

# Level 3 Diploma for the Business Administrator (3473-03)

Version 1.5 (January 2025)

Qualification Handbook

## Qualification at a glance

<b>Subject area</b>	15.2 Administration
<b>City &amp; Guilds number</b>	3473
<b>Age group approved</b>	18+ 19+
<b>Entry requirements</b>	None
<b>Assessment types</b>	Portfolio of evidence; multiple choice examination
<b>Grading</b>	Pass/Fail
<b>Approvals</b>	Approval required
<b>Support materials</b>	Sample assessment; SmartScreen; Qualification textbook
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds qualification number	Ofqual accreditation number
Level 3 Diploma for the Business Administrator	260	488	3473-03	603/3150/1

Version and date	Change detail	Section
1.0 April 2018	Handbook produced.	<u>All</u>
1.1 July 2019	Unit 304, added assessment criteria reference 1.3 to 1.4 range.	5
1.2 January 2022	Updated supporting information 320 unit guidance for AC2.2.	Page 24

1.3 March 2023	Removed highlighted words and updated typos	All
1.4 March 2024	Update of Quality Assurance Statement	Centre Requirements
1.5 January 2025	Handbook transferred to latest version of the template. The section on Quality Assurance has been updated and sections on Inclusion and diversity, and Sustainability have been added.	All

# Contents

<b>Qualification at a glance</b>	<b>2</b>
<b>Contents</b>	<b>4</b>
<b>1 Introduction</b>	<b>6</b>
Structure	7
Total Qualification Time	7
<b>2 Centre requirements</b>	<b>9</b>
Approval	9
Resource requirements	9
Assessors and internal quality assurers	9
Quality Assurance	10
Learner entry requirements	11
Age restrictions	11
Access arrangements and reasonable adjustments	11
<b>3 Delivering the qualification</b>	<b>12</b>
Initial assessment and induction	12
Initial assessment and induction	12
Inclusion and diversity	12
Sustainability	12
Support materials	13
<b>4 Assessment</b>	<b>15</b>
Assessment of qualification	15
Assessment strategy	15
Portfolio of evidence	17
Evidence Requirements	17
Time constraints	19
Recognition of prior learning (RPL)	19
Test Specification	19
<b>5 Units</b>	<b>21</b>
Structure of the units	21
<b>Unit 301 Principles of business administration</b>	<b>22</b>
<b>Unit 302 Personal and professional development</b>	<b>34</b>
<b>Unit 303 Managing performance</b>	<b>38</b>
<b>Unit 304 Your organisation</b>	<b>42</b>
<b>Unit 305 Communication in a business environment</b>	<b>46</b>
<b>Unit 306 Project management</b>	<b>53</b>

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<b>Unit 307</b>	<b>ICT for business</b>	<b>58</b>
<b>Unit 308</b>	<b>Providing services in an administrative environment</b>	<b>67</b>
<b>Unit 309</b>	<b>Legal administration</b>	<b>80</b>
<b>Unit 310</b>	<b>Medical administration</b>	<b>86</b>
<b>Unit 311</b>	<b>Social media for business</b>	<b>93</b>
<b>Unit 312</b>	<b>Marketing and sales</b>	<b>99</b>
<b>Unit 313</b>	<b>Human resources environment</b>	<b>104</b>
<b>Unit 314</b>	<b>Providing administration in the educational environment</b>	<b>110</b>
<b>Appendix 1</b>	<b>Correction signs</b>	<b>117</b>
<b>Appendix 2</b>	<b>Legal Terminology and Latin terms</b>	<b>119</b>
<b>Appendix 3</b>	<b>Legal abbreviations</b>	<b>133</b>
<b>Appendix 4</b>	<b>Pharmaceutical abbreviations</b>	<b>134</b>
<b>Appendix 5</b>	<b>List of main bones</b>	<b>136</b>
<b>Appendix 6</b>	<b>List of main organs and systems</b>	<b>137</b>
<b>Appendix 7</b>	<b>Mapping of qualification content to Level 3 Business Administrator Standard</b>	<b>138</b>
<b>Appendix 8</b>	<b>Sources of general information</b>	<b>145</b>

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# 1 Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	The qualification is aimed at individuals working in a business administration role across any industry. It aims to develop learners' highly transferable set of knowledge, understanding and skills across a range of administrative practices and tasks, which can be applied to all industries.
What does the qualification cover?	The qualification covers a range of topics: <ul style="list-style-type: none"><li>• principles of business administration</li><li>• personal and professional development</li><li>• managing performance</li><li>• your organisation</li><li>• communication in a business environment</li><li>• project management</li><li>• ICT for business</li></ul>
What opportunities for progression are there?	On completion of this qualification candidates may progress into employment or to the following City & Guilds qualifications: Post-apprenticeship options (Level 4) <ul style="list-style-type: none"><li>• Level 4 Diploma in Business Administration (5528-04) /Level 4 Diploma in Business and Professional Administration (4710-04)</li><li>• ILM Leadership &amp; Management Qualifications</li></ul>
Who did we develop the qualification with?	The qualification was developed in consultation with employers, training providers and colleges. The requirements of the business administrator standard were also considered to ensure this qualification would support the candidates working on this apprenticeship standard.
Is it part of an apprenticeship framework or initiative?	This qualification is not part of the Business Administrator Apprenticeship end-point assessment but is a stand-alone qualification that can support those on the apprenticeship. This qualification is also for those not on an apprenticeship who wish to work towards a business administration qualification.

## Structure

For the Level 3 Diploma for the Business Administrator the teaching programme must cover the content detailed in the structure below.

Level 3 Diploma for the Business Administrator		
City & Guilds unit number	Unit title	GLH

### Mandatory - Learners must complete units 301 - 307

301	Principles of business administration	90
302	Personal and professional development	15
303	Managing performance	15
304	Your organisation	10
305	Communication in a business environment	20
306	Project management	20
307	ICT for business	60

### Optional - Learners must select one unit from 308 - 314

308	Providing services in an administrative environment	30
309	Legal administration	30
310	Medical administration	30
311	Social media for business	30
312	Marketing and sales	40
313	Human resources environment	40
314	Providing administration in the educational environment	40

## Total Qualification Time

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT is consists of the following two elements:

- 1) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- 2) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including

assessment, which takes place as directed by - but, unlike Guided Learning, not under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other, appropriate provider of education or training.

Title and level	GLH	TQT
Level 3 Diploma for the Business Administrator	260	488

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## 2 Centre requirements

### Approval

If your Centre is approved to offer the qualification Level 3 Diploma in Business Administration (5528-03) then you can apply for the new Level 3 Diploma for the Business Administrator (3473-03) approval using the fast track approval form, available from the City & Guilds website.

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the Centre Manual - Supporting Customer Excellence for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

### Resource requirements

#### Centre staffing

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

- be occupationally competent or technically knowledgeable in the area[s] for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

#### Assessors and internal quality assurers

Centre Assessors and Internal Quality Assurers should hold, or be working towards, the relevant Assessor/Internal Quality Assurer TAQA qualification for their role in delivering, assessing and quality assuring this qualification and meet the relevant experience requirements above.

The primary responsibility of an Assessor is to assess candidate's performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria.

It is important that an assessor can recognise occupational competence as specified by the

standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as in depth technical understanding related to the qualifications for which they will be assessing candidates.

Assessors must:

- hold (or be working towards) an appropriate qualification confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors working towards an appropriate qualification must have their decisions countersigned by a suitably qualified assessor/quality assurer. Assessors holding older qualifications must be able to demonstrate that they are assessing to the current standards
- be occupationally competent or have the necessary and sufficient experience of the role for which they intend to undertake assessments, including the level and scope of individual candidate performance at work or in RWEs: and judgements about the quality of assessment and the assessment process.

It is the responsibility of approved centres to select and appoint their own assessors.

### **Continuing professional development (CPD)**

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and quality assurance, and that it takes account of any national or legislative developments

## **Quality Assurance**

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for verified and moderated assessments, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City and Guilds Quality Assurance processes visit: the [What is CASS?](#) and [Quality Assurance Standards](#) documents on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:

- Internal quality assurance
- City & Guilds external quality assurance.

In order to carry out the quality assurance role, Internal Quality Assurers must

- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the qualification.

External quality assurance for the qualification will be provided by City & Guilds EQA process. EQAs are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:

- provide advice and support to centre staff

- ensure the quality and consistency of assessments and marking/grading within and between centres by the use of systematic sampling
- provide feedback to centres and to City & Guilds

## **Learner entry requirements**

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

## **Age restrictions**

City & Guilds cannot accept any registrations for learners under 18 as these qualifications are not approved for learners under 18.

## **Access arrangements and reasonable adjustments**

City & Guilds has considered the design of this qualification and its assessments in order to best support accessibility and inclusion for all learners. We understand however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

The Equality Act 2010 requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the JCQ access arrangements and reasonable adjustments and Access arrangements - when and how applications need to be made to City & Guilds for more information. Both are available on the [City & Guilds website](#)

## 3 Delivering the qualification

### Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs
- support and guidance they may need when working towards their qualifications
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification[s], their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

### Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs
- support and guidance they may need when working towards their qualification
- any units they have already completed or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification, their responsibilities as a learner and the responsibilities of the centre. This information can be recorded on a learning contract.

### Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth.

More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

**[Inclusion and diversity | City & Guilds \(cityandguilds.com\)](https://www.cityandguilds.com)**

### Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040 or sooner if we can. City & Guilds is committed to supporting qualifications that support our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

### **Our Pathway to Net Zero | City & Guilds ([cityandguilds.com](http://cityandguilds.com))**

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. This could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy, considering and investing in the use of components that can be reused, instead of the use of disposable or single use consumables)
- reusing components wherever possible
- waste procedures (ensuring that waste is minimised, recycling of components is in place wherever possible)
- minimising water use and considering options for reuse/salvage as part of plumbing activities wherever possible.

## **Support materials**

The following resources are available for these qualifications:

<b>Description</b>	<b>How to access</b>
Sample assessment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
SmartScreen	<a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a>
Qualification textbook	Can be ordered from Walled Garden, via <b><a href="http://www.cityandguildsbookshop.com">www.cityandguildsbookshop.com</a></b> or from your Business Manager

## **Recording documents**

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, Learning Assistant, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: [www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios).

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate. Recording forms are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are

used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

## 4 Assessment

### Assessment of qualification

#### ***Candidates must:***

- successfully complete the on-line multiple choice test for the mandatory unit 301
- have a completed portfolio of evidence for each mandatory unit (units 302-307)
- successfully complete the on-line multiple choice test for optional unit 308 or a portfolio of evidence for one unit from 309-314.

### Assessment strategy

Mandatory unit 301 and optional unit 308 are assessed by a multiple choice online test, which are set as Pass/Fail. These are marked by City & Guilds.

## Assessment types

Unit	Title	Assessment method	Where to obtain assessment materials
301	Principles of business administration	Multiple choice examination	Evolve platform or <a href="http://www.cityandguilds.com">www.cityandguilds.com</a> to download samples
302	Personal and professional development	Portfolio of evidence	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
303	Managing performance	Portfolio of evidence	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
304	Your organisation	Portfolio of evidence	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
305	Communication in a business environment	Portfolio of evidence	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
306	Project management	Portfolio of evidence	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
307	ICT for business	Portfolio of evidence	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
308	Providing services in an administrative environment	Multiple choice examination	Evolve platform or <a href="http://www.cityandguilds.com">www.cityandguilds.com</a> to download samples
309	Legal administration	Portfolio of evidence	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
310	Medical administration	Portfolio of evidence	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
311	Social media for business	Portfolio of evidence	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

312	Marketing and sales	Portfolio of evidence	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
313	Human resources environment	Portfolio of evidence	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
314	Providing administration in the educational environment	Portfolio of evidence	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

## Portfolio of evidence

- Evidence of occupational competence of all competence units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.
- These conditions would be those typical of the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works.

## Simulation

- Where simulation is used for units at Level 2 and above, it should be used sparingly and should only form a very small part of the evidence for the qualification.
- Evidence may be produced through simulation solely in exceptional circumstances. The exceptional circumstances, under which simulation is possible, are those situations that are not naturally or readily occurring, such as response to emergencies.
- Simulation must be undertaken in a 'realistic working environment' (RWE). A RWE is "an environment which replicates the key characteristics in which the skill to be assessed is normally employed". The RWE must provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working. RWE must be discussed and agreed with the EQA.

## Evidence Requirements

Evidence requirements have been included for each business administration unit.

Units may be assessed through a number of different sources and forms, which must meet the requirements of assessment criteria, which may include:

**Naturalistic observation of workplace activities:** assessors must provide information about the context of the assessment.

**Products:** such as reports, letters, e-mails, memos, printouts, etc, are also valuable items of performance evidence. Assessors are encouraged to assess work products in situ and record the location of evidence within their assessment records.

**Expert witness:** can be used to address any gaps in the technical and occupational competence of assessors, and also for confidential or sensitive activities that are not appropriate for assessor observation. Expert witnesses are identified and trained by the centre.

**Witness testimony:** can provide valuable evidence of candidate competence. In line with established principles, witness testimony must be:

- a clear, authentic statement indicating how the learner carries out their job
- dated, signed and include the job title of the witness.

**Candidate reports (feedback):** oral or written reports from the candidate which involve descriptions of activities and processes and some self-assessment, eg a work diary.

**Reflective accounts:** a reflective account is usually a write up of how a candidate has carried out part of their job, recording events that actually happened. Where possible, the account should state why the candidate took the actions they did.

**Professional discussion:** professional discussion is a single, or series of, structured, planned and in-depth discussion(s) which can be recorded electronically or manually in paper, computer, audio or video files. Professional discussions can be used to support observation reports, examination of work products and knowledge questionnaires.

**Verbal / written questions:** also includes questionnaires; work based tasks; reflective accounts; case studies; professional discussion; and, feedback reports. Assessment by observation and examination of work products usually results in inferred knowledge. Questions should only be asked to fill gaps where knowledge is not explicit. This style of assessment still requires the assessor to confirm how knowledge and understanding has been addressed but avoids over assessment of the candidate.

**Projects:** an extended piece of practical and / or written work involving planning and research, generally presented as a report.

**Assignments:** may be practical or written tasks given to learners which test skills, knowledge or understanding, or combinations of all three.

**Case studies:** an effective case study report should:

- clearly identify the core problem(s)
- analyse the issues underlying the problem
- discuss and justify alternative solutions using theory / experience
- present feasible recommendations
- be presented in an appropriate format

**Audio / video recordings:** may be used to support observation reports, examination of work products and knowledge questionnaires.

**Simulation / role play:** a task-based function where there are clear goals which need to be achieved and the outcomes are evaluated in a 'real-work environment'

This list is illustrative of the options available to provide evidence in support of achieving the assessment criteria of a unit. The most appropriate forms of evidence should be selected for each unit or part of a unit.

## Time constraints

Qualification registration is valid for three years.

## Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience, or qualifications which have already been achieved, to contribute to a new qualification.

For this qualification, RPL is allowed and is not sector specific.

<http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/quality-assurance-documents>

## Test Specification

**Permitted materials:** n/a

**Graded:** Pass/Fail

**Pass mark:** the pass mark for both examinations is set at approx. 75%

The way the knowledge is covered by each test is laid out in the table(s) below:

Test: 301	Duration:60 minutes		
Unit	Outcome	Number of questions	%
301	1 Understand the organisation and the effect of external factors	10	26
	2 Understand the fundamentals of business	7	17
	3 Understand legislation and regulation relating to the administrative role	7	17
	4 Understand the principles of stakeholders management	7	17
	5 Understand project management	9	23

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**Total**

**40**

**100**

<b>Test: 308</b>	<b>Duration: 60 minutes</b>		
<b>Unit</b>	<b>Outcome</b>	<b>Number of questions</b>	<b>%</b>
<b>308</b>	1 Understand stock control	9	22
	2 Understand the use of diary systems for business	12	30
	3 Understand service in an administrative environment	6	15
	4 Understand how to handle service issues in an administrative environment	13	13
	<b>Total</b>	<b>40</b>	<b>100</b>

## 5 Units

### Structure of the units

These units each have the following:

- City & Guilds reference number
- Title
- Level
- Guided learning hours (GLH)
- Learning outcomes, which are comprised of a number of assessment criteria

Centres must deliver the full breadth of the range. Specialist equipment or commodities may not be available to all centres, so centres should ensure that their delivery covers their use. This may be covered by a practical demonstration (eg video). For the practical assessments for this qualification, centres should ensure that there are sufficient resources to complete the task but are not required to use all the equipment or commodities in the range.

