



Handbook

AOD3 – VTCT (Skillsfirst) Level 3 Diploma in
Administrative Operations (RQF)

603/3137/9

Version 2

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, ITEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

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1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 3 Diploma in Administrative Operations (RQF)
Qualification number	603/3137/9
Product code	AOD3
Age range	There are age limits attached to learners undertaking this qualification as this qualification is not approved for learners under the age of 16.
Total Qualification Time (TQT)	550
Guided Learning (GL) hours	370
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none">• Portfolio of evidence• Skills-based assessment (if applicable)
Entry requirements	There are no formal entry requirements for learners undertaking this qualification; however, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

This qualification has been designed to meet both employer and individual demand for learners to meet the knowledge and competences outlined in the Business Administrator Apprenticeship standard.

The primary target group for this qualification would be all Apprentices who are enrolled on a Business Administrator standard. As a 'stand-alone' qualification, however, it would also appeal to learners in any sector that involved administrative responsibilities, such as, but not limited to:

- administration officer/executive
- administration team leader/office supervisor
- personal assistant

and people looking for CPD for recognition or to advance their career.

2.2 Progression opportunities

On completion of this qualification you could progress onto the following Skillsfirst qualifications:

- Level 3 Diploma in Customer Service (RQF)
- Level 3 Diploma in Team Management (RQF)
- Level 5 Diploma in Operational and Departmental Management (RQF)

or similar higher-level qualifications.

2.3 Learner behaviours and attitudes

It is expected that learners undertaking this qualification exhibit the following attitudes and behaviours in the workplace:

Professionalism

- Behaves in a professional way. This includes: personal presentation, respect, respecting and encouraging diversity to cater for wider audiences, punctuality and attitude to colleagues, customers and key stakeholders.
- Adheres to the organisation's code of conduct for professional use of social media.
- Acts as a role model, contributing to team cohesion and productivity – representing the positive aspects of team culture and respectfully challenging inappropriate prevailing cultures.

Personal qualities

- Shows exemplary qualities that are valued including integrity, reliability, self-motivation, being pro-active and a positive attitude.
- Motivates others where responsibility is shared

Managing performance

- Takes responsibility for their own work, accepts feedback in a positive way, uses initiative and shows resilience.
- Also takes responsibility for their own development, knows when to ask questions to complete a task and informs their line manager when a task is complete
- Performs thorough self-assessments of their work and complies with the organisation's procedures.

Adaptability

- Is able to accept and deal with changing priorities related to both their own work and to the organisation

Responsibility

- Demonstrates taking responsibility for team performance and quality of projects delivered
- Takes a clear interest in seeing that projects are successfully completed and customer requests handled appropriately.
- Takes initiative to develop own and others' skills and behaviours

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 3 Diploma in Administrative Operations (RQF) learners must achieve all mandatory units.

The minimum TQT required to achieve this qualification is **550**.

Product code	Unit title	Level	GLH	Unit reference number
Mandatory units (Group M):				
AO1	Understand the organisation and stakeholders	3	45	K/616/9569
AO2	Understand administrative legislation, regulations and internal policies	3	45	D/616/9570
AO3	Understand how to apply and administer business fundamentals and processes	3	45	H/616/9571
AO4	Use business computer applications to carry out business administrative activities	3	35	K/616/9572
AO5	Produce records, reports and documents to carry out business administrative activities	3	30	M/616/9573
AO6	Make decisions to improve business administrative performance	3	30	T/616/9574
AO7	Use interpersonal skills to effectively carry out business administrative activities	3	25	A/616/9575
AO8	Use effective communication to carry out business administrative activities	3	30	F/616/9576
AO9	Carry out and identify improvements to business administrative activities	3	30	J/616/9577
AO10	Plan, organise and carry out business administrative activities	3	25	L/616/9578
AO11	Project management	3	30	R/616/9579

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 Occupational expertise of those who deliver, provide expert witness, assess performance, moderate and verify assessments

This handbook provides details of the assessment strategy, which centres will need to apply in order to assess and quality assure the Level 3 Diploma in Administrative Operations (RQF) and includes the:

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

4.3 Occupational expertise of deliverers, assessors, and moderators/internal verifiers

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

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

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

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

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

4.4 Employer direct model

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

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

- achieving the appropriate approved qualifications for assessment/verification

or

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

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

4.5 Continuous professional development (CPD)

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

Centres may have generic criteria and personnel specifications in addition to the above.

