can be resolved through using a decision-making approach. Finally, learners will examine the key stages in the decision-making process and their role in this.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Understand the employment rights and responsibilities of the employee and employer and their purpose</p>	<p>1.1 Identify the main points of contracts of employment and their purpose</p> <p>1.2 Outline the main points of legislation affecting employers and employees and their purpose, including anti-discrimination and entitlement legislation</p> <p>1.3 Identify where to find information on employment rights and responsibilities both internally and externally</p> <p>1.4 Explain the purpose and functions of representative bodies that support employees</p> <p>1.5 Explain employer and employee responsibilities for equality and diversity in a business environment</p> <p>1.6 Explain the benefits of making sure equality and diversity procedures are followed in a business environment</p>
<p>2 Understand the purpose of health, safety and security procedures in a business environment</p>	<p>2.1 Explain employer and employee responsibilities for health, safety and security in a business environment</p> <p>2.2 Explain the purpose of following health, safety and security procedures in a business environment</p>

Learning outcomes	Assessment criteria
<p>3 Understand how to manage own work</p>	<p>3.1 Explain the reasons for planning and prioritising own work</p> <p>3.2 Identify ways of planning and prioritising own work</p> <p>3.3 Explain the purpose of keeping other people informed about progress</p> <p>3.4 Describe methods of dealing with pressure in a business environment</p>
<p>4 Understand how to evaluate and improve own performance in a business environment</p>	<p>4.1 Explain the purpose of continuously evaluating and improving own performance in a business environment</p> <p>4.2 Describe ways of evaluating and improving own performance in a business environment</p> <p>4.3 Explain the purpose of encouraging and accepting feedback from others</p> <p>4.4 Explain different types of career pathways and roles available</p>
<p>5 Understand the types of problems that may occur with own work and how to deal with them</p>	<p>5.1 Describe the types of problems that may occur with own work</p> <p>5.2 Explain ways of dealing with problems that may occur with own work</p> <p>5.3 Explain how and when to refer problems to relevant colleagues</p>
<p>6 Understand the decision making process</p>	<p>6.1 Explain key stages in the decision-making process</p> <p>6.2 Explain the purpose of not exceeding own limits of authority in making decisions</p>

Unit content

This content has been written in an expanded format to facilitate both a multiple choice test (MCQ) and portfolio assessment. Learners presenting work for portfolio assessment are not expected to evidence all of the content. Learners who opt for MCQ assessment could be tested on any part of this content.

1 Understand the employment rights and responsibilities of the employee and employer and their purpose

Contract of employment: main points (pay, working hours, holidays, sickness, notice period, pension scheme); purpose (an agreement between an employer and an employee which sets out their employment rights, responsibilities and duties, shows acceptance of the job on the terms offered by the employer; to cut out any disputes with the employer at a later date, to help understand employment rights, both employer and employee are bound to the employment contract until it ends or until the terms are changed)

Main legislation affecting employers: equal opportunities legislation; Sex Discrimination Act 1975/86 (unlawful for employers to discriminate on the grounds of gender or marriage); The Race Relations Act 1976 (unlawful to discriminate, either directly or indirectly, on the grounds of race, colour, nationality and ethnic or national origins, this applies to a person who is an employee and also to any person who is a job applicant); direct discrimination (when a person is treated less favourably than another in relation to recruitment, selection, training, promotion, selection for redundancy, because of their race, colour, nationality or ethnic origin); indirect discrimination (where a person of a certain race, colour, nationality or ethnic origins cannot comply with an unjustifiable requirement imposed by an employer, which in practice can be met by a smaller proportion of that ethnic group); Disability Discrimination Act 1995 (for employers who employ 15 or more staff, unlawful to discriminate against current or prospective workers or customers who have a disability or who have had a disability in the past, employer also has a duty to make reasonable adjustments to either the workplace, workstation or working environment to help the disabled person cope with their disability); Working Time (Amendment) Regulations 2007 (established the basis for paid annual leave); Equal Pay Act 1970 (jobs where the work is of 'equal value' must be paid at the same rate for men and women); Employment Equality (Age) Regulations 2006 (provide for a default retirement age of 65, statutory right for individuals to request postponement of retirement beyond the age of 65 – requests which the employer must consider)

Main legislation affecting employees: rights to time off (annual leave, paternity/maternity leave, absences, sickness and statutory sickness pay, trade union or staff association representation); working hours; flexible working; minimum wage; redundancy; unfair dismissal; grievance procedure; exemptions (some exemptions exist for very specific situations); terms and conditions of their employment (written statement of key terms and conditions within two months of starting work, providing the contract is to last for more than one month); Employment Act 2002 (to help parents balance work and family commitments)

Internal sources of information and support: staff manual/hand book, trade unions, staff associations; sources of help (line manager, organisation's human resources staff, organisation's grievance procedures); main representative bodies (trade unions, staff associations)

External sources of information and support: Advisory Conciliation and Arbitration Service (ACAS), Business Link, The Work Foundation, Department for Business, Innovation and Skills (BIS); sources of employment rights information (government websites, ACAS website, Citizens Advice Bureau)

Role of employees' representative bodies: to negotiate terms of employment; to protect interests of employees; to provide legal assistance and advice to employees; purpose (to receive and give information to management, to pass on information within the workforce, to be available for consultation by management over certain workplace matters); importance (to create an atmosphere of mutual trust between employees and management, improve workplace relations)

Employer responsibilities for equality and diversity: policies and procedures; The Equality and Human Rights Commission (EHRC) (promotes equality and to tackle and eliminate discrimination in relation to gender, gender reassignment, religion, belief, disability, sexual orientation, age or race, and to promote human rights)

Employee responsibilities for equality and diversity: liability for causing offence; sensitivity to people's individual needs (observation, listening, checking particular requirements in advance – diet, mobility); respect for others' abilities, background, values, customs and beliefs (open mindedness, learning about different cultures, avoiding assumptions over customs and beliefs, building working relationships through focusing on shared objectives)

Benefits of equality and diversity procedures: benefits to employees (improved staff morale, staff know they are being treated fairly); benefits to organisation (range of perspectives, values and skills, valuable in teams to ensure decisions are viewed from a range of perspectives, to be representative of community, to create ideas, recruiting by ability/talent leading to increased profit, productivity, proficiency)

2 Understand the purpose of health, safety and security procedures in a business environment

Employer responsibilities for health, safety and security at work: primary responsibility to reduce risks in the workplace; legal responsibility to look after health and safety; Health and Safety at Work Act 1974 (requires employers to carry out risk assessments, provide protective equipment if needed and ensure emergency procedures are in place); ensure employees are trained in health, safety and security procedures; ensure plant and machinery are safe and that safe systems of work are set and followed; ensure articles and substances are moved, stored and used safely; provide adequate welfare facilities; produce health and safety policies and procedures; appoint appropriate health, safety and security personnel (health and safety representative who will represent employees' interests, report to employer regarding hazards, dangerous occurrences, general matters affecting groups of employees; fire wardens, first aiders); health and safety committee

Employee responsibilities for health, safety and security at work: employee's legal responsibility (to take care of own health and safety, to take care of health and safety of others who may be affected by own actions, to cooperate with others on health and safety, not to interfere with, or misuse, anything provided for own or others' health, safety or welfare); correctly use work items provided by the employer, including personal protective equipment, in accordance with training and instructions; health and safety in office environment (induction, use of equipment, display screen assessments, eye testing, filing cabinets, lifting, storage on shelves or on top of furniture, hazardous substances); reporting accidents and hazards, limits of personal responsibility; following instructions; cooperating with employer's measures

Purpose of following health and safety procedures: to protect the health, safety and welfare of employees and customers; scope and responsibilities of own job role in dealing with health and safety; personal conduct; identifying health and safety hazards (faulty wiring, trailing flexes, torn carpet, broken glass, dangerous chemicals, visual display unit (VDU) screens, faulty equipment, poor posture when using computer, wet floors); reporting of accidents (RIDDOR); control of substances hazardous to health (COSHH) (sets out eight basic measures for employers and employees); regulations for using computers; keeping equipment clean and hygienic; following manufacturer's instructions; leaving equipment, resources and work area ready for the next user; positioning for copy typing; implications of non-compliance (exposing the organisation to fines or prosecution, exposing customers and colleagues to accidents)

Purpose of following security procedures: types of confidential information (customer or employee records); breach of confidentiality (overheard conversations); Data Protection Act 1998 (eight principles to protect the privacy of individual people, rules as to the personal data that can be collected, what use may be made of this information); Freedom of Information Act 2000 (gives individuals rights to access information held by public authorities, such as local authorities, central government, the NHS, schools and police); data protection infringement; intruders; not establishing caller's identity; mislaid files; easy access to computers

3 Understand how to manage own work

Reasons for planning and prioritising own work: reasons for planning (efficiency of time, meeting deadlines, meeting organisational objectives); negotiating realistic targets and setting timescales; flexibility; resources; own responsibilities; dealing with problems (interruptions, inability to meet deadlines, procrastination)

Planning own work: methods (task list, action plans, work schedule, diary systems, prioritising, monitoring work, checking against deadlines, checking for accuracy and quantity); importance of quality measures (to be agreed amongst colleagues to create consistent standards across team, to motivate team members); examining other commitments shown on task list, work schedules; allowing for contingencies; need to follow regulations

Purpose of keeping others informed of progress: using techniques and tools (diaries, planners, 'to do lists', catch up meetings, emails); how to plan and allocate time; meeting deadlines; ways of informing others of progress; revising plans; when to use different ways of informing others

Dealing with pressure: importance of qualities of resilience; the importance of being assertive and when (negotiating targets, priorities and timescales) taking on new challenges; adapting to change; coping with pressure

4 Understand how to evaluate and improve own performance in a business environment

Improving own performance at work: importance (to develop own skills, to gain personal satisfaction, to enhance organisation's competitive position)

Ways of improving own performance: carrying out a skills audit; skills (interpersonal, listening, dealing with stress, time management, IT, leadership); evaluating strengths, weaknesses; career development; threats to progress; objectives; learning activities (on the job – work shadowing, coaching, mentoring, job rotation; off the job – college, distance learning, elearning); independent learning; learning styles; importance of developing learning plans (to set objectives to meet personal and professional goals, identify resources and support needed, set review dates, monitor plan to assess progress against targets); finding advice and information on career development inside the organisation (human resources departments, training courses); outside the organisation (libraries, community centres, newspapers, the internet); continually monitoring and improving work; setting high standards; taking on new challenges; learning from others

Feedback: purpose (to reinforce positive behaviours, to learn, to continuously improve own work, to evaluate work activities, to understand own impact on others); methods of feedback (formal, informal, appraisal, review, personal development planning); legal issues (discrimination on grounds of sex, race, disability, sexual orientation and religion)

Receiving feedback: collecting feedback; purpose (meeting own goals and objectives); importance of feedback from others; reflecting on feedback from managers or colleagues to meet job competencies; sources of feedback (360° appraisal from different people in workplace, performance reviews, informal communication with others in workplace)

Career pathways: typical career pathways for administrators (team administration, departmental administrator, administration manager, secretary, personal assistant); specialisms (customer service, accounting, marketing, human resource management, purchasing, information technology support)

5 Understand the types of problems that may occur with own work and how to deal with them

Problems: types of problems (unclear team aims, poor communication, unmet expectations, perceptions of responsibilities/work not being shared equally, disagreements, conflicts of interest, work errors, unable to meet deadlines, loss of motivation)

Dealing with problems: defining boundaries and roles; asking for clarification; using time management techniques; problem solving skills (defining problem, generating alternatives, decision making, evaluating the decision); having a contingency plan; techniques for dealing with problems (clear communication, listening skills, joint problem solving, consult all team members, negotiation)

Referring problems: reporting to relevant colleagues (line manager or person delegated to provide guidance and support, technical support facility); following organisation's policies and procedures; when to refer problems (if outside own authority, when unsure)

6 Understand the decision making process

Stages in the decision making process: identify the problem (a discrepancy between the existing state and the desired state); information search (to gather as much information as possible); develop alternatives (using creative techniques, brainstorming); evaluate alternatives (to select the best option, identify the strengths and weaknesses of each alternative); implement the best alternative (putting the chosen alternative into action); follow-up (to judge whether the decision was correct, checking whether the problem has been resolved)

Not exceeding limits of authority: importance (non-compliance with organisational procedures may have serious implications for the organisation)

Essential guidance for tutors

Assessment

This unit can be assessed internally through a portfolio of evidence, or it can be assessed externally through an onscreen multiple-choice test. The following information on assessment relates to assessment by portfolio. Edexcel publishes separate guidance and information on MCQ testing.

Guidance for Portfolio Assessment

If assessed through a portfolio of evidence, learners need to provide evidence of an investigation into a specific job role (learners could investigate their own if employed). It is suggested that learners do not reproduce large chunks of information verbatim from company handbooks or legislation, but contextualise it to a job they are familiar with or have investigated. It may be possible to assess the unit through professional discussion, with a signed witness statement. Evidence may be based on scenarios such as team working, staff induction or staff training.

The minimum requirements that learners must include in their portfolio of evidence are as follows:

To achieve 1.1, learners must use an example of a contract of employment for a specific administrative-related job role, outlining the main headings used and making sure that at least four main points and their purpose are fully identified.

To achieve 1.2, learners must be able to outline the main points of acts of legislation which affect employment rights and responsibilities. Learners must describe the purpose of at least one type of anti-discrimination legislation and one type of entitlement legislation. They must give at least two examples of how each piece of legislation affects employers, and two examples of how each piece of legislation affects employees.

To achieve 1.3, learners must be able to identify at least two internal and two external sources of information on employment rights and responsibilities.

To achieve 1.4, learners must explain three reasons for the purpose and functions of representative bodies that support employees

To achieve 1.5, learners must explain employer and employee responsibilities for diversity and equality in the workplace, fully explaining at least two employer responsibilities and two employee responsibilities.

To achieve 1.6, learners must fully explain at least one benefit for the employer, one benefit for the organisation, and one benefit for the employee of making sure that equality and diversity procedures are followed in a business environment. They can use examples from a selected organisation.

To achieve 2.1, it is sufficient for learners to relate their answer to a specific organisation and explain at least two employer responsibilities and two employee responsibilities for health, safety and security at work.

To achieve 2.2, learners must explain the purpose of following health, safety and security procedures at work, giving at least one example of each type.

To achieve 3.1, learners must fully explain at least three reasons for planning and prioritising own work.

To achieve 3.2, learners must identify two methods of planning and prioritising own work.

To achieve 3.3, it is sufficient to give two reasons explaining the purpose of keeping others informed of progress.

To achieve 3.4, learners must fully describe two methods of dealing with pressure at work.

To achieve 4.1, learners must explain at least two reasons for continuously evaluating and improving own performance.

To achieve 4.2, learners must describe different ways of evaluating and improving own performance, at least two within the organisation, and two outside the organisation.

To achieve 4.3, learners must fully explain three purposes of encouraging and accepting feedback from others.

To achieve 4.4, learners must research the details and fully explain at least three types of different career pathways and roles that would interest them. This explanation must identify any specialisms within the pathways.

To achieve 5.1, learners must describe two types of problems that may occur with their own work. They can draw on examples of scenarios they have experienced.

To achieve 5.2, learners must fully explain two ways of dealing with problems, preferably ones they have resolved themselves.

To achieve 5.3, learners must explain how and when to refer problems to relevant colleagues. Learners must include at least one occasion of how and when to refer a problem. They could use an example of how they have referred a specific problem to relevant colleagues. Alternatively, if learners are not at work, case study scenarios can be used. The explanation must draw on the implications if they had not referred it.

To achieve 6.1, learners must explain the main stages in the decision making process from identifying the problem to checking if it has been resolved.

To achieve 6.2, learners must fully explain one purpose of not exceeding own limits of authority in making decisions. They can give an example to support this.

Essential resources

There are no essential resources needed for this unit. However, it would be beneficial for learners to have access to an administrative environment.