## Unit 301

## Principles of business administration

<b>Unit level:</b>	Level 3
<b>GLH:</b>	90
<b>Unit aim:</b>	This unit aims to encourage the learner in developing an understanding of an organisation and the effect of external factors on it. It will aim to develop the learner's understanding of the fundamentals of business and of stakeholder management. It will also develop an understanding of the legislation and regulation relating to the administrative role. Finally, the learner will develop knowledge and understanding of how to manage a project from identifying the principles of project management to what makes a successful project.
<b>Assessment method:</b>	Online e-volve multiple choice test

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### Learning outcome

The learner will:

- 1 understand the organisation and the effect of external factors

### Assessment criteria

The learner can:

- 1.1 explain the importance of an organisation's purpose
- 1.2 explain the importance of organisational aims and objectives
- 1.3 explain the effect of the wider economy on organisations
- 1.4 describe the external factors that affect organisations and their impact
- 1.5 explain the effect of the political environment on organisations
- 1.6 describe what is meant by a PESTLE analysis

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### Range

(AC1.1) **Purpose:**

- vision
- mission
- values

(AC1.3) **Wider economy eg:**

- inflation
- labour market

- financial market eg currencies, stock exchange/stock markets
- global market eg currency, culture, trade restrictions

(AC1.4) **External factors eg:**

- market forces
- policy and regulatory change
- supply chain
- International and global market

(AC1.5) **Political environment:** government action being local, regional, national and international

(AC1.6) **PESTLE Analysis:**

- Political
- Economic
- Social
- Technological
- Legal
- Environmental

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## Learning outcome

The learner will:

- 2 understand the fundamentals of business

## Assessment criteria

The learner can:

- 2.1 describe the principles of managing change  
2.2 explain the impact of change to the administrative role  
2.3 describe the application of business finance in the administrative role

---

## Range

(AC2.1) **Principles:**

- start and lead from the top
- make the case
- involve all staff
- engage with all
- move into the new way thinking
- consider solutions
- assess and adapt

(AC2.2) **Impact of change (on):**

- stakeholders (internal) eg staff, customers

- stakeholders (external) eg Banks, Government, Agencies, suppliers, customers

(AC2.3) **Business Finance:**

- billing
- budgets
- costings
- financial processes
- invoicing
- payments (including payment methods)
- purchase orders
- petty cash
- procurement
- contracts
- tenders
- purchase requisition

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**Learning outcome**

The learner will:

- 3 understand legislation and regulation relating to the administrative role

**Assessment criteria**

The learner can:

- 3.1 explain the legislation relating to data protection
- 3.2 describe the importance of data protection in the administrative role
- 3.3 explain the legislation and regulations relating to health and safety
- 3.4 describe the importance of health and safety in the administrative role
- 3.5 explain the importance of promoting adherence to legislation and regulatory practice

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**Range**

(AC3.1) **Data protection:** General Data Protection Regulation (GDPR)

(AC3.2) **Importance of data protection:**

- confidentiality
- safety of data
- use of data
- personal responsibility
- organisational responsibility
- retention of data
- hard and soft copy

(AC3.3) **Health and safety:**

- Health and Safety at Work Act
  - Management of Health and Safety at Work Regulations
  - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
  - Control of Substances Hazardous to Health (COSHH)
  - Display Screen Equipment (DSE)
- 

### Learning outcome

The learner will:

- 4 understand the principles of stakeholder management

### Assessment criteria

The learner can:

- 4.1 describe stakeholders and their relationship to an organisation
  - 4.2 explain the principles of stakeholder management
  - 4.3 explain the importance of stakeholder management
- 

### Range

(AC<sub>4.1</sub>) **Stakeholders (internal and external):**

- staff
- organisation
- customers/clients
- shareholders
- suppliers
- partner organisations
- international stakeholders and/or suppliers
- creditors

(AC<sub>4.2</sub>) **Principles:**

- acknowledge and monitor
  - listen and communicate
  - adopt processes
  - recognise interdependence
  - work co-operatively
  - acknowledge potential conflicts
- 

### Learning outcome

The learner will:

- 5 understand project management

### Assessment criteria

---

The learner can:

- 5.1 describe the principles of project management
  - 5.2 explain the tools used in project management and their purpose
  - 5.3 describe the resources used in project management
  - 5.4 explain what makes a successful project
- 

## Range

### (AC5.1) Principles:

- project objectives eg SMART
- project constraints/barriers eg costs, time, scope, quality`
- project risks
- project life cycle ie Initiating/start-up, planning, executing, monitoring and controlling, closing/close-up, evaluation/lessons learnt
- milestones
- project documentation eg project charter, project plan, change log

### (AC5.2) Tools:

- Gantt chart
- scheduling
- work breakdown structure
- product breakdown structure
- risk analysis/risk matrix
- project report

### Purpose (of the tools):

- initiate
- scope
- plan
- monitor
- report
- evaluate

### (AC5.3) Resources:

- people
- facilities
- equipment
- finance– budgeting eg top-down
- technology–eg asset register
- property

### (AC 5.4) Successful project:

- leadership
  - communication – oral/written
  - review
  - contingency
-

- planning
- recording, reporting
- closure
- commitment
- skilled/knowledgeable staff
- time/quality/budget
- deliverables

## Unit 301

## Principles of business administration

### Supporting Information

#### ***Unit guidance***

##### Learning Outcome 1

AC 1.1: The purpose of an organisation depends on what the organisation does and who it is serving. An organisation's mission statement defines the purpose of the organisation and, in turn, what it does and who it serves. The mission statement is also the organisation's reason for existing. An organisation will have a vision which is where it aims to go over long term. In addition an organisation has values which represent what the organisations stands for.

AC 1.2: For an organisation it is important to have aims and objectives because they cover the organisations aims to achieve as well as the outcomes. Aims and objectives assist an organisation by making its purpose clearer. Aims are known as statements of intent and they set out what the organisation hopes to achieve. Objectives should be specific statements that define measurable outcomes.

AC 1.3: The wider economy covers a number of areas as follows:

- inflation, which is a general increase in prices and fall in the purchasing value of money. This affects the organisation by putting pressure on them through the increase of prices in order to cover cost, the prices the organisation sell at, whether it sells products or services, or the cost of what they purchase as an organisation.
- labour market affects an organisation as staff need to carry out the work necessary, however if qualified staff are not available, the organisation will find it costly to recruit. In addition, if there is a favorable market, staff will be tempted to leave and move to other organisations, often competitors.
- financial market, a broad term describing any marketplace where buyers and sellers participate in the trade of assets such as equities, bonds, currencies and derivatives. Financial markets are typically defined by market forces. The financial market has an impact on organisations as it dictates interest rates, what they can borrow and what they can earn in terms of interest. Currency rates can also affect those organisations who buy or sell overseas. The financial market can also affect the share price of an organisation. In addition the financial market will cover the stock exchange, which does not own shares but acts as a market where those wanting to buy stocks can connect with those selling. Stocks can be traded on one or more possible exchanges throughout the world. The stock market is where stocks are traded, whilst a stock exchange is more specific to the place where the trading is carried out.
- global market affects the wider economy through cultural differences. There are many cultural differences such as language, values and what things mean in one country may not be seen in the same way in another. Currency can also affect the global market as there can be fluctuations that will affect the price of goods that are exported and imported. Trade restrictions have to be considered eg some countries set quotas where they limit the amount

of imported goods to protect the domestic businesses. Trade barriers can include taxes, tariffs and duties. These are applied to protect the country's own industries.

AC 1.4: The external factors that affect an organisation are:

- market forces which are the 'economic factors affecting the price of, demand for, and availability of a commodity. In general, excess demand causes prices and quantity of supply to rise, and excess supply causes them to fall'.
- policy and regulatory change is where there may be some changes in legislation, regulations which in turn require a change to policies in the organisation. The policies and procedures require to be altered to put in place those legislative and regulatory changes.
- supply chain which is the flow of goods and services from raw materials to the customer. The supply chain affects the organisation as it requires to be smooth and efficient and any issue can affect the running of the organisation. The supply chain dictates who the people are within the organisation that contribute to the delivery of a product or service. This, in a larger organisation may look like a family tree showing people and departments, or different parts of the business, that have connections to one another. In a smaller organisation one person may have to take on many of the roles that are looked after by specialist departments in larger organisations.
- international and global market can have an impact on an organisation at any time through for example climate issues, like a hurricane, which can affect crops that may be crucial to an organisation, or a change in a government's policy which affects the organisation's ability to trade in a country or area.

AC 1.5: The effect of the political environment on an organisation can be varied from tax rises/decreases, legislation change eg regarding health and safety which could affect the ability of an organisation to produce their goods.

AC 1.6: PESTLE is:

- P for Political
- E for Economic
- S for Social
- T for Technological
- L for Legal
- E for Environmental

A PESTLE Analysis (sometimes referred to as PEST Analysis) is used as a tool by organisations to track the environment they operate in. It can also be used as a tool when organisations are planning to introduce a new service, product or project. It allows organisations to look at what influences the way they operate including the effects of these influences. Some may refer to E as Ethics. A PESTLE Analysis encourages organisations to look at external factors that may have possible negative or positive effects on themselves. PESTEL can be helpful in the development of a business plan or strategy.

## Learning Outcome 2

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AC 2.1: The principles of managing change require that organisations should start and lead from the top, by knowing exactly what they want to achieve and need to do, moving on to making the case for change and then once getting approval, let all staff know. Involving and engaging staff in any change is vital, as it is important staff understand what will be happening and what the effect will be on them because of the change. Staff need to be informed and be encouraged to assess and adapt, embracing the new way of thinking. They will also need to consider what it means and possible solutions to any difficulties that may arise.

AC 2.2: The impact of change to the administrative role can affect internal stakeholders, such as staff, who may have to change roles, work remotely, or in extreme cases lose their jobs. Change can negatively affect staff if they are not kept informed, as staff can be against the change and not work positively to enable its introduction. External stakeholders, such as external customers, can also be affected as change may affect costs or levels of service. By making a change and affecting customers this may, in turn, affect the organisation who may eventually lose those customers. Change can also be forced on an organisation due to necessary production changes, equipment updates or legislative requirements, such as those which were introduced as a result of Brexit. These can be costly but equally it can result in cost savings and therefore having a positive effect on the organisation and ultimately on customers and staff. Change can also have an effect on other external stakeholders, such as suppliers and shareholders.

AC 2.3: Business finance covers a wide range of activities and disciplines around the management of money and assets, which in the administrative role can cover the financial process and within that budgeting, costings, billing, invoicing and purchasing.

### Learning Outcome 3

AC 3.1: The regulation relating to data protection is the General Data Protection Regulation (GDPR), which is intended to strengthen and unify data protection for all individuals within the European Union. Legislation is updated from time to time and the GDPR is the most important change to data privacy. It aims primarily to give control back to citizens and residents over their personal data and to simplify the regulatory environment for international business by unifying the regulation within the EU. The key principles of the previous act still hold true with:

- Fairness and Transparency - Organisations must always process personal data lawfully, fairly, and in a transparent manner.
- Purpose Limitation - Organisations can collect personal data only for specified, explicit, and legitimate purposes. They cannot further process personal data in a manner that's incompatible with those purposes.
- Data Minimisation - Organisations can collect only personal data that's adequate, relevant, and limited to what's necessary for the intended purpose.
- Accuracy - Personal data must be accurate and, where necessary, kept up to date.
- Data Deletion - Personal data must be kept only for as long as it's needed to fulfil the original purpose of collection.
- Security - Organisations must use appropriate technical and organisational security measures to protect personal data against unauthorised processing and accidental disclosure, access, loss, destruction, or alteration

- Accountability - A data controller is responsible for implementing measures to ensure that the personal data it controls is handled in compliance with the principles of the GDPR.

AC 3.2: Data protection is crucial in the administrative role as the role involves constantly dealing with data and that data is often protected and so must be kept confidential. Data is protected by the regulation and it defines the ways in which information about living people may be legally used and handled. The main intention of the regulation is to protect individuals against misuse or abuse of information about them, which within the administrative role ensuring compliance with the law, ensuring the safety and confidentiality of data is a key part of the role.

AC 3.3: The legislation and regulation relating to health and safety include for example:

- Health and Safety at Work Act
- Management of Health and Safety at Work Regulations
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
- Control of Substances Hazardous to Health (COSHH)

There are many other regulations within the Act, many of which are fairly specific to certain roles. Within the administrative role, regulations such as The Health and Safety (Display Screen Equipment) Regulations 1992 aims to protect the health of people who work with DSE. The Regulations were introduced because DSE has become one of the most common kinds of work equipment.

AC 3.4: Health and safety is important in the administrative role as like any part of business there are hazards and risks. It is important to note that Health and safety does not only relate to the use of machinery but can also relate to stress, fatigue and eye strain.

AC 3.5: The importance of promoting adherence to legislation and regulatory practice cannot be emphasised enough. It is important to comply with legislation and regulation regardless of the nature of the business, there is a need to have good management and to be socially responsible as well as compliant.

#### Learning Outcome 4

AC 4.1: A stakeholder is 'a person with an interest or concern in something, especially a business' and these can be the staff within the organisation, the customers, the shareholders (if relevant), the suppliers, the creditors and of course the organisation itself. Each entity, will have a certain relationship to an organisation.

AC 4.2: Stakeholder management is important to ensure the successful delivery of any activity. Managing staff, for example, is vital to ensure efficiency, whilst managing suppliers is vital to ensure costs are controlled and supply continued, whilst managing any shareholders is also vital to ensure the successful continuation of the organisation.

AC 4.3: Stakeholders can be managed through planning and control. There must be a strategy in place with firstly the organisation recognising who the stakeholders are and their

influence and interest, then actively communicating with them and influencing and engaging with them all in an appropriate way.

### Learning Outcome 5

AC 5.1: As part of the principles of project management objectives should be set and known. Objectives should be SMART – Specific Measurable, Achievable, Realistic and Time-bound. Planning is vital as without a strong, well laid out and agreed plan the project is unlikely to succeed in an efficient and cost-effective manner.

The constraints and barriers, such as cost, legislation, scope and quality should always be recognised, considered and not ignored. A project also needs to have a time span indicating the start and projected finish time. Risk should always be identified and controlled. Reporting of how risk(s) is being managed and constantly being recognised is vital to ensure any issues do not arise if they could have been foreseen as a possibility and dealt or controlled in advance. Projects have a life cycle ie from initiating/start-up, planning, executing, monitoring and controlling, leading to closing/close-up and at the end evaluation resulting in analysing lessons learnt. Projects have milestones and documentation, such as project charter, project plan, change log.

AC 5.2: There are many tools used in project management, some examples are listed below:

- Gantt chart, which was developed by an American engineer. It aims to provide a graphical illustration of a schedule that helps to plan, co-ordinate, and track specific tasks in a project
- scheduling, includes day to day activities to organise daily work. However within a project it can be used to set when an activity should start or end, depending on its duration, resource availability, and target completion date of the project
- work breakdown structure, is a method of providing a way to incorporate project details as they become available without having to prepare a new estimate or budget
- product breakdown structure, is used to analyse, document and communicate the outcomes of a project as well as to reduce a complex project, or product, into manageable components
- risk analysis, identifies and analyses (where the possible) risks to a project. Risk analysis can help identify and understand the risks that could be faced in a project. It helps the management of risks minimising their impact on plans.
- risk matrix, is a matrix that is used during risk assessment to define the level of risk by considering the probability or likelihood. This is a simple mechanism to increase the visibility of risks and assist management in decision making.
- project report, highlights the successes, lessons learned and performance in order to ensure a final sign-off and it also assists in learning for future projects.

The purpose of project management tools is to assist throughout a project from beginning to end in order to:

- initiate
- scope
- plan
- monitor
- report
- evaluate

AC 5.3: The resources used in project management include:

- people involved such as staff, contractors
- facilities required to ensure completion, these could include administrative facilities and support
- equipment involved in what is necessary for a project, from large, heavy equipment to computers
- finance needed from beginning to end and the stages it needs to be available at. There is usually a
  - set budget to be worked to and directions should be given from the top-down
- technology, which can be varied according to the project
- asset register, which is a list of the assets owned by a business. It contains details on each fixed
  - asset to track their value and physical location. It indicates the quantity and value of things like
    - office equipment, motor vehicles, furniture, computers, communications systems and equipment.
- property, being land or buildings.

AC 5.4: A successful project depends on the commitment, skills, knowledge and experience, and often work ethics, of those involved, as without this a project can be difficult to run, organise and control. With knowledge and experience, barriers and risks (and conflicts) can be overcome. A successful project is also dependent on the running and control of finances. The success of a project also depends on strong leadership, ensuring clear communication throughout (both oral and written). A project should be planned and include contingency plans. A plan should be reviewed regularly to monitor progress and any necessary changes implemented. A project will have a budget and have set deliverables, with set timescales and quality to be met against the deliverables. Records require to be kept and used to report the progress of a project. A project requires to be closed off appropriately with an evaluation, so that any lessons learnt can be used in future projects.

## Unit 302

## Personal and professional development

<b>Unit level:</b>	Level 3
<b>GLH:</b>	15
<b>Unit aim:</b>	This unit aims to underpin the development of knowledge and skills required to improve personal and professional development. The learner will identify their role and responsibilities, strengths and weaknesses, business and personal goals, both short and long term. The learner will be able to produce a development plan, seeking feedback regularly while reacting in a positive way. Finally the learner will review and update the development plan as required, discussing with the appropriate person and ensuring its relevance. <b>This unit is expected to be worked on throughout the learner programme.</b>
<b>Assessment method:</b>	Portfolio of evidence

---

### Learning outcome

The learner will:

- 1 understand how to improve own personal and professional development

### Assessment criteria

The learner can:

- 1.1 describe own role and responsibilities
- 1.2 identify own strengths and weaknesses
- 1.3 describe the tools available for assessing own development needs
- 1.4 identify different sources available to improve own development

---

### Range

(AC1.2) **Strengths and weaknesses (in terms of):**

- knowledge
- skills
- best practice

(AC1.3) **Tools eg:**

- Personal Development Review (PDR)
- one to one
- feedback (internal/ external)

- appraisals
- action plans
- 360° view

(AC1.4) **Sources eg:**

- external
  - industry sources
  - training provider/college
  - on-line training
  - social media platforms
  - journals
- internal
  - training department
  - manager
  - colleagues
  - intranet
  - coach/mentor
- own development
  - personal
  - professional

### Learning outcome

The learner will:

- 2 prepare and revise a personal and professional development plan

### Assessment criteria

The learner can:

- 2.1 carry out a self-assessment analysis
- 2.2 agree activities required for own development with the appropriate person
- 2.3 produce and implement own development plan
- 2.4 seek and react positively to feedback on own performance
- 2.5 evaluate and update own development plan

### Range

(AC2.1) **Self-assessment analysis eg:**

- Strengths Weaknesses Opportunities Threats (SWOT)
- reflective activities/log
- self-evaluation

(AC2.2) **Activities eg:**

- on/off the job training
- work shadowing
- professional or further qualifications
- secondment

- Independent study and research

**Appropriate person eg:**

- manager
- supervisor or team leader
- mentor
- human resources department
- training provider

(AC2.3) **Development plan (to include):**

- business needs and goals
- personal and professional development needs (long term goals)
- improvement to present working practice(s) as necessary (short term goals)

(AC2.4) **Feedback eg:**

- one-to-one meetings
- observation of working practice
- peer assessment
- customer feedback
- quarterly reviews
- appraisals

(AC2.5) **Evaluate:**

- feedback
- progress
- achievement

# Unit 302                      Personal and professional development

## Supporting Information

### ***Evidence requirements***

Evidence for this unit will differ across different sizes of organisations. Multiple examples of workplace evidence are required and could include:

- reflective statements
- witness statements
- recorded/professional discussions
- appraisals and one-to-one meetings
- own development plan
- self-assessment analysis
- any feedback
- or a combination of the above

### ***Unit guidance***

This unit is expected to be worked on throughout the learner programme. This is to demonstrate the learner progression and achievement throughout the qualification.

It is important for the learner to demonstrate ownership of their personal and professional development plan. There should be evidence that the development plan has been endorsed by an appropriate person throughout.