4.6 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of assessment methods

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

5.2 Assessment principles

Units will be achieved through the acquisition of evidence by the learner and submission to their assessor. Units may be assessed through a number of different sources and forms, which must meet the requirements of the skills and knowledge requirements.

- Assessment should normally be at the learner's workplace, but where the opportunity to assess across the range of standards is unavailable other comparable working environments may be used, following agreement from the External Verifier.
- A holistic approach towards the collection of evidence should be encouraged, assessing activities generated by the whole work experience rather than focusing on specific tasks. e.g. If the learner is sharing administrative best practice across the organisation, their communication skills and administrative skills can also be assessed against both the modules covering communication and producing reports and documents.
- Assessors can only assess in their acknowledged area of occupational competence.
- Assessors and IVs will be registered with their centre and be accountable to the organisation for their assessment practice.
- Health and safety of customers/clients and employees must be maintained throughout the assessment process and if any person carrying out assessment or verification activities does not feel that there is due regard to health and safety then that person should refuse to continue with the activity(ies) until satisfied that due regard to health and safety is being taken.

5.3 Characteristics of assessment guidance

The learner may produce evidence from a range of examples (as outlined below) which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of all the modules.

The assessor will need to be assured that the learner can meet all the learning outcomes of a module and pass all the skills and knowledge requirements of a module.

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner and the assessor.

5.4 Types of evidence

Evidence is not required in any pre-set format and may be of many types and from diverse sources. Examples of types of evidence might include:

- learner statement
- notes
- review and tutorial records
- report
- diary
- worksheet
- audio/video recorded
- discussion/presentation/interview
- assessor observation
- witness statement
- product
- workbook

Please note that centres are not restricted to the types of evidence listed above.

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed

5.5 Simulation and witness testimony

Simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain in the work environment.

5.5.1 Simulation

Simulation can only be used to assess learners where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence. There are no modules that can be solely achieved by simulation. In the case of imported modules, where simulation is acceptable in the evidence requirements, it should only be used when performance evidence is unlikely to be generated through normal working practices.

5.5.2 Witness testimony

Skillsfirst recognise the use of witness testimony and expert witness testimony as appropriate methods for assessors to collect evidence on learner's performance.

Witness testimonies can be obtained from people that are occupationally competent and who may be familiar with the national occupational standards (NOS), such as the learner's line manager. They may also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards such as other people within the learner's workplace, customers and suppliers.

5.6 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

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

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness.

Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process.

In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements

6 Units

Unit Handbook

AO1 – Understanding the organisation and stakeholders

Unit reference number: K/616/9569

Level: 3

Guided Learning (GL) hours: 45

Unit aim

The aim of this module is to provide the learner with the opportunity to gain an understanding of their organisation and the role within it, as well understanding the potential synergy between stakeholders and their organisation.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the organisation

LO2 Understand the stakeholders

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the module outcomes and the skills and knowledge requirements.

Assessment guidance

Stakeholders could include:

- internal and external customers
- clients and/or suppliers

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the organisation	1.1 Explain the organisation's <ul style="list-style-type: none"> • purpose • activities • aims • values • vision for the future • resources
	1.2 Describe the way that the political/economic environment shapes the organisation
	1.3 Describe the organisational structure
	1.4 Describe how own role benefits the organisation
	1.5 Explain how own skillset fits within the team
	1.6 Describe how own skills supports career progression

Learning Outcome	Assessment Criteria
LO2 Understand the stakeholders	2.1 Explain how to identify common goals and potential synergy between stakeholders and an organisation
	2.2 Explain the importance of engaging stakeholders in activities

AO1 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

AO2 – Understand administrative legislation, regulations and internal policies

Unit reference number: D/616/9570

Level: 3

Guided Learning (GL) hours: 45

Unit aim

The aim of this module is to provide the learner with the opportunity to gain an understanding of how laws and regulations apply to their own role, how they impact on the organisation and affect the organisation's internal policies and key business policies relating to the sector.