Indicative resource materials

Textbooks

Armstrong M – *Armstrong’s Handbook of Human Resource Management Practice* (Kogan Page, 2009) ISBN 9780749452421

Ashley V and Ashley S – *Business and Administration Student Handbook Level 3: To support all Level 3 Vocational Qualifications in Business and Administration: Student Handbook Level 3* (CfA, 2006) ISBN 978-0955092015

Bevan J, Dransfield R, Goymer J, Richards C – *BTEC Level 3 National Business Student Book: B1 (Level 3 BTEC National Business)* (Edexcel 2010) ISBN 978-1846906343

Carysforth C, Chadwick A and Rawlinson M – *NVQ Level 3 Business and Administration Student Handbook, Third Edition* (Heinemann, 2006) ISBN 978-0435463342

Journals

People Management (Chartered Institute of Personnel and Development)

Websites

www.acas.org.uk	the government funded agency which provides advice on industrial relations and employment issues
www.businesslink.gov.uk	Business Link – details about employment
www.cfa.uk.com	Council for Administration
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.connexions-direct.com	Advice on careers for 13-19 year olds
www.direct.gov.uk	The Government’s gateway website for public services – employment contracts
www.hse.gov.uk	the Government’s Health and Safety Executive, providing information on health and safety rights and responsibilities

Unit 10: Principles of Working with and Supervising Others in a Business Environment

Unit code: H/601/7645

QCF Level 3: BTEC Specialist

Credit value: 3

Guided learning hours: 24

Unit aim

This unit is about the knowledge and understanding needed to work effectively with others in a business environment, including communication, working in and supervising a team, and providing customer service.

Unit introduction

This unit provides an opportunity for learners to understand the purpose of working with others in a team, behaviours that support teamworking, effective communication, and methods used to assess own work and the work of a team. Building and maintaining working relationships is vitally important to anyone working in administration. Learners will be able to explore the importance of effective communication for creating positive working relationships through using communication methods including written, verbal, and non-verbal.

This unit also introduces learners to the importance of agreeing and setting standards in order to improve performance. Learners will be able to examine the importance of team work to achieving goals through the setting and agreeing of objectives to meet the goals. They will look at ways of assessing the work of the team to make sure that best use is made of individuals' strengths and abilities. Learners will also examine how treating others with honesty and consideration contributes to positive working relationships.

Learners will be able to look at the purpose of assessing their own performance and the work of a team through understanding different methods which can be used to monitor performance. Finally, learners will explore the importance of giving and receiving constructive feedback to improve performance.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the purpose of working with others in a team	1.1 Describe how team working can help to achieve goals and objectives 1.2 Explain the purpose of sharing work goals and plans when working in a team
2 Understand how to behave in a way that supports positive working with others	2.1 Explain the purpose of agreeing and setting standards for own work and the work of a team 2.2 Identify how to allocate work to a team so the best use is made of strengths and abilities 2.3 Explain the purpose of treating others with honesty and consideration
3 Understand the purpose and methods of communicating effectively with others in a team	3.1 Explain the purpose of effective communication with other people in a team 3.2 Compare different methods of communication within and to teams and when to use them 3.3 Explain the purpose of encouraging contributions from others
4 Understand how to assess own work and the work of a team	4.1 Explain the purpose of assessing own work and the work of a team 4.2 Describe ways of assessing own work and the work of a team 4.3 Explain the purpose of giving and receiving constructive feedback 4.4 Describe ways of giving and receiving constructive feedback

Unit content

This content has been written in an expanded format to facilitate both a multiple choice test (MCQ) and portfolio assessment. Learners presenting work for portfolio assessment are not expected to evidence all of the bracketed content. Learners who opt for MCQ assessment could be tested on any part of this content.

1 Understand the purpose of working with others in a team

Team: difference between a group and a team (a group is a collection of people with a common interest, a team is a group of individuals with a shared vision working together with specific roles and committed to achieving a common goal); characteristics of an effective team (be united in a common purpose, trust each other, be open with each other, accept consensus decisions, support each other, be dependent on each other, be committed, work conflict through)

Team working: benefits of team (joint commitment, range of skills and expertise, sharing of ideas, collective ability to innovate, coordination of effort, motivation, better communication); supporting development of skills of members; importance of maximising benefits of team; importance of informing others and providing guidance; purpose of prioritising; stages of team development (forming, storming, norming, performing)

Goals and objectives: difference between goals and objectives (goals relate to aspirations, purpose and vision, objectives are the plan towards achievement of the goal)

Purpose of sharing work goals and plans: setting SMART objectives (specific, measurable, achievable, realistic, timebound); importance of communicating purpose and objectives of team to all members (to ensure all members are clear about team goals and individual roles); using skills and attributes of individual team members; motivating team members to achieve goals and objectives; motivates team to work together

2 Understand how to behave in a way that supports positive working with others

Agreeing and setting standards for own work: agreeing realistic targets to meet objectives; specifying the resources required to achieve objectives and checking availability of resources; agreeing the working methods and the schedule for undertaking the work; importance of taking account of other work tasks allocated; clarifying instructions and work requirements; seeking support when required; sharing work goals and plans

Agreeing and setting standards for the work of a team: agreeing realistic targets with team (objectives to be achieved, resources that are needed, the best working methods, a schedule for undertaking the work); considering what other work team has to do

Allocate work in a team: delegating work (knowing what tasks to delegate, who should do it, briefing team member to ensure they know their responsibilities, monitoring progress); importance of delegating (to develop team spirit, spread the workload, motivate team members, develop new skills and competencies); build on strengths and overcome weaknesses; Belbin's team role theory (shaper, coordinator, plant, resource investigator, teamworker, implementer, monitor-evaluator, completer-finisher, specialist); Tuckman's team role theory (forming, storming, norming, performing, adjourning, transforming); Herzberg's theory (factors which produce job dissatisfaction – company policy, supervision, salary, interpersonal relations, working conditions – are separate from those that produce job satisfaction – achievement, recognition, work, responsibility); Hayes's change management theory (six components of effective change – management practice, vision for change, leadership, planning and organisation, communication, consultation, support)

Purpose of treating others with honesty and consideration: openness about mistakes and own performance, adherence to rules in handling valuables, prompt notification if mistakes made in own favour (overpaid salary, honesty over reasons for time away from work, admittance of areas of ignorance); better work atmosphere; to make job easier (by admitting own ignorance and asking for help); more likely to receive consideration from others if treating them with consideration; maintaining team objectives and flow of work

3 Understand the purpose and methods of communicating effectively with others in a team

Effective communication: importance (to develop and sustain good working relationships, to pass on accurate and timely information to other people); features of effective communication (accurate in every detail, concise and clear, complete, valid, be in the most appropriate format, timely)

Verbal methods of communication: focusing on what others are communicating; questioning when unsure; adapting communication to meet the needs of others; making positive contributions to discussions; acknowledging others' views; showing confidence when communicating; methods (making and receiving telephone calls, contributing to discussions, leading and participating in meetings)

Non-verbal communication: body language (facial expressions, eye contact, gestures, posture, spacing, touch); impact on others (can have greater impact than speech)

Written communication: types (letters, memos, reports, email); importance of presenting positive image of self and organisation (using clear, professional language, correct spelling and grammar, good presentation skills when creating written documents)

Using most appropriate method: identifying most appropriate method of communicating to meet the needs of other people (emails, meetings, formal and informal, memos, letters, website entries, adaptations); choice of method; level of detail; use of jargon; choice of language; use of graphics; importance of adapting methods of communicating to meet different needs (to make communication more effective, to make people feel valued, to enhance working relationships)

Encouraging contributions from others: importance (to motivate team members, recognising achievements, encouraging ideas, encouraging others to take the lead, challenging methods of working)

4 Understand how to assess own work and the work of a team

Purpose of assessing own work: importance (to develop own skills, to gain personal satisfaction, to enhance organisation's competitive position)

Purpose of assessing work of a team: to ensure that work is to a correct standard; to motivate team members; to show team members how an individual's objectives fit in with the team and organisational objectives

Ways of assessing own work: carrying out a skills audit of own personal work-related skills with those needed for current work role and intended future work roles; personal skills (writing skills, speaking skills, listening, dealing with stress, presentation skills, time management, IT skills); leadership skills (leading by example, motivating, communicating, influencing and persuading, planning, setting objectives, providing feedback, coaching, mentoring, empowering, managing conflict); continually monitoring and improving work; receiving feedback from others; setting high standards; taking on new challenges; learning from others

Ways of assessing the work of a team: monitoring progress and quality of work through listening, observation, questioning, asking others (customers, colleagues, managers); dealing with problems, involving team in decision-making; taking corrective action where necessary

Giving feedback: purpose (to reinforce positive behaviours, to learn, to continuously improve own work, to evaluate work activities, to understand own impact on others); methods of feedback (formal, informal, appraisal, review, personal development planning); legal issues (discrimination on grounds of sex, race, disability, sexual orientation and religion); preparing to give feedback (choosing an appropriate time and place, gathering facts and examples of performance, asking other people where appropriate)

Types of feedback: positive (giving praise for achievements); negative (commenting on problems and areas for improvement); constructive (places the stress on positive achievements without trying to avoid negative feedback); less constructive (emphasises the negative without making suggestions for improvement)

Ways of giving or receiving feedback: sources of feedback (360° appraisal from different people in workplace, performance reviews, informal communication with others in workplace, customer feedback)

Essential guidance for tutors

Assessment

This unit can either be assessed internally through a portfolio of evidence, or it can be assessed externally through an onscreen multiple-choice test. The following information on assessment relates to assessment by portfolio. Edexcel publishes separate guidance and information on MCQ testing.

Guidance for Portfolio Assessment

If assessed through a portfolio of evidence, learners need to provide evidence of an investigation into a specific job role which involves supervising others (learners could investigate their own if employed).

For all the Outcomes, learners should understand the importance of working with others in a team in order to achieve organisational goals and objectives. They can undertake specially designed team activities or analyse the interaction and effectiveness of teams in their own workplace (if they are employed or have work experience).

Specifically for Outcome Four, learners could undertake role play scenarios of giving and receiving feedback in different team situations. They could also watch video clips of performance reviews and evaluate the techniques used. If learners have given or received feedback in their workplace, this could be evidenced through a reflective report and signed statements.

For all the criteria the work could be done in writing or the evidence could be collected orally with learners explaining the reasons and processes to the assessor. It may be possible to assess the unit through professional discussion, with a signed witness statement. Evidence may be based on scenarios such as team working, managing projects or staff training.

If this method is used then the assessor should ensure the signed statement includes sufficient detail to support the assessment decisions for all criteria assessed in this way.

The minimum amounts of the content that should be included in learners' work are as follows:

To achieve 1.1, learners must describe the difference between goals and objectives, then give at least three reasons how team working can help to achieve goals and objectives.

To achieve 1.2, learners must fully explain at least two purposes of sharing work goals and plans when working in a team.

To achieve 2.1, it is sufficient to explain two purposes of agreeing and setting standards for own work, and two purposes for agreeing and setting standards for the work of a team.

To achieve 2.2, learners must identify at least three ways of allocating work to a team so the best use is made of team members' strengths and abilities. They must draw on at least one team role theory to support their evidence.

To achieve 2.3, learners must explain at least two reasons why it is important to treat others with honesty and consideration.

To achieve 3.1, learners must explain what is meant by effective communication and give at least two reasons why this is important in a team situation.

To achieve 3.2, learners must compare different methods of communication used within teams and to teams and how and when to use them. This must include written, verbal and non-verbal methods. Learners can produce a table comparing the suitability of using the methods for at least two methods of communication with teams, and two methods of communication to teams.

To achieve 3.3, it is sufficient for learners to fully explain one purpose of encouraging contributions from others.

To achieve 4.1, learners must explain the purpose of assessing own work, giving at least one reason for self and one reason for the organisation, and then go on to two reasons explaining the importance of assessing the work of a team.

To achieve 4.2, learners must describe at least three ways of assessing own work, and two ways of assessing the work of a team. Examples can be used from own work experience.

To achieve 4.3, learners must explain what is meant by constructive feedback and explain at least three purposes of giving and receiving constructive feedback.

To achieve 4.4, learners must fully describe one way of giving constructive feedback and one way of receiving constructive feedback.

Essential resources

There are no essential resources needed for this unit. However, it would be beneficial for learners to have access to an administrative environment.

Indicative resource materials

Textbooks

Ashley V and Ashley S – *Business and Administration Student Handbook Level 3: To support all Level 3 Vocational Qualifications in Business and Administration* (CfA, 2006) ISBN 9780955092015

Belbin M – *Team Roles at Work* (Butterworth-Heinemann Ltd, 1996) ISBN 9780750626750

Bevan J, Dransfield R, Goymer J and Richards C – *BTEC Level 3 National Business Student Book: B1 (Level 3 BTEC National Business)* (Edexcel, 2010) ISBN 9781846906343

Carysforth C, Chadwick A and Rawlinson M – *NVQ Level 3 Business and Administration Student Handbook, 3rd Edition* (Heinemann, 2006) ISBN 9780435463342

Journals

People Management (Chartered Institute of Personnel and Development)

Websites

www.cfa.uk.com	Council for Administration
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.belbin.com	Dr Meredith Belbin's website on team role theory

Unit 11: Principles of Managing Information and Producing Documents in a Business Environment

Unit code: M/601/7647

QCF Level 3: BTEC Specialist

Credit value: 4

Guided learning hours: 32

Unit aim

This unit is about knowing and understanding how to manage information and design and produce documents securely when working in a business environment.

Unit introduction

Successful management of information and production of documents is crucial to the running of business environments.

Initially, this unit gives learners the opportunity to explore how to design and monitor information systems. It goes on to explore how to research information, how to organise, report and evaluate information and how to store information. Next, learners consider how to design and produce documents and finally they learn how to maintain security and confidentiality at work in a business environment.

This unit is delivered and assessed in a practical way based on the needs of the chosen organisation.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how to design and monitor information systems	1.1 Describe the types of information that need to be managed in a business environment 1.2 Evaluate ways of contributing to the design and development of an information system 1.3 Explain the purpose and benefits of monitoring use of an information system and ways of doing so
2 Understand how to research information	2.1 Explain the purpose of agreeing objectives and deadlines for researching information 2.2 Explain how to identify and select sources of information 2.3 Identify methods of checking information for reliability and accuracy 2.4 Identify restrictions that apply to the use of researched information
3 Understand how to organise, report and evaluate the relevance of information	3.1 Explain different ways of organising and reporting information 3.2 Explain how to evaluate the relevance of information
4 Understand how to store information	4.1 Explain different ways of storing information and the purpose of doing so 4.2 Compare different information storage and archive systems and their main features.

Learning outcomes	Assessment criteria
<p>5 Understand how to design and produce documents</p>	<p>5.1 Identify reasons for designing and producing high quality and attractive documents</p> <p>5.2 Compare different types and styles of documents that may be designed and produced and ways of doing so</p> <p>5.3 Describe reasons for agreeing the purpose, content, layout and style, quality standards and deadlines for the design and production of documents</p> <p>5.4 Describe ways of researching, organising and checking content needed for documents</p>
<p>6 Understand how to maintain security and confidentiality in a business environment</p>	<p>6.1 Explain the purpose of maintaining security and confidentiality in a business environment</p> <p>6.2 Describe ways of maintaining security and confidentiality in a business environment</p>

Unit content

This content has been written in an expanded format to facilitate both a multiple choice test (MCQ) and portfolio assessment. Learners presenting work for portfolio assessment are not expected to evidence all of the bracketed content. Learners who opt for MCQ assessment could be tested on any part of this content.

1 Understand how to design and monitor information systems

Types of information that need to be managed in a business environment: customer records; employee records; financial records; technical information; internal policies; procedures and processes; records of internal meetings; correspondence with customers/suppliers/other organisations; market information and promotional materials.