## Unit 303

## Managing performance

<b>Unit level:</b>	Level 3
<b>GLH:</b>	15
<b>Unit aim:</b>	This unit aims to develop the professional skills and knowledge of a learner to enable them to complete tasks to a high standard, taking responsibility for own learning and development and setting a positive example. Whilst acting as a role model and mentor for others in the workplace, within own area of responsibility. The learner will understand how and when to challenge inappropriate prevailing cultures within own organisation.
<b>Assessment method:</b>	Portfolio of evidence

---

### Learning outcome

The learner will:

- 1 behave in professional manner following own organisation's code of conduct

### Assessment criteria

The learner can:

- 1.1 identify the professional standard of conduct required by own organisation
- 1.2 explain how to adhere to the professional standard of conduct
- 1.3 describe how to respect others and encourage diversity within own organisation
- 1.4 explain the benefits of team culture
- 1.5 demonstrate exemplary qualities that are valued in the workplace
- 1.6 explain how to challenge inappropriate prevailing cultures within a team

---

### Range

(AC1.1, **Professional Standard of conduct:**

- AC1.2)
- dress code/personal presentation
  - time keeping
  - social media
  - attitude to colleagues/customers/ stakeholders
  - equality and diversity

(AC1.3) **Encourage diversity for:**

- customers

- colleagues
- stakeholders

(AC1.4) **Benefits of team culture eg:**

- productivity
- reliability
- efficiency
- communication
- adaptability
- commitment

(AC1.5) **Exemplary qualities eg:**

- personal presentation to organisational standard
- punctuality
- respect for others
- integrity
- reliability
- self – motivation
- motivational
- proactivity
- positive attitude
- adaptable

(AC 1.6) **Inappropriate:**

- reluctance to work
- reluctance to share
- inflexibility
- lack of respect
- does not follow instructions

---

**Learning outcome**

The learner will:

- 2 manage own work

**Assessment criteria**

The learner can:

- 2.1 clarify requirements of work to be produced
- 2.2 accept responsibility for own work and demonstrate ownership
- 2.3 take responsibility to deliver work on time, informing stakeholders when work is complete
- 2.4 deliver work to expected quality without additional supervision and coaching

---

## Range

(AC2.1) **Clarify requirements:**

- questioning
- confirming
- summarising

(AC 2.2) **Demonstrate ownership:** from beginning to end.

(AC2.3) **Deliver work on time:**

- prioritise
- agree and meet deadlines
- keep others informed when deadlines cannot be met

**Stakeholders:**

- management
  - colleagues
- 

## Learning outcome

The learner will:

- 3 take responsibility for improving team performance

## Assessment criteria

The learner can:

- 3.1 build and maintain positive relationships within own team and across the organisation  
3.2 influence and challenge peers when necessary  
3.3 support others in the organisation demonstrating coaching skills
- 

## Range

(AC3.2) **Challenge eg:**

- questioning
- sharing best practice

(AC3.3) **Support eg:**

- shadowing
  - coaching
  - training
-

## Unit 303

## Managing performance

### Supporting Information

#### ***Evidence requirements***

Evidence for this unit will differ across different sizes of organisations. We expect that the evidence could include personal research resulting in:

- reflective statements
- witness statements
- work products eg policies and procedures examples of performance management tools
- presentation
- recorded discussions
- SMART Objectives
- reviews and 1 to 1's
- customer feedback
- or a combination of the above

#### ***Unit guidance***

Learning Outcome 1: It is expected that the evidence for this outcome will include personal research and examples of own organisation's codes of conduct, including dress code and time keeping as well as vision and mission statements (if applicable). The learner is expected to reflect and demonstrate evidence of diversity within own organisation and challenge inappropriate behaviours.

Learning Outcome 2: It is expected that the evidence for this outcome will include personal research and example of how the learner uses tools to plan and check own work.

Learning Outcome 3: It is expected that the evidence for this outcome will include personal research into own team's responsibilities, development and motivation techniques used within own organisation to improve performance. The learner is expected to provide evidence of using own initiative to further develop own team's skills and behaviours

## Unit 304

## Your organisation

<b>Unit level:</b>	Level 3
<b>GLH:</b>	10
<b>Unit aim:</b>	This unit aims to develop the learner's understanding of own organisation and the value of the contribution of their own skills. The learner will identify organisational processes where improvements are necessary, then apply and support a solutions-based approach to implement the improvements.
<b>Assessment method:</b>	Portfolio of evidence

---

### Learning outcome

The learner will:

- 1 understand the purpose, activities, aims and values of own organisation

### Assessment criteria

The learner can:

- 1.1 describe the purpose and activities of own organisation
- 1.2 describe the aims, values and vision of own organisation
- 1.3 describe the local or sector environment in which your organisation is placed
- 1.4 describe the international/global market in which your organisation or sector is placed
- 1.5 identify external factors that affect the organisation
- 1.6 identify the effect of the political/economic environment for the future of own organisation

---

### Range

(AC1.1) **Purpose:**

- vision
- mission

**Activities:**

- products
- services

(AC1.2) **Aims:**

- What own organisation wants to achieve eg

- targets
- goals
- intentions

**Values:**

- culture
- beliefs

**Vision:**

- what an organisation would like to achieve
- mission statement

**Aims, values and vision:**

- present
- future

(AC1.3, **Sector:**

1.4)

- public
- private
- third

(AC1.5) **External factors:**

- market forces
- policy and regulatory changes
- supply chain
- wider business impact

(AC1.6) **Effect of political/economic environment:**

- own organisation
- customers (internal/external)
- supply chain
- own role

---

**Learning outcome**

The learner will:

- 2 understand the structure of own organisation and own role

**Assessment criteria**

The learner can:

- 2.1 identify the structure of own organisation
- 2.2 describe how own team contributes within the organisational structure
- 2.3 describe how own role contributes to and benefits own organisation and team
- 2.4 identify the value of own skills to the team

---

## Range

(AC2.1) **Structure of own organisation:** the hierarchy within own organization.

(AC2.2) **Contributes within the organisational structure eg:**

- role they play
- support offered
- interaction with other departments

---

## Learning outcome

The learner will:

3 suggest, implement and support solution-based improvements to business processes

## Assessment criteria

The learner can:

- 3.1 describe own organisation's business processes and procedures
- 3.2 review organisational processes autonomously, identifying possible improvements
- 3.3 discuss with stakeholders the improvements identified
- 3.4 successfully implement and support solutions-based improvements

---

## Range

(AC3.1) **Business policies and processes eg:**

- financial
- human Resources
- communication (internal and external)
- use of house style
- templates used
- digital conventions

(AC3.4) **Solution-based improvements:**

- first steps
- resources necessary
- desired outcome(s)
- achievability (eg budget, time)

# Unit 304                      Your organisation

## Supporting Information

### ***Evidence requirements***

Evidence for this unit will differ across different sizes of organisations. Multiple examples of workplace evidence are required and could include:

- reflective statements
- witness statements
- work products
- research
- recorded/ professional discussion
- presentation
- or a combination of the above

### ***Unit guidance***

Learning Outcome 1 and 2: It is expected that the evidence for these outcomes will include research on own organisation's purpose, activities, aims, values and structure, resulting in a written example.

Learning Outcome 3: It is expected that the evidence for this outcome will include evidence in a presentation format. The learner is expected to have autonomously reviewed business processes within own organisation and made suggestions for small improvements. These small improvements could be one process or a number of processes.

## Unit 305

## Communication in a business environment

<b>Unit level:</b>	Level 3
<b>GLH:</b>	20
<b>Unit aim:</b>	<p>This unit aims to develop the learner's ability to communicate effectively, whether face-to-face, on the telephone, in writing or on digital platforms. The learner will be able to demonstrate flexibility and confidence in communications, carrying authority appropriately. They will also produce records and documentation ensuring best practice and compliance. The learner will also be able to coach and support others in administrative tasks and will be able to organise and effectively manage meeting resources.</p> <p><b>This unit links with unit 307 ICT for Business.</b></p>
<b>Assessment method:</b>	Portfolio of evidence

---

### Learning outcome

The learner will:

- 1 communicate verbally and in writing representing own organisation or department

### Assessment criteria

The learner can:

- 1.1 identify the purpose of the communication and the audience
- 1.2 use the correct channel for the audience and subject matter
- 1.3 demonstrate ability to answer queries from both inside and outside the organisation
- 1.4 demonstrate flexibility and confidence in communication, carrying authority
- 1.5 respond appropriately and confirm understanding.

---

### Range

(AC1.1) **Audience:**

- internal
- external

(AC1.2) **Channel eg:**

- face-to-face
- digital platforms

- telephone
- writing

(AC1.3) **Answer queries:**

- use the correct verbal and written language for the audience and subject matter
- knowledge of subject matter
- liaising with others as required
- according to own authority level

(AC1.4) **Flexibility and confidence:**

- adapting tone of voice
- use of appropriate body language
- use of appropriate verbal language
- use of appropriate questioning eg open, closed, probing

**Carrying authority:**

- tone of voice
- focused
- assertive
- calm and in control

(AC1.5) **Confirming understanding eg:**

- probing
- clarifying
- verifying
- summarising
- paraphrasing

---

## Learning outcome

The learner will:

- 2 produce records and documentation according to organisational requirements

## Assessment criteria

The learner can:

- 2.1 use software to perform tasks without supervision
- 2.2 draft documentation according to organisational requirements
- 2.3 produce accurate documents checking work before submission
- 2.4 maintain records and files following organisational procedures
- 2.5 handle confidential information ensuring compliance

---

## Range

(AC2.1) **Software:**

- select according to business matter

(AC2.2) **Documentation:**

- letters
- e-mails
- proposals
- reports
- minutes
- financial processes
- record and analysis of data
- update and review of databases (Management Information System software)
- other documentation according to own role

(AC2.3) **Checking:**

- proofreading
- editing
- content
- accuracy – rarely requiring correction

(AC2.4) **Maintain records and files:**

- monitoring
- ensuring up-to-date
- maintain archive
- accurate storage both manual and electronic

(AC2.5) **Compliance (with):**

- legislation
- organisational procedures

---

## Learning outcome

The learner will:

- 3 support others in administrative tasks

## Assessment criteria

The learner can:

- 3.1 coach others in the processes required to complete administrative tasks
- 3.2 work with others in the production of records and documents
- 3.3 make recommendations for improvements presenting solutions to management

---

## Range

(AC3.1) **Coach eg:**

- providing appropriate templates
- advising on organisational processes
- promoting best practice

**Others:**

- colleagues

(AC3.2) **Work with others:**

- review

(AC3.3) **Recommendations and solutions (needing only minor adjustments):**

- to own records and documents
  - to records and documents of others
- 

**Learning outcome**

The learner will:

- 4 communicate with others to organise meetings

**Assessment criteria**

The learner can:

- 4.1 identify the individuals to be involved in the meetings
  - 4.2 confirm agenda, date and time with meeting chair
  - 4.3 invite attendees and confirm attendance
  - 4.4 identify and manage resource requirements for the meetings
  - 4.5 distribute pre-meeting documentation to attendees
  - 4.6 confirm that all identified requirements/resources are in place
  - 4.7 take minutes and create action logs
  - 4.8 distribute minutes and follow up on actions as required
- 

**Range**

(AC4.1) **Individuals (depending on) eg:**

- roles
- responsibilities
- accountabilities

(AC4.3) **Confirm (attendance):**

- acceptance
- notification of absence

(AC4.4) **Resources:**

- venue
  - catering
  - documents
  - equipment
  - special requirements
-

- logistics eg map, car parking, local transport, accommodation

(AC4.5) **Distribute (by) eg:**

- letter
- e-mail
- digital platforms

(AC4.5) **Pre-meeting documentation eg:**

- agenda
- previous minutes
- additional documentation

(AC4.6) **Requirements/ resources eg:**

- special dietary requirements
- access to venue
- specialist equipment
- housekeeping arrangements
- security
- attendance list
- spare documentation

## Unit 305

## Communication in a business environment

### Supporting Information

#### ***Evidence requirements***

Evidence requirements:

Evidence for this unit will differ across different sizes of organisations. Multiple examples of workplace evidence are required and could include:

- witness statements
- reflective statement
- professional discussion
- practical observation
- products
  - documents eg e-mails, letters, reports etc
  - recommendations solutions
  - coaching notes
  - meeting plan
  - meeting documentation
  - meeting responses
  - minutes and action logs
- task manual
- in house workbooks
- or a combination of the above

#### ***Unit guidance***

Learning Outcome 1: For this outcome, we expect to see evidence of ability to communicate effectively verbally and in writing. Flexibility must be shown in different situations. Within digital platforms we expect to see evidence of understanding and application of appropriate communication through social media. Where the candidate is unable to use social media in a business situation this can be covered in a classroom environment.

Learning Outcome 2: For this outcome, we expect to see evidence of the various records and documentation outlined in the range. This evidence will be produced by the learners over time and demonstrate accuracy with correction required only on rare occasions. The learner will provide evidence of maintaining records and files, demonstrating compliance with both organisational and legislative requirements.

Learning Outcome 4: It is expected that there will be evidence of planning, organising and managing meetings. Managing meetings in this context means that the learner will be responsible for organising the meeting from beginning to end. The learner will not necessarily

be responsible for chairing the meeting or for the content. In terms of logistics the learner could cover this by the sending maps to attendees, sharing information on car park facilities or any other travel information. They may have to book accommodation as in the venue for the meeting and or event. A meeting can also be classed as an event, however the learner must at some point take minutes and create action logs.

The observations/witness testimonies can be carried out by for example:

- manager
- supervisor
- expert witness
- coach/mentor
- colleagues
- attendees
- training provider

However, these will require to be assessed by a qualified assessor.

## Unit 306

## Project management

<b>Unit level:</b>	Level 3
<b>GLH:</b>	20
<b>Unit aim:</b>	This unit aims to ensure the learner can demonstrate understanding of project management principles and tools. The learner will be able to plan, manage, review and evaluate projects.
<b>Assessment method:</b>	Portfolio of evidence

---

### Learning outcome

The learner will:

- 1 undertake the planning of projects

### Assessment criteria

The learner can:

- 1.1 define the purpose of the projects
- 1.2 conduct research on projects
- 1.3 create an outline project plan including resources required
- 1.4 discuss the outline with stakeholders
- 1.5 produce plan using preferred tool(s)
- 1.6 issue and discuss final plan with stakeholders seeking agreement

---

### Range

(AC1.1, AC1.3) **Projects:** This can cover projects or improvement to process(es) or to operating practice(s). This applies throughout Learning Outcomes 1, 2, and 3.

(AC1.1) **Purpose:**

- what requires to be delivered/desired outcome
- how it will be delivered
- deadlines/milestones to be achieved
- people involved and roles

(AC1.2) **Research:**

- principal stakeholder details and expectations
- principal stakeholder anticipated input
- secondary stakeholders

- potential barriers
- from feedback

(AC1.3) **Resources eg:**

- facilities
- equipment
- staff

(AC1.4) **Stakeholders eg:**

- customer
- team members
- management
- suppliers
- others

(AC1.5) **Tool(s) eg:**

- Gantt chart
- scheduling
- work breakdown structure
- product breakdown structure
- risk analysis/risk matrix

---

## Learning outcome

The learner will:

2 manage agreed projects

## Assessment criteria

The learner can:

- 2.1 take responsibility for the implementation of the agreed plan for each project
- 2.2 communicate on regular basis with all stakeholders
- 2.3 delegate as necessary showing understanding of levels of authority
- 2.4 manage priorities, adjusting timelines and work as necessary
- 2.5 discuss adjustments to the plan and implications with stakeholders
- 2.6 make decisions that are thought through using a range of information to make a sound judgement
- 2.7 achieve deadlines and outcomes

---

## Range

(AC2.1) **Implementation:**

- planning
- leading
- monitoring

(AC2.2) **Regular basis:** keeping stakeholders informed even when no further progress has been made.

**Stakeholders eg:**

- customer
- team members
- management
- suppliers
- others

(AC2.6) **Range of information eg:**

- cost
- priority
- barriers
- risks
- resources availability

---

### Learning outcome

The learner will:

3 review and evaluate the success of the projects

### Assessment criteria

The learner can:

- 3.1 discuss the steps taken in managing the projects
- 3.2 discuss whether the projects outcome have been achieved
- 3.3 identify what was successful and what was unsuccessful
- 3.4 discuss what change could be made in any future planning

---

### Range

(AC3.2) **Achieved eg:**

- outcomes
- timelines
- to satisfaction of stakeholders
- to own individual satisfaction

(AC3.3) **Unsuccessful eg:**

- within or outside range of own control
- feedback from others
- facts

## Unit 306

## Project management

### Supporting Information

#### ***Evidence requirements***

Evidence for this unit will differ across different sizes of organisations. Multiple examples of workplace evidence are required and could include:

- witness statements
- reflective statement
- recorded/ professional discussion
- observation
- project plan
- project outcomes
- project evaluation
- presentation
- in house workbooks
- or a combination of the above

#### ***Unit guidance***

This can cover projects or improvement to process(es) or to operating practice(s). This applies throughout Learning Outcome 1, 2, and 3.

It is anticipated that improvements to processes will be most likely to be used as evidence at this level, for example:

- a change of a manual filing system to a digital one
- merging two teams' working documentation so that they function more efficiently
- risk assessment or improvement procedures
- creating shared documentation for room bookings, availability of resources

Learning Outcome 1: as a minimum the learner needs to effectively plan small projects.

Learning Outcome 2: as a minimum the learner needs to effectively manage and deliver small projects.

Learning Outcome 3: as a minimum the learner needs to effectively review and evaluate small projects.

The observations/witness testimonies can be carried out by for example:

- manager

- supervisor
- expert witness
- coach/mentor
- training provider

However, these will require to be assessed by a qualified assessor.