Learning outcomes

There are one outcomes to this unit. The learner will:

LO1 Know the laws, regulations and internal policies that impact on administrative activities

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the module outcomes and the skills and knowledge requirements.

Assessment guidance

The laws and regulations should include:

- health and safety
- data protection
- equality, diversity and inclusion
- compliance
- environmental sustainability and waste management

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the laws, regulations and internal policies that impact on administrative activities	1.1 Describe how laws and regulations apply to own role
	1.2 Analyse how laws and regulations impact the organisation
	1.3 Describe the organisation's internal policies and key business policies relating to the sector

AO2 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

A03 – Understand how to apply and administer business fundamentals and processes

Unit reference number: H/616/9571

Level: 3

Guided Learning (GL) hours: 45

Unit aim

The aim of this module is to provide the learner with the opportunity to gain an understanding of the application of business principles in an administrative environment and how to apply, administer and improve the organisation's business processes.

Learning outcomes

There are one outcomes to this unit. The learner will:

LO1 Know how to apply and administer business principles and processes

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the module outcomes and the skills and knowledge requirements.

Assessment guidance

Business principles should include:

- managing change
- business finances
- project management

Processes should include:

- making payments
- processing customer data
- billing
- process invoices
- purchase orders

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to apply and administer business principles and processes	1.1 Explain the application of business principles in an administrative environment
	1.2 Describe how to apply and administer the organisation's processes
	1.3 Explain the procedure for making suggestions for improvements to principles and processes
	1.4 Analyse how a solutions-based approach to improve business processes helps to define procedures

AO3 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

A04 – Use business computer applications to carry out business administrative activities

Unit reference number: K/616/9572

Level: 3

Guided Learning (GL) hours: 35

Unit aim

The aim of this module is to provide the learner with the opportunity to gain an understanding of the need for computer safety and security practices and to demonstrate how to use software packages and IT systems to carry out business administrative activities.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the need for computer safety and security practices when carrying out business administrative activities

LO2 Use software packages and IT systems to carry out business administrative activities

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the module outcomes and the skills and knowledge requirements.

Assessment guidance

Computer viruses could include a range of malware, such as:

- adware
- bot
- bug
- ransomware
- rootkit
- spyware
- trojan
- worm

Business software applications could include:

- word processing
- database
- spreadsheet
- presentation
- e-mail
- bespoke
- financial

Tasks, purposes and outcomes could include:

- writing letters and/or emails
- creating proposals
- presenting information
- performing financial processes
- updating and reviewing databases
- recording information and data
- producing data analysis

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the need for computer safety and security practices when carrying out business administrative activities	1.1 Recognise the danger of computer viruses , and how to minimise risk
	1.2 Explain the importance of keeping information secure
	1.3 Explain why it is important to stay safe and to respect others when using electronic communication
	1.4 Follow organisational guidelines and procedures for the safe and secure use of IT systems

Learning Outcome	Assessment Criteria
LO2 Be able to use software packages and IT systems to carry out business administrative activities	2.1 Compare the use of different business software applications for different tasks, purposes and outcomes
	2.2 Critically compare alternative methods to produce the intended outcome
	2.3 Plan how to use software applications to carry out tasks to achieve the required purpose and outcome
	2.4 Analyse any factors that may affect the task
	2.5 Select and use appropriate systems and software applications to produce effective outcomes
	2.6 Explain any legal or local guidelines or constraints which apply to the task or activity
	2.7 Review outcomes to make sure they match requirements and are fit for purpose

A04 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

A05 – Produce records, reports and documents to carry out business administrative activities

Unit reference number: M/616/9573

Level: 3

Guided Learning (GL) hours: 30

Unit aim

The aim of this module is to provide the learner with the opportunity to gain an understanding of how to prepare business records, reports and documents and to demonstrate how produce, and coach others to produce, business records, reports and documents and how to maintain records and files to carry out business administrative activities.

Learning outcomes

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

LO1 Understand how to prepare business records, reports and documents

LO2 Produce business records, reports and documents

LO3 Coach others in the production of business records, reports and documents

LO4 Maintain records and files to carry out business administrative activities

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the module outcomes and the skills and knowledge requirements.