Information system: work system designed to process (capture, transmit, store, retrieve, manipulate and display) information

Ways of contributing to the design and development of an information system: identifying users' needs; identifying business objectives; identifying financial, legal and technical constraints; identifying data to be input into system; selecting means of inputting data into system (bar codes, electronic data interchange, manual entries); identifying and developing any required proformas for collecting data; identifying and developing required outputs (reports, alerts); liaising with information technology specialists if needed to develop proposed system; checking against user needs and specifications; testing system; maintaining records of issues identified; pilot system with selected users; suggesting adaptations to meet users' requirements

Evaluation of ways of contributing to design and development of information system: cost; time; scale and rigour of system testing; degree to which user testing reflects real user group; scale of pilot; whether adaptations also tested; efficiency and effectiveness of final system

Purpose and benefits of monitoring use of an information system: to identify levels and timing of usage; to gain early knowledge of any faults; enable problems with system (information available, information that cannot be found, information not found within the timescales, breakdown of security procedures) to be rectified at an early stage

Ways of monitoring an information system: electronic counters; analysis of system data on aborted queries and time taken for each query; analysis of helpdesk queries; analysis of user queries; complaints and other feedback; comparison of user requirements with the existing system

2 Understand how to research information

Purpose of agreeing objectives and deadlines for researching information: to ensure relevant information researched; to save time and money; to prevent errors; to provide information in required format within agreed timescales

Identifying sources of information: internal information sources (active files, archive files – paper or electronic, intranet, database query, interviews/surveys of staff); external sources (public information websites, competitors' websites, suppliers' websites, consultants, websites or journals of trade associations and professional bodies, subscription-based marketing intelligence organisations)

Selecting sources of information: considering ease of access; level of detail; reliability; cost in relation to benefits of gaining information

Methods of checking for reliability and accuracy: testing for reliability between researchers/sources; questioning credibility of the source; questioning whether the source is still relevant/out of date; questioning whether the source is relevant to organisation's needs and whether there is any bias; restrictions that apply to the use of researched information: licensing arrangements; restrictions placed on researchers accessing content outside of their own institution and the laws protecting public and private sector information (Data Protection Act)

3 Understand how to organise, report and evaluate the relevance of information

Ways of organising and reporting information: amount of detail suited to user; clear, professional presentation; use of house style and format; format appropriate to user and purpose

Written report: formal style (featuring abstract, background information, description of research method, findings and conclusions, data/information summarised within report using descriptions/statistics and displayed using descriptions/tables/graphs, research method assessed, references and appendices used)

Oral presentation: using IT software such as PowerPoint; summarises research methods and main findings

Database systems: types of information stored on database (customer addresses, customer payment details, employee details); database structure (field types, field names, table names); how data is structured (single table, non-relational); characteristics of database fields (data type, field name, field size, field format); how field characteristics contribute to data validation; importance of maintaining data integrity (to provide accurate data and information); methods of maintaining data integrity; finding and retrieving information; issues (completeness of data, data consistency, data redundancy); balancing different issues when handling data

Methods to evaluate relevance of information: questioning the credibility of the source; the sample size/type/selection; whether the information is out of date or still relevant; potential for bias; the validity of the source

4 Understand how to store information

Different ways of storing information and the purpose of doing so: filing (the systematic arrangement and classification of the information contained in active records for later retrieval) manual filing classification and index systems (alphabetical, numeric, chronological and alphanumeric index cards, active files, archived files); electronic information systems (file naming protocols, active files, archive files, hard drive, CD drives; DVD drives; flash drives/USB); manual filing classification and index systems suitable when hard copies of information are used; electronic systems allow for storage of electronic information

Different information storage and archive systems: paper-based filing systems (offers quick and easy retrieval of information, ensures integrity and continuity of record keeping, allows for easy identification of inactive records, allows for fast-reading techniques, bulky, takes up office space, poses security risks as information could be easier to access than electronic systems); electronic systems (appropriate to today's paperless offices, efficient storage, save space, data can be manipulated, searched or shared between geographically dispersed sites, possible data loss through technology failure and security threats)

5 Understand how to design and produce documents

Reasons for designing and producing high quality and attractive documents: professionalism; promotes good image of organisation; pleasing to the eye and mind; support the brand image; easier to use for all users including those with disabilities

Ways to produce high quality and attractive documents: use of relevant IT software; adhere to house style for layout; selection of fonts and use of headings; use numbering and headings consistently; avoid dense text through paragraphing; maintain printers in good order; use correct paper; keep documents and working area clean; check documents before sending

Different types and styles of documents that may be designed and produced and ways of doing so: types (business letter, minutes from meetings, email); business letter (produced using word processing package, eg Microsoft Word, two addresses, sender's address top right, full address of the recipient underneath on the left, rest of the letter follows, sign letter between salutation and your typed name and title, formal style); email (lines, paragraphs and message kept short, often informal style); minutes from meetings (processed using word processing package, eg Microsoft Word, date, time, members present and absent stated, items recorded chronologically, motions and the names of people who originate them, whether motions are adopted or rejected and actions taken all noted, too much detail avoided, style formal and succinct)

Reasons for agreeing the purpose: content; layout and style; quality standards and deadlines for design and production of documents (ensures documents are appropriate, produced on time, meet expectations, formatted in house style)

Ways of researching content needed for documents: internal information sources (electronic or paper-based files, information or decisions from relevant staff, guidance from staff handbooks or policy/procedures, databases, spreadsheets); external information sources (suppliers, distributors, legal, financial or technical advisors); methods of research (clarify requirements, use internet, emails, letters, telephone calls, record information and sources)

Ways of organising content needed for documents: choosing format (letter, email, report, handbook, leaflet); clarifying user needs regarding level of detail and how they will use document; deciding on how to divide content (alphabetical, chronological, most important first, traditional in organisation, geographical, by product or service, by department); deciding on user requirements for introduction (instructions, conclusions, recommendations, feedback mechanisms) decide on design of pages (colour, print, spacing, graphs, charts and tables, illustrations, page format, page numbering, front cover)

Ways of checking content needed for documents: clarifying objectives and target audience; providing early sample for users and seeking feedback

6 Understand how to maintain security and confidentiality in a business environment.

Purpose of maintaining security and confidentiality: avoidance of damage to organisation's reputation; loss of business; physical danger to staff and members of the public; financial loss to organisation; prosecution; competitor advantage through knowledge of sensitive information (company strategy, customer details, development of new products, promotional campaigns)

Fulfil legal requirements: Data Protection Act 1998 (lays down principles for those handling personal information – information must be fairly and lawfully processed, processed for limited purposes, adequate, relevant, not excessive, accurate and up to date, not kept longer than necessary, processed in line with rights, secure, not transferred to other countries without adequate protection, the right of individuals to find out what personal information is held about them on computer and paper records); the Computer Misuse Act 1990 (makes it illegal to access computer material without permission, access material with the intent to commit another offence, alter computer data without permission); Copyright, Designs, Patent Act 1988 (gives creators of certain medias/software the right to limit the use and distribution of their material)

Ways of maintaining security and confidentiality: codes of practice; monitoring; internal audits; external audits; development of systems and procedures with safe-guards; ways to maintain security (visitor entry and exit procedures, lockable storage facilities, security of keys, passwords and identity cards/badges, security procedures implemented for handling cash and valuables); ways to maintain confidentiality (confidentiality policy, security of personal information held on manual/computer records, protection of computer systems, protocols for using and acknowledging sources and references, collecting agencies and the payment of copyright fees) using passwords (regularly changing passwords, variable levels of access to data, screensavers, avoiding keeping confidential data on CDs, data sticks and laptop computers, clear desk policy, care when discussing confidential matters)

Essential guidance for tutors

Assessment

This unit can be assessed internally through a portfolio of evidence, or it can be assessed externally through an onscreen multiple-choice test. The following information on assessment relates to assessment by portfolio. Edexcel publishes separate guidance and information on MCQ testing.

Guidance for Portfolio Assessment

If assessed through a portfolio the assessment should be set into the context of a specific administrative workplace. Ideally learners could use their workplaces or work placements but if this is not possible the centre could arrange for a visit to be carried out to investigate how to manage information and produce documents. Some centres may be able to use their own operation as a context for the assessments. Assessment tasks must, where relevant, give learners the opportunity to fully explain and evaluate procedures and the production of business documents within a specific organisation.

The minimum requirements that learners must include in their portfolio of evidence are as follows:

To achieve 1.1, learners should describe at least three types of information that needs to be managed in a business environment. They should go beyond producing a generic list of types of information that needs to be managed in a business environment, and should describe types of information that need to be managed within a specific organisation.

To achieve 1.2, learners should evaluate three ways of contributing to the design and development of an information system.

To achieve 1.3, learners should state the purpose of two benefits of monitoring an information system.

To achieve 2.1, learners should explain the purpose of agreeing both objectives and deadlines for researching information.

To achieve 2.2, learners should explain how they would identify at least three sources of information for a specific requirement and how they would select the most appropriate sources to use.

To achieve 2.3, learners need to identify at least three ways they would check information for reliability and accuracy.

To achieve 2.4, learners should identify at least three restrictions that apply to the use of researched information.

To achieve 3.1, learners should explain how information can be organised and reported in two different ways.

To achieve 3.2, learners should explain at least three ways to evaluate the relevance of information collected for a specific purpose.

To achieve 4.1, learners should explain at least two different ways of storing information. This could be through producing instructions for new colleagues at their work placement on how to store business information ensuring that they fully explain the company's system.

To achieve 4.2, learners should compare two information storage and archive systems. Learners could compare a manual system with an electronic one, or they could compare two electronic systems.

To achieve 5.1, learners should identify at least three reasons for designing and producing high quality and attractive documents.

To achieve 5.2, learners should compare at least two different types of documents and two different styles and the ways they are produced.

To achieve 5.3, learners should describe at least one reason for agreeing each of the purpose, content, layout and style, quality standards and deadlines for design and production of documents.

To achieve 5.4, learners should describe at least one way for each of researching, organising and checking content needed for documents.

To achieve 6.1, learners should explain at least two reasons for maintaining security and two for maintaining confidentiality in a business environment.

To achieve 6.2, learners should describe at least two ways of maintaining security and two of maintaining confidentiality in a business environment. This could be through making suggestions for improving security and confidentiality at their workplace/placement including a full description of the reasons behind these suggestions.

For all the criteria the work could be done in writing or the evidence could be collected orally with learners explaining the reasons and processes to the assessor. If this method is used then the assessor should complete an observation record which includes sufficient detail to support the assessment decisions for all criteria assessed in this way.

Essential resources

There are no essential resources needed for this unit. However, it would be beneficial for learners to have access to an administrative environment.

Indicative resource materials

Textbooks

Ashley V and Ashley S – *Business and Administration Student Handbook Level 3: To support all Level 3 Vocational Qualifications in Business and Administration* (CfA, 2006) ISBN 978-0955092015

Bevan J, Dransfield R, Goymer J, Richards C – *BTEC Level 3 National Business Student Book: B1 (Level 3 BTEC National Business)* (Edexcel, 2010) ISBN 978-1846906343

Cornish G – *Copyright in a Week* (Hodder and Stoughton, 2002) ISBN 978-0340849446

Websites

www.cfa.uk.com	The Council for Administration
www.copyrightservice.co.uk	UK Copyright Service
www.data-protection-act.co.uk	Data Protection Act made easy

Unit 12: Principles of Providing and Maintaining Administrative Services

Unit code: M/601/7650

QCF Level 3: BTEC Specialist

Credit value: 4

Guided learning hours: 32

Unit aim

This unit is about providing and maintaining specific administrative services, including ordering goods and services, minimising waste and delivering effective customer service.

Unit introduction

Every business organisation has a structure requiring administrative support to enable it to work efficiently and effectively. It is important for learners to understand the business environment in which they work, particularly in relation to the diverse range of administrative services provided, and the skills and knowledge needed to provide these services. Learners will have the opportunity of investigating organisational procedures for procurement, and as a result will understand how to write a specification for procuring a product or service. Also, learners will investigate ways of dealing with waste to ensure that taking a sustainable approach has a positive impact on the business environment.

Building relationships with internal and external customers and providing excellent customer service to meet their needs and expectations is paramount. This involves excellent communication and interpersonal skills, a good knowledge of the product or service provided, and the ability to monitor and evaluate the quality of customer service provided. This unit explores the ways that organisations and their staff build effective relationships with their customers and why this is important. Learners will look at the importance of identifying and confirming customer needs, and be able to develop their knowledge and interpersonal skills.

Learners will examine how businesses monitor and evaluate their level of customer service by obtaining feedback, and how this enables them to make improvements to the service provided.

Also in this unit learners will examine how to take minutes as well as looking at the organisational policies and procedures for meetings. There are similar responsibilities and tasks involved in planning and organising events such as identifying resources needed, arranging travel and accommodation for delegates, and producing an agenda.

Planning and managing activities is key to business success and efficiency, and learners will examine activities to support this by comparing the different types of diary systems used, and the information needed to maintain diary systems.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Understand how to order products and services</p>	<p>1.1 Describe procedures for the ordering and supply of products and services for an organisation</p> <p>1.2 Describe how to write a specification for a product or service</p> <p>1.3 Explain the purpose of selecting products and services that represent best value for money</p> <p>1.4 Explain the benefits of reviewing procedures for ordering products and services</p>
<p>2 Understand how to keep waste to a minimum in a business environment</p>	<p>2.1 Explain the main causes of waste that may occur in a business environment</p> <p>2.2 Explain ways of keeping waste to a minimum in a business environment</p>
<p>3 Understand the purpose of delivering effective customer service</p>	<p>3.1 Explain why customer service should meet or exceed customer expectations</p> <p>3.2 Explain the purpose of building positive working relationships with customers</p> <p>3.3 Explain the purpose of identifying customer needs and expectations</p> <p>3.4 Explain the purpose of agreeing quality standards and timescales with customers</p> <p>3.5 Describe methods of reviewing customer service provision within a business environment</p>

Learning outcomes	Assessment criteria
<p>4 Know how to take minutes</p>	<p>4.1 Explain the purpose of minutes as an accurate record of discussions and decisions</p> <p>4.2 Describe legal and organisational requirements that may apply to minute taking</p> <p>4.3 Describe how to take notes during discussions held at meetings</p> <p>4.4 Explain the purpose of, and how to listen actively when taking minutes</p> <p>4.5 Describe different types and styles of minutes and their purpose</p>
<p>5 Understand how to organise meetings</p>	<p>5.1 Describe different types of meetings and their main features</p> <p>5.2 Describe the sources and types of information needed to organise meetings</p> <p>5.3 Describe the types of information needed by individuals before, during and after meetings</p>
<p>6 Understand how to organise events</p>	<p>6.1 Describe different types of events and their main features</p> <p>6.2 Explain how to select appropriate types of venues and resources</p> <p>6.3 Examine the sources and types of information needed to organise events</p> <p>6.4 Describe the types of information needed by individuals before, during and after events</p>
<p>7 Understand how to manage diary systems</p>	<p>7.1 Explain the purpose of managing diary systems to plan and coordinate activities and resources</p> <p>7.2 Compare different types of diary systems and the situations for which they are appropriate</p> <p>7.3 Describe the information needed to maintain diary systems</p>

Unit content

This content has been written in an expanded format to facilitate both a multiple choice test (MCQ) and portfolio assessment. Learners presenting work for portfolio assessment are not expected to evidence all of the bracketed content. Learners who opt for MCQ assessment could be tested on any part of this content.