It would be particularly useful for the learner to deliver a presentation within this unit

## Unit 307

## ICT for business

<b>Unit level:</b>	Level 3
<b>GLH:</b>	60
<b>Unit aim:</b>	This unit aims to enhance the knowledge and skills required to use ICT for business purposes. Upon completion of this unit, the learner will be able to understand advanced ICT for business platforms and packages and the most suitable package to meet a business need; spreadsheet software, presentation software, e-mail software, management information system software and financial software. <b>This unit links with unit 305 Communication in a business environment.</b>
<b>Assessment method:</b>	Portfolio of evidence

---

### Learning outcome

The learner will:

- 1 understand the types of ICT business software available and their usage

### Assessment criteria

The learner can:

- 1.1 describe the range of ICT business software available
- 1.2 describe the features available within the software for business purposes
- 1.3 identify the software to suit the task or business problem
- 1.4 explain the types of software used in different industry sectors
- 1.5 explain how business processes can be improved using ICT software

---

### Range

(AC1.1) **ICT business software:**

- databases (Management Information System)
- spreadsheets
- word processing
- presentation
- financial packages
- e-mail management
- customer relationship management
- bespoke

(AC1.2) **Purposes:**

- financial management
- record management
- document production
- internal and external communication

(AC1.4) **Industry Sectors eg:**

- financial
- manufacturing
- healthcare
- technology
- retail
- public
- private
- charitable

(AC1.5) **Business Processes eg:**

- travel claims
- authorisations
- stationery orders
- job applications
- invoices
- purchase orders

---

### Learning outcome

The learner will:

- 2 use spreadsheet software for business functions

### Assessment criteria

The learner can:

- 2.1 enter and edit data ensuring accuracy
- 2.2 apply formulas and functions to data
- 2.3 format and present data to meet business needs
- 2.4 analyse data

---

### Range

(AC2.2) **Formula and functions eg:**

- IF statements
- VLOOKUP
- COUNT
- SUM/SUMIF
- AVERAGE

- AND/IF
- TODAY
- name range
- lists
- conditional formatting

(AC2.3) **Format:**

- sort and filter
- charts and graphs
- arrange data alphabetically
- print titles and headings
- scaling
- highlight duplicates (conditional format)
- pivot table

(AC2.4) **Analyse data eg:**

- identify trends
- provide commentary
- draw conclusions
- create a summary
- highlight high and low points

## Learning outcome

The learner will:

- 3 demonstrate the use of e-mail software for business purposes

## Assessment criteria

The learner can:

- 3.1 explain the e-mail etiquette for businesses
- 3.2 describe the features of e-mail business software
- 3.3 use e-mail software to send and receive e-mails
- 3.4 use e-mail software to send attachments
- 3.5 use e-mail software to manage meetings and calendars

## Range

(AC3.1) **Etiquette eg:**

- professional context
- correct grammar
- minimal use of capitals
- correct addresses
- completed subject box
- using new e-mail instead of replying to previous mail

(AC<sub>3.2</sub>) **Features:**

- search
- categorising
- schedules
- meeting requests
- distribution lists
- flagging
- offline view
- tasks

(AC<sub>3.3</sub>) **Send and receive e-mails:**

- individuals
  - multiple individuals
  - groups
  - cc
  - bcc
- 

**Learning outcome**

The learner will:

- 4 demonstrate the use of presentation software for business purposes

**Assessment criteria**

The learner can:

- 4.1 create a master template
- 4.2 enter content into slides ensuring accuracy and appropriate layout
- 4.3 apply formatting techniques to slide content
- 4.4 add speaker notes
- 4.5 review slides
- 4.6 select printing options as required
- 

**Range**

(AC<sub>4.2</sub>) **Content eg:**

- text
- numerical
- alphanumerical
- images
- videos
- audio

(AC<sub>4.2</sub>) **Layout:**

- title slide
  - title and content
-

- picture with caption
- blank

(AC4.3) **Formatting techniques eg:**

- animation
- transition
- timings

(AC4.5) **Review slides eg:**

- add comments
- change slide order
- spelling and grammar check

(AC4.6) **Printing options:**

- handout with multiple slides
- handout with speaker notes
- full slide view

---

## Learning outcome

The learner will:

5 understand the use of financial software for business purposes

## Assessment criteria

The learner can:

- 5.1 explain business fundamentals associated with financial software
- 5.2 explain how to add customer and suppliers using financial software
- 5.3 explain how to generate customer invoices
- 5.4 explain how to enter invoices for suppliers
- 5.5 explain how to process payments and reconcile transactions

---

## Range

(AC5.1) **Fundamentals:**

- terminology (customer number, Invoice number)
- invoicing
- payments (including payment methods)
- purchase order
- customers
- suppliers
- letters
- credit notes
- credit arrangements
- bad debt
- bank reconciliation

(AC5.2) **Financial software:**

- on-line accounting
  - in-house systems spreadsheet(s)
- 

**Learning outcome**

The learner will:

- 6 demonstrate the use of Management Information System (MIS) software for business purposes

**Assessment criteria**

The learner can:

- 6.1 explain the purpose of a business MIS
  - 6.2 describe the components of a business MIS
  - 6.3 create records on a business MIS
  - 6.4 update records on a business MIS
  - 6.5 create custom reports on MIS content
- 

**Range**

(AC 6.1) **Purpose:**

- control measures
- data security
- traceability/audit trail
- accessibility
- user accounts

**MIS:**

- Databases (Management Information System)
- Customer Relationship Management
- Bespoke

(AC 6.2) **Components:**

- fields
  - records/entries
  - reports
  - queries/lookups
  - user interfaces
  - search facility
  - advanced reporting
  - data relationships
  - dashboard
-

(AC6.3, **Records (on) eg:**

AC)

- customer
- supplier
- staff

## Unit 307

## ICT for business

### Supporting Information

#### ***Evidence requirements***

Evidence for this unit will differ across different sizes of organisations and the available software packages within each organisation. We expect that the evidence could include:

- work products eg examples of using ICT within own organisation, examples of reports generated using software, screenshots of using software and meeting the learning outcome
- reflective statements
- witness statements
- presentations
- recorded/professional discussions
- question and answers
- or a combination of the above

#### ***Unit guidance***

Learning Outcome 1: It is expected that the evidence for this outcome will include evidence of understanding the different types of ICT business software available, selecting the most appropriate software to suit the task and/or business problem. Learners should provide evidence that they understand the range of ICT business software available, the features within each and how digital systems can be used to improve processes.

Learning Outcome 2: It is expected that the evidence for this outcome will include work products from using spreadsheet software. Learners should provide evidence that they are able to use spreadsheet software for business purposes. Evidence may include created spreadsheets, examples of data entered, formatted data or reports and formula views of data.

Learning Outcome 3: It is expected that the evidence for this outcome will include work products showing the learner is able to use e-mail software for business purposes and research to evidence their understanding of e-mail etiquette. Learners should provide evidence of using e-mail software and the features within the software. Evidence could include documented screenshots and examples of emails created.

Learning Outcome 4: It is expected that the evidence for this outcome will include work products showing the learner is able to use presentation software for business purposes. Learners should provide evidence of using presentation software and the features within the software. Evidence could include examples of handouts, slides and speaker notes.

Learning Outcome 5: It is expected that the evidence for this outcome will include research into the business fundamentals associated with financial software. Learners should provide evidence that they understand how to use financial software. **Note: If learners are able to provide practical evidence from their organisation this is preferable. However, the evidence can be generated in a classroom environment.**

Learning Outcome 6: It is expected that the evidence for this outcome will include research into management information system software and its components. Learners should provide evidence of using MIS software, this could be from screenshots or work products, such as evidence of records created/updated and generated reports.

## Unit 308

## Providing services in an administrative environment

<b>Unit level:</b>	Level 3
<b>GLH:</b>	30
<b>Unit aim:</b>	This unit aims to ensure the learner will understand the meaning of a stock control system and its importance. They will also understand the business usage of a diary system, particularly noting the need for security and confidentiality. In addition they will develop an understanding of the meaning of customer service in an administrative environment and how to handle customer service problems in such an environment.
<b>Assessment method:</b>	Online e-volve multiple choice test

### Learning outcome

The learner will:

- 1 understand stock control

### Assessment criteria

The learner can:

- 1.1 explain the purpose of stock control
- 1.2 explain the importance of stock control
- 1.3 explain methods used to keep records of stock up-to-date
- 1.4 explain the factors that can affect the future level of demand for stock held
- 1.5 explain the importance of checking deliveries against orders made
- 1.6 explain the importance of maintaining a system for internal issue of stock

### Range

(AC1.1) **Purpose:**

- maintain stock levels
- ensure demands can be met
- keeps costs to a minimum

(AC1.2) **Importance (to):**

- organisation
- staff
- suppliers

- customers (internal and external)

(AC1.3) **Methods:**

- just in time
- just in case
- first in first out
- batch control
- re-order lead time

(AC1.4) **Factors:**

- financial
- supply
- lead time
- peak time
- product type eg perishable
- product cost
- internal/external

(AC 1.5) **Importance of checking:**

- cost control
- stock control

(AC1.6) **Importance of maintaining a system:**

- allocation of costs to departments/branches
- ensuring maintenance of productivity
- efficient usage
- security

---

### Learning outcome

The learner will:

- 2 understand the use of diary systems for business

### Assessment criteria

The learner can:

- 2.1 explain the purpose of business diary systems
- 2.2 describe the types of business diary systems that require to be maintained
- 2.3 explain the importance of keeping business diary systems up to date
- 2.4 describe the information required for business diary entries
- 2.5 explain the issues that can arise with shared business diaries
- 2.6 explain the reasons for changes being notified to those affected

2.7 explain how to maintain security and confidentiality in the use of business diary systems.

---

## Range

(AC2.1) **Purpose:**

- efficient use of time
- allows availability to be checked/ prevents conflicts
- plan activities
- efficient use of resources
- set priorities
- meet deadlines

(AC2.2) **Types of business diary systems:**

- manual
- electronic
- own
- others within an organisation
- resource availability

(AC2.3) **Importance:**

- to avoid confusion
- to allow changes to be communicated
- to ensure transparent and accurate information
- to ensure efficient use of time and resources

(AC2.4) **Information:**

- date
- time
- content eg subject, purpose, attendees, dietary requirements
- timescale and detail of work to be completed
- location
- travel details
- resources, facilities, equipment

(AC2.5) **Issues:**

- lack of transparency
- requirement to prioritise/re-prioritise
- balancing of organisational/personal needs
- security

**Shared business diaries:** where permission is granted to view another's diary

(AC2.6) **Affected:**

- to avoid confusion
  - to avoid stress
  - to allow preparation
-

(AC2.7) **Maintain security and confidentiality:**

- ensure correct level of authority for entry to diary
- keep confidential data away from all users
- update of passwords/settings as required
- compliance with data protection regulation

---

**Learning outcome**

The learner will:

- 3 understand service in an administrative environment

**Assessment criteria**

The learner can:

- 3.1 explain why it is necessary to establish the needs and expectations of customers
- 3.2 explain why it is necessary to meet or exceed customer expectations
- 3.3 explain the importance of building a positive customer relationship
- 3.4 explain the necessity for organisational procedures when customer needs are not met

---

**Range**

(AC3.1) **Needs:** Customers have wants. Needs may not necessarily be what they want but are what they will benefit from, their value of the benefit and the when and where this will be available.

(AC 3.1, **Expectations:**

AC 3.2 )

- availability of options
- deadlines set and agreed
- key Performance Indicators (KPI)
- quality of work
- personal approach
- contact/updates as necessary

(AC3.1) **Customers:**

- Internal
  - colleague/employees
  - other departments or branches
  - suppliers
  - stakeholders
  - management
  - shareholders
- External
  - an external customer is someone who uses your organisation's products or services but is not part of your organisation

(AC3.2) **Why it is necessary:**

- reduce stress
- ensure satisfaction
- retain customers/clients
- service level agreements
- maintain/improve productivity
- ensure efficiency

(AC3.3) **Importance:**

- ensure satisfaction
- ensure loyalty
- reduce stress
- reduce complaints
- maintain/Improve productivity
- ensure efficiency

(AC3.4) **Necessity for organisational procedures:**

- ensure consistency
- comply with regulations/legislation
- follow organisational requirements

---

## Learning outcome

The learner will:

- 4 understand how to handle service issues in an administrative environment

## Assessment criteria

The learner can:

- 4.1 describe the challenges that may occur in an administrative environment
- 4.2 explain the importance of having a procedure on the handling of complaints
- 4.3 explain the importance of identifying the desired outcome
- 4.4 explain the purpose of negotiation in handling service complaints
- 4.5 explain the techniques that can be used in a negotiation
- 4.6 explain the importance of monitoring, collecting and evaluating feedback on the service given
- 4.7 explain the techniques for collecting and evaluating feedback

---

## Range

(AC4.1) **Challenges:**

- unrealistic/tight deadlines
- unrealistic workload
- poor communication/instructions

- complex procedures
- lack of resources
- team dynamics
- limitations of authority

(AC4.2) **Importance of having a procedure:**

- compliance with legislation/regulations
- meeting organisational requirements
- ensuring consistency

(AC4.3) **Desired outcome:**

- balance organisational and client needs
- resources made available
- time made available

(AC4.4) **Purpose of negotiation:** balance organisational and client needs

(AC4.5) **Techniques:**

- win/win
- hard negotiation
- soft negotiation

(AC4.6) **Importance:**

- improve service
- customer/client satisfaction
- identify potential training needs
- identify gaps in skills and resources
- identify trends and consistency
- maintaining reputation

**Feedback:**

- internal
- external

(AC4.7) **Techniques for collecting feedback:**

- Formal
  - observation
  - tracking
  - focus groups
  - questionnaires
- informal
  - comments
  - letters of thanks
  - on-line reviews

**Techniques for evaluating feedback:**

- set clear aims and objectives
- use of quantitative or qualitative data
- data mining

## Unit 308

# Providing services in an administrative environment

## Supporting Information

### *Unit guidance*

#### Learning Outcome 1

AC 1.1: Stock control exists to minimise stock held and in turn the costs of holding stocks, while ensuring that sufficient stock is held to ensure demands can be met. Stock control of stationery is as important as stock control of raw materials for production. Costs need to be controlled and the way this is done is by minimising the stock held while still ensuring stock is available when needed.

AC 1.2: Stock control is important to a number of stakeholders.

It is important to the organisation, which in turn should result in the control of costs. Stock needs to be stored and this on its own can be costly. For an organisation, holding the required stock only is important to ensure excess, unnecessary stock is not held, which can add to purchasing costs and the cost of requiring storage space. Excessive stock held can often go out of date before used and therefore resulting into wastage.

Stock control is important to ensure the most up to date stock required is available to staff, to allow them to competently carry out their work.

Stock control has an impact on suppliers, as an organisation running out of stock would require replacements immediately potentially causing supply issues.

Stock control is important to internal customers eg where someone requires stationery they expect it will be supplied by the department holding stationery stocks when requested. If a department does not supply the stock on time, work will be held up and this in turn is likely to affect other internal customers and ultimately the external customers.

AC 1.3: Stock control records are vital for ensuring stock is available when required. There are a number of methods for recording stock:

- just in time, this is where a business holds no stock and instead relies upon deliveries of stock to arrive exactly when required.
- just in case, this is where excessive amounts of stock will be held just in case the organisation runs out. This can be costly.
- first in first out, this is stock that is in first and is used first.
- batch control, this is used to trace stock and keep control of where it is. It can also mean stock from a certain batch will be used for a particular job.
- re-order lead time, this is the time between placing an order and receiving the ordered item.

AC 1.4: There are many factors that can affect the future level of demand for stock held, including the following:

- financial, is where the financial status of the organisation can affect the stock held as a lack of funding means there is less money to buy stock when needed. A lack of customer finance means the customer does not have money to purchase from the organisation, this can result in a lack of sales and in turn a lack of purchase of stock by the organisation
- supply, it refers to the availability of stock. An abundance of stock being held means there will be a lack of future demand for it
- lead time, this can affect the level of demand as a product that requires to be ordered well in advance will possibly be ordered in large amounts in case of urgent need. There is also likely to be what is known as a buffer stock, where there is an extra amount held just in case
- peak time, this is where it is known there is a particular time when stock will be needed eg in terms of stationery when there is a conference planned and handouts etc will be needed and so paper will be required in bulk. Stock will be ordered to meet that demand
- product type eg perishable where the stock will be ordered in amounts that it is known will be used in a timely manner ensuring wastage is minimised. Large items of stock requiring specialised storage will also be likely to be ordered on an as needed basis
- product cost, this will be considered when ordering stock as if it is a costly item there will be considerable thought given to its requirement prior to ordering. Also, in manufacturing when prices rise and demand falls future orders for raw materials may drop
- internal/external – internal demand is where a particular department requires eg a stock of paper for the printers while external is demand for stock from outside the organisation eg for a certain product manufactured by the organisation.

AC 1.5: It is important that deliveries are checked against orders made as they may not be accurate. Stock costs money and the amount of stock delivered must consider what is being charged. A shortage in the delivery means the organisation will be paying for stock not received. It is also important to check that the stock ordered is the correct stock received, as again this would be a costly mistake for a number of reasons, firstly paying for an incorrect order and secondly not receiving the correct order could result in delays to own work or the work of others. It is therefore important to check stock to ensure stock ordered and held is controlled, which in turn results in costs being controlled.

AC 1.6: It is important to maintain a system for internally issuing eg stationery stock as issuing without any controls can result in wastage and can be costly. Having a system means staff can order the stationery they need following the organisation's procedures. This means the appropriate department will be charged for the order and so can control costs and usage. The correct stock will be received so that productivity can be maintained. Having a stock control system means the amount of stock held is known at any one time and therefore it cannot be misused or taken without permission, meaning it is securely held and controlled.

## Learning Outcome 2

AC 2.1: There are many benefits and reasons for having a business diary system. One is to allow the planning of activities, as a business diary system will be available to a number of approved people and the availability of those required to attend an activity can easily be seen, making bookings easier. It also allows availability of people and required resources to be checked, preventing conflict. This means there is efficient use of time and resources eg of rooms and equipment. It also allows changes to be made when there are changes in priorities. In addition, a shared diary system allows deadlines to be set and seen.

AC 2.2: There are a number of different types of business diary systems that require to be maintained. A manual system is a paper-based system which can be used as the sole diary system or as a back up to an electronic system. An electronic system is held as in the terminology, electronically. This can be held for sole use or for shared usage, as part of a business diary system sharing with others in the organisation. A diary system can be used as a note of meeting dates, personal activities etc but can also be used to note the availability of resources eg of pool cars, meeting rooms etc.

AC 2.3: It is important to keep business diary systems up to date to ensure the information is transparent ie clear and visible, and that the information is accurate. Inaccurate information can result in costly errors and confusion. An up to date diary system allows changes to be made and then communicated and ensures that time and resources are used efficiently.

AC 2.4: Like any diary system there is a lot of information that is noted. A shared diary system notes the date, time and content of any activities. It can also, where meetings are booked, give the detail of the meeting subject, purpose, names of those attending and, where required, any special dietary requirements. A shared diary system can also give details of the location of the activity, any travel details and the resources, facilities and equipment required. The resources, facilities and equipment needed can also be booked in a separate shared diary system. A shared diary system can also be used to note the timescale and detail of any work activities to be completed.

AC 2.5: There are issues that can arise with shared business diaries. A paper-based diary can be lost and with no back up it can cause considerable concern and difficulty for its owner. It can also become messy over the period of time used due to changes. An electronic system needs access made available only to approved groups to ensure confidentiality and efficiency. It also needs to be backed up as any failure to the system can, as with a paper diary loss, cause inefficiency and stress. With paper diaries there can be a lack of transparency as they are likely to be managed by one person, while an electronic system can have certain security issues and so must be password controlled allowing access only to those approved. Often there will be the need to prioritise or re-prioritise, making changes to a diary entry and people be informed. This is one of the reasons a diary needs to be up to date and checked regularly. At all times maintaining a diary requires to balance the organisational needs against personal needs. A diary can often be filled with meetings, with no time between to follow up the actions from the meetings.

AC 2.6: There are times when changes are made to a diary system and it is important changes are notified to those affected. This avoids confusion and in turn the possible stress incorrect information may cause. Making people aware of change means they will be given time to make any preparations necessary.

AC 2.7: Security and confidentiality is vital in the use of business diary systems. This can be maintained through the use of passwords/settings as required. These passwords and security settings should be updated as required by the organisation. Each user must comply with all organisational policies and procedures which will ensure compliance with data protection legislation. There should also be a level of authority for entry to any diary and any confidential information must be kept away from those users not cleared to have access to it.

### Learning Outcome 3

AC3.1 – 3.4: An internal customer is someone who relies on assistance from another in the organisation to fulfil duties. An internal customer can be any of the following:

colleague/employees, other departments or branches, stakeholders, management, shareholders and in many cases suppliers. An external customer is someone who uses your company's products or services but is not part of your organisation.

AC 3.1: In business it is necessary to establish the needs and expectations of any customers, internal and external. Customers have wants, it is important to note their needs may not necessarily be what they want but are what they will benefit from, the value of the benefit and the when and where this will be available.