Assessment guidance

Documents could include:

- emails
- letters
- files
- financial records
- reports
- proposals
- producing data analysis

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to prepare business records, reports and documents	1.1 Explain the requirements for language, tone, image and presentation for different documents
	1.2 Explain how to integrate images into documents
	1.3 Describe how corporate identity impacts upon document production
	1.4 Explain the requirements of data protection, copyright and intellectual property legislation relating to document production
	1.5 Describe organisational procedures for version control
	1.6 Describe security requirements relating to document production

Learning Outcome	Assessment Criteria
LO2 Be able to produce business records, reports and documents	2.1 Identify the purpose, audience, content, style, format and deadlines of a business record, report and document
	2.2 Produce accurate business records, reports and documents in line with organisational guidelines
	2.3 Use correct grammar, spelling, punctuation and sentence structure
	2.4 Produce business records, reports and documents that meet the requirements within the agreed timescale
	2.5 Evaluate the effectiveness of the produced business records, reports and documents against the identified purpose and audience
	2.6 Make recommendations for improvements to the production of business records, reports and documents to management

Learning Outcome	Assessment Criteria
LO3 Be able to coach others in the production of business records, reports and documents	3.1 Assist others to identify the purpose, audience, content, style, format and deadlines of a business record, report and document
	3.2 Review others' work to ensure that accurate business records, reports and documents are produced in line with organisational guidelines
	3.3 Assist others to evaluate the effectiveness of the produced business records, reports and documents against the identified purpose and audience

Learning Outcome	Assessment Criteria
LO4 Be able to maintain records and files to carry out business administrative activities	4.1 Identify, confirm and collect information to be stored or retrieved within the agreed timescale
	4.2 Handle confidential information to be stored or retrieved in compliance with the organisation's procedures
	4.3 Store or retrieved information in approved locations
	4.4 Check and update stored information
	4.5 Delete or archive information

AO5 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

A06 – Make decisions to improve business administrative performance

Unit reference number: T/616/9574

Level: 3

Guided Learning (GL) hours: 30

Unit aim

The aim of this module is to provide the learner with the opportunity to gain an understanding of how the business decision-making process and to demonstrate how to make effective decisions based on sound reasoning.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the business decision-making process

LO2 Make effective decisions based on sound reasoning

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the module outcomes and the skills and knowledge requirements.

Assessment guidance

The **problem** could be either actual or potential.

Problems could include:

- operational
- financial
- resource-related
- information

The **scope and scale of a problem** refers to those affected and could include, but not be limited to:

- colleagues
- departments
- organisation
- customers

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the business decision-making process	1.1 Analyse the causes of business administrative performance problems
	1.2 Explain the importance of being pro-active when improving business administrative performance
	1.3 Explain the use of different problem-solving techniques
	1.4 Explain the organisational and legal constraints relating to problem-solving
	1.5 Describe the role of stakeholders in problem-solving
	1.6 Describe the steps in the business decision-making process
	1.7 Analyse the implications of adopting recommendations and implementing decisions to improve business administrative performance

Learning Outcome	Assessment Criteria
LO2 Be able to make effective decisions based on sound reasoning	2.1 Identify the nature, likely cause and implications of the problem
	2.2 Evaluate the scope and scale of the problem
	2.3 Analyse the possible courses of action that can be taken in response to the problem
	2.4 Use evidence to justify the approach to problem-solving
	2.5 Develop a plan and success criteria that are appropriate to the nature and scale of the problem
	2.6 Seek advice from more experienced team members, if required
	2.7 Decide on an action to resolve or mitigate the problem
	2.8 Evaluate the degree of success and scale of the implications of the solved problem

AO6 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

A07 – Use interpersonal skills to effectively carry out business administrative activities

Unit reference number: A/616/9575

Level: 3

Guided Learning (GL) hours: 25

Unit aim

The aim of this module is to provide the learner with the opportunity to gain an understanding of how the business decision-making process and to demonstrate how to make effective decisions based on sound reasoning.

