

SKILLS FOR BUSINESS

STUDENT GUIDE

LEVEL 2 CERTIFICATE IN PRINCIPLES OF
BUSINESS AND ADMINISTRATION (04438)

Within the Apprenticeship Framework for

Business and
Administration

SKILLS FOR
BUSINESS

OCR 

STUDENT GUIDE INTRODUCTION

You are about to start the OCR Level 2 Certificate in Principles of Business and Administration. We wish you every success and hope that this will be one of many OCR qualifications which you take throughout your life.

This guide has been designed to give you information about:

- The aims and structure of your qualification
- The assessment process you will go through in order to gain your qualification.



ARE YOU STUDYING THIS QUALIFICATION AS PART OF AN APPRENTICESHIP FRAMEWORK?

The framework describes the qualifications that an apprentice has to achieve to successfully complete an Apprenticeship in Business and Administration.

The components in this Apprenticeship are:

COMPETENCE	TECHNICAL KNOWLEDGE	KEY SKILLS/ FUNCTIONAL SKILLS/ ESSENTIAL SKILLS WALES	EMPLOYMENT RIGHTS AND RESPONSIBILITIES	PERSONAL, LEARNING AND THINKING SKILLS
Level 2 NVQ Certificate in Business and Administration	Level 2 Certificate in Principles of Business and Administration	Maths Level 1 English Level 1 ICT Level 1	Embedded in Knowledge Based Element	The Personal, Learning and Thinking Skills have been mapped to the units of the knowledge and competence qualifications. Personal, Learning and Thinking Skills not applicable in Wales.

This qualification satisfies the technical knowledge part of an Apprenticeship in Business and Administration.

ABOUT THIS QUALIFICATION

The Business and Administration qualifications are vocationally-related, credit-based qualifications, designed to expand general knowledge and understanding of the Business and Administration sector. Whether you are already employed within the Administration field, or are looking at Business and Administration as a future career path, the qualifications will provide essential knowledge and understanding in all generic areas.

Qualification aims

The Level 2 Certificate aims to develop your knowledge and understanding across a range of basic administrative concepts and practices in practical contexts that are relevant to employment situations; facilitate a relationship between the NVQ component and the underlying knowledge and skills required for the Technical Certificate component of the Apprenticeship framework; and encourage progression by assisting in the development of the knowledge and understanding which you will need to undertake further study.

Qualification structure

The national occupational standards in your qualification have been grouped into the main activities which make up a job. These groups of activities are called units. There are two types of units:

- **Mandatory units** – you will have to achieve all of these to get your qualification. You may also have to achieve some optional units
- **Optional units** – you may be able to choose from a number of optional units. You will receive help to choose the best optional units to match your job or interests.

Each unit has:

- **a unit aim** - this explains what the unit is all about and relates the unit content to typical tasks you may carry out
- **learning outcomes** - these set out what you are expected to know, understand or be able to do as a result of the learning process
- **assessment criteria** - these detail the requirements that you will be assessed against in order to evidence the learning outcomes.



ASSESSMENT

In order for you to effectively progress you will be required to have knowledge and understanding of all Assessment Criteria within the unit, as all Assessment Criteria will be covered within any one test.

Each unit is assessed via an on-screen multiple-choice test, set and marked by OCR.

Each test will consist of multiple-choice questions which will test your knowledge and understanding across the Learning Outcomes and associated Assessment Criteria.

When your tutor is satisfied that you are ready they will enter you for the on-screen assessment.. Practice tests are available for each unit before you sit the full assessment. Second attempts at the on-screen assessment are available.

The tests will consist of the following numbers of questions, and be timed as detailed below:

Unit Size	Number of Questions	Test Length
1 credit	20	30 minutes
2 credits	20	30 minutes
3 credits	25	40 minutes
4 credits	30	45 minutes



Questions

A number of multiple-choice question types may be used. Some questions may contain a short scenario to put them into context.

At Level 2, question types could include: closed questions; statements for completion; multiple response questions; true/false questions or ordering questions (including a maximum of 4 steps).

The 'descriptor' provided in the Assessment Criteria may influence the type of question used. For example, if the Assessment Criteria asks for an evaluation of information, a more detailed question is likely.