AC 3.1 and 3.2: Customers also have expectations. Customers can have many expectations and these expectations vary according to the situation eg the availability of choice and options; the quality of work expected; the deadlines that are set, agreed and then met; their expectations of the personal approach made to them; that Key Performance Indicators are set, agreed and met and finally, when they are told they will be contacted or given updates that this happens even if there is no additional information or update available.

AC3.2: It is important to a customer, whether internal or external, that their expectations are met or even exceeded. By at least meeting customer expectations it is likely you will have met the service level agreement of your organisation or department. Certainly, in some cases meeting expectations can reduce the possibility of stress the customer may experience, should they not be met. Meeting expectations, and certainly exceeding them can ensure satisfaction and in many cases result in the retention of customers/clients. Meeting the expectations of the internal customer can maintain or improve productivity thereby ensuring efficiency.

AC 3.3 In business it is important to build a positive customer relationship with both internal and external customers. Whether internally or externally, it will ensure satisfaction and reduce stress. In addition it can reduce complaints as the customer will have trust in the work being done. Building a relationship with an external customer is also likely to increase customer loyalty, while internally a positive relationship is likely to improve the working relationship with efficiency being improved and productivity maintained and improved.

AC 3.4 In an organisation it is necessary for organisational procedures to ensure that when customer needs are not met, there is a consistent approach to the handling of this. This consistent approach will ensure that any regulations/legislation are complied with. Failing to comply with organisational procedures can result in failure to comply with regulations/legislation. Consistency in approach is needed, not just to ensure compliance, but also to ensure all customers are treated in the same way and that their expectations of how they will be treated are met.

#### Learning Outcome 4

AC 4.1 Challenges occur in any job role. There are many challenges that will occur in an administrative environment. Often unrealistic/tight deadlines can be given for work to be completed or you can be faced with an unrealistic workload where too much is expected of you. These can cause challenges and result in poor work quality and/or productivity. Often there can be poor communication which can result in poor instructions being given, again resulting in issues with the completion of work. Complex procedures can be challenging to follow or carry out and often need clear explanation and guidance. Challenges can also be due to a lack of resources eg equipment not available or not working, or lack of staff to assist. If working in a team, the dynamics of a team can cause challenges with differences

in personalities and the way the team works together affecting the dynamics, and in turn the behaviour of the team. A result of this could be conflict, demotivation and poor productivity. Finally, a further challenge in a job role can be the limits of own authority, meaning that there are limits to the decisions that can be made, resulting in having to defer to a higher level of authority, which can cause frustration and delay.

AC 4.2 The importance of having a procedure on the handling of complaints is that there is a consistent approach in handling all complaints, ensuring that any regulations/legislation are complied with. Failing to comply with organisational procedures can result in failure to comply with regulations/legislation, which ultimately could result in possible prosecution. Consistency in approach is needed not just to ensure compliance but also to ensure all customers are treated in the same way and that their expectations of how they will be met are set. There will often be a service level agreement and customers will expect that this is met when complaints are being dealt with.

AC 4.3 It is important when handling a customer or client, whether internal or external, to identify the desired outcome and then balance the organisational needs with those of the customer or client. It is important within the administrative environment to balance the resources and time available and what can be done to meet both the organisation's and customer/client needs.

AC 4.4 Negotiation is 'a discussion aimed at reaching an agreement'. In handling a service complaint, negotiation is often needed in an effort to meet the needs of the customer/client. It is though vital in any negotiation to balance organisational and client needs.

AC 4.5 In negotiation there are a number of techniques that can be used. These vary from win/win where the aim is that the negotiation will result in a satisfactory outcome for both parties; hard negotiation where various strategies are used from take it or leave it, or bluffing, or good cop, bad cop techniques; soft negotiation where the issues for both sides are identified and the approach is non-confrontational.

AC 4.6 Monitoring, collecting and evaluating feedback on the service given is carried out for many reasons. One of the key reasons is to assess the service being given to allow the organisation to improve it, aiming for increased customer/client satisfaction. The increased customer/client satisfaction can result in the organisation maintaining a good reputation or possibly improving it. Feedback can also show potential training needs in staff and gaps, in not just the skills, but also the resources and whether or not there is consistency in the service delivered. It can also show trends in customer expectations, which the organisation should consider addressing. It should be noted that feedback can be internally or externally obtained and refer to the internal or external level of service.

AC 4.7 Feedback can be collected through a variety of methods. It can be through formal feedback eg observation of practice, through focus groups where a small but diverse group are involved in open discussion to determine reactions; questionnaires or through the tracking of sales or KPIs. It can also be by informal feedback, where comments made by users are noted, or letters of thanks or on-line reviews are received. Once feedback is received it must be evaluated. Ignoring feedback can have a negative impact on an organisation. There are various techniques for evaluating feedback from setting clear aims and objectives, measuring the feedback received against them, checking if they have been met using data mining, where large amounts of data are processed to identify patterns and identify or predict future trends. The feedback data used can be quantitative or qualitative, quantitative being data that can be quantified and verified, and can be statistically worked. Quantitative data are for instance questionnaires and surveys, whereas qualitative data

describes examples and are semi-structured or unstructured like focus groups, individual interviews, observations where the sample size is small.

## Unit 309

## Legal administration

<b>Unit level:</b>	Level 3
<b>GLH:</b>	30
<b>Unit aim:</b>	This unit aims to develop the knowledge, understanding and skills of the basic requirements for working in the legal environment. Upon completion of this unit, the learner will be able to identify the court structure of England and Wales and the personnel employed within the court system. They will have identified and developed an understanding of the different departments found within a legal environment and legal terminology. They will also have produced legal documents, developed proofreading skills, and have an understanding of the factors to take into account in a legal administrative role.
<b>Assessment method:</b>	Portfolio of evidence

### Learning outcome

The learner will:

- 1 know the court hierarchy and the role of personnel within the courts of England and Wales

### Assessment criteria

The learner can:

- 1.1 describe the structure of the court system
- 1.2 describe the categories of work undertaken by individual courts
- 1.3 describe the roles of the personnel working within the court system

### Range

(AC1.1) **Court system:**

- Criminal Courts
  - Magistrates' Courts
  - Crown Court
  - Court of Appeal (Criminal Division)
  - Supreme Court
- Civil courts
  - Magistrates' Courts

- County Court (including Small Claims Court)
- High Court
- Court of Appeal (Civil Division)
- Supreme Court

(AC1.2) **Categories of work:**

- Magistrates' Court
- Crown Court
- County Court
- High Court
- Court of Appeal (Criminal Division)
- Court of Appeal (Civil Division)
- Supreme Court

(AC1.3) **Roles of the personnel:**

- Magistrates (or Justices of the Peace)
- Judge
- Barristers
- Solicitor Advocates
- Solicitor
- Chartered Legal Executive
- Paralegal

### Learning outcome

The learner will:

- 2 understand the departments within a legal environment and the categories of work undertaken including key personnel and responsibilities

### Assessment criteria

The learner can:

- 2.1 describe the main departments and categories of work which are likely to exist within a legal environment
- 2.2 identify the key personnel and responsibilities within the main departments

### Range

(AC2.1) **Departments and categories of work eg:**

- Civil Litigation
- Family
- Probate and Trust
- Conveyancing
- Common Law
- Criminal Law
- Commercial Law

---

## Learning outcome

The learner will:

- 3 produce legal documents demonstrating understanding of legal terminology

## Assessment criteria

The learner can:

- 3.1 create legal documents from recorded speech
- 3.2 create legal documents from written instructions
- 3.3 amend and format the layout and text of legal documents
- 3.4 identify legal terminology including Latin terms
- 3.5 expand legal abbreviations
- 3.6 proofread and correct legal documents

---

## Range

(AC<sub>3.1</sub>) **Legal documents eg:**

- letters
- file notes and attendance notes
- briefs to Counsel
- statements
- wills (including Codicils)
- deeds (such as Change of Name Deed or Deed of Gift)
- sworn Statements
- particulars of Claim
- defences
- estate accounts

**Recorded speech:**

- leaving a vertical space
- leaving a space for signature
- including punctuation
- spelling out names
- amending line spacing
- emphasising text

(AC<sub>3.2</sub>) **Written instructions (see appendix 1):**

- correction signs
- punctuation

(AC<sub>3.3</sub>) **Amend and format eg:**

- delete, insert, cut, copy, cut and paste
- font size, font style, small capitals, superscript, subscript and strikethrough
- insert and delete page and format breaks
- adjust paragraph styles (using text alignment, bullets, indentation)

- apply automatic or manual numbering to paragraphs
- create and amend headers and footers
- adjust page set-up (orientation, adjust margins; line spacing and justification)
- insert and apply automatic page numbering
- use search and replace
- attestation clauses and jurats

(AC3.4) **Legal Terminology including Latin Terms (see appendix 2)**

(AC3.5) **Legal abbreviations (see appendix 3)**

(AC3.6) **Proofread and correct:**

- compare passages of text, figures and mark up differences
- use a dictionary to identify commonly misspelt words
- identify incorrect, missing or surplus punctuation marks
- identify errors of consistency
- identify grammatical errors
- identify presentation errors
- rectify identified errors

### Learning outcome

The learner will:

- 4 understand the factors to take into account in a legal administrative role

### Assessment criteria

The learner can:

- 4.1 explain the requirements of the duty of confidentiality
- 4.2 explain the potential consequences of inadequate or inaccurate record keeping
- 4.3 explain the regulatory purpose of a client care letter
- 4.4 explain how records of time spent on work are used

### Range

(AC4.1) **Confidentiality:**

- compliance with legislation
- compliance with Solicitors' Code of Conduct
- compliance with organisational requirements

(AC4.2) **Potential consequences eg:**

- loss of reputation
- breach of contract
- disciplinary proceedings by regulator (such as the Solicitors Regulation Authority)
- breach of data protection requirements which may be actionable by the Information Commissioner

(AC4.3) **Regulatory purpose eg:**

- conflict
- compliance
- potential disciplinary action
- conduct rules

(AC4.4) **Records of time spent eg:**

- time units
- person engaged

## Unit 309

## Legal administration

### Supporting Information

#### ***Evidence requirements***

Evidence for this unit will differ across different sizes of organisations. We expect that the evidence could include personal research resulting in:

- reflective statements
- witness statements
- work products eg examples of producing legal documentation within own organisation, own organisation's policies and procedures
- presentation
- recorded/professional discussions
- questions and answers
- or a combination of the above

#### ***Unit guidance***

Learning Outcome 1: It is expected that the evidence for this outcome will include personal research of the different courts within the criminal and civil system of England and Wales. This will include evidence of understanding of the work of each court and the roles and responsibilities of the personnel operating in those courts. It is expected that all research evidence relating to courts in both the civil and criminal system clearly shows the hierarchy.

Learning Outcome 2: It is expected that evidence for this outcome will include research into the different departments that may be found in a legal environment and the categories of work that each department undertakes, to include key personnel and their responsibilities. It is expected that at least five different departments will be covered by the evidence.

Learning Outcome 3: It is expected that the evidence for this outcome will be a production of a variety of legal documents, from recorded speech and written instructions. Reference material for legal terminology, correction signs and abbreviations are available in the Appendices and evidence of their use must be included. It is expected that evidence will demonstrate proofreading has been undertaken leading to the production of accurate legal documents.

Learning Outcome 4: It is expected that the evidence for this outcome will include research on the Codes of Conduct and the statutory provisions of data protection. It is also expected that the consequences of not complying with the Codes of Conduct and statutory provision will be identified along with the consequences of inaccurate record keeping. There should be understanding of the importance of a client care letter and use of time recording system.

## Unit 310

## Medical administration

<b>Unit level:</b>	Level 3
<b>GLH:</b>	30
<b>Unit aim:</b>	This unit aims to develop the knowledge, understanding and skills required to work in a healthcare setting. Upon completion of this unit, the learner will be able to explain the roles and responsibilities of the medical administrator in a healthcare setting and describe the main administrative procedures and systems they would be expected to follow. The learner will be able to describe the main medical principles relating to the role of the medical administrator and explain the roles of key teams and personnel in the healthcare setting. They will produce medical documents using appropriate software and audio equipment and have a basic understanding of medical terminology used in the healthcare setting.
<b>Assessment method:</b>	Portfolio of evidence

### Learning outcome

The learner will:

- 1 understand the role and responsibilities of the medical administrator including medical administrative procedures and systems

### Assessment criteria

The learner can:

- 1.1 explain the qualities required of the medical administrator
- 1.2 describe the range of duties carried out by the medical administrator
- 1.3 explain the procedures for registering new and temporary patients in general practice
- 1.4 explain the circumstances under which a patient can be removed from the practice list
- 1.5 explain the different types of hospital admission
- 1.6 explain patient discharge procedures
- 1.7 describe the procedures involved in making new and follow-up appointments
- 1.8 describe the use of the computerised Patient Administration System (PAS).

### Range

(AC1.1) **Qualities eg:**

- tact

- discretion
- sensitivity
- sympathy/empathy

(AC1.2) **Duties eg:**

- managing the doctor's clinic/theatre diary
- dealing with test results
- entering data onto the PAS system
- producing medical documentation
- liaising with multidisciplinary healthcare teams
- assisting in managing patient and clinician relationship

(AC1.3) **Procedures:**

- to register as a new patient in Primary Care following NHS requirements
- to register as a temporary patient in Primary Care following NHS requirements

(AC1.4) **Circumstances (for removal):**

- Irretrievable breakdown
- moved outside practice boundary
- violent or abusive to staff
- unrealistic demands

(AC1.5) **Different types of admission:**

- elective
- emergency
- referral from GP
- mental health compulsory and voluntary admission

(AC1.6) **Discharge procedures:**

- discharge letter sent to GP by hand or post
- short supply of medication
- medical certificate
- arrangements for care
- outpatient appointment details
- community nurse visit date
- return of valuables
- transport arrangements for return home
- discharge date entered on to PAS
- case notes sent to medical secretary

(AC1.7) **Procedures involved:**

- advanced bookings
- sequential bookings
- block booking

(AC1.8) **PAS:**

- patient administrative system

- computerised tracking system
- 

### Learning outcome

The learner will:

- 2 understand the specialised medical principles required by an administrator in a healthcare setting

### Assessment criteria

The learner can:

- 2.1 describe different types of teams in a healthcare setting
  - 2.2 describe the roles of both the hospital and community pharmacist
  - 2.3 explain ethics and etiquette in a healthcare setting
  - 2.4 explain the importance of maintaining patient confidentiality
  - 2.5 describe the key principles relating to prevention and control of cross infection
- 

### Range

(AC2.1) **Types of teams:**

- primary healthcare team
- multidisciplinary team
- project teams/task forces

(AC2.3) **healthcare setting:**

- primary care
- secondary care

(AC2.4) **Patient confidentiality:**

- legislative
- organisational

(AC2.5) **Prevention and control of cross infection:**

- clinical waste
  - sharps
  - body fluids
  - cleaning routines
  - PPE
- 

### Learning outcome

The learner will:

- 3 understand the fundamentals of medical terminology, pharmaceutical classification and human anatomy
-

## Assessment criteria

The learner can:

- 3.1 explain the structure of medical words
  - 3.2 identify the meaning of pharmaceutical abbreviations
  - 3.3 identify the main bones and organs in the human body
- 

## Range

(AC<sub>3.1</sub>) **Structure of medical words:**

- prefixes
- roots
- suffixes

(AC<sub>3.2</sub>) **Pharmaceutical abbreviations:**

- see Appendix 4

(AC<sub>3.3</sub>) **Main bones and organs in the human body:**

- see Appendix 5
  - see Appendix 6
- 

## Learning outcome

The learner will:

- 4 produce documents containing medical terminology

## Assessment criteria

The learner can:

- 4.1 create medical documents from recorded speech
  - 4.2 create medical documents from written instructions
  - 4.3 amend and format the layout and text of medical documents
  - 4.4 proofread and correct medical documents
- 

## Range

(AC 4.1) **Medical documents:**

- medical reports
- medical referral letters
- clinic letters
- appointment letters
- discharge letters
- operation lists

(AC<sub>4.2</sub>) **Written instructions (see appendix 1):**

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- correction signs
- punctuation

(AC4.3) **Amend and format eg:**

- delete, insert, cut, copy, cut and paste
- font size, font style, small capitals, superscript, subscript and strikethrough
- insert and delete page and format breaks
- adjust paragraph styles (using text alignment, bullets, indentation)
- apply automatic or manual numbering to paragraphs
- create and amend headers and footers
- adjust page set-up (orientation, adjust margins; line spacing and justification)
- insert and apply automatic page numbering
- use search and replace

(AC4.4) **Proofread and correct:**

- compare passages of text, figures and mark up differences
- use a medical dictionary to identify commonly misspelt medical words
- identify incorrect, missing or surplus punctuation marks
- identify errors of consistency
- identify grammatical errors
- identify presentation errors
- rectify identified errors

## Unit 310

## Medical administration

### Supporting Information

#### ***Evidence requirements***

Evidence requirements

Evidence for this unit will differ across different sizes of organisations. We expect that the evidence could include personal research resulting in:

- reflective statements
- witness statements
- work products eg examples of producing medical documentation within own organisation, own organisation's policies and procedures
- presentation
- recorded/professional discussions
- questions and answers
- or a combination of the above

#### ***Unit guidance***

Learning Outcome 1: It is expected that the evidence for this outcome will include personal research into the role, responsibilities and qualities of the medical administrator in a healthcare setting. This will include evidence of understanding of the related medical administrative procedures and systems that a medical administrator would be expected to know and use in a healthcare setting.

Learning Outcome 2: It is expected that evidence for this outcome will include research into the specialised teams and medical principles that impact on the medical administrator in a healthcare setting and how different teams relate to each other across the primary, secondary and multidisciplinary healthcare settings. It is expected that evidence will also include how medical ethics and etiquette impact on the work of the medical administration team.

Learning Outcome 3: It is expected that the evidence for this outcome would include a basic understanding of the fundamentals of medical terminology and how words are constructed from component parts, including basic pharmaceutical terminology. Evidence must show understanding of knowledge of the main bones and organs in the human body with which a medical administrator should be familiar.

Learning Outcome 4: It is expected that the evidence for this outcome will include research into different formats of medical documents. Evidence supplied must comply with the audio conventions. Reference material for medical terminology and the correction signs is available in the Appendices 1, 4 to 6.