1 Understand how to order products and services

Organisational procedures: procedures for purchase, storage and usage of supplies; ordering (placing orders with suppliers, terms and conditions that are required, adding new suppliers to an approved list); store and distribute supplies to meet user needs; interpreting organisational procedures; knowing limits of responsibility

Specification: definition (statement of needs to be satisfied by the procurement of external resources); legal agreement of basic requirements (capacity meaning each party must be legally capable of making the contract, offer – this can be written or verbal but must be specific and related to a stated price, acceptance must be communicated to the person who makes the offer, consideration means the contract must involve some kind of payment, and intention to create legal relations); terms of the contract may be express or implied; termination of the contract can be ended by performance, agreement or breach; negotiate best value for money

Purpose of selecting products and services: importance of sourcing quality products and services that meet specifications; requirements of organisation's procedures (an approved supplier list, comparing sources of products and services, a limit on the amount of stock held, storage arrangements to keep stock in good condition, specific purchase ordering system with authorised signatories); create and maintain effective working partnerships with suppliers to improve quality and cut costs

Reviewing ordering procedures: benefits (to improve efficiency, obtain better value for money, negotiate terms and conditions)

2 Understand how to keep waste to a minimum in a business environment

Causes of waste: stationery (cardboard, paper); hazardous waste (fluorescent light tubes, chemicals, solvent-based inks, batteries)

Keeping waste to a minimum: checking printing or photocopying (photocopy back to back, only take exact number needed, print using 'economode' and less ink, print two pages to a sheet); reuse envelopes for internal mail; reuse folders and ring binders; convert unavoidable waste paper into scrap pads; recycling (labelled waste sacks, shredding confidential documents for recycling); maintenance of equipment

3 Understand the purpose of delivering effective customer service

Customer needs and expectations: importance (enhanced reputation of organisation, to earn repeat business, customer confidence in organisation, job satisfaction for employee); customers willing to pay more for goods or services if customer service is perceived as excellent; to remain competitive; to be profitable; to be able to invest in improvements

Building positive customer relationships: making customers feel valued; listening to needs/expectations; identifying appropriate products/services for customers; providing a reliable and consistent service; providing accurate information; prompt attention; courtesy; meeting changing needs; identifying new ways of helping; dealing promptly with problems; complaints; the benefits to the organisation of effective customer service (enhanced reputation, repeat business, increased profit, job satisfaction for employees)

Identifying customer needs and expectations: identifying (through questioning, listening, using customer research, feedback); importance of identifying and confirming understanding of customers' needs, customers' expectations (how customers feel they should be treated, expectations formed by what they see and hear; what the organisation tells them, their experience of receiving customer service in the past)

Purpose of agreeing quality standards and timescales: purposes of developing written customer service standards (focuses efforts of staff, enables resources to be directed to satisfy specific customer needs/groups, encourages consistency and reliability, used in promotion of product/service); importance of meeting timescales (prompt attention, consistency, reliability, accuracy of information, providing quality products and services); meeting and exceeding customer expectations; appearance of working environment (neat, tidy, well stocked, safe and secure); level of spend; implications for financial and economic performance; organisational structure; mission statement; organisational targets; comparisons with competitors or comparable organisations; the competitive edge; added value; value for money

Reviewing customer service provision: to maintain competitive position; techniques of analysing customer feedback; sources of information (informal feedback, customer questionnaires/comment cards, staff feedback, staff turnover); types of data (types of customer, products/services provided or purchased, level of customer care provided); sources of information (customers, colleagues, management); methods (questionnaires, comment cards, quality circles, suggestion boxes, staff surveys); recording and sharing information; evaluation (analysing responses on level of customer satisfaction, quality of product or service, repeat business, referrals, improved reputation, performance of self/team, building customer loyalty); regulatory requirements; balancing cost and benefits; plan for change; resolving problems/complaints

4 Know how to take minutes

Purpose of minutes: to provide an accurate record of a meeting; provide a record of decisions taken; inform people who were not at the meeting about what took place

Legal and organisational requirements: following organisational policies and procedures for specific types of groups or committees (health and safety, equal opportunities, staff development, energy saving); one-off meetings in certain circumstances (a selection committee brought together to discuss the applications for a senior appointment or whether or not staff should be granted a pay increase); consultative or advisory meetings; procedures regarding meetings and their terms of reference

Taking notes: being prepared (using a notebook or pad, leaving a suitable space in between for notes, preparing each sheet so that it has a wide right-hand margin to jot down any actions agreed, listening carefully – don't write down every word as it would be difficult to follow what is going on); check whether record is needed of decisions taken only or a summary of the discussions; what minutes should include (list of people attending, list of absent members of the group, approval of the previous meeting's minutes, and any matters arising from those minutes, for each item in the agenda, a record of the principal points discussed and decisions taken, time, date and place of next meeting, name of person taking the minutes)

Active listening: active listening (empathising, analysing, synthesising), verbal techniques (seek clarification where necessary, use reflecting and summarising techniques by paraphrasing, asking more questions to get more information, repeating key words, making encouraging noises like Oh, Ah, OK and Hmm, reflecting back to check understanding); non-verbal techniques (using body language such as gestures, leaning forward, good eye contact, using facial expressions, keeping an open posture); barriers to listening (physical barriers, dreaming, filtering, pre-judging, rehearsing, advising); importance of confidentiality of information given; reasons for asking questions if not sure (to avoid mistakes, mistakes can be expensive to put right, mistakes could have negative impact on reputation of the organisation)

Types of minutes: minutes of resolution (record the actual words of resolution with no detail of any discussion, is a legal document); report minutes (narrative style which is a full record of all discussions, movers, seconders); narrative minutes (a summary of the main points of the discussion and the decisions taken, is a legal document); action minutes (a compromise between resolution and narrative minutes, a brief report of the proceedings with the person delegated for specified action)

5 Understand how to organise meetings

Types of meeting: types of meetings and main features; formal (Annual General Meeting (AGM) - usually held every year to inform members and shareholders of previous and future activities, executive – with the power to make a decision binding on the organisation, advisory – one which gives advice or makes recommendations, standing – permanently in existence, ad hoc – formed for a particular task, sub-committee – one which is part of another committee, joint – which coordinates the activities of two or more committees); informal (weekly or monthly team meetings, briefing meetings, staff training) internal; external (off site meetings with suppliers or customers, project update meetings); confidential (human resources (HR) issues, company strategy); publicity; updating

Sources and types of information to organise meeting: before meeting (confirming meeting brief and agenda, minutes of previous meeting, checking dates, choosing and booking venue, catering needed); the types of information that attendees will need (date, time, location, purpose of meeting, agenda); the types of resources needed for different types of meetings equipment (flip chart, overhead projector/light-projector equipment, access for computers/PowerPoints, video conferencing); room layout (formal, informal, theatre, classroom, board room)

Information needed by individuals before meetings: purpose and time of the meeting, who is to be invited; all relevant documents (agenda, minutes of previous meeting, any papers under discussion), details of venue (address, map, parking and charges, how near to major roads or motorways, accommodation details if needed); confirming catering and equipment requirements

Information needed by individuals during meetings: checking seating arrangements, catering arrangements; keeping spare sets of meeting documentation; recording attendance and cancellations; taking accurate notes and making records of meeting; health, safety and security support (checking emergency procedures, housekeeping arrangements, security of materials and equipment)

Information needed by individuals after meetings: checking the minutes or notes with chairperson; circulating materials after sign-off; preparing any other correspondence arising from the meeting; confirming date of next meeting

6 Understand how to organise events

Types of event and main features: (formal meetings including board meetings and annual general meetings, semi-informal including team meetings or sales meetings, exhibitions and trade fairs, receptions, conferences); agreeing role and responsibilities to provide support activities required (clarifying purpose, type and size of event, identifying target audience and confirming numbers, planning tasks and resources)

Suitable venues for different types of events: conference facilities, hotels; types of resources (meeting rooms, equipment, exhibition stalls, publications/handouts); selection of venue (type of event, size, location, number of delegates, internal/external, length of event)

Information needed for an event: information needed by organiser (date, time, purpose, budget, availability of venue, size of venue, cost of venue, resources needed, number of delegates, special requirements such as disabled access, hearing loops, dietary requirements); information needed by delegates (date, time, location, purpose)

Information needed before a business event: organising printing and supply of any publicity material, supporting documents or files, relevant meeting papers, travel instructions, informing relevant people of any alterations and changes in arrangements; details of appropriate venues (location, size, layout, time required for advance notice or bookings, assessing facilities for parking, catering; number and type of delegates, special requirements; venue checklist); details of resources (checking room for size, layout, equipment needed such as overhead projector, flip chart, paper, display stand, literature for stand, refreshments, delegate badges); delivery of materials

Information needed during a business event: ensuring delegates have the resources they need, ensuring delegates are aware of location of event rooms and facilities, recording attendance and cancellations; taking accurate notes; health, safety and security support (checking emergency procedures, housekeeping arrangements, security of materials and equipment)

Information needed after a business event: evaluation activities (collecting questionnaires, attending debriefing meeting); producing a record of the meeting/event; circulating materials (meeting minutes, evaluation forms, making sure these are within agreed timescales)

7 Understand how to manage diary systems

Diary systems: the importance to organisations of diary systems (to plan and coordinate activities and resources)

Different types of diary system: paper based; electronic and intranet; advantages and disadvantages of diary systems; the different situations for which types of diary are appropriate (individual diaries, team/departmental diaries/calendars, who has access to diary)

Information to maintain a diary system: the importance of obtaining relevant information about requested diary entries and changes; the types of information required (date, timing, venue and people involved); why it is important to prioritise requests (important deadlines, policies and procedures, customer expectations) how to prioritise requests (deadlines, negotiation); the types of problems that occur when new requests are made (conflicting demands, competing priorities); how to solve problems that arise when new requests are made (suggesting alternatives, negotiation); the importance of balancing the needs of all those involved (shared objectives, teamwork and customer requirements); the importance of communicating diary information, especially changes, to those affected (to ensure everyone has accurate information regarding appointments – time, place, purpose); the importance of keeping the diary system up to date; the importance of security and confidentiality when operating a diary system (to ensure not everyone has access to information regarding confidential appointments); the types of security, passwords and confidentiality issues that arise with diary systems and how these can be managed

Essential guidance for tutors

Assessment

This unit can be assessed internally through a portfolio of evidence, or it can be assessed externally through an onscreen multiple-choice test. The following information on assessment relates to assessment by portfolio. Edexcel publishes separate guidance and information on MCQ testing.

Guidance for Portfolio Assessment

If assessed through a portfolio of evidence, learners need to provide evidence of an investigation into a suitable administrative job role (or roles) which covers the core administrative services provided in a business environment. Learners could use their own work if employed, or work experience.

For all the criteria the work could be done in writing or the evidence could be collected orally with learners explaining the reasons and processes to the assessor. It may be possible to assess the unit through professional discussion, with a signed witness statement. Evidence may be based on scenarios such as staff induction or staff training for purchasing supplies of products and services, and organizing meetings and events.

If this method is used then the assessor should ensure the signed statement includes sufficient detail to support the assessment decisions for all criteria assessed in this way.

The minimum requirements that learners must include in their portfolio of evidence are as follows:

To achieve 1.1, learners must describe at least two procedures for ordering supplies of products and services, and relate this to the procedures in a specific organisation to put them in context.

To achieve 1.2, learners must describe one way of writing a specification for a product or service, according to the organisation's procedures.

To achieve 1.3, learners must explain two purposes of selecting products and services that represent best value for money.

To achieve 1.4, learners must explain two benefits of reviewing procedures for ordering products and services. They can give examples from their research.

To achieve 2.1, learners must explain the main causes of waste, giving two reasons why this can occur in business.

To achieve 2.2, learners must use examples from their research or own work experiences to explain two ways of keeping waste to a minimum.

To achieve 3.1, learners must explain what is meant by exceeding customer expectations and give at least three reasons for the importance of customer service meeting or exceeding customer expectations.

To achieve 3.2, it is sufficient for learners to fully explain two purposes of building positive relationships with customers.

To achieve 3.3, it is sufficient to explain two purposes of identifying customer needs and expectations

To achieve 3.4, learners must explain two purposes of agreeing quality standards and timescales.

To achieve 3.5, learners must describe at least two methods of reviewing customer service.

To achieve 4.1, learners must explain one purpose of minutes as an accurate record of discussions.

To achieve 4.2, learners must describe at least two legal and organisational requirements that may apply to minute taking.

To achieve 4.3, learners must describe three techniques which could be used to take notes, and the reasons why.

To achieve 4.4, learners must explain the purpose of active listening when taking minutes, and give at least two examples of techniques which can be used.

To achieve 4.5, learners must describe at least two different types of minutes including their style and purpose.

To achieve 5.1, learners must outline the features of different types of meetings and fully describe two types of formal meetings and their features, and two types of informal meetings.

To achieve 5.2, it is sufficient to describe two sources and two types of information needed to arrange a meeting.

To achieve 5.3, learners must describe at least two types of information needed by individuals before a meeting, two types of information needed during a meeting, and two types of information needed after a meeting.

To achieve 6.1, learners must describe different types of events and fully describe the key features of two different types of events.

To achieve 6.2, learners must identify different types of venues used for events and fully explain at least two ways of selecting appropriate types of venues and resources.

To achieve 6.3, learners must to give an overview of the sources and types of information needed to organise an event.

To achieve 6.4, learners must describe at least two types of information needed by individuals before an event, two types of information needed during an event, and two types of information needed after an event.

To achieve 7.1, learners must explain the importance of diary systems, fully explaining two purposes for planning and coordinating work activities.

To achieve 7.2, learners must compare at least two types of diary systems, including paper based and electronic.

To achieve 7.3, learners must describe the importance of relevant information needed to maintain a diary system, fully describing three types of information required.

Essential resources

There are no essential resources needed for this unit. However, it would be beneficial for learners to have access to an administrative environment.

Indicative resource materials

Textbooks

Ashley V and Ashley S – *Business and Administration Student Handbook Level 3: To support all Level 3 Vocational Qualifications in Business and Administration* (CfA, 2006) ISBN 9780955092015

Bevan J, Dransfield R, Goymer J and Richards C – *BTEC Level 3 National Business Student Book: Book 1 (Level 3 BTEC National Business)* (Edexcel 2010) ISBN 9781846906343

Carysforth C and Rawlinson M – *Administration NVQ Level 3 Student Handbook, 3rd Edition* (Heinemann, 2006) ISBN 9780435463342

Craven R and Golabowski L – *Complete Idiot's Guide to Meeting and Event Planning, 2nd Edition* (Alpha Books, 2006) ISBN 9781592574629

Friedmann S – *Meeting and Event Planning for Dummies* (Hungry Minds Inc, US, 2003) ISBN 9780764538599

Journals

People Management (Chartered Institute of Personnel and Development)

Event (Haymarket Business Publications Ltd) – exhibitions and live events information.

RSVP (Haymarket Business Publications Ltd) – magazine that provides advice, leads and tips on how to stage the perfect event.

Websites

www.acas.org.uk	The Advisory, conciliation and Arbitration Service, a government funded agency which provides advice on industrial relations and employment issues
www.cfa.uk.com	Council for Administration
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.cips.org	The Chartered Institute of Purchasing and Supply
www.hse.gov.uk	the government's Health and Safety Executive, providing information on health and safety rights and responsibilities

Unit 13: Principles of Project Management

Unit code: A/601/7652

QCF Level 3: BTEC Specialist

Credit value: 2

Guided learning hours: 16

Unit aim

This unit is about the background knowledge and understanding needed to take part in or run a project in a business environment.

Unit introduction

Project management techniques are widely used to manage one-off events or introduce changes into organisations.

In this unit learners will explore the differences between routine work and project work. They will then go on to learn about the crucial planning stage of a project and why it is important to fully understand the purpose, scope and timescale of a project before being able to plan the resource requirements and budget. Next learners will consider how to reduce the risk of failure of the project by preventing risks from occurring and also planning to take early remedial action when a project is veering into trouble.

This leads into learning about how to monitor the progress of a project whilst it is underway and the value of having clearly agreed milestones to enable monitoring to take place. Learners investigate methods for monitoring and reporting on the progress of projects during the implementation phase.