Learning outcomes

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

LO1 Build and maintain positive relationships within own team and across the organisation

LO2 Influence and challenge business administrative performance

LO3 Champion business administrative activities

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the module outcomes and the skills and knowledge requirements.

Assessment guidance

Ideas, suggestions and opinions could include:

- work-related
- non-work related

Benefits to the organisation could include improvements to:

- operational effectiveness
- organisational effectiveness
- managerial effectiveness

Agreed standards could be related to the:

- department
- organisation
- stakeholder

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to build and maintain positive relationships within own team and across the organisation	1.1 Demonstrate positive interaction with colleagues and team members that allows respect for the views and actions of others
	1.2 Work to develop an atmosphere of professionalism and mutual support
	1.3 Analyse own role in the interdependencies between colleagues and team members
	1.4 Explain how own positive and negative behaviour affects the relationship with colleagues and team members
	1.5 Model behaviour that shows respect, helpfulness and co-operation
	1.6 Resolve differences with colleagues and team members to ensure a positive outcome
	1.7 Provide help and guidance to colleagues and team members to enable them to meet their objectives
	1.8 Consider constructively the ideas, suggestions and opinions of colleagues and team members

Learning Outcome	Assessment Criteria
LO2 Be able to influence and challenge business administrative performance	2.1 Assess the strengths and weaknesses of current business administrative performance
	2.2 Analyse the factors that could influence improved performance
	2.3 Contribute to the development of a strategy for the improvement of business administrative performance
	2.4 Demonstrate behaviour that influences and challenges business administrative performance positively

Learning Outcome	Assessment Criteria
LO3 Be able to champion business administrative activities	3.1 Promote the benefits of delivering effective business administration within the organisation
	3.2 Confirm that team members understand the vision, objectives, roles, plans, standards and procedures to deliver effective business administration within the organisation
	3.3 Provide coaching, training and support that will motivate team members to deliver effective business administration within the organisation
	3.4 Communicate to team members their roles, responsibilities and work plans to deliver effective business administration within the organisation
	3.5 Monitor the effectiveness of business administration within the organisation
	3.6 Take actions to ensure that business administrative activities meet agreed standards

A07 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

AO8 – Use effective communication to carry out business administrative activities

Unit reference number: F/616/9576

Level: 3

Guided Learning (GL) hours: 30

Unit aim

The aim of this module is to provide the learner with the opportunity to demonstrate how to communicate effectively through communication channels, to apply social media solutions to carry out business administrative activities and to represent the organisation or department.

Learning outcomes

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

LO1 Communicate effectively through communication channels

LO2 Apply social media solutions to carry out business administrative activities

LO3 Represent the organisation or department

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the module outcomes and the skills and knowledge requirements.

Assessment guidance

Communication channels refer to the way this information flows within the organisation. The most common types of communication channels are:

- verbal, such as face-to-face, telephone, presentations, discussions, etc.
- written, such as e-mails, reports, handbooks, etc.
- digital, such as social media, digital platforms, etc.

in writing or on digital platforms

Channels that can be used for social media could include:

- Twitter
- Facebook
- Instagram/Snapchat
- LinkedIn

Communication methods could include:

- verbal
- written
- electronic
- digital

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to communicate effectively through communication channels	1.1 Analyse the: <ul style="list-style-type: none"> • purpose of the communication • information to be communicated • target audience
	1.2 Compare the communication channels available to meet the purpose of the communication
	1.3 Carry out a range of communications to effectively carry out business administrative activities
	1.4 Adapt the use of communication channels to meet changes in the: <ul style="list-style-type: none"> • purpose of the communication • information to be communicated • target audience
	1.5 Evaluate the effectiveness of the communication to meet required purpose and target audience

Learning Outcome	Assessment Criteria
LO2 Be able to apply social media solutions to carry out business administrative activities	2.1 Compare the features and benefits of the different tools and channels that can be used for social media
	2.2 Analyse the potential type of audience for each different tool and channel that can be used for social media
	2.3 Apply social media solutions to carry out business administrative activities effectively
	2.4 Minimise threats to social media system security and integrity
	2.5 Evaluate the effectiveness of the social media solutions to meet required purpose and target audience