## Unit 311

## Social media for business

<b>Unit level:</b>	Level 3
<b>GLH:</b>	30
<b>Unit aim:</b>	This unit aims to enhance the knowledge and skills required to use social media effectively in a business. Upon completion of this unit, the learner will be able to apply social media objectives to a business. The learner will be able to understand social media policies, etiquette and the different range of social media tools and platforms available. They will be able to monitor and analyse existing social media platforms and identify potential improvements for a business.
<b>Assessment method:</b>	Portfolio of evidence

---

### Learning outcome

The learner will:

- 1 understand social media policies and etiquette for a business

### Assessment criteria

The learner can:

- 1.1 describe the content of a business social media policy
- 1.2 describe social media etiquette for business use
- 1.3 explain the importance for a business to have a social media policy
- 1.4 explain the consequences of not having a social media policy

---

### Range

(AC1.1) **Policy Content eg:**

- policy scope
- reason for policy
- staff code of conduct
- responsibilities
- social media advice and guidelines
- use of business social media accounts
- personal social media accounts
- security and data protection
- consequences for breaching the policy

(AC1.4) **Consequences of not having a policy eg:**

- staff may post inappropriate content
  - staff may use personal social media accounts during work hours
  - staff may use personal social media accounts to discuss the business
  - staff may damage the business's brand image
- 

**Learning outcome**

The learner will:

- 2 apply social media objectives to a business

**Assessment criteria**

The learner can:

- 2.1 describe the type, vision, aims, objectives and goals
- 2.2 explain how the brand and value of a business should be portrayed
- 2.3 create a social media content plan
- 

**Range**

(AC2.1) **Aims, objectives and goals:**

- specific Measurable Achievable Realistic Time bound (SMART)
- specific Measurable Achievable Realistic Time bound Evaluate Re-evaluate (SMARTER)

(AC2.3) **Content plan:**

- scheduling
  - post type (eg text, infographic, video)
  - audience
  - target outcome(s)
  - platform
  - cost
- 

**Learning outcome**

The learner will:

- 3 demonstrate a range of social media tools and platforms

**Assessment criteria**

The learner can:

- 3.1 describe a range of social media tools and platforms
- 3.2 describe the features of the tools and platforms
- 3.3 identify the organisation's target audience
- 3.4 explain the considerations to make when selecting a suitable tool or platform
-

### 3.5 use social media tools and platforms for a business

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## Range

(AC3.1) **Tools and Platforms eg:**

- social networks
- newsletters
- blogs
- vlogs
- podcasts
- forums

(AC3.3) **Target audience eg:**

- customers
- suppliers
- influencers
- ambassadors

(AC3.4) **Considerations eg:**

- target audience
  - budget
  - time requirements
  - content plan
  - resources
  - IT support
  - management support
- 

## Learning outcome

The learner will:

- 4 monitor and evaluate social media

## Assessment criteria

The learner can:

- 4.1 explain the need to monitor social media platforms
  - 4.2 describe the tools used to monitor social media platforms
  - 4.3 identify social media competitors
  - 4.4 monitor social media competitor's activity
  - 4.5 analyse social media activity
  - 4.6 identify improvements for a business's social media platform
- 

## Range

(AC4.2) **Tools eg:**

- HootSuite
  - Google Analytics
  - Facebook Analytics
-

- Twitter Analytics
- Podcasts
- Forums

## Unit 311

## Social media for business

### Supporting Information

#### ***Evidence requirements***

Evidence for this unit will differ across different sizes of organisations. We expect that the evidence could include personal research resulting in:

- reflective statements
- witness statements
- work products eg examples of using social media within own organisation, own organisation's policies and procedures, analysis of competitors
- presentation
- recorded discussions
- written question and answers
- or a combination of the above

#### ***Unit guidance***

Learning Outcome 1: It is expected that the evidence for this outcome will include personal research of existing social media policies. This will include evidence of understanding the importance for a business to have a social media policy, the consequences if they don't and the etiquette used on social media within a business context.

Learning Outcome 2 and 3: It is expected that the evidence for this outcome will include personal research into a range of different social media tools and platforms available along with the features. Learners should provide evidence that they are able to select and apply social media platforms for specific target audiences. Evidence may include content created on platforms and tools along with written explanations.

Learning Outcome 4: It is expected that the evidence for this outcome will include research into the process of monitoring and analysing social media activity and competitor's activity. Learners should provide evidence of social media monitoring and identifying improvements for a business. Reflective statements could also be used as evidence.

## Unit 312

## Marketing and sales

<b>Unit level:</b>	Level 3
<b>GLH:</b>	40
<b>Unit aim:</b>	This unit aims to develop the knowledge and skills required to support the creation and implementation of a marketing plan. Upon completion of this unit, the learner will be able to identify a range of marketing methods and marketing models. They will have identified and developed an understanding of the sales funnel and how marketing impacts on sales. They will be able to utilise a marketing method to engage with their target audience. Finally the learner will be able to evaluate a marketing plan.
<b>Assessment method:</b>	Portfolio of evidence

---

### Learning outcome

The learner will:

- 1 understand the use of marketing in organisations, including the legal requirements

### Assessment criteria

The learner can:

- 1.1 explain why a marketing plan is necessary for organisations
- 1.2 describe a range of marketing models that can be used
- 1.3 explain the advantages and disadvantages of a range of marketing methods
- 1.4 explain the legal, regulatory and ethical requirements related to marketing

---

### Range

(AC1.2) **Models eg:**

- Boston Matrix
- McKinsey 7s
- the 7Ps of the marketing mix

(AC1.3) **Marketing methods:**

- digital eg Pay Per Click (PPC), adverts, e-mail campaigns
- print eg flyers, posters, newspapers
- television/cinema and/or radio
- telesales

- outdoor eg billboards, vehicles, business exterior
- Porter's Five Forces
- Segmentation, Targeting and Positioning (STP)

(AC1.4) **Legal requirements eg:**

- Health and Safety at Work Act
- Working Time Directive and employment legislation
- Copyright Regulation
- Equality Act
- Data protection regulation (GDPR)

**Regulatory requirements eg:**

- FSA regulations

**Ethical requirements eg:**

- moral
- political
- material

---

## Learning outcome

The learner will:

- 2 understand the sales funnel in marketing

## Assessment criteria

The learner can:

- 2.1 describe the stages of the customer experience of the sales funnel  
2.2 explain the effects of a range of factors on sales funnel conversion rates

---

## Range

(AC2.1) **Stages:**

- awareness
- education
- repertoire
- consideration
- purchase

(AC2.2) **Factors:**

- consumer life cycle
- quality of marketing activity
- quantity of marketing activity

---

## Learning outcome

The learner will:

- 3 understand the sales process and techniques

## Assessment criteria

The learner can:

- 3.1 explain the roles within buyer decision-making processes
- 3.2 describe the characteristics and types of promotions
- 3.3 describe how to identify the customer's current situation, wants and needs
- 3.4 describe how to handle objections
- 3.5 explain the use of testimonials to assist in making sales

---

## Range

(AC3.1) **Buyer decision-making process:**

- economic model
- psychological model
- consumer behaviour model

(AC3.2) **Types of promotions:**

- loyalty
- seasonal
- price including incentives and discounts

(AC3.4) **Objections:**

- price
- value of the product
- angry/aggressive customer
- unresponsive customer

(AC3.5) **Testimonials eg:**

- products and/or services
- business
- customers
- external and internal stakeholders

---

## Learning outcome

The learner will:

- 4 support a marketing campaign in own organisation

## Assessment criteria

The learner can:

- 4.1 identify the preferred method of marketing in own organisation
  - 4.2 contribute to a marketing campaign plan using the identified method showing segmentation
  - 4.3 contribute to the implementation of the marketing campaign
  - 4.4 evaluate the effectiveness of the marketing campaign including the impact on sales
- 

### Range

(AC4.1) **Marketing methods eg:**

- digital eg Pay Per Click (PPC), adverts, e-mail campaigns
- print eg flyers, posters, newspapers
- television/cinema and/or radio
- telesales
- outdoor eg billboards, vehicles, business exterior

# Unit 312                      Marketing and sales

## Supporting Information

### ***Evidence requirements***

Evidence for this unit will differ across different sizes of organisations. We expect that the evidence could include personal research resulting in:

- reflective statements
- witness statements
- work products eg examples of marketing campaign plans, published marketing, own organisation's policies and procedures applicable to their job role
- presentation
- recorded/professional discussion
- question and answer
- or a combination of the above

### ***Unit guidance***

Learning Outcome 1: It is expected that the evidence for this outcome will include personal research of marketing methods, explaining their advantages and disadvantages. This will include evidence of understanding marketing models that can be used. The learner will also be required to explain the legal, regulatory and ethical requirements related to marketing.

Learning Outcome 2: It is expected that the evidence for this outcome will include personal research into how marketing can impact upon sales. Learners are expected to explain the sales process and target audience.

Learning Outcome 3: It is expected that the evidence for this outcome will include personal research of sales processes and techniques. This will include how buyers make decisions and how to identify their needs and wants. The learner will also be expected to identify how to deal with objections while understanding the use of testimonials.

Learning Outcome 4: It is expected that the evidence for this outcome will demonstrate that the learner is able to support the creation and implementation of a marketing plan and campaign before evaluating the effectiveness of it.

## Unit 313

## Human resources environment

<b>Unit level:</b>	Level 3
<b>GLH:</b>	40
<b>Unit aim:</b>	This unit aims to ensure the learner will understand the activities of the Human Resources (HR) department, its role in an organisation and also the data and legislative requirements to be considered in relation to human resources activities. The unit aims to ensure the learner can contribute to the recruitment and selection process in own organisation and is able to support the induction of new employees.
<b>Assessment method:</b>	Portfolio of evidence

---

### Learning outcome

The learner will:

- 1 understand the role of the Human Resources (HR) department in an organisation.

### Assessment criteria

The learner can:

- 1.1 explain the types of activities carried out in an HR department
- 1.2 explain how HR activities can support an organisation
- 1.3 explain how HR can support employees.

---

### Range

(AC1.1, **Activities:**

- AC1.2)
- recruitment and retention
  - succession planning
  - employee motivation, training and development
  - handling termination of employment
  - ensuring compliance with legislative requirements
  - HR data management and analysis

(AC1.3) **Support employees eg:**

- guidance
- counselling
- employment rights
- pay

- training
  - support in handling complaints
- 

### Learning outcome

The learner will:

- 2 understand the data and legislative requirements to be considered in relation to HR activities.

### Assessment criteria

The learner can:

- 2.1 identify the HR data to be collected to support HR activities
  - 2.2 explain how HR data should be recorded and stored following own organisational procedures
  - 2.3 explain the impact of legislation on recruitment and selection
  - 2.4 explain the rights of employees
  - 2.5 explain factors that require to be addressed when employment ends.
- 

### Range

(AC2.1, **HR Data eg:**

- AC)
- turnover
  - absence
  - equality monitoring
  - costs
  - staff personal information

(AC2.2) **Data recorded and stored:**

- manual
- electronic

(AC2.3) **Legislation:**

- employment
- General Data Protection Regulation (GDPR)
- equality

(AC2.4) **Rights of employees:**

- legislative
- organisational

(AC2.5) **Factors eg:**

- statutory
  - redundancy
  - final payments
-

---

## Learning outcome

The learner will:

- 3 support the recruitment and selection process in own organisation.

## Assessment criteria

The learner can:

- 3.1 describe the requirements of the post to be filled
- 3.2 contribute to a plan(s) to address the vacancy(ies)
- 3.3 provide the required information to allow those carrying out the selection to make accurate decisions
- 3.4 inform applicants of the assessment decision following organisational procedures
- 3.5 obtain all required information from successful applicants
- 3.6 evaluate the effectiveness of the selection process undertaken

---

## Range

(AC3.1) **Requirements eg:**

- job description
- job specification
- essential/desirable requirements
- terms and conditions

(AC3.2) **Plan(s):**

- recruitment method
- assessment method
- timelines
- budget
- staff involved
- organisation of interview
  - location
  - dates
  - interviewers/panel
  - short list

(AC3.3) **Information eg:**

- job description
- job specification
- essential/desirable requirements
- list of applicants
- application forms
- interview forms
- location
- timelines

- general organisation process

(AC3.5) **Required information:**

- organisational requirements
- legislative/regulatory requirements

(AC3.6) **Effectiveness eg:**

- cost
- ease of process
- outcome
- suggest improvements, if required.

---

### Learning outcome

The learner will:

- 4 contribute to the induction of new employees in own organisation.

### Assessment criteria

The learner can:

- 4.1 select relevant induction materials to meet specified job role requirements  
4.2 provide support to new employees during the induction period.

---

### Range

(AC4.1) **Induction materials eg:**

- organisational handbook
- policies and procedures
- presentation
- health and safety requirements
- organisational structure
- welcome pack

(AC4.2) **Support eg:**

- information on organisation, own role, responsibilities and entitlements
- introduction to relevant people and area of work
- advice and guidance

## Unit 313

## Human resources environment

### Supporting Information

#### ***Evidence requirements***

Evidence for this unit will differ across different sizes of organisations. Multiple examples of workplace evidence are required and could include:

- witness statements
- reflective statement
- recorded/ professional discussion
- written and/or digital communication
- observation
- products
  - HR data analysis
  - recruitment plan
  - recruitment and selection documentation
  - induction materials
  - task manual
  - in house workbooks
- or a combination of the above

#### ***Unit guidance***

Learning Outcome 1: For this outcome, we expect to see evidence of knowledge and understanding of the role of the Human Resources department in an organisation. The learner should also show understanding of the activities carried out in an HR department and how these activities can support an organisation and its employees.

Learning Outcome 2: For this outcome, we expect to see evidence of knowledge and understanding of the data and legislative requirements to be considered in relation to human resources activities. The learner should show understanding of the HR data to be collected to support HR practice generally and in their own organisation. They should be able to explain how HR data should be recorded and stored following organisational procedures and the impact of legislation on recruitment and selection. They should also be able to explain the individual employee rights and the factors that require to be addressed when employment ends.

Learning Outcome 3: It is expected that there will be evidence of practical demonstration of supporting the recruitment process in own organisation, identifying the requirements of the vacancy(ies) to be addressed and contributing to the development of a recruitment plan. The learner is also required to contribute to the organisation of the interview itself and the

informing of the applicants following the decision. The learner will also be required to obtain the required information from the successful applicant and finally evaluate the effectiveness of the selection process undertaken, suggesting improvements if required.

Learning Outcome 4: It is expected there will be evidence of selecting relevant induction materials to meet specified job role requirements. They will also provide evidence of supporting new employees during the induction period.

For learning outcome 3 and 4 observations/witness testimonies can be carried out by for example:

- manager
- supervisor
- expert witness
- coach/mentor
- training provider

However, these will require to be assessed by a qualified assessor.

## Unit 314

## Providing administration in the educational environment

<b>Unit level:</b>	Level 3
<b>GLH:</b>	40
<b>Unit aim:</b>	This unit aims to develop knowledge and skills required to provide administrative support in the educational environment. Upon completion of this unit, learners will have developed an understanding of administration within the educational environment and will be able to provide administrative services. Learners will also be able to operate administrative systems and procedures.
<b>Assessment method:</b>	Portfolio of evidence

### Learning outcome

The learner will:

- 1 understand the role of an administrator within the educational environment

### Assessment criteria

The learner can:

- 1.1 explain the scope, use and requirements of the administrative system
- 1.2 explain how an administrator contributes to the achievement of the environment's goals
- 1.3 describe the procedures, issues and initiatives that affect the work of an educational administrator
- 1.4 explain the environment's administration policy for dealing with stakeholders
- 1.5 explain the requirements and procedures for dealing with child protection, student and staff welfare
- 1.6 explain when it may be necessary to override the requirement to maintain confidentiality and comply with data protection
- 1.7 identify the IT packages and processes available within an educational administration system

### Range

(AC1.1) **Scope eg:**

- data
- policies

- processes
- resources

(AC1.1) **Use eg:**

- analytics
- records
- finance

(AC1.4) **Stakeholders:**

- teachers
- senior leadership team
- pupils/students/learners
- parents/carers
- suppliers
- visitors
- non-teaching staff eg governors

(AC1.7) **IT Packages eg:**

- data management system
- marketing
- finance
- text messaging
- general office packages
- e-learning
- content management

---

## Learning outcome

The learner will:

- 2 provide administrative services within the educational environment

## Assessment criteria

The learner can:

- 2.1 build positive working relationships within the educational environment
- 2.2 comply with environment's policy in the presentation of a professional image
- 2.3 co-ordinate content and publishing of documents
- 2.4 organise activities
- 2.5 maintain facilities in compliance with environmental guidelines
- 2.6 adhere to educational environment policies, procedures, legal and ethical requirements

---

## Range

(AC2.4) **Activities eg:**

- trips
- events

- placements
- secondments or work experience
- arrangement for temporary staff

(AC2.5) **Facilities eg:**

- office equipment
- stationery stock levels
- financial transactions

(AC2.6) **Educational environment Policies eg:**

- antibullying
  - cyberbullying
  - storage, retention and destruction of data
  - student privacy and data security
  - child protection
  - health and safety
- 

### Learning outcome

The learner will:

- 3 carry out educational administration duties

### Assessment criteria

The learner can:

- 3.1 maintain records
- 3.2 maintain accuracy and currency of registers, licenses and contracts
- 3.3 present reports and statistical returns in a timely fashion and to the agreed format
- 

### Range

(AC3.2) **Licenses eg:**

- copyright (performance rights society, copyright licensing agency)
- software
- television

(AC3.2) **Contracts eg:**

- taxi/ bus services
  - catering
  - school photography
  - office supplies
- 

### Learning outcome

The learner will:

- 4 communicate at all levels within the administration role
-

## Assessment criteria

The learner can:

- 4.1 communicate with a range of stakeholders
  - 4.2 identify opportunities to improve communication channels
  - 4.3 make recommendations for the identified communication improvement(s)
- 

## Range

(AC<sub>4.1</sub>) **Stakeholders eg:**

- teachers
- senior leadership team
- pupils/students/learners
- parents/carers
- suppliers
- visitors
- non-teaching staff
- governors

(AC<sub>4.2</sub>) **Channels:**

- internal
- external

## Unit 314

# Providing administration in the educational environment

## Supporting Information

### ***Evidence requirements***

Evidence for this unit will depend on the environment. This could be schools, colleges and universities. We expect that the evidence could include:

- reflective statements
- witness statements
- work products (not covered by legislation relating to data protection)
- presentation
- recorded discussions
- observations
- or a combination of the above

### ***Unit guidance***

Learning Outcome 1: It is expected that the evidence for this outcome will include research into the different administration systems relied on within the educational environment. The learner could compare for example the different processes and resources a primary school may need to that of a large university. The learner should research the role of the administrator within an educational environment to demonstrate their understanding of the role they play within meeting goals of the establishment. Further evidence should show the understanding of who stakeholders are and their role within the environment, as well as how they might deal with each one, referring to the policies in place. The learner should show an in-depth understanding of the procedures for dealing with child protection and how they deal with data protection relating to students and staff. Finally within this outcome, evidence should also demonstrate knowledge of the IT packages and processes used within the educational environment.










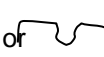


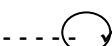

Learning Outcome 2: It is expected the evidence for this outcome could include witness testimony from peers and stakeholders, along with product where appropriate. Electronic evidence (photos where allowed) could also support this outcome with a presentation of any activities organised by the learner. Evidence of following policies and procedures should also be evidenced.