Finally learners consider the purpose of evaluating a project at the end of its life and some of the methods that can be used.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the difference between routine work and taking part in a project	1.1 Describe the difference between routine work and taking part in a project
2 Understand how to prepare for and plan a project	2.1 Explain why it is important to agree the purpose, scope, timescale, resource requirements, budget, aims and objectives of a project 2.2 Describe how to identify and plan for project issues and risks in an area of work
3 Understand how to monitor a project	3.1 Identify methods that can be used to monitor the progress of a project 3.2 Explain the purpose of reporting progress during a project 3.3 Explain the purpose of meeting agreed targets within a project
4 Understand the purpose of evaluating a project and ways of doing so	4.1 Explain the purpose of evaluating a project 4.2 Identify ways of evaluating a project

Unit content

This content has been written in an expanded format to facilitate both a multiple choice test (MCQ) and portfolio assessment. Learners presenting work for portfolio assessment are not expected to evidence all of the bracketed content. Learners who opt for MCQ assessment could be tested on any part of this content.

1 Know the difference between routine work and taking part in a project

Features of a project: one-off undertaking; activities designed to meet the defined objectives of the project; client or sponsor; work carried out by project team members; managed through a project team with project team leader; team members selected in accordance with requirements of project; team members may be drawn from different work teams; pre-determined start and end dates; work completed within specified constraints

Features of routine work: repeating; carried out in accordance with laid down procedures; part of established job roles; contributes to providing products or services on an on-going basis; managed through line management structure; continues indefinitely into the future

Differences between routine and project work: uncertain activities and processes; different colleagues and team leader; opportunities to help to decide how to achieve objectives; temporary role

2 Understand how to prepare for and plan a project

Agreeing purpose, aims and objectives of project: identifying stakeholders (employing organisation, sponsor, funding organisation, project team, customers); identifying sponsor (person or organisation funding, supporting and/or initiating project); aims and objectives of sponsors, identifying the aim (what the project is designed to achieve); objectives (specific ways in which the project is to achieve the aim expressed in terms that are specific, measurable, achievable, realistic and timebound)

Importance of agreeing purpose, aims and objectives: to make sure project is planned to meet sponsors' needs; to ensure that stakeholders' needs are taken into consideration; to set appropriate and clear priorities; to identify risks of project not meeting sponsors' needs at an early stage; to enable sound decisions as to whether project goes ahead or not

Agreeing scope: precise definition of parameters of project (deliverables, objectives, data to be used in research project, products/services/processes/sections of organisation to be included, whether peripherals such as training in new systems are included, quality standards in terms of accuracy, presentation, adherence to organisational quality standards)

Importance of agreeing scope: to enable realistic budgeting and resourcing decisions; to check that budget and resources are adequate to meet objectives; to avoid project creeping into areas not agreed; to enable budget deliverables to be on-time and on-cost

Timescale: definition; milestones as points of partial completion; deliverables at each milestone

Importance of agreeing timescales: satisfy sponsors' needs; enable accurate resource planning; enable project progress to be monitored against delivery at milestones; secure most important deliverable at earliest possible stage; ensure that priorities are clear to all

Resource planning for a project: identifying human resource requirements (skills, experience, any necessary qualifications, amount of time, number of people, timing of human resource requirements); identifying physical resource requirements (accommodation, equipment, furniture, stationery); identifying financial requirements (amount and timing of financial requirements); identifying communications requirements (telephones, email addresses, meeting space, teleconferencing); contingency planning (allowing extra resources to be used in case of unforeseen changes)

Budget: amount and timing of income and expenditure; need to be clear about constraints such as timing of expenditure and limits to what purchases are allowed; need to agree on resources which may or may not need to be met from project budget (accommodation, equipment, telephones, salaries of project team); need to agree processes for drawing from budget and recording expenditure

Importance of agreeing budget: to check that it is possible to meet objectives within budget; to enable project planning to take place

Project plan: activity list; allocation of resources to activities; estimation of times and costs; prioritising of activities; setting of milestones for all team members; production of Gantt chart showing activities against estimated time needed and time allowed

Project issues and risks: activities creep beyond original scope of project; unforeseen activities needed to enable objectives to be achieved; activities take longer than estimated; members of project team not available as planned; equipment not available as planned; equipment failure; stationery or other resources not available as planned; members of project team make mistakes or under perform; budget not available when needed

Identifying and planning for project issues and risks: all team members identify risks; assess each risk in terms of likelihood and consequences; identify warning signs or triggers for each risk; identify preventative actions (check understanding of scope, check activity list, check estimates of time needed, confirm availability of team members and equipment, test equipment, plan project team meetings and communications carefully, check skills of team members, provide training if needed); identify contingency plan for highly rated risks (identify other people with appropriate skills who could join team if needed, identify sources of equipment that could be used if needed, allow extra time where there is little experience); allocate individual to monitor for each risk identified

3 Understand how to monitor a project

Monitoring a project: progress reports from team members on pre-determined dates; project team meetings; comparison of delivery with milestones; collection of data (quantity, quality measures); benchmarking with similar projects; use of Gantt chart; use of project management software; critical path analysis (identification of activities which are critical to on-time completion); budget monitoring (identification of variances from planned income and expenditure); probing of any bottlenecks leading to early changes to project plan to enable objectives to be met

Reporting progress on project: purposes (to ensure that project is on track to achieve objectives, to take preventative actions if project is not on track, to inform planning for future related projects, to enable scope, objectives or resources to be adjusted to meet changing priorities)

Purpose of meeting agreed targets within a project: to enable some deliverables to be used at an early stage; to confirm that plan is likely to work; to gain access to project resources for subsequent stages of project; to highlight shortcomings and identify remedial actions needed if targets are not met

4 Understand the purpose of evaluating a project and ways of doing so

Evaluating a project: purposes (learn from successes or shortcomings, develop project working skills within team members, develop project management skills, develop improved organisational project management systems, contribute to building good working relationships, identify need for further project work in same or related area)

Ways of evaluating a project: collect information on achievements and compare with objectives; employ independent evaluator; hold evaluation meeting (note achievements, discuss what went well, what could have been done better), obtain feedback from stakeholders; probe reasons where plan and actions differed

Evaluation report: quantify and evaluate achievements of project, compare plans with what happened; analyse data on quality of deliverables against agreed quality standards; final financial accounting and explanation of any variances; identification of practices that worked well and those that did not work well

Evaluation of performance of project manager and team members: information is confidential; evaluation of performance and scope for development; integration of evaluation of project work into organisational appraisal and career development systems

Essential guidance for tutors

Assessment

This unit can either be assessed through a portfolio of evidence using assignments designed by the centre, or it can be assessed through an onscreen multiple-choice test. The following information on assessment relates to assessment by portfolio. Edexcel publishes separate guidance and information on MCQ testing.

Guidance for Portfolio Assessment

Where assessment is through the creation of a portfolio of evidence learners could present evidence in a number of ways. They could give an oral presentation, take part in a professional discussion or they could produce a project guide in booklet form or as web pages. Whichever method is chosen learners should go beyond reciting the concepts and practices by giving examples which could be drawn from projects in which they have taken part. All assessments for the unit could be based upon a real project learners have managed or helped to coordinate.

If oral assessments are used evidence should be produced in the form of an Observation Record in which the assessor explains how the evidence produced by each learner satisfied the requirements of each assessment criterion.

The minimum requirements that learners must include in their portfolio of evidence are as follows:

To achieve 1.1, learners must describe at least four differences between working on a project and routine work and also use at least one example of routine work and one of project work to illustrate their description.

To achieve 2.1, learners need to explain why it is important to agree each of the terms within the criterion, ie purpose, aims, objectives, scope, timescale, resource requirements and budget. Learners must give one reason for each point. These explanations must include some application to a real project and can take the form of explaining what might happen if uncertainty over these points emerges during the implementation of the project.

To achieve 2.2, learners must describe how they would identify at least four types of risk together with appropriate plans for monitoring and preventing each risk from becoming a real issue. They must also explain at least two contingency plans for serious risks. The responses must be based on a real or simulated project.

To achieve 3.1, learners must identify at least four methods they would use to monitor the implementation of a project.

To achieve 3.2, when explaining the purpose of reporting on the progress of a project, learners must give at least two reasons.

To achieve 3.3, when explaining the purpose of meeting agreed targets within a project, learners must give at least two reasons.

To achieve 4.1, when explaining the purpose of evaluating a project they must give at least two reasons.

To achieve 4.2, learners must identify at least three activities they would undertake when evaluating a project.

Essential resources

There are no essential resources needed for this unit. However, it would be beneficial for learners to have access to an administrative environment.

Indicative resource materials**Textbooks**

Bevan J, Dransfield R, Goymer J and Richards C – *BTEC Level 3 National Business Student Book: B1 (Level 3 BTEC National Business)* (Edexcel, 2010)
ISBN 9781846906343

Posner K and Applegarth M – *Project Management Pocketbook* (Management Pocketbooks Ltd, 2008) ISBN 9781903776872

Portny S E – *Project Management for Dummies* (Wiley Publishing Inc, 2007)
ISBN 9780470049235

Journals

International Journal of Project Management available at website:
www.elsevier.com/wps/find/journaldescription.cws_home/30435/description

Websites

[www.bized.co.uk/educators/
16-19/business/production/lesson/
project1.htm](http://www.bized.co.uk/educators/16-19/business/production/lesson/project1.htm)

project management section of website
which provides free resources for business
studies

www.apm.org.uk

Website for Association for Project
Management from which some resources
are available free of charge

Unit 14: Principles of Budgets in a Business Environment

Unit code: F/601/7653

QCF Level 3: BTEC Specialist

Credit value: 2

Guided learning hours: 16

Unit aim

This unit gives the background knowledge and understanding needed to develop, manage and monitor a budget within an organisation.

Unit introduction

This unit gives learners underpinning knowledge of the use of budgets within a business environment.

Firstly, learners will study what a budget is and how it is used as a tool for planning to achieve organisational objectives and for managing financial resources. Next, learners will explore different formats for budgets and why they should be agreed by those involved in using them, before going on to consider the use of estimations in the production of budgets. Learners will then learn how and why timescales, priorities and the required financial resources should all be determined before the budget is finalised. Learners will also investigate the purpose of negotiating and agreeing budgets.

In the last learning outcome, learners will find out how and why budgets are monitored and controlled and why it is necessary to record income and expenditure. Finally, learners will explore the situations in which budgets and accompanying plans may need to be revised.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1. Understand the purpose of budgets in a business environment	1.1 Explain the purpose of budgets for managing financial resources to meet business requirements
2. Understand how to develop budgets	2.1 Explain the purpose of agreeing the format in which a budget will be presented 2.2 Explain the purpose of using estimations when developing a budget and ways of doing so 2.3 Explain the purpose of identifying timescales, priorities and financial resources needed when preparing a budget and ways of doing so 2.4 Describe the purpose of negotiating and agreeing a budget
3. Understand how to manage budgets	3.1 Explain the purpose of monitoring, controlling and recording income and expenditure 3.2 Describe situations in which revisions to the budget and/or plans may be needed

Unit content

This content has been written in an expanded format to facilitate both a multiple choice test (MCQ) and a portfolio assessment. Learners presenting work for portfolio assessment are not expected to evidence all of the bracketed content. Learners who opt for MCQ assessment could be tested on any part of this content.

1 Understand the purpose of budgets in a business environment

Budgets: definition (a quantitative statement for a defined period of time which can include planned revenues, expenses, assets, liabilities and cash flows); features of budget (based on the policies needed to meet the objectives of the organisation, quantitative data is usually translated into monetary terms)

Types of budget: master budget (overall financial planning mechanism for an organisation, consists of separate but interdependent budgets, the 'trading and profit and loss account' and 'balance sheet' that is expected at the end of the selected time period, provides terms of reference for functional budgets); advantages of a master budget (can give an idea of where a company wants to go and what it has to do in order to get there, allows realistic projection of future cash flows which in turn would help in getting certain types of financing; disadvantages of a master budget) the time involved in producing such a budget, uncertainty of accurately forecasting the future

Sales budget: importance (the starting point to prepare the master budget, forecasts the amount of expected sales and units of production in the budget period), produced by analysing sales from previous years, surveying customers; estimated in units of production and cash values

Production budget: based on the sales budget to calculate what needs to be manufactured and when, used for planning staffing requirements

Materials budget: covers direct material costs to help calculate overall direct costs, helps identify where cheaper materials might be used to reduce costs

Labour budget: developed from the production budget; important for the business to develop plans to adjust staffing needs

Overhead budget: schedules all costs of production except direct materials and labour; how it is set (using last year's costs for expenses including insurance, administration, rent, rates, equipment, machinery, salaries, advertising, promotion)

Capital budget: part of the business plan; planning device for new investments or fixed assets (acquisition costs, building costs, major repair costs); there are differences with operating budget (most capital purchases are depreciated rather than expensed in the current year, typically financed with medium- to long-term debt)

Purposes of budgets: managing financial resources (to control income and expenditure, makes sure planned spending is affordable and in line with the organisation's strategy, needed for forecasting the income expected to be made from sales); facilitates coordination of departments, motivates employees to achieve agreed and set performance targets, allows day-to-day

management and control, resolves conflicts of interest between departments), enables organisation to identify variances at an early stage

Meeting business requirements: enables organisation to allocate future spending according to organisational priorities, enables the allocation of resources, enables full responsibility to be delegated to managers across the organisation for departments, functions or projects, to improve efficiency, frees up senior managers to focus on strategic issues, enables remedial action to be taken when there is a deviation from the plan; motivates managers and staff (provides a focus to achieve goals, evaluates how effectively the department is run, to enable delegation without loss of control, by offering bonuses to managers and staff for not exceeding budgets); plays a major role in communicating ideas and plans

Implications if budgets are not set: inability to compare actual results with budgeted results, unable to take corrective action; if labour requirements are not budgeted this can lead to inefficiency, low morale, insecurity

2 Understand how to develop budgets

Budget formats: spreadsheet or accounting software in tabular form with sub-headings common across the organisation; typical expenditure headings (salaries, staff training, office equipment, consumables, travel, services, vehicle maintenance); typical time period headings (months in the budgeting period, weekly basis for cash budget)

Purpose of agreeing format: to enable budgets to be easily understood; to enable income and expenditure data from all budgets to be collated into master budget; to ensure there is a degree of commonality across the business; to enable comparisons to be made across the organisation when agreeing budgets; to enable easy monitoring of actual financial performance against planned income and expenditure

Estimations: forecasts of amounts and timing of income and expenditure over specified future budget period

Purpose of using estimations when developing budgets: to enable budgets to be produced using best available data; to follow organisational guidelines for estimating staff or overhead costs; to fulfil purposes of budgets as listed above

Ways of developing estimations: incremental budgeting (based on last period's budgets increased by small amounts); advantages of incremental budgeting (a quick and easy way to produce a budget, less conflict between departments if they are seen to be treated similarly, budget is stable and change is gradual); disadvantages of incremental budgeting (fails to identify opportunities for efficiencies, encourages spending the budget to ensure full allocation next year, no incentive for reducing costs or developing new ideas, the budget may no longer be relevant for the activity or task); priority incremental budgeting (increase based on previous budgetary period's budget with agreed prioritising according to organisational objectives); zero-based budgeting (where all or part of the budget is fully justified for each budgetary period); advantages of zero-based budgeting (more efficient allocation of resources as based on needs and results, encourages managers to question and justify every item, helps identify areas of waste, increases staff motivation as it engages staff with the process); disadvantages of zero-based budgeting (a time-consuming and complex process, can affect internal politics through conflicts about budget)

allocation, focuses on short-term benefits to the detriment of long-term planning, requires lots of skills to do effectively)

Agreed assumptions used when estimating budgets: assumptions underlie each line item within a budget; importance of agreeing assumptions (makes a budget clear to everyone concerned, getting budget assumptions as close as possible to the real situation is the essence of good budgeting); assumptions may be made about fixed costs that remain constant irrespective of the level of activity (rent, insurance, interest on loans, depreciation); variable costs vary in direct proportion to the activity (raw materials, components); some costs may be semi-variable (electricity, telephone charges); assumptions that economic conditions will remain stable; assumptions made outside the manager's control should be considered areas of cost risk and managed accordingly (last year's expenses will not increase, everything will go according to plan, funds can be raised without a plan)