Learning Outcome	Assessment Criteria
LO3 Be able to represent the organisation or department	3.1 Analyse the role of business administration within the organisation's strategic and business plans
	3.2 Keep up-to-date with developments within the organisation which impact on business administrative activities
	3.3 Respond to requests for representation of the organisation or department
	3.4 Carry out research to enhance or verify the advice and information to provided
	3.5 Respond accurately to questions from inside and outside of the organisation
	3.6 Evaluate the effectiveness of the response and adapt communication method accordingly

AO8 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

A09 – Carry out and identify improvements to business administrative activities

Unit reference number: J/616/9577

Level: 3

Guided Learning (GL) hours: 30

Unit aim

The aim of this module is to provide the learner with the opportunity to demonstrate how to review administrative processes and make suggestions for improvements and share those administrative best practices across the organisation. It also provides the learner with the opportunity to demonstrate how to apply problem-solving skills to resolve challenging or complex administrative complaints. The learner is also expected to maintain and continuously improve personal and professional competence and to complete tasks to meet agreed requirements.

Learning outcomes

There are five outcomes to this unit. The learner will:

- LO1 Complete tasks to meet agreed requirements
- LO2 Maintain and continuously improve personal and professional competence
- LO3 Review administrative processes and make suggestions for improvements
- LO4 Share administrative best practice across the organisation
- LO5 Apply problem-solving skills to resolve challenging or complex administrative complaints

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the module outcomes and the skills and knowledge requirements.

Assessment guidance

Business documents could be:

- reports
- correspondence

The **required standard** for the document should include the:

- purpose
- nature
- content
- style
- quality standards
- target audience
- deadline

The **specification** for the document should include:

- content that meets the brief, is accurate and grammatically correct
- design techniques that meet the specification
- non-text items being integrated into the agreed layout, if required

A **skills gap analysis** is an evaluation tool for determining the training needs of an individual, group or organisation. The analysis reveals the differences between the required and the existing skill levels and the recommended strategies for reducing the differences or closing the gap.

Processes should include:

- making payments
- processing customer data
- billing
- process invoices
- purchase orders

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to complete tasks to meet agreed requirements	1.1 Design bespoke business documents that meet the required standard
	1.2 Take into account feedback from stakeholders
	1.3 Create bespoke business documents that meet the specification
	1.4 Present documents within the agreed timescale
	1.5 Analyse quantitative and qualitative business data
	1.6 Apply analytical techniques that are appropriate to the purpose of the research and the nature of the data
	1.7 Draw conclusions that are valid and supported by evidence
	1.8 Present data in the agreed reporting format and house style

Learning Outcome	Assessment Criteria
LO2 Be able to maintain and continuously improve personal and professional competence	2.1 Compare sources of information on professional development trends and their validity
	2.2 Evaluate their own current and future personal and professional development needs relating to the role, the team and the organisation
	2.3 Identify current and future likely skills, knowledge and experience needs using skills gap analysis
	2.4 Agree a personal and professional development plan that is consistent with business needs and personal objectives
	2.5 Execute the plan within the agreed budget and timescale
	2.6 Take advantage of development opportunities made available by professional networks or professional bodies
	2.7 Amend the personal and professional development plan in the light of feedback received from others

Learning Outcome	Assessment Criteria
LO3 Be able to review administrative processes and make suggestions for improvements	3.1 Select tools, techniques and strategies to analyse administrative functions
	3.2 Analyse patterns of issues and problems in administrative processes and their likely cause
	3.3 Analyse the features, use and constraints of different improvement techniques and models
	3.4 Carry out a cost-benefit analysis
	3.5 Present evidence to justify the case for adopting improvements
	3.6 Calculate performance measures relating to cost, quality and delivery

Learning Outcome	Assessment Criteria
LO4 Be able to share administrative best practice across the organisation	4.1 Analyse the administrative processes that are relevant to the organisation
	4.2 Evaluate the impact of an organisation's business on its administrative processes
	4.3 Promote a culture of effective administrative processes in line with the organisation's management policies by coaching others to perform tasks correctly
	4.4 Establish procedures to share administrative best practice across the organisation
	4.5 Adhere to organisational policies and procedures, legal and ethical requirements when sharing administrative best practice across the organisation