Learning Outcome 3: It is expected that the evidence for this outcome could come from product, where appropriate, reflective accounts, witness testimony and oral/written questions.

Learning Outcome 4: It is expected that the evidence for this outcome could include observation of the learner demonstrating the use of administrative systems and procedures within the establishment and communicating with various stakeholders. Witness testimony and a reflective statement could also be used together with for example electronic evidence, relevant product evidence and oral/written questions.



## Appendix 1 Correction signs

<b>Amendment and correction signs</b>			
New paragraph	 or 	close up	
run on		leave a space	
insertion (with word above or balloon with arrow)	 or 	move to the right	
transpose horizontally or balloon with arrow	 or 	move to the left	
transpose vertically		Let it stand (stet)	 in margin
upper case ie capital letter(s)	u/c	underscore ie underline	u/s
Delete		lower case	l/c

<b>Punctuation</b>			
<b>Punctuation marks used may include:</b>			
colon	:	full stop	.
semi-colon	;	question mark	?
hyphen (no space either side)	-	exclamation mark	!
dash (one space either side)	--	brackets	( )
apostrophe	'	asterisk	*
inverted commas	“ ”	oblique or solidus	/
comma	,	ampersand	&



## Appendix 2 Legal Terminology and Latin terms

<b>Abode</b>	Place of residence.
<b>Absolute</b>	Final, complete, without conditions.
<b>Actus reus</b>	A Latin phrase meaning the guilty deed or act.
<b>Ad hoc</b>	A Latin phrase meaning for this purpose.
<b>Ad valorem</b>	A Latin phrase meaning according to the value. An ad valorem stamp used to be impressed on deeds at the Stamp Office when stamp duty was payable. Since the introduction of Stamp Duty Land Tax, HM Revenue & Customs issue receipts. The rate of Stamp Duty Land Tax depends on the value of the property.
<b>Address for service</b>	The address that a party in a civil action nominates as the address where he may be served with documents relating to the action. This is usually his solicitor's address.
<b>Adjourn</b>	Postpone the hearing of a case to a later date.
<b>Adjourned sine die</b>	A Latin phrase which means without day. The adjournment of legal proceedings without fixing a future date on which they will start again.
<b>Administration of estates</b>	The management and distribution of a deceased person's estate.
<b>Administrator</b> (masculine)	When someone dies intestate (without making a Will) Letters of Administration are obtained from the Family Division of the High Court. This allows the Administrator to collect money due to the deceased and wind up the estate.
<b>Administratrix</b> (feminine)	The feminine version of administrator.
<b>ADR – Alternative Dispute Resolution</b>	Method of resolving disputes other than the normal trial process. ADR includes arbitration, mediation and conciliation.
<b>Affidavit</b>	A written statement of facts which the deponent (person making the statement) knows to be true. The statement is then sworn on oath before a Commissioner for Oaths/Solicitor, or court officer empowered to administer oaths.

<b>Aggregate</b>	The sum total.
<b>Agreement</b>	<p>Written evidence of consent between two people – where one party has made a promise and the other party has agreed to it.</p> <p>Although agreements generally do not have to be written, there is a statutory requirement that agreements relating to land must be evidenced by writing to be enforceable.</p>
<b>Alibi</b>	Evidence to prove that the accused was not at the scene of a crime when it was committed.
<b>Annul</b>	To make void or invalid.
<b>Answer</b>	A response by the Respondent to the allegations contained in a divorce petition.
<b>Antecedents</b>	A person's past history, including details of any previous criminal convictions.
<b>Appurtenances</b>	All land, outbuildings etc attached to a dwellinghouse.
<b>Arrangements for children</b>	A statement of arrangements for the children of the family which is filed at court with the divorce petition. It details arrangements for the proposed residence, education, contact arrangements etc.
<b>Assault</b>	Intentional and/or reckless act which causes someone physical harm.
<b>Attendance note</b>	When a solicitor or fee earner interviews a client an Attendance Note will be completed to record what was discussed and decided during the interview. It is also a record of the time spent for accounting purposes.
<b>Attestation</b>	The signature of the witness to a document's execution (signing).
<b>Attestation clause</b>	A clause in a document which is typed immediately after the concluding words (the testimonium) of a document which confirms that the relevant party has executed the document. There is a separate clause for each party to the document. These clauses should not be on a separate page – otherwise that page could be removed and added to a totally different document.
<b>Bail</b>	Release by police or court of person held in legal custody while awaiting the result of further investigations, trial or appeal against conviction. Bail is a right of the accused unless there are reasons why it should not be

	granted.
<b>Barrister</b>	<p>A barrister is a person who has qualified by passing the examinations set by the Bar Council and has completed some practical training. Barristers specialise mainly in one area of the law, just as consultants in a hospital specialise. Their main areas of work are to give advice to clients (usually through a solicitor) and to appear in any court as advocates.</p> <p>Barristers work individually, not in partnership, but they often work together in one building which is called Chambers. A number of barristers can then share the cost and services of one clerk and other administrative staff, as well as the overheads such as electricity and rent.</p>
<b>Bench</b>	This is how the tribunal of three lay Magistrates sitting in court on a given day are referred to.
<b>Beneficiary</b>	A person entitled to benefit under the Will. A beneficiary must not witness the Will.
<b>Bequeath</b>	To leave personal property to others in a Will.
<b>Bequest</b>	A gift in a Will of property, other than land.
<b>Bigamy</b>	The act of being married to another person while still legally married to the first person.
<b>Bona fide</b>	A Latin phrase meaning sincere, in good faith.
<b>Boundary</b>	The dividing line between one property and another.
<b>Breach of contract</b>	The failure by one party who does not honour obligations under a contract.
<b>Brief</b>	The written instructions to a barrister from a solicitor relating to the representation of a client in legal proceedings and arguing why the client should win.
<b>Caveat</b>	A Latin phrase meaning 'let a person beware' ie a warning. This warning is lodged at court to avoid certain actions being taken without notifying the person lodging the caveat (the caveator).

<b>Caveat emptor</b>	A Latin phrase which means let the buyer beware.
<b>Chambers</b>	Offices used by a barrister.
<b>Charge</b>	In property law, a charge is a form of security for the payment of a debt, such as a mortgage.
<b>Chartered legal executive</b>	A Fellow of the Chartered Institute of Legal Executives- (FCILEx) has passed examinations set by CILEx and have had at least three years' experience working in a legal environment. They carry out similar duties to a solicitor such as preparing Wills, property transfers etc.
<b>Chattels</b>	Any property other than freehold land.
<b>Claim form</b>	The form which commences the legal process in the County Court or the High Court.
<b>Claimant</b>	Person making a claim against any other person by any form of proceedings.
<b>Client care letter</b>	A letter from a solicitor to his client setting out who is dealing with his case, people to contact, who to complain to, what work will be done and the cost. By signing and returning a copy of the letter the client enters into a contract with the solicitor.
<b>Codicil</b>	A document which amends, or adds to, an existing Will.
<b>Committal</b>	The process of sending a defendant to stand trial at the Crown Court before a jury (committal for trial) OR sending a defendant from the Magistrates' Court to the Crown Court to be sentenced (committal for sentence).
<b>Common law marriage</b>	Cohabitation. It has no basis in English law and phrases such as 'common law wife' are meaningless.
<b>Company secretary</b>	A Company Secretary has specific obligations under law and is NOT to be confused with a shorthand-typist type of secretary. Often, a Company Secretary is an accountant or a lawyer because the role is concerned with the legal and financial running of the firm.
<b>Completion</b>	The final part of selling/purchasing property. The seller 'delivers' the goods (ie hands over the keys) and the buyer pays the agreed price and takes possession. The legal title to the property is transferred to the buyer by the seller.

<b>Compos mentis</b>	A Latin phrase meaning stable, lucid, sane, mentally sound.
<b>Confidentiality</b>	This is one of the most important aspects of life in a legal office or in barrister's chambers. Clients must have confidence that anything they say will not be casually discussed, even inside the firm, and certainly not outside. Client's details must never be disclosed to any third party without the prior approval of the client. Breach of confidentiality is a very serious matter which often results in disciplinary proceedings against the solicitor or barrister and termination of employment for any support staff who does not respect the confidentiality of a client's affairs.
<b>Conflict of interest</b>	A solicitor is not usually able to act for both parties in a case. There would inevitably be a conflict of interest in that information obtained on behalf of one client could be used for the other. In order to avoid this, and before a new client is taken on, a Conflict Search is made in the firm's records to ensure that they do not already act for the other side. If there is a conflict of interest the solicitor must refuse to act.
<b>Consideration</b>	Usually means money but can be anything of worth. A valuable consideration is necessary to make a legal, binding contract not under seal.
<b>Contempt of court</b>	Conduct which interferes with the administration of justice, such as refusing to answer questions before a court or interrupting court proceedings. To be held in contempt is a declaration that a person or organisation has disobeyed or been disrespectful of the court's authority. Those found guilty of contempt of court may be imprisoned.
<b>Contract</b>	An agreement between two or more people, which is enforceable at law.
<b>Contributory negligence</b>	Where a person has contributed by their own negligence to, for example, an accident which caused them injury.
<b>Conveyance</b>	A deed which transfers ownership of unregistered freehold property from one party to another.
<b>Convicted</b>	A person is convicted when found guilty either after a trial or where the defendant has pleaded guilty.
<b>Counsel</b>	A barrister.

<b>Counterclaim</b>	A claim brought by a defendant against the claimant in response to the initial claim by the claimant. This is different to a defence.
<b>Counterpart</b>	Some deeds (such as a Lease) are prepared with two identical copies – the original and a counterpart. Each copy is signed by one party and then exchanged and kept by the other party.
<b>Custody</b>	Lawful imprisonment or confinement by the state.
<b>Damages</b>	A sum of money awarded by the court to the claimant as compensation.
<b>De facto</b>	A Latin phrase meaning in reality, actually, in effect.
<b>Deceased</b>	A person who has died.
<b>Decree Absolute</b>	Final order dissolving the marriage.
<b>Decree Nisi</b>	Conditional divorce decree. Requires a written application after six weeks to make it absolute, as long as Judge is satisfied nothing has changed in that time.
<b>Defence</b>	The defendant's answer to the allegations of the claimant contained in the Notice of Claim.
<b>Defendant</b>	Person served with a notice of claim, summons or legal process. Also applied to person charged with an alleged criminal offence.
<b>Deponent</b>	Person who gives evidence by deposition.
<b>Deposition</b>	Evidence, either verbal or written, given under oath.
<b>Devise</b>	A gift of lands and goods contained in a Will.
<b>Director</b>	An appointed or elected member of the board of directors of a company who, with other directors, has the responsibility for determining and implementing the company's policy. Directors have statutory responsibilities under the Companies Acts.
<b>Domicile</b>	The country where a person has their permanent home.
<b>Donee</b>	A person who receives a gift from another.
<b>Donor</b>	A person who makes a gift to another.
<b>Draft</b>	All documents are produced in draft first. This is a 'working' document which may be subject to discussions with the client, the other party's

	solicitor or anyone who is concerned with the case. It may be altered until everyone is happy with the content. Since it may have several alterations written on it, it is usually printed out in double line spacing, or occasionally in treble line spacing, in order to leave sufficient room for the alterations to be written legibly.
<b>Dwellinghouse</b>	A house occupied, or intended to be occupied, as a residence.
<b>DX</b>	Document Exchange. This is a private postal system used by solicitors and associated services, such as: building societies, banks, estate agents, courts etc. Lockers are provided in a Document Exchange (often a room within a local solicitor's premises) where documents are exchanged between firms in the same town or may be sent for onward transmission to other towns country-wide.
<b>Either way offence</b>	An offence which may be tried in the Magistrates' Court or in the Crown Court.
<b>Endorsement</b>	This is often called a backsheet. This is like the cover of a book – it wraps around the document and indicates the type of document – whose Will it is; who is transferring land to whom; who is changing his name etc. It may show a court name and action number etc depending on the type of document. It is usually typed on the right-hand side of a sheet of A4 portrait.
<b>Engrossment</b>	This is the final version of a document with all the agreed alterations included. It will usually be in double line spacing, completely without error and ready for execution (signing)
<b>Estate</b>	The total possessions of a person when they die. Includes: property, money, possessions, investments etc.
<b>Executed</b>	The signing of a legal document so as to make it legally binding.
<b>Execution</b>	When a document has been agreed and engrossed it is ready to be signed (executed) by all the parties to the document. It is usual to 'mark up for execution' documents which are to be sent out by post to be signed. Pencil crosses will be placed to show where the parties are to sign and where the witnesses are to sign.

<b>Executor (masculine)</b>	The person appointed in a Will to administer the estate of the deceased.
<b>Executrix (feminine)</b>	As above.
<b>Ex-gratia</b>	Latin phrase meaning as a favour. A payment not compelled by any legal right and often made without admission of liability.
<b>Fee earner</b>	This refers to anyone who earns fees for the firm (solicitor, FCILEx, trainee solicitor, clerk etc).
<b>Freehold</b>	A legal estate in fee simple in possession. This is the most complete form of ownership of land.
<b>Heir</b>	A person who inherits an estate.
<b>In absentia</b>	A Latin phrase meaning while absent.
<b>In chambers</b>	Proceedings in the offices of a Judge or District Judge which are closed to members of the public.
<b>In situ</b>	A Latin phrase meaning in its place.
<b>Indemnity</b>	<p>(a) Security from damage or loss. If a property is sold subject to covenants the buyer may be required to give an indemnity against future breaches of the covenants.</p> <p>(b) The right for somebody to recover from a third party the whole amount which he himself is liable to pay.</p>
<b>Indictable offence</b>	An offence which can only be tried in the Crown Court.
<b>Indictment</b>	A written document prepared by the prosecution detailing the offence with which a defendant is charged. Indictments only apply to serious crime which is tried in the Crown Court.
<b>Inheritance</b>	The assets which descends to the heir on the death of the owner.
<b>Inter alia</b>	A Latin phrase which means among other things.
<b>Intestate</b>	A person who dies without leaving a valid Will.
<b>Issue</b>	Offspring - children, grandchildren or other blood descendants

<b>Judgment</b>	The final decision of a court.
<b>Jurat</b>	A memorandum at the end of an affidavit which shows details of how the affidavit was sworn (ie before whom, when and where).
<b>Jurisdiction</b>	Power of court or judge to hear and decide on a case.
<b>Land certificate</b>	A Certificate from the Land Registry confirming ownership and containing particulars of registered land. Previously held by the registered Proprietor (ie owner of the land) when all charges, such as a mortgage, have been paid. Since 2003, Land Certificates are not issued and Office Copy Entries are supplied by the Land Registry.
<b>Land registry</b>	A Government department where details of all registered land ownership are held. In addition to the Land Registry, there are several District Land Registries at strategic locations around the country.
<b>Law society</b>	The Law Society is the representative body for solicitors. It also determines how trainee solicitors should be qualified. When a solicitor qualifies, he is entered on the Roll of Solicitors.
<b>Lease</b>	A document which grants the right for the exclusive possession of property for a specific period of time.
<b>Leasehold</b>	Land held under lease for a specific period of time, usually providing for payment of rent and containing covenants as to the use of the property, insurance, repairing liabilities etc.
<b>Legacy</b>	A gift of personal property.
<b>Lessee</b>	A person who is granted a lease of land. Sometimes also called "the tenant".
<b>Lessor</b>	A person who grants a lease to another.
<b>Letters of administration</b>	The document issued by the court authorising someone to deal with the estate of an intestate. It is issued by the Family Division of the High Court.
<b>Matter</b>	Proceedings, other than Actions, are known as Matters. For example matrimonial matters. These are questions to be settled by the court.
<b>Mens rea</b>	A Latin phrase meaning guilty mind.

<b>Message</b>	Pronounced: mes'wij A house, including gardens, courtyards, orchards and outbuildings.
<b>Mitigation</b>	A plea in mitigation is a statement giving reasons for the particular offence occurring. It aims to reduce the seriousness of the offence or severity of any sentence which may be imposed by the court.
<b>Mode of trial</b>	A procedure for determining whether a defendant charged with an either way offence will be tried in the Magistrates' Court or in the Crown Court.
<b>Mortgage</b>	A loan, usually supplied by a building society or bank, to a buyer to enable the purchase of a property. When registered at HM Land Registry it is known as a charge.
<b>Mortgagee</b>	The person who makes the loan and who holds the deeds as security against the loan (also called the lender).
<b>Mortgagor</b>	The person who grants a mortgage to a mortgagee as security for a loan (also called the borrower).
<b>Multi track</b>	The allocated track for any claim for which the other tracks (ie small claims track or fast track) are not applicable
<b>Murder</b>	The act of one person intentionally and unlawfully killing another person or persons. This is the most serious of the offences against the person.
<b>Non sequitur</b>	A Latin phrase meaning it does not follow.
<b>Notice to quit</b>	A notice given by a landlord to a tenant to terminate a tenancy.
<b>Office copy</b> (also called: official copy)	A copy of an official document, supplied and marked as a copy by the office which issued the original. A small fee is charged.
<b>Partnership</b>	A contractual relationship between two or more persons carrying on a joint business venture with view to profit and by which each person incurs liability for losses and a right to share in the profits.
<b>Per diem</b>	A Latin phrase meaning daily.
<b>Per se</b>	A Latin phrase meaning taken alone, it itself.

<b>Petition</b>	Written application praying for relief or remedy from the court.
<b>Petitioner</b>	Person filing petition for divorce.
<b>Plea</b>	The defendant's formal response to the charge put by the prosecution. The plea is, usually, 'guilty' or 'not guilty'.
<b>Predecease</b>	To die before someone else.
<b>Pro bono</b>	A Latin phrase meaning done without charge in the public interest.
<b>Pro forma</b>	A Latin phrase meaning done as a formality for the sake of form.
<b>Pro rata</b>	A Latin phrase meaning according to the rate, in proportion.
<b>Probate</b>	A document confirming that an executor has the right to administer the deceased's estate. Probate is granted by the Family Division of the High Court.
<b>Prosecution</b>	a) The act of prosecuting a case against an alleged offender or  (b) The name of the body conducting the case on behalf of the state.
<b>Quantum</b>	A quantity or amount (usually money).
<b>Quarter days</b>	Specific days during the year on which rent is often due under the terms of a lease. They never vary and are: Lady Day – 25 March, Midsummer day – 24 June, Michaelmas day – 29 September, Christmas day – 25 December.
<b>Rebut</b>	Refute; disprove; prove falsity of statement or alleged liability.
<b>Recitals</b>	Clauses at the beginning of a deed and which usually begin with the word WHEREAS. Recitals set out the seller's authority to sell.
<b>Regina</b>	The sovereign, in whose name all prosecutions are commenced (Regina – Queen; Rex – King).
<b>Remand</b>	When a court adjourns a case the defendant is remanded to appear again at a later date. The defendant may be remanded on bail or in custody.