Use of data in estimating for budgets: internal sources of data (sales trends, budget for previous budgetary period, business plans, review of variations from previous or similar budgets, knowledge held by budget-holder); external sources of data (inflation statistics, forecast price changes, labour market data, commodity forecasts); problems with using data from information of performance in previous years (could repeat errors, this would lead to unnecessary spending)

Timescales: budget time horizon (the immediate future period of 12 months where the consequences of actions can be predicted with a reasonable degree of certainty as they are based on past business decisions); business planning horizon (typically a 3-5-year period over which future forecasts can be made with reasonable confidence); strategic planning horizon (typically 5+ years in the future as it is concerned with the long-term aspirations of senior managers); set budgetary period or rolling budgetary period (agreeing budgets for an extra month, quarter or year each month/quarter/year)

Ways of preparing budgets: top-down budgeting (where senior managers prepare the overall budget then divide into departmental budgets, operational managers may be consulted but not always and are expected to work within it); bottom-up budgeting (created by operational managers through analysing the cost implications of their work, these should be realistic as they are created by those who really 'know', there will be greater commitment by those who shared in the budget creation, may be lack of full understanding of the company's goals and the market conditions in which the company operates)

Negotiated budgeting: somewhere between the two extremes (where managers are given general parameters such as increases in salary costs then prepare a draft budget, senior management adjust this to ensure it fits with other parts of the organisation); benefits of negotiating budget (motivates staff, enables staff to develop and take ownership of own area, allows the discussion of assumptions, helps achieve organisational objectives)

Purpose of identifying priorities: to help strategic planning process (enabling senior management to *allocate* adequate financial resources towards achieving most important priorities for the organisation); to help manage change more effectively; used as a planning and monitoring tool; to be clear and understandable for the people who are involved; to be challenging but achievable (to contain clear financial measures with times attached)

Purpose of identifying financial resources needed: to enable accurate estimate of required budget to be made; to enable organisational objectives to be achieved; to enable planned procurement of resources; to justify budgetary requirements when negotiating budget for department, function or project

Purpose of agreeing budget: importance of agreeing budgets with master budget holder (enables managers to fully understand budgetary constraints and organisational plans, enables all managers to feel ownership of resourcing decisions, enables managers to explain budgetary decisions to staff, improves motivation and builds positive working relationships)

3 Understand how to manage budgets

Income: allocation of funds from master budget; forecast of sales revenue; grant or public sector funding; income based on pre-determined amount or varied with level of sales or services provided

Expenditure: staffing costs (wages, salaries, consultants' and contractors' fees, recruitment costs, National Insurance, superannuation, pensions, tax, cover for sickness and other absences, training costs); overhead costs (rent, mortgage, insurance, maintenance and repairs, heating, water, air conditioning, telecommunications, access to internet, cleaning, postage); capital expenditure on machines and equipment, (computers, phones, copiers, printers, equipment specific to organisational needs); expenses including transport (vehicles and running costs, fares for flights, rail travel, taxis, car hire, subsistence, reimbursement of costs for using vehicles belonging to employees or contractors); material costs on consumables (stationery, printer cartridges, toners; advertising, promotion and entertainment; bad debts, finance charges, depreciation, legal and professional costs; fixed costs which stay the same regardless of how much work is done (rent, rates, interest charges, repayments of loans, insurance, salaries); variable costs which change according to workload (raw materials, fuel, power, wages)

Monitoring budgets: purpose of monitoring (to measure actual performance, to compare actual performance with the budget, to analyse any variances); using variance analysis (the process used to identify then analyse any differences between the budgeted and actual income and expenditure); importance of variance analysis (enables managers to identify problems which need further investigation, enables managers to take remedial action); information required to analyse sales variances (the range and number of each product to be sold, the selling price of each product, the respective periods in which sales are to take place); total cost variance is analysed into different variances (direct material, direct labour, variable overhead, fixed overhead); cause of variances (price that is different from planned, volume that is different from planned); variances are favourable (result is better than expected, revenue increased or costs lower) or adverse (result is worse than expected, profit reduced or costs higher); possible causes of identified variances (changes in policy such as telephoning more customers, changes in timing such as delaying the purchase of a piece of equipment, changes in raw materials costs, unforeseen events such as equipment needs replacing, operating problems such as consistent overspending)

Controlling: budgetary control is achieved by comparing actual costs, revenues and performances against the set budget; advantages to controlling budgets (compels management to plan for the future by setting plans, promotes coordination and communication across the organisation, defines areas of responsibility for the business operations, provides a basis for performance appraisal, enables remedial action to be taken, motivates employees by giving involvement); responsibility centres as a functional unit headed by a manager responsible for that unit (investment centres, profit centres, revenue centres, expense centres); implications of failing to control budgets (frequent over- or

underspending, a lack of up-to-date information which would explain why the actual results will be at variance with the budget, signifying that the team/department/work is out of control, bad advertisement both for the organisation and individual)

Recording income and expenditure: different methods used to create monthly and annual financial statements (spreadsheets, generic accounting packages, organisations' own customised software, automated data collection such as bar coding); based on coding income and expenditure according to budgets; ability to perform regular variance analysis; advantages of using electronic methods over manual methods to record (quicker processing, cheaper as less labour intensive, allows automatic complex calculations, can use 'what-if' scenarios for more accurate forecasting, more data storage facilities, professional looking documents, can be used to review data and identify trends, growing emphasis on e-filing when submitting records); disadvantages of using electronic methods over manual methods to record (can suffer power failures and loss of data, hardware failure, difficulty to spot and correct errors with a large volume of data, can be open to fraud, mistakes can go unnoticed if multiple users input data incorrectly, staff need training to use it)

Accuracy in recording: importance (enables effective monitoring, to identify whether there is a need to adjust prices; accurate coding of items of income and expenditure required; prompt recording of transactions required to enable budget to be monitored and controlled; records should be kept of expected income or committed expenditure to enable effective monitoring)

Purpose of monitoring and controlling income and expenditure: to monitor results; to identify sources of wastage; to enable changes to be made to income and expenditure to conform to agreed budget; to enable causes behind variances to be investigated and calculated; to evaluate the significance of the variance; to take corrective action; to enable organisation to exploit unforeseen opportunities (increased demand for product or service, reduced costs); to ensure that organisation avoids unplanned over-expenditure; to guard against insolvency; to aid decision making

Purpose of recording income and expenditure: to enable monitoring and controlling of income; to enable organisation to reallocate budgets where necessary to avoid insolvency; to meet revised priorities or exploit opportunities; to enable auditing to take place; to provide openness and accountability over financial matters; to maintain organisation's reputation for sound financial management

Revisions to budgets: purpose of revising budgets (to make changes to the budget to increase the company's financial standing); revision process (analysing reasons for any shortfall such as lower sales volumes, flat markets, underperforming products, considering reasons for a particularly high turnover such as whether targets were too low comparing the timing of income with projections and check that they fit); to check actual expenditure (how fixed costs differed from budget, how variable costs were in line with budget, to analyse any differences in timing of expenditure); renegotiation of budget with master budget holder or manager before end of budget period

Situations in which revisions to the budget of plans may be needed: situations arising from unforeseen internal or external changes

Unforeseen external changes: increase or decrease in sales or other income; changes to pension and National Insurance contributions; increase or decrease in costs such as commodity price changes; increased salary costs; changes in legislation affecting costs; increase in interest rates charged for borrowing;

reduced availability of loans or overdrafts; changes to sales or costs in another area of the organisation's work; changes to how competitors do things

Unforeseen internal changes: changes to priorities or business plans; changes to ownership or governance of organisation leading to revised priorities; original budgets based on poor estimates; inadvertent over-expenditure of budget; poor monitoring and control of budgets; changes to staffing structures

Essential guidance for tutors

Assessment

This unit can be assessed either internally through a portfolio of evidence, or it can be assessed externally through an online, multiple-choice test. The following information on assessment relates to assessment by portfolio. We publish separate guidance and information on MCQ testing.

Guidance for portfolio assessment

Ideally, learners taking this unit could base their assessments on their experience of working with, or their knowledge of, a real work-based budget over a period long enough to encompass both the development of a budget for a new budgetary period and the monitoring of the agreed budget. If learners do not have this opportunity assessments could be based on a budgeting exercise for a real project, or on a well-designed simulation.

A range of methods could be used for collecting evidence, including an oral presentation, a mock training exercise whereby learners role play training the assessor to manage a budget, the production of training materials, or through a series of question and answer sessions that could be conducted orally or which use written responses. If centres use evidence produced orally, the assessor should produce Observation Records which have sufficient detail to show why the assessor decided that each assessment criterion was satisfied. The supporting evidence in the form of presentation materials and learners' notes should be retained as part of the assessment evidence to enable internal and external quality assurance processes to be conducted.

The minimum requirements that learners must include in their portfolio of evidence are as follows.

To achieve 1.1, learners should include one purpose stemming from the need to manage financial resources and two from the business requirements. Learners should explain the purposes of budgets by providing examples or giving explanations of what might happen if budgets were not set.

To achieve 2.1, learners should explain at least two reasons why the format of the budget should be agreed. Explanations should go beyond a listing of reasons and show that learners can envisage the disadvantages of not having agreed formats within the chosen context.

To achieve 2.2, learners should explain what estimating is and how it is done to produce a specified budget. Their explanation should include how they would use at least one of the methods from 'ways of developing budgets', at least two assumptions that would be made in developing a budget and at least four data sources.

To achieve 2.3, learners should explain the purpose of the timescale used for their budget, give at least one reason why priorities are important within the context of the budgetary exercise and explain how at least two different purposes listed under 'purposes of identifying financial resources needed' apply to the context of their budgetary exercise.

To achieve 2.4, learners should describe one purpose for negotiating and agreeing budgets within the context of their budgetary exercise.

To achieve 3.1, learners should explain what monitoring, controlling and recording income and expenditure involves before going on to fully explain why each process is necessary giving at least one reason for each of monitoring, controlling and recording.

To achieve 3.2, learners should describe at least four situations, including at least one from each of the internal and external changes, in which revisions to their budget and accompanying plans would need to be revised.

Essential resources

Learners will need to have a chance to be involved in the development and monitoring of a budget; this could be part of their work for a project or as a fully-developed simulation.

Indicative resource materials

Textbooks

Bevan J, Dransfield R and Goymer J, Richards C – *BTEC Level 3 National Business Student Book: B1 (Level 3 BTEC National Business)* (Edexcel, 2010)
ISBN 9781846906343

Institute of Management – *Budgeting and Financial Control* (Butterworth-Heinemann, 1997) ISBN 9780750636681

Shim J and Siegel J – *Budgeting Basics and Beyond* (John Wiley and Sons, 2008)
ISBN 9780470389683

Journals

Accountancy (CCH)

Accounting Technician (Centurian Publishing Group)

Websites

www.aat.org.uk	Association of Accounting Technicians
www.accountingweb.co.uk	Accounting news, information and case studies
www.businesslink.gov.uk	Business Link – the official government website for businesses of all sizes
www.bizhelp24.co.uk	Help and support for business

Unit 15: Principles of Contributing to Innovation and Change

Unit code: J/601/7654

QCF Level 3: BTEC Specialist

Credit value: 2

Guided learning hours: 16

Unit aim

This unit is about understanding how to make contributions to improving ways of working and the reasons for change occurring in a business environment.

Unit introduction

This unit provides an opportunity for learners to consider the importance of the need for continuously pushing for change and innovation in order to meet organisational objectives. Learners will consider how to support the process of continuous improvement by taking actions to plan for and support innovations.

Learners will also examine the importance of supporting change through giving reasons for reviewing working methods, products or services that the organisation provides. By identifying the reasons for and implications of change in a business environment, learners can consider the benefits of working with others during the change. This will then enable learners to understand the importance of planning and communicating the change to relevant people.

Learners will be able to consider different types of problems which may occur when making changes, and the ways of dealing with them. Finally, learners will examine ways to develop systems for monitoring the progress of workplace innovations.

This unit must not be taken with Unit 4: Principles of Supporting Change in a Business Environment.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the purpose of innovation in a business environment	1.1 Explain the purpose of innovation in a business environment
2 Understand how to contribute to innovation	2.1 Explain the purpose of reviewing existing ways of working and positive ways of doing so 2.2 Explain the benefits of working with others when contributing to innovation 2.3 Identify behaviours and attitudes which support innovation
3 Understand the reasons for and implications of change in a business environment	3.1 Explain the reasons for change in a business environment 3.2 Examine the implications of change for an organisation, teams and individuals
4 Understand the process of change in a business environment	4.1 Explain the purpose of planning change 4.2 Explain the purpose of effective communication when making changes 4.3 Describe types of problems that occur when making changes and ways of dealing with them 4.4 Explain the purpose of reviewing and evaluating change

Unit content

1 Understand the purpose of innovation in a business environment

Innovation: importance of innovation to organisation; individuals and teams, eg increased productivity, efficiency, changes in work practices; importance of encouraging innovation and creativity; techniques for reviewing needs of office users, eg questioning, observing, monitoring productivity, morale; techniques for encouraging continuous improvement, change, creativity and innovation; managing impact of change to a positive outcome; importance of planning, eg vision, goals; importance of monitoring and evaluating change

2 Understand how to contribute to innovation

Purpose of reviewing existing ways of working: ways to improve efficiency and effectiveness, eg setting SMART aims and objectives, soft and hard outcome measures, feedback systems, methods for modification; communicating progress; encouraging participation

Benefits of working with others: engaging teams and individuals in change process, eg through regular communication, meetings, giving opportunity to ask questions, suggest ideas

Behaviours and attitudes which support innovation: having a positive attitude, being creative; having a vision and capacity to inspire; the drive to succeed and grow; being motivated and dedicated; flexibility and adaptability; approaches to risk taking

3 Understand the reasons for and implications of change in a business environment

Reasons for change: political, eg changes in government and government policy; economic eg economic growth, interest rates, level of unemployment, taxation changes, supply of resources; social, eg population changes such as ageing population, cultural issues such as attitudes to work, health, religion; technological, eg uses of information technology, other major new developments such as nanotechnology; legal, eg consumer legislation, employment legislation; environmental, eg effects of global warming, concerns over protecting the environment; changes specific to the organisation or sector, eg suppliers, distributors, competitors and customers; result of change in the external business environment, eg relocation, changes to job roles and processes, restructuring, closure of businesses, starting up new businesses

Implications of change for an organisation: ensuring plans meet organisational objectives; organisational aims for change; gap analysis; approval to implement innovation initiatives; legal restrictions; need to liaise with trade unions

Implications of change for teams: different job roles and responsibilities; benefits, eg find out what is happening and what is going to change, sharing workload, sharing learning and experience, motivating each other, encouraging others to develop knowledge and skills, maintaining personal network of contacts, building own skills

Implications of change for individual: seeing change as an opportunity; accepting that change is an integral part of life; being receptive to new ideas; having an enthusiastic approach; making suggestions for improvement; being willing to do things differently; updating skills

4 Understand the process of change in a business environment

Purpose of planning change: degree of change; change strategies, eg creating a climate for change, action plan, timescale, agreeing roles, ensuring resources; final feasibility review; communicating plans

Purpose of effective communication: importance, eg to pass on accurate and timely information to other people, so people know what is happening and what is going to change; features of effective communication, eg accurate in every detail, concise and clear, complete, valid, in the most appropriate format, timely

Problems: types of problems, eg unclear team aims, poor communication, unmet expectations, perceptions of responsibilities/work not being shared equally, disagreements, conflicts of interest, work errors, unable to meet deadlines, loss of motivation

Ways of dealing with problems: techniques for dealing with problems, eg clear communication, listening skills, joint problem solving, consult all team members, negotiation

Purpose of reviewing and evaluating change: information and reporting systems; developing administrative methods; purpose of evaluation, eg setting benchmarks, setting criteria such as speed of throughput, error rate, efficiency, customer satisfaction, methods of measuring customer satisfaction; collecting results, eg questionnaires; collating results, eg tables, charts, team performance evaluation

Essential guidance for tutors

Assessment

This unit is assessed internally through a portfolio of evidence. A multiple choice test is not available for this unit.