Learning Outcome	Assessment Criteria
LO5 Be able to apply problem-solving skills to resolve challenging or complex administrative complaints	5.1 Select a strategy that is appropriate for the nature, scale, seriousness and priority of the administrative complaint
	5.2 Develop a plan that addresses the administrative complaint whilst minimising disruption to business
	5.3 Develop success criteria that are capable of measuring the effectiveness of solutions to solve the administrative complaint
	5.4 Implement a problem-solving plan within the agreed timescale and constraints
	5.5 Take action to ensure that systems and processes are capable of preventing future re-occurrences
	5.6 Evaluate the effectiveness of the problem solving activities

AO9 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

AO10 – Plan, organise and carry out business administrative activities

Unit reference number: L/616/9578

Level: 3

Guided Learning (GL) hours: 25

Unit aim

The aim of this module is to provide the learner with the opportunity to demonstrate how to organise and manage meetings, events, business travel and/or accommodation. It also provides the learner with the opportunity to demonstrate how to take responsibility for initiating and completing administrative tasks to successfully meet targets, manage resources to carry out business administrative activities, make suggestions for improvements to working practice whilst promoting a culture of environmental awareness.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Take responsibility for initiating and completing administrative tasks to successfully meet targets

LO2 Make suggestions for improvements to working practice

LO3 Manage resources to carry out business administrative activities

LO4 Promote a culture of environmental awareness

LO5 Organise and lead meetings and events

LO6 Organise and manage business travel or accommodation

Version 1.0

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the module outcomes and the skills and knowledge requirements.

Assessment guidance

Continuous improvement activities could include:

- training programmes
- surveys
- time studies
- brainstorming sessions

Cost-benefit analysis refers to a systematic approach for estimating the strengths and weaknesses of different options

Environmental factors could include:

- market forces
- policy changes
- regulatory changes
- supply chain
- the international/global market

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to take responsibility for initiating and completing administrative tasks to successfully meet targets	1.1 Negotiate and agree realistic targets and achievable timescales for the completion of administrative tasks
	1.2 Plan and prioritise administrative tasks to make best use of own time, effective working methods and available resources
	1.3 Resolve problems occurring in own work, using the support of other people
	1.4 Positively manage the expectations of colleagues at all levels
	1.5 Complete administrative tasks to agreed deadlines
	1.6 Set a positive example for others by taking responsibility for own work and accepting responsibility for any mistakes made
	1.7 Evaluate results of mistakes made and make changes to work and methods, as required
	1.8 Adhere to organisational policies and procedures, legal and ethical requirements when completing administrative tasks

Learning Outcome	Assessment Criteria
LO2 Be able to make suggestions for improvements to working practice	2.1 Identify the nature, scope and scale of possible contributions to continuous improvement activities
	2.2 Explain the importance of encouraging staff to suggest ideas for improvements to working practice
	2.3 Describe the purpose and benefits of continuous improvements to working practice
	2.4 Develop ideas to improve the effectiveness of working practice
	2.5 Analyse the implications of the improvements to: <ul style="list-style-type: none"> • clients • suppliers • other parts of the organisation
	2.6 Carry out a cost-benefit analysis
	2.7 Calculate performance measures relating to cost, quality and delivery
	2.8 Justify the case for adopting improvements identified with evidence

Learning Outcome	Assessment Criteria
LO3 Be able to manage resources to carry out business administrative activities	3.1 Establish systems to evaluate the effectiveness of current administrative systems and procedures
	3.2 Review the effectiveness of administrative systems and procedures to meet users' needs, adapting them to meet changing demands
	3.3 Maintain equipment and consumables to agreed levels
	3.4 Manage the maintenance of office equipment to meet users' needs and expectations
	3.5 Select suppliers that meet the procurement specification
	3.6 Engage and foster relationships with suppliers and partner organisations
	3.7 Liaise with internal/external customers, suppliers or stakeholders from inside or outside the UK
	3.8 Take action to ensure that administrative services are provided to agreed standards