<b>Repudiate</b>	Deny liability.
<b>Residue</b>	The remaining assets of an estate after payment of debts, funeral expenses and legacies.
<b>Respondent</b>	A person against whom a petition for divorce is presented.
<b>Revoke</b>	Cancel or withdraw.
<b>Rights of audience</b>	A right of a lawyer (barrister, solicitor advocate, solicitor or chartered legal executive) to appear and conduct proceedings in a court on behalf of a client. There are different rights of audience for barristers, solicitors, solicitor advocates, and chartered legal executives.
<b>Service</b>	Steps required by rules of court to bring documents used in court proceedings to a person's attention.
<b>Small claims track</b>	The normal track where the financial value of the claim is not more than £5,000 although personal injury and some housing claims over £1,000 will be allocated to the fast track.
<b>Solicitor</b>	<p>A solicitor is someone who has undertaken a prescribed course of study and passed examinations set by The Law Society. Solicitors deal with all aspects of the law, just as GPs deal with all aspects of health care. However, some may specialise in certain areas of law, such as conveyancing, probate, civil litigation or criminal law.</p> <p>Solicitors generally work together in partnership where all solicitors are partners in the firm. The size of the firm will vary from two or three partners in a small firm to over 100 partners in large city firms. They may also employ associate solicitors, who are not partners. Solicitors may always appear in Magistrates' and County Courts as of right.</p>
<b>Solicitor advocate</b>	A solicitor advocate is a qualified solicitor who has undertaken and passed an additional Advocacy qualification which allows rights of audience in the Crown and High Courts in much the same way as barristers work in these courts.
<b>Spent conviction</b>	A previous conviction which no longer forms part of a person's criminal record because a certain period of time has elapsed since the

	conviction. Introduced by the Rehabilitation of Offenders Act 1974.
<b>Statement of case</b>	Precise legal document stating each party's case.
<b>Status quo</b>	A Latin phrase meaning how things are currently, the existing state of affairs.
<b>Statute</b>	A statute is an Act of Parliament (ie a law passed by Parliament). A Bill is presented to Parliament, passes through several stages in both the Houses of Commons and Lords and finally is signed by the Queen. It is then Law.
<b>Stay</b>	A postponement eg a halt on proceedings.
<b>Strike out</b>	Where the court orders written material to be deleted so that it can no longer be relied upon.
<b>Sub judice</b>	A Latin phrase which means under trial. Matters which are under trial (ie the subject of legal proceedings) may not be publicly discussed.
<b>Subpoena</b>	An order by the court for a person to appear in court to give evidence. Failure to attend court could result in being in contempt of court.
<b>Summons</b>	A court order issued to a person to appear in court.
<b>Tenure</b>	The legal status under which property is held and/or occupied. The most common forms are home-ownership (including mortgaged property) and rented property.
<b>Testamentary expenses</b>	Expenses incurred by the executor or administrator in administering a deceased's estate.
<b>Testator / testatrix</b>	(male / female) Person who makes a Will.
<b>Testimonium clause</b>	The authenticating clause of an instrument (such as a deed) that typically begins "In witness whereof" and furnishes such information as when it was signed and before what witnesses.
<b>Third party</b>	A person other than the principals in any proceedings.

**Time recording**

All Fee Earners' time spent on clients' cases is recorded so that it can be charged to the client on their final Bill of Costs.

Fee Earners' time is often recorded in 6 minute units (10 to an hour).

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**Tort**

A French phrase which means a wrong. A wrongful act for which a person has a right to have remedied. This is different from a crime which is a wrong against the state.

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**Trustee**

A person appointed in a Will to administer a trust.

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**Ultra vires**

This is a Latin phrase which means beyond the powers. Delegated legislation or the actions of legal entities can be challenged if they have exceeded the powers which they have.

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**Verbatim**

A Latin phrase meaning exactly as said.

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**Versus**

A Latin phrase meaning against.

---

**Vice versa**

A Latin phrase meaning the order being reversed.

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**Will**

Declaration made in writing concerning the disposition of property after death.

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**Without prejudice**

Without prejudice is a method by which parties to a dispute are encouraged to settle without the need for a court hearing or proceedings at all. Negotiations can be entered into openly and without the fear that anything said during the negotiations can be used in evidence if the negotiations fail to reach a settlement.

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**Witness**

A person who, having sworn to tell the truth, makes a statement of facts in court.

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## Appendix 3 Legal abbreviations

You should be able to expand the following abbreviations and spell the word accurately

Abbreviation	Spelling	Abbreviation	Spelling	Abbreviation	Spelling
actn(s)	action(s)	ct(s)	court(s)	partics	particulars
afft(s)	affidavit(s)	covt(s)	covenant(s)	pchs(r)	purchase(r)
agmt(s)	agreement(s)	decln(s)	declaration(s)	ppty	property
atty	attorney	doc(s)	document(s)	pty	party
benefl	beneficial	dft(s)	draft(s)	pceedg(s)	proceeding(s)
clt(s)	client(s)	est	estate	sched	schedule
codl(s)	codicil(s)	freehd(s)	freehold(s)	solr(s)	solicitor(s)
conson	consideration	insolvt(cy)	insolvent(cy)	staty	statutory
contt(s)	contract(s)	instron(s)	instruction(s)	smns	summons
convce(s)	conveyance(s)	ct(s)	court(s)	tency	tenancy
(co-)resp	(co)- respondent	judgt(s)	judgment(s)		

## Appendix 4    Pharmaceutical abbreviations

<b>ABBREVIATION</b>	<b>MEANING</b>
<b>Prescription directions</b>	
ac	before food
bd	twice daily
od	every day
om	every morning
on	every night
pc	after food
prn	when required/whenever necessary
qds	four times daily
tds	three times daily
<b>Units of measurement</b>	
g	gram
mg	milligram
ml	millilitre
L or l	litre
<b>Miscellaneous</b>	
BNF	British National Formulary
BP	British Pharmacopoeia
MIMS	Monthly index of medical specialities
<b>Legal classification</b>	
CD/cd	Controlled drug
GSL	General sales list
P	Pharmacy only
POM	Prescription only medicine



## Appendix 5 List of main bones

<b>LATIN TERMS</b>	<b>COMMON TERMS</b>
Cranium	Skull –contains brain
Scapula	Shoulder blade
Clavicle	Collar bone
Humerus	Upper arm
Radius	Lower arm
Ulna	Lower arm
Carpals	Wrist
Metacarpals	Hand
Phalanges	Fingers and toes
Vertebrae	Spinal column
Ribs	Chest
Sternum	Breast bone
Femur	Upper leg
Patella	Knee cap
Fibula	Thinner lower leg bone
Tibia	Shin Bone
Tarsals	Ankle
Metatarsals	Foot

## Appendix 6 List of main organs and systems

<b>ORGAN</b>	<b>LOCATION and FUNCTION</b>	<b>SYSTEM</b>
Brain	Inside skull, controls body functions	Central nervous system
Liver	Lies beneath diaphragm, breaks down toxins, nitrogenous waste and drugs for removal from the body. Produces bile	Digestive system
Stomach	Lies in abdomen, receives food, commences protein digestion	Digestive system
Pancreas	Gland below the stomach in the curve of the duodenum which produces insulin and pancreatic juice	Digestive system /Endocrine system
Lungs	2 organs lying in the chest in which the exchange of gases takes place during breathing	Respiratory system
Heart	Muscular pump lying between the lungs which pumps to circulate blood around the body	Cardio-vascular system
Kidneys	The 2 organs in the abdomen that produce urine	Urinary system
Bladder	Lies in the pelvic cavity, the organ that stores urine prior to its excretion from the body	Urinary system
Uterus (Womb)	Pelvic cavity, organ where the fetus grows	Female reproductive system

## Appendix 7 Mapping of qualification content to Level 3 Business Administrator Standard

### Evaluation of standard against Level 3 Diploma for the Business Administrator (3473-03)

The following tables are the results of a mapping exercise of the knowledge, skills and behaviours from the Level 3 Business Administrator Standard against the learning outcomes of the Level 3 Diploma for Business Administrator qualification.

Knowledge/Skills/ Behaviours	Standard Module	City & Guilds Level 3 Diploma for the Business Administrator – Learning Outcome and Assessment criteria
<b>Skills</b>	<b>IT:</b> Skilled in the use of multiple IT packages and systems relevant to the organisation in order to: write letters or emails, create proposals, perform financial processes, record and analyse data. Examples include MS Office or equivalent packages. Able to choose the most appropriate IT solution to suit the business problem. Able to update and review databases, record information and produce data analysis where required.	<b>Unit 305:</b> AC 1.1-1.4; 2.1-2.5; 3.3 <b>Unit 307:</b> AC 1.1-1.5; 2.1-2.4; 3.3-3.5; 4.1-4.6; 5.1-5.5; 6.3-6.5
	<b>Record and document production:</b> Produces accurate records and documents including: emails, letters, files, payments, reports and proposals. Makes recommendations for improvements and present solutions to management. Drafts correspondence, writes reports and able to review others' work. Maintains records and files, handles confidential information in compliance with the organisation's procedures. Coaches others in the processes required to complete these tasks.	<b>Unit 301:</b> AC 3.1-3.2 <b>Unit:303:</b> AC 3.3 <b>Unit 305:</b> AC 2.1-2.5; 3.1-3.3 <b>Unit 307:</b> AC 1.3-1.5; 2.1-2.4; 3.3-3.5; 5.1-5.5; 6.3-6.5
	<b>Decision making:</b> Exercises proactivity and good judgement. Makes effective decisions based on sound reasoning and is able to deal with challenges in a	<b>Unit 305:</b> AC1.2-1.5 <b>Unit 306:</b> AC 1.4,1.6; 2.2-2.6 <b>Unit 307:</b> AC 1.3,1.5

Knowledge/Skills/ Behaviours	Standard Module	City & Guilds Level 3 Diploma for the Business Administrator – Learning Outcome and Assessment criteria
	mature way. Seeks advice of more experienced team members when appropriate.	
	<b>Interpersonal skills:</b> Builds and maintains positive relationships within their own team and across the organisation. Demonstrates ability to influence and challenge appropriately. Becomes a role model to peers and team members, developing coaching skills as they gain area knowledge.	<b>Unit 303:</b> AC 1.1-1.6; 3.1-3.3 <b>Unit 305:</b> AC 1.4; 3.1-3.3
	<b>Communication:</b> Demonstrates good communication skills, whether face-to-face, on the telephone, in writing or on digital platforms. Uses the most appropriate channels to communicate effectively. Demonstrates agility and confidence in communications, carrying authority appropriately. Understands and applies social media solutions appropriately. Answers questions from inside and outside of the organisation, representing the organisation or department.	<b>Unit 303:</b> AC 2.2; 3.1 <b>Unit 304:</b> AC 3.1,3.3 <b>Unit 305:</b> AC 1.1-1.4; 2.1-2.5; 3.1-3.3 <b>Unit 307:</b> AC 1.3; 3.3-3.5; 4.1-4.6; 6.3-6.5
	<b>Quality:</b> Completes tasks to a high standard. Demonstrates the necessary level of expertise required to complete tasks and applies themselves to continuously improve their work. Is able to review processes autonomously and make suggestions for improvements. Shares administrative best-practice across the organisation e.g. coaches others to perform tasks correctly. Applies problem-solving skills to resolve challenging or complex complaints and is a key point of contact for addressing issues.	<b>Unit 302:</b> AC 1.2,1.4; 2.1-2.5 <b>Unit 303:</b> AC 1.5; 2.1-2.4; 3.1-3.3 <b>Unit 305:</b> AC 2.3-2.5; 3.1-3.3
	<b>Planning and organisation:</b> Takes responsibility for initiating and completing tasks, manages priorities and time in order to successfully meet deadlines. Positively manages expectations	<b>Unit 303:</b> AC 1.5; 2.1-2.4; 3.1 <b>Unit 304:</b> AC 2.1-2.4; 3.1-3.4 <b>Unit 305:</b> AC 1.1-1.4; 3.2-3.3; 4.1-4.8

Knowledge/Skills/ Behaviours	Standard Module	City & Guilds Level 3 Diploma for the Business Administrator – Learning Outcome and Assessment criteria
	<p>of colleagues at all levels and sets a positive example for others in the workplace. Makes suggestions for improvements to working practice, showing understanding of implications beyond the immediate environment (e.g. impact on clients, suppliers, other parts of the organisation). Manages resources e.g. equipment or facilities. Organises meetings and events, takes minutes during meetings and creates action logs as appropriate. Takes responsibility for logistics e.g. travel and accommodation.</p>	
	<p><b>Project Management:</b> Uses relevant project management principles and tools to scope, plan, monitor and report. Plans required resources to successfully deliver projects. Undertakes and leads projects as and when required.</p>	<p><b>Unit 301:</b> AC 5.1-5.4 <b>Unit 306:</b> AC 1.1-1.6; 2.1-2.7; 3.1-3.4</p>

Knowledge/Skills/ Behaviours	Standard Module	City & Guilds Level 3 Diploma for the Business Administrator – Learning Outcome and Assessment criteria
<b>Knowledge</b>	<p><b>The organisation:</b> Understands organisational purpose, activities, aims, values, vision for the future, resources and the way that the political/economic environment affects the organisation.</p>	<p><b>Unit 301:</b> AC 1.1-1.6 <b>Unit 304:</b> AC 1.1-1.6; 2.1-2.3; 3.1-3.2</p>
	<p><b>Value of their skills:</b> Knows organisational structure and demonstrates understanding of how their work benefits the organisation. Knows how they fit within their team and recognises how their skills can help them to progress their career.</p>	<p><b>Unit 302:</b> AC 1.1-1.4 <b>Unit 303:</b> AC 1.5-1.6; 2.2-2.4; 3.1-3.3 <b>Unit 304:</b> AC 2.1-2.4</p>
	<p><b>Stakeholders:</b> Has a practical knowledge of managing stakeholders and their differing relationships to an organisation. This includes internal and external customers, clients and/or suppliers. Liaises with internal/external customers, suppliers or stakeholders from inside or outside the UK. Engages and fosters relationships with suppliers and partner organisations.</p>	<p><b>Unit 301:</b> AC 4.1-4.3 <b>Unit 303:</b> AC 1.3; 2.3; 3.2-.3.3 <b>Unit 306:</b> AC 1.4,1.6; 2.2-2.3,2.5</p>
	<p><b>Relevant regulation:</b> Understands laws and regulations that apply to their role including data protection, health &amp; safety, compliance etc. Supports the company in applying the regulations.</p>	<p><b>Unit 301:</b> AC 3.1-3.5 <b>Unit 304:</b> AC 1.5 <b>Unit 305:</b> AC 2.2,2.4-2.5</p>

Knowledge/Skills/ Behaviour	Standard Module	City & Guilds Level 3 Diploma for the Business Administrator– Learning Outcome and Assessment criteria
<b>Knowledge</b>	<b>Policies:</b> Understands the organisation's internal policies and key business policies relating to sector.	<b>Unit 304:</b> AC 1.1-1.4; 3.1-3.4 <b>Unit 303:</b> AC 1.1- 1.3 <b>Unit 305:</b> AC 2.2,2.4-2.5
	<b>Business fundamentals:</b> Understands the applicability of business principles such as managing change, business finances and project management.	<b>Unit 301:</b> AC 2.1-2.3; 5.1-5.4 <b>Unit 303:</b> AC 1.1-1.3 <b>Unit 304:</b> AC 3.2-3.4
	<b>Processes:</b> Understands the organisation's processes, e.g. making payments or processing customer data. Is able to review processes autonomously and make suggestions for improvements. Applying a solutions-based approach to improve business processes and helping define procedures. Understands how to administer billing, process invoices and purchase orders.	<b>Unit 301:</b> AC 2.1-2.3; 3.1-3.2 <b>Unit 304:</b> AC 3.1-3.4 <b>Unit 305:</b> AC 2.4-2.5; 3.1-3.3 <b>Unit 306:</b> AC 1.1-1.6; 2.1-2.7; 3.1-3.4 <b>Unit 307:</b> AC 1.1-1.5; 2.1-2.5; 5.1-5.5; 6.1-6.2
	<b>External environment factors:</b> Understands relevant external factors e.g. market forces, policy & regulatory changes, supply chain etc. and the wider business impact. Where necessary understands the international/global market in which the employing organisation is placed.	<b>Unit 301:</b> AC 1.1-1.6; 2.1-2.2; 3.1-3.5 <b>Unit 304:</b> AC 1.1-1.6

Knowledge/Skills/ Behaviours	Standard Module	City & Guilds Level 3 Diploma for the Business Administrator – Learning Outcome and Assessment criteria
<b>Behaviours</b>	<p><b>Professionalism:</b> 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.</p>	<p><b>Unit 301:</b> AC 4.1-4.3 <b>Unit 303:</b> AC 1.1-1.6; 3.1-3.3; <b>Unit 304:</b> AC 2.4;</p>
	<p><b>Personal qualities:</b> Shows exemplary qualities that are valued including integrity, reliability, self-motivation, being pro-active and a positive attitude. Motivates others where responsibility is shared.</p>	<p><b>Unit 303:</b> AC 1.5; 3.1-3.3 <b>Unit 305:</b> AC 1.4; 3.1-3.3</p>
	<p><b>Managing performance:</b> 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.</p>	<p><b>Unit 302:</b> AC 1.1-1.4; 2.1-2.5 <b>Unit 303:</b> AC 1.1-1.6; 2.1-2.4; 3.1-3.3 <b>Unit 304:</b> AC 2.3 <b>Unit 305:</b> AC 1.1-1.5; 2.3-2.5; 3.1-3.3</p>
	<p><b>Adaptability:</b> Is able to accept and deal with changing priorities related to both their own work and to the organisation.</p>	<p><b>Unit 301:</b> AC 2.1-2.2 <b>Unit 303:</b> AC 2.2-2.4 <b>Unit 304:</b> AC 3.2-3.4 <b>Unit 305:</b> AC 3.3</p>

**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.

**Unit 301:** AC 5.4**Unit 302:** AC 1.2; 2.4**Unit 303:** AC 2.1-2.4; 3.1-3.3**Unit 304:** AC 2.2-2.4; 3.4**Unit 305:** AC 1.3-1.5; 3.1-3.3**Unit 306:** AC 1.1-1.6; 2.1-2.7; 3.1-3.4

## Appendix 8 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the [Centre document library](https://www.cityandguilds.com) on [www.cityandguilds.com](https://www.cityandguilds.com) or click on the links below:

### [Centre Handbook: Quality Assurance Standards](#)

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the centre contract.

### [Centre Assessment: Quality Assurance Standards](#)

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre-assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre assessments.

### [Access arrangements: When and how applications need to be made to City & Guilds](#)

provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The [Centre document library](#) also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

### **Useful contacts**

Please visit the [Contact us](#) section of the City & Guilds website

## City & Guilds

For almost 150 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

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