Learners need to provide evidence of an investigation into a business which is currently undergoing or has recently undergone change. This could be the centre itself or learners' place of work if they have employment. It may be possible to assess the unit through professional discussion, with a signed witness statement. Evidence may be based on scenarios such as an innovative approach to a change in working practices.

To achieve 1.1, it is sufficient to explain two purposes of innovation in a business environment.

To achieve 2.1, it is sufficient to explain two purposes of reviewing existing ways of working.

To achieve 2.2, learners must explain three benefits of working with others when contributing to innovation.

To achieve 2.3, learners must identify two behaviours and attitudes which support innovation.

To achieve 3.1, it is sufficient to explain two reasons for change.

To achieve 3.2 learners must examine one implication of change for an organisation, one for a team, and one for an individual.

To achieve 4.1, it is sufficient to explain two purposes of planning change.

To achieve 4.2, learners must explain two purposes of effective communication.

To achieve 4.3, learners must describe three types of problem that occur when making changes and ways of dealing with them.

To achieve 4.4, it is sufficient to provide one explanation of the purpose of reviewing and evaluating change.

Essential resources

There are no essential resources needed for this unit. However, it would be beneficial for learners to have access to an administrative environment.

Indicative resource materials

Textbooks

Ashley V and Ashley S – *Business and Administration Student Handbook Level 3: To support all Level 3 Vocational Qualifications in Business and Administration* (CfA, 2006) ISBN 9780955092015

Bevan J, Dransfield R, Goymer J, Richards C – *BTEC Level 3 National Business Student Book: B1 (Level 3 BTEC National Business)* (Edexcel 2010) ISBN 9781846906343

Carysforth C, Chadwick A and Rawlinson M – *Administration NVQ Level 3 Student Handbook, 3rd Edition* (Heinemann, 2006) ISBN 9780435463342

Journals

People Management (Chartered Institute of Personnel and Development)

Websites

- www.acas.org.uk The Advisory, Conciliation and Arbitration Service, a government funded agency which provides advice on industrial relations and employment issues
- www.cfa.uk.com Council for Administration
- www.cipd.co.uk Chartered Institute of Personnel and Development
- www.hse.gov.uk The government's Health and Safety Executive, providing information on health and safety rights and responsibilities

Unit 16: Principles of Working in the Public Sector

Unit code: M/602/1536

QCF Level 3: BTEC Specialist

Credit value: 7

Guided learning hours: 56

Unit aim

The unit provides learners with the knowledge and understanding needed to operate in a public sector environment, covering the aims, role, finances, monitoring and working mechanisms of the public sector and service delivery.

Unit introduction

On completion of this unit learners will have a clear understanding of the types of organisations that make up the public services. Learners will understand whether organisations are locally, regionally, nationally or EU based; the aims and objectives of public services organisations and how public services work together in partnership relationships with third and private sector organisations to deliver public services.

Learners will develop their understanding of the differences between public, private and third sector organisations.

Learners will then develop their understanding of the role of elected members in the decision making and budgetary process and the concept of public sector accountability.

Learners will also develop their understanding of the legal framework that underpins public service work and how that can impact on public service provision.

Learners will consider the customer base for public services, the needs of public service users and how the public services seek to meet those needs in the provision of both statutory and non statutory services, working in a context of respect for the diversity of the users of public service each organisation provides.

Finally, learners will develop their knowledge of how public services are funded and how the public service organisations and their personnel are held accountable for their performance (including the government bodies that monitor organisational performance in the public sector).

This unit must not be taken with Unit 8: Principles of Working in the Public Sector.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Understand the characteristics of the public sector</p>	<p>1.1 Describe the types of organisations that operate within the public sector</p> <p>1.2 Describe the main differences between organisations that operate within the public sector</p> <p>1.3 Describe how a public sector organisation's aims feed into the wider objectives of the public sector</p> <p>1.4 Describe how local and central government work together to provide public services</p> <p>1.5 Compare the key features of public, private and not-for profit sectors</p> <p>1.6 Explain the key points of legislation relating to a public sector organisation</p>
<p>2 Understand how the public sector interacts with the UK political system and the purpose of accountability</p>	<p>2.1 Explain the role of elected members in determining public sector policy and activity</p> <p>2.2 Explain how decisions of elected members affect a public sector organisation's activities</p> <p>2.3 Explain the purpose of accountability in the public sector</p>

Learning outcomes	Assessment criteria
<p>3 Understand the role of the public sector in providing services and how an individual's role contributes to provision</p>	<p>3.1 Describe the customers of the public sector and an individual public sector organisation</p> <p>3.2 Describe how to identify the needs of a public sector organisation's customers</p> <p>3.3 Explain the purpose of responding to the needs of a public sector organisation's customers</p> <p>3.4 Explain how public service provision can adapt to changes in customer needs</p> <p>3.5 Explain the difference between 'statutory' and 'non-statutory' requirements when providing public services</p> <p>3.6 Describe how to take equality and diversity into account when providing public services</p> <p>3.7 Explain the purpose of ensuring equality and diversity is reflected in public service provision and how to do so</p> <p>3.8 Describe how a diverse workforce can contribute to the work of the public sector in providing public services</p> <p>3.9 Explain how an individual's work contributes to the work of their organisation and the wider public sector</p>
<p>4 Understand finances in the public sector</p>	<p>4.1 Explain how the public sector and a chosen public sector organisation are financed</p> <p>4.2 Explain the importance of ensuring money is spent efficiently in the public sector</p> <p>4.3 Describe how budgets and limited resources impact upon planning decisions and service provision</p>

Learning outcomes	Assessment criteria
<p>5 Understand how public sector organisations work together and with other organisations</p>	<p>5.1 Explain the purposes of partnership working within the public sector and public-private partnerships</p> <p>5.2 Describe the types of organisations that a public sector organisation works with to meet customer needs</p> <p>5.3 Describe how a public sector organisation works with other public sector and non-public sector organisations and the purpose of doing so</p>
<p>6 Understand how performance is monitored and measured in the public sector and the purpose of doing so</p>	<p>6.1 Explain the purposes of measuring performance in the public sector</p> <p>6.2 Explain how, and by which organisations, the performance of a chosen public sector organisation or department is monitored</p> <p>6.3 Explain how individual performance can be monitored within a public sector organisation and the purpose of doing so</p> <p>6.4 Explain how evaluation of service provision is used to drive improvements in a public sector organisation</p>

Unit content

1 Understand the characteristics of the public sector

Types of public service organisations: national, local and community based; managed by UK parliament, National Assemblies (including Welsh Assembly, Scottish Assembly, Northern Ireland Assembly), regional government including the London Assembly; local government; uniformed public services including armed forces, emergency services, other eg prisons, Her Majesty's Revenue and Customs (HMRC), Maritime and Coastguard Agency (MCA); quasi-autonomous national government organisations (QANGOs); differences between public service organisations including accountabilities, reporting structures, local and national base

Aims and objectives of public sector organisations: including public service and values; meeting the needs of individuals, groups and communities; protecting individuals, communities and society; provision of services eg housing, healthcare, education, social welfare, environmental services, services for the vulnerable; how the aims and objectives of individual public service organisations help to meet the wider public services objectives in the UK

Collaborative working: how local and central government work together to provide public services; how public services work with private and not-for profit sectors to ensure provision of public services; differences in aims, objectives, funding and management between public sector, private sector, third sector organisations

Legislation relating to public sector organisations: including impact of UK and EU legislation on the work of public services; the Human Rights Act 1998 and role of the European Court of Human Rights; equality legislation and the role of the Equality and Human Rights Commission in upholding diversity legislation; employment legislation and the role of Employment Tribunals; health and safety legislation; Freedom of Information Act 2000; Data Protection Act 1998 and the role of the Information Commissioner; Working Time Directive

2 Understand how the public sector interacts with the UK political system and the purpose of accountability

Role of elected members in determining public sector policy and activity: role of elected members in government including in local, regional, devolved, national and the EU

Impact of elected members decisions on public sector organisations and their activities: including impact of funding decisions; prioritising of individual and community needs; party political influences on decision making; the roles of political representatives in representing their constituents and working on their behalf

Purpose of public sector accountability: ensuring public funds are spent wisely; ensuring financial and political probity in decision making; transparency in the use of money and other resources by public services; accountability to parliamentary scrutiny and to audit and inspection

3 Understand the role of the public sector in providing services and how an individual's role contributes to provision

Public service customers and their needs: identifying a range of external customers and users for a specific service eg vulnerable, children, older people, people from minority communities, other organisations using public services; needs of service users for public services including allocation by need, universal benefits, provision free at the point of delivery; customer needs including healthcare, education, welfare, housing, protection; internal customers and their needs

Identifying the needs of customers: how customer needs are identified including questionnaires; focus groups; face to face; use of ICT; the monitoring of customer feedback and complaints

Purpose of responding to the needs of a public sector organisation's customers: including ensuring value for money in services delivery; ensuring needs of vulnerable are met; ensuring individuals have access to healthcare, education, welfare, housing, protection

How public service can adapt provision: public consultation; using customer feedback; public campaigns; community engagement; internal review and audit

'Statutory' and 'non-statutory' public services: statutory services that the public service organisation is required to provide; action that individuals and groups can take if a public body fails to provide statutory services including the use of the legal process; non-statutory services which the public service chooses to provide

Ensuring equality and diversity: providing public services to meet the needs of communities and individuals; respect for beliefs and values of communities and individuals; ensuring support for vulnerable individuals and communities; ensuring service provision for customers with diverse needs and backgrounds including age, ethnicity, race, disability; meeting diverse needs of individuals and communities; making customers feel valued

Contribution of a diverse workforce in public sector organisations towards the provision of public services: ensuring the work force of public sector organisations reflect the profile of the local and national community including gender, ethnicity, age, disability, sexual orientation; monitoring the recruitment, promotion and performance of the workforce of public sector organisations to ensure the diverse workforce is supported

Individuals contribution to the work of the public sector: individual contribution to their own organisation including demonstrating public service values such as fairness, impartiality and honesty; individual contribution to the wider public sector including respect and integrity

4 Understand finances in the public sector

Sources of finance: including central and local taxes and grants; recharging and fees; special funding such as EU and National lottery; public donations; sources of funding for a specific public service

Efficient use of public funds: need for value for money and financial probity; importance of spending public money and resources efficiently and effectively; prioritising use of scarce public resources including allocation by need, by age, to vulnerable groups, to protect society

Impact of budgets and limited resources: impact upon planning decisions; impact on frequency and quality of service provision; the need to recharge customer for services provided; impact on provision of non-statutory services

5 Understand how public sector organisations work together and with other organisations

Partnership working: collaborative working to ensure the needs of public service customers are met including working collaboratively across public sector organisations; other organisations the public sector works with including private and third sector organisations; role of public-private partnerships in provision of services; benefits of working with other organisations within and outside the public sector; issues that arise when public services do not collaborate effectively with each other and non-public sector organisations

Purposes of partnership working: purposes including sharing expertise; reducing risk of capital projects to public sector; public sector paying for projects over time; greater efficiencies in delivery of services

6 Understand how performance is monitored and measured in the public sector and the purpose of doing so

Purpose of performance measurement and monitoring: including ensuring effective and efficient use of resources; ensuring needs of individuals and communities are met; ensuring public finances are used effectively; ensuring public services and their personnel are working effectively and efficiently

Methods of measuring and monitoring performance: performance measurement and monitoring for public sector organisations including comparisons over time with own performance; comparisons over time with other public sector organisations; benchmarking against private and third sector organisations

Organisations monitoring performance of a chosen public service: parliament; audit commissions; HM Inspectors; other regulatory bodies eg Press Complaints Commission (PCC), Ofqual, Care Quality Commission

Monitoring individual performance: performance measurement and monitoring for public sector employees including staff performance schemes; staff development; setting individual job related and personal development targets; performance measurement and monitoring for lay personnel in public services including setting individual role related and personal development targets

Role of evaluation of service provision in service improvements: reports from audits and inspections; target setting and sanctions

Essential guidance for tutors

Assessment

This unit is assessed internally through a portfolio of evidence. A multiple choice test is not available for this unit.

This is a knowledge-based unit and requires learners to show knowledge and understanding of the learning outcomes and content.

Assessment will aim to confirm learner knowledge and understanding and evidence of this can come from a range of sources including questioning (both written and oral questioning), learner statements (both written and oral), use of case studies, learner research and presentations.

Where specific assessment criteria refer to 'a public sector organisation' or 'a chosen public sector organisation', individuals working in (or on placement in) the public sector should relate this to the public sector organisation they work for. Ideally the majority of evidence for learning outcomes 3, 4, 5, 6 should derive either from the organisation learners work for or a chosen public service organisation they have researched in depth.

For 1.1 and 1.2 learners will need to be able to describe the types of organisations in the UK public sector and the main differences between them.

One way of evidencing this could be a worksheet which asks for definitions and examples of specific types of public service organisations (as listed in the unit content) and then asks learners to identify the main differences between at least two of these. For 1.3 and 1.6 a specific organisation should be used – it is suggested this is the organisation the learner is on placement with, or works for or one the learner is interested in pursuing a career with.

For 1.3, learners must describe both the aims and objectives of that specific organisation and how those contribute to the broad objectives of UK public services.

For 1.4, a case study approach could be used focusing on a sector of relevance to learners, for example, how healthcare or education is provided in the learner's local community by local and central government working together.

For 1.5, the table completed in 1.1 and 1.2 could be extended and linked to cover the private and third sector organisations that work in partnership with the public sector to deliver services.

For 1.6, learners must explain the key legislation that impacts on the work of the chosen organisation (considering both UK and EU legislation and diversity, employment, health and safety as a minimum).

This could be evidenced through learners preparing and delivering a presentation – if the learner group covers a range of public sector organisations this could develop a greater understanding by all learners of the range of public sector activity in the UK.

For 2.1, 2.2 and 2.3, learners must explain the relationship between public services and elected members and how both are accountable to the public. It is suggested that a current case study is developed (from a real event reported in the media) that gives the learner the opportunity to apply their knowledge to a specific scenario.

Alternatively learners could be asked to research the role of elected members, the impact of the decisions of elected members on public service provision and the purpose of accountability, and present their findings as a Frequently Asked Questions (FAQ) information sheet.

For 3.1 and 3.2, learners will need to provide a description of the users of public services in general and the specific customers for a chosen public service (ideally the same one they have used to evidence 1.3 and 1.6 above). They must also describe how the needs of the customers of their chosen organisation are identified.

It is recommended that the whole of this learning outcome is evidenced using learners' chosen public service organisation. This will allow learners to research that organisation in detail (via the organisation's website, through their published literature, via media reporting and in person by contacting personnel at the chosen organisation and by visits).

For 3.3, 3.4, 3.5, 3.6, learners could then produce a report or record a radio interview which describes and explains, in the context of that organisation, how the points in the assessment criteria are met, ie a description of the customer for that service and how their needs are identified; how the public service adapts and responds to those needs; the different statutory and non-statutory services provided.

For 3.7 and 3.8, the report should be extended to explain how the organisation takes diversity into account when providing services, and ensures diversity is reflected both in the service provision and the workforce employed.

For 3.9, learners must explain how at least three individuals who work in that organisation contribute to both their own organisation's effectiveness and the overall work of the public sector.

For 4.1, learners should be encouraged to evidence their understanding of public sector finance using their chosen organisation. An information booklet could be produced either for new staff or to inform the public which explains the sources of funding for the organisation.

For 4.2, the booklet should be extended to explain the importance of the chosen organisation ensuring efficient spending of those funds.

For 4.3, the leaflet should also describe the impact on the planning and service provision for that organisation when resources and funding are limited, ideally using some real examples (which may be gained from media reporting).

For 5.1, the wider purposes of partnership working needs to be explained.

For 5.2 and 5.3, learners can then focus on how their chosen organisation works with other organisations (both public sector and others) to meet the needs of their customers. This could be linked to the work for learning outcome 4 as a further section in the information booklet.