Learning Outcome	Assessment Criteria
LO4 Be able to promote a culture of environmental awareness	4.1 Describe the external environmental factors that affect administrative activities and the wider business impact
	4.2 Promote a culture of efficient consumption of energy in line with an organisation's energy management policies
	4.3 Establish procedures to minimise waste and maximise the recycling of materials

Learning Outcome	Assessment Criteria
LO5 Be able to organise and lead meetings and events	5.1 Analyse the type, purpose, objectives, and background to the meeting or event
	5.2 Identify venue requirements, those individuals expected, and those required to attend
	5.3 Analyse arrangements to minimising likely problems
	5.4 Prepare for any formal procedures that apply to the meeting or event
	5.5 Set up layout and resources to meet agreed requirements
	5.6 Facilitate meetings so that everyone is involved and the optimum possible consensus is achieved
	5.7 Behave in a way that maintains organisational values and standards
	5.8 Take accurate notes of the attendance, proceedings, areas of discussion and agreed actions of meetings
	5.9 Evaluate the effectiveness of a meeting or event to identify points for future improvement

Learning Outcome	Assessment Criteria
LO6 Be able to organise and manage business travel or accommodation	6.1 Analyse different suppliers that are capable of delivering the services required within budget
	6.2 Assess the performance of providers of travel or accommodation against agreed criteria
	6.3 Confirm the requirements for travel or accommodation
	6.4 Obtain travel or accommodation arrangements that best meet the requirements
	6.5 Prepare and issue itinerary/schedule documentation that reflect agreed arrangements accurately
	6.6 Obtain travel or accommodation documentation within the required timescale
	6.7 Confirm the acceptability of payments to be made within the limits of their own authority
	6.8 Keep up-to-date records of travel or accommodation arrangements and agreed commitments
	6.9 Evaluate the benefits and limitations of existing arrangements for organising business travel or accommodation and their implications
	6.10 Recommend improvements to organisational business travel or accommodation arrangements

AO10 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

AO11 – Project management

Unit reference number: R/616/9579

Level: 3

Guided Learning (GL) hours: 30

Unit aim

The aim of this module is to provide the learner with the opportunity to demonstrate how to lead and support projects by using relevant project management principles and tools to scope and plan a project and planning the required resources to successfully deliver projects.

Learning outcomes

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

LO1 Use relevant project management principles and tools to scope and plan a project

LO2 Plan required resources to successfully deliver projects

LO3 Lead and support projects

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the module outcomes and the skills and knowledge requirements.

Assessment guidance

The **different aspects of a project** include the:

- project scope
- schedule and timescales
- finance needed
- the potential risks
- required quality of the outcome
- resources needed

The **project plan** must include:

- specific, measurable, achievable, realistic and time-bound (SMART) objectives
- key performance indicators (KPIs)
- evaluation mechanisms appropriate to the plan

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to use relevant project management principles and tools to scope and plan a project	1.1 Evaluate project planning and management tools and techniques
	1.2 Analyse the advantages and limitations of different project monitoring techniques
	1.3 Analyse the interrelationship of the different aspects of a project
	1.4 Agree the objectives and scope of proposed projects with stakeholders
	1.5 Develop a project plan to meet agreed requirements

Learning Outcome	Assessment Criteria
LO2 Be able to plan required resources to successfully deliver projects	2.1 Evaluate the impact of possible changes to project finance and resources
	2.2 Brief project team members on their roles and responsibilities
	2.3 Allocate resources in accordance with the project plan
	2.4 Monitor the use of resources to identify any issues, anomalies and potential problems which need to be addressed

Learning Outcome	Assessment Criteria
LO3 Be able to lead and support projects	3.1 Implement plans within agreed budgets and timescales
	3.2 Collect project-related information in accordance with project plans
	3.3 Apply project lifecycle approaches to the progress of a project
	3.4 Conduct periodic reviews of the progress and effectiveness of a project using information from a range of sources
	3.5 Keep stakeholders up to date with developments and problems
	3.6 Revise plans in the light of changing circumstances in accordance with project objectives and identified risks
	3.7 Evaluate the achievement of the project against the project plan

AO11 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

AOD3 Document History

Version	Issue Date	Changes	Role
v2	13/02/2023	Formatting and re-branding. No content amendment.	Data Administrator