A case study approach is suggested to cover 6.1 and 6.4. Learners can then either focus on their chosen organisation to demonstrate understanding for 6.2/6.3 or the case study can be extended to enable learner to explore the issues surrounding both the performance of an organisation and performance monitoring of individual personnel (both employed and voluntary).

Essential resources

There are no essential resources needed for this unit. However, it would be beneficial for learners to have access to an administrative environment.

Indicative resource materials

Textbooks

Cook S – *Customer Care Excellence: How to Create an Effective Customer Focus* (Kogan Page Ltd. 2008) ISBN 9780749450663

Dive B – *The Accountable Leader: Developing Effective Leadership Through Managerial Accountability* (Kogan Page, 2008) ISBN 9780749451608

Flynn N – *Public Sector Management* (Sage Publications Ltd; 2007) ISBN 9781412929936

Gaster D - *Quality or Politics?: Achieving Excellence in Public Service Delivery* (Nisbet Media Ltd 2006) ISBN 978-0955300004

Harris E - *Customer Service, A Practical Approach* (Pearson 2009) ISBN 9780135109311

Parliamentary and Health Service Ombudsman - Improving Public Service: A Matter of Principle – Case Studies (The Stationery Office, 2008) ISBN 9780102958348

Downloadable Publications

Public - private partnerships, Models and trends in the European Union
www.europarl.europa.eu/comparl/imco/studies/0602_ppp_briefingnote_en.pdf

Articles on collaborative working public and third sectors
www.ncvo-vol.org.uk/publicservicedelivery/index.asp?id=2233#Articles_on_PSD

Paxton W et al The voluntary sector delivering public services: Transfer or transformation? (Joseph Rowntree Foundation, 2005)
www.jrf.org.uk/sites/files/jrf/1859353681.pdf

Websites

www.audit-commission.gov.uk	Audit Commission
www.britishservices.co.uk	Central government departments
www.cabinetoffice.gov.uk	Cabinet Office
www.cec.org.uk	European Commission in the UK
www.cse.cabinetoffice.gov.uk/homeCSE.do	Customer service excellence, the Government Standard
www.europa.eu.int	European Union
www.equalityhumanrights.com/	Equality and Human Rights Commission
www.lotteryfunding.org.uk	Alternative funding
www.official-documents.gov.uk	HM Stationery Office
www.public-standards.gov.uk	Committee on Standards in Public Life

Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website (www.edexcel.com).

Useful publications

Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)
- Functional skills publications – specifications, tutor support materials and question papers
- *Regulatory arrangements for the Qualification and Credit Framework* (published by Ofqual) August 2008
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

The Council for Administration
6 Graphite Square
Vauxhall Walk
London SE11 5EE

Telephone: 020 7091 9620
Email: info@cfa.uk.com

Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

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

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Annexe A

The Edexcel/BTEC qualification framework for the Business and Administration and Team Leading and Management sector

Progression opportunities within the framework.

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
8					
7				BTEC Level 7 Award/Certificate/Diploma in Strategic Management and Leadership (QCF)	Level 7 NVQ Diploma in Management (QCF)
6					
5				BTEC Level 5 Award/Certificate/Diploma in Management and Leadership (QCF)	Level 5 NVQ Diploma in Management (QCF)
4					Level 4 NVQ Certificate in Business and Administration (QCF) Level 4 NVQ Diploma in Business and Administration (QCF)

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
3	GCE in Business Studies GCE in Economics and Business Studies	Level 3 Higher Diploma in Business, Administration and Finance	BTEC Level 3 Subsidiary Diploma/Diploma/Extended Diploma in Business	BTEC Level 3 Award in Principles of Business and Administration (QCF) BTEC Level 3 Certificate in Principles of Business and Administration (QCF) BTEC Level 3 Award/Certificate in Management (QCF)	Level 3 NVQ Certificate in Business and Administration (QCF) Level 3 NVQ Diploma in Business and Administration (QCF) Level 3 NVQ Certificate in Management (QCF)
2	GCSE in Applied Business GCSE in Business Studies GCSE in Business Communications GCSE in Business Studies and Economics	Level 2 Advanced Diploma in Business, Administration and Finance	BTEC Level 2 Certificate/Extended Certificate/Diploma in Business	BTEC Level 2 Award in Principles of Business and Administration (QCF) BTEC Level 2 Certificate in Principles of Business and Administration (QCF) Level 2 BTEC Award and Certificate in Team Leading (QCF)	Level 2 NVQ Award in Business and Administration (QCF) Level 2 NVQ Certificate in Business and Administration (QCF) Level 2 NVQ Diploma in Business and Administration (QCF) Level 2 NVQ Certificate in Team Leading (QCF)

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
1		Level 1 Foundation Diploma in Business, Administration and Finance	BTEC Level 1 Award/Certificate/ Diploma in Business Administration (QCF)		Level 1 NVQ Award in Business and Administration (QCF) Level 1 NVQ Certificate in Business and Administration (QCF)
Entry			BTEC Entry Level Award in Business Administration (Entry 3) (QCF)		

Annexe B

Wider curriculum mapping

Study of the Edexcel BTEC Level 2 and 3 qualifications give learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C

National Occupational Standards/mapping with NVQs

The grid below maps the knowledge covered in the Edexcel BTEC Level 2 and 3 Awards and Certificates in Principles of Business and Administration against the underpinning knowledge of the Level 2 and 3 NVQs in Business and Administration

KEY

indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

Level 2 NVQ in Business and Administration																
Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Work in a Business Environment	#								#							
Communicate in a Business Environment	#	#								#						
Manage Own Performance in a Business Environment	#							#	#							#
Solve Business Problems	#								#							
Work with Others in a Business Environment	#							#		#						
Produce Documents in a Business Environment			#													#

Level 2 NVQ in Business and Administration																
Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Support the Organisation of an Event					#											
Support the Co-ordination of an Event					#											
Support the Organisation of Business Travel or Accommodation		#														
Support the Organisation of Meetings		#										#				
Make and Receive Telephone Calls		#														
Use Diary Systems		#										#				
Take Minutes												#				
Handle Mail		#														
Provide Reception Services		#														
Meet and Welcome Visitors		#											#			
Research Information			#													
Store and Retrieve Information			#													
Archive Information											#					

Level 2 NVQ in Business and Administration																
Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Support the Management and Development of an Information System											#					
Use Office Equipment		#														
Maintain and Issue Stationery Stock Items						#						#				
Agree a Budget														#		
Respond to Change in a Business Environment															#	
Contribute to Innovation in a Business Environment															#	
Manage Own Performance in a Business Environment	#															#
Evaluate and Improve Own Performance in a Business Environment	#															#
Communicate in a Business Environment	#															
Solve Business Problems	#															
Work with Other People in a Business Environment	#															#

Level 2 NVQ in Business and Administration																
Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Negotiate in a Business Environment																
Supervise a Team in a Business Environment						#										
Supervise an Office Facility												#				
Contribute to Running a Project													#			
Produce Documents in a Business Environment											#					
Design and Produce Documents in a Business Environment											#					
Support the Organisation of an Event										#						
Support the Co-ordination of an Event						#										
Support the Organisation of Business Travel and Accommodation		#														
Support the Organisation of Meetings																#

Level 2 NVQ in Business and Administration																
Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Plan and Organise an Event												#				
Plan and Organise Meetings												#				
Organise Business Travel or Accommodation		#														
Evaluate the Organisation of Business Travel or Accommodation		#														
Use a Diary System		#										#				
Take Minutes																
Handle Mail		#														
Provide Reception Services		#														
Meet and Welcome Visitors		#														
Deliver, Monitor and Evaluate Customer Service to Internal Customers		#					#	#								#
Deliver, Monitor and Evaluate Customer Service to External Customers		#					#	#								#
Use Customer Service as a Competitive Tool		#					#	#								#

Level 2 NVQ in Business and Administration																
Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Monitor and Solve Customer Service Problems		#					#	#								#
Organise and Report Data			#								#	#				
Research Information			#								#					
Store and Retrieve Information			#								#					
Archive Information											#					
Support the Management and Development of an Information System											#					
Support the Design and Development of an Information System											#					
Monitor an Information System											#					
Analyse and Report Data											#					
Design and Develop an Information System											#					
Manage and Evaluate an Information System											#					
Use Office Equipment		#														

Level 2 NVQ in Business and Administration																
Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Maintain and Issue Stationery Stock Items						#										
Order Products and Services						#										
Agree a Budget														#		
Manage a Budget														#		
Respond to Change in a Business Environment				#											#	
Contribute to Innovation in a Business Environment															#	
Plan Change for a Team										#						

Annexe D

Mapping to Level 2 Functional Skills

Level 2	Unit number									
English – Speaking, Listening and Communication	1	2	3	4	5	6	7	8	9	10
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	✓	✓	✓	✓	✓		✓	✓	✓	✓
English – Reading										
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	✓	✓	✓	✓	✓	✓		✓	✓	✓
English – Writing										
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	✓	✓	✓	✓	✓			✓	✓	✓

Level 2	Unit number					
English – Speaking, Listening and Communication	11	12	13	14	15	16
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	✓	✓	✓	✓	✓	✓
English – Reading						
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	✓	✓	✓	✓	✓	✓
English – Writing						
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	✓	✓	✓	✓	✓	✓

Level 2		
Mathematics – learners can:	13	14
Mathematics – representing:		
Understand routine and non-routine problems in familiar and unfamiliar contexts and situations		✓
Identify the situation or problems and identify the mathematical methods needed to solve them	✓	✓
Choose from a range of mathematics to find solutions		✓
Mathematics - analysing		
Apply a range of mathematics to find solutions		✓
Use appropriate checking procedures and evaluate their effectiveness at each stage		✓
Mathematics - interpreting		
Interpret and communicate solutions to multistage practical problems in familiar and unfamiliar contexts and situations		✓
Draw conclusions and provide mathematical justifications		✓

Level 1	Unit number									
ICT – using ICT	1	2	3	4	5	6	7	8	9	10
Plan solutions to complex tasks by analysing the necessary stages			✓							
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	✓								✓	
Manage information storage to enable efficient retrieval			✓							
ICT – finding and selecting information										
Use appropriate search techniques to locate and select relevant information			✓					✓		
Select information from a variety of sources to meet requirements of a complex task			✓							
ICT – developing, presenting and communicating information										
Enter, develop and refine information using appropriate software to meet requirements of a complex task										
Use appropriate software to meet the requirements of a complex data-handling task			✓							
Use communications software to meet requirements of a complex task			✓							
Combine and present information in ways that are fit for purpose and audience			✓							
Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information										

Annexe E

Unit mapping overview

BTEC Level 2 Award/Diploma in Business and Administration (specification end date 31/07/2010)/new QCF versions of the BTEC Level 2 Award/Certificate in Principles of Business and Administration (specification start date 01/08/2010)

Old units \ New units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Unit 1	P	P	P				
Unit 2	P	P		P	P	P	
Unit 3			P				P
Unit 4							
Unit 5							
Unit 6	P						
Unit 7							
Unit 8							
Unit 9							
Unit 10							
Unit 11							
Unit 12							
Unit 13							
Unit 14							
Unit 15							
Unit 16							

KEY

- P – Partial mapping (some topics from the old unit appear in the new unit)
- F – Full mapping (topics in old unit match new unit exactly or almost exactly)
- X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

BTEC Level 3 Award/Diploma in Business and Administration (specification end date 31/07/2010)/new QCF versions of the BTEC Level 3 Award/Certificate in Principles of Business and Administration (specification start date 01/08/2010)

Old units \ New units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Unit 1										
Unit 2										
Unit 3										
Unit 4										
Unit 5										
Unit 6										
Unit 7										
Unit 8										
Unit 9	P		P	P						
Unit 10		P	P					P		
Unit 11	P			P						
Unit 12	P				P		P			
Unit 13						P				
Unit 14						P	P			
Unit 15								P		
Unit 16										

KEY

- P – Partial mapping (some topics from the old unit appear in the new unit)
- F – Full mapping (topics in old unit match new unit exactly or almost exactly)
- X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

BTEC Level 2 Certificate in Business and Administration (specification end date 31/07/2010)/new QCF versions of the BTEC Level 2 Award/Certificate in Principles of Business and Administration (specification start date 01/08/2010)

Old units New units	Unit 1	Unit 2
Unit 1	P	
Unit 2	P	P
Unit 3	P	P
Unit 4	P	
Unit 5		
Unit 6		
Unit 7		
Unit 8		
Unit 9		
Unit 10		
Unit 11		
Unit 12		
Unit 13		
Unit 14		
Unit 15		
Unit 16		

KEY

P – Partial mapping (some topics from the old unit appear in the new unit)

F – Full mapping (topics in old unit match new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

BTEC Level 3 Certificate in Business and Administration (specification end date 31/07/2010)/new QCF versions of the BTEC Level 3 Award/Certificate in Principles of Business and Administration (specification start date 01/08/2010)

Old units \ New units	Unit 1	Unit 2
Unit 1		
Unit 2		
Unit 3		
Unit 4		
Unit 5		
Unit 6		
Unit 7		
Unit 8		
Unit 9	P	P
Unit 10		P
Unit 11	P	P
Unit 12		P
Unit 13		P
Unit 14		P
Unit 15		P
Unit 16		

KEY

- P – Partial mapping (some topics from the old unit appear in the new unit)
- F – Full mapping (topics in old unit match new unit exactly or almost exactly)
- X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

Annexe F

Glossary of Accreditation Terminology

The following information about these qualifications can also be found on the Edexcel website – see: ‘Accreditation Information’ (link).

Accreditation start/end date	The first/last dates that Edexcel can register learners for a qualification.
Certification end date	The last date on which a certificate may be issued by Edexcel.
Credit value	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
Guided Learning Hours (GLH)	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners’ achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
Learning Aims Database	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
Learning Aim Reference	Unique reference number given to the qualification by the funding authorities on accreditation.
Level	The level at which the qualification is positioned in the Qualifications and Credit Framework (QCF).
Performance tables	This/these qualifications is/are listed on the Department for Education (DfE) website School and College Achievement and Attainment Tables (SCAAT) as performance indicators for schools and colleges.
Qualifications Number (QN)	Unique reference number given to the qualification by the regulatory authorities on accreditation.
Register of Regulated Qualifications	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.
Section 96	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.

Title	The accredited title of the qualification.
UCAS points	This/these qualification(s) is/are listed on the Universities and Colleges Admissions Service (UCAS) tariff for those wishing to progress to higher education.

Annexe G

BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 7 Advanced Professional Qualifications BTEC Advanced Professional Award, Certificate and Diploma	7	BTEC Level 7 Professional Qualifications BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 6 Professional Qualifications BTEC Professional Award, Certificate and Diploma	6	BTEC Level 6 Professional Qualifications BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 5 Professional Qualifications BTEC Professional Award, Certificate and Diploma	5	BTEC Level 5 Professional Qualifications BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	BTEC Level 5 Higher Nationals BTEC Level 5 HND Diploma
BTEC Level 4 Professional Qualifications BTEC Professional Award, Certificate and Diploma	4	BTEC Level 4 Professional Qualifications BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	BTEC Level 4 Higher Nationals BTEC Level 4 HNC Diploma
BTEC Level 3 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	3	BTEC Level 3 Specialist Qualifications BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	BTEC Level 3 Nationals BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 2 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	2	BTEC Level 2 Specialist Qualifications BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	BTEC Level 2 Firsts BTEC Level 2 Certificate, Extended Certificate and Diploma
BTEC Level 1 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	1	BTEC Level 1 Specialist Qualifications BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	BTEC Level 1 Qualifications BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	BTEC Entry Level Specialist Qualifications BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	BTEC Entry Level Qualifications (E3) BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

NQF = National Qualifications Framework

QCF = Qualifications and Credit Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

For qualifications on the **QCF**, the accreditation start date is usually 1 September 2010 or 1 January 2011.

QCF qualification sizes	
Award	1-12 credits
Certificate	13-36 credits
Diploma	37+ credits

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