The table below provides further information regarding each question type:

Question Type	Description of Question Type
Closed question	The stem* is written in the form of a question. There are four options that could be the answer to the question. You must select the one correct answer from the given list of options (identified as A B C or D).
Statement for completion	The stem* is written in the form of a concise incomplete statement. There are four options for completing the statement. You must select the correct answer to complete the statement (identified as A B C or D).
Multiple response question	You will be asked to identify a combination of correct responses. The question stem presents a number of options/statements (identified as 1 2 3 and 4). A second selection of options (identified as A B C and D) asks you to select the option with the correct combination of answers. This may be a 2-way correct response (eg 1 and 2 only), a 3-way correct response (eg 1, 2 and 3 only) or all of the above. Only one combination of options will be correct.
True/false questions	You will be provided with a statement, and asked to identify whether the statement is true or false.
Ordering questions	You will be provided with a stem statement, followed by a number of stages (identified as 1 2 3 and 4). The options (identified as A B C or D) will ask the candidate to identify the correct order for stages given (eg 3, 1, 2, 4).
Assertion/reason questions	These provide two statements with a reason between them. You must decide if statement 1 is true or false, and if it leads onto statement 2 which may also be true or false. (You will also need to identify whether the reason is true or false).
Graph/diagram questions	These will provide you with a graph or diagram to evaluate. You will then be asked a question regarding the graph/diagram and asked to identify the correct response from a number of options (identified as A B C or D).

* The 'stem' is the first part of a question. It describes what you must do and could start with words such as: who, which, what or why.

JOB ROLES AND PROGRESSION

Around 4.5 million people help to keep businesses running in the public, private and not-for-profit sectors. The Business and Administration Intermediate Apprenticeship Framework is designed to meet the skills needs of employers by attracting new talent into a career in Business and Administration and help to up skill the workforce to replace those who leave or retire.

Administrators need a broad range of skills to work efficiently and to help increase business productivity. Skills shortages identified by organisations include a lack of office and administration skills, customer-handling skills, technical and practical skills, oral communication skills and IT skills, all of which are covered within the Intermediate Business and Administration Apprenticeship framework.

Intermediate apprentices will work in a variety of roles:

- Administrators
- office juniors
- receptionists
- medical receptionists
- junior legal secretaries
- junior medical secretaries.

Intermediate apprentices may progress to the advanced apprenticeship and into more senior job roles including: administration executives, administration officers, administration team leaders, personal assistants and secretaries, including specialist legal or medical secretaries.



LEVEL 2 CERTIFICATE IN PRINCIPLES OF BUSINESS AND ADMINISTRATION

To achieve the Level 2 Certificate in Principles of Business and Administration, you must complete a **minimum of 13 credits**:

1. **11 credits** must be completed from **MANDATORY UNITS**; and,
2. A **minimum of 2 credits** must come from **OPTIONAL UNITS**

The following barred combination applies to this qualification:

You can take either unit 204 (L/601/7641) or unit 307 (J/601/7654) but not both.

The following table contains the groups of mandatory and optional units:

MANDATORY UNITS

UNIT NO	WBA UNIT NO	UNIT TITLE	CREDIT VALUE	LEVEL
201	L/601/7638	Principles of personal responsibilities and working in a business environment	4	2
202	R/601/7639	Principles of providing administrative services	4	2
203	J/601/7640	Principles of managing information and producing documents	3	2

OPTIONAL UNITS

UNIT NO	WBA UNIT NO	UNIT TITLE	CREDIT VALUE	LEVEL
204	L/601/7641	Principles of supporting change in a business environment	1	2
205	R/601/7642	Principles of supporting business events	1	2
206	Y/601/7643	Principles of maintaining stationery stock	1	2
305	A/601/7652	Principles of project management	2	3
306	F/601/7653	Principles of budget in a business environment	2	3
307	J/601/7654	Principles of contributing to innovation and change	2	3

These qualifications are very flexible and allow you to achieve recognition for what you have already achieved even if you do not finish the full qualification.

OCR has systems in place which allow you to be awarded a certificate listing the unit (or units) you have achieved even if you are unable to complete the full qualification.

UNIT 201 (L/601/7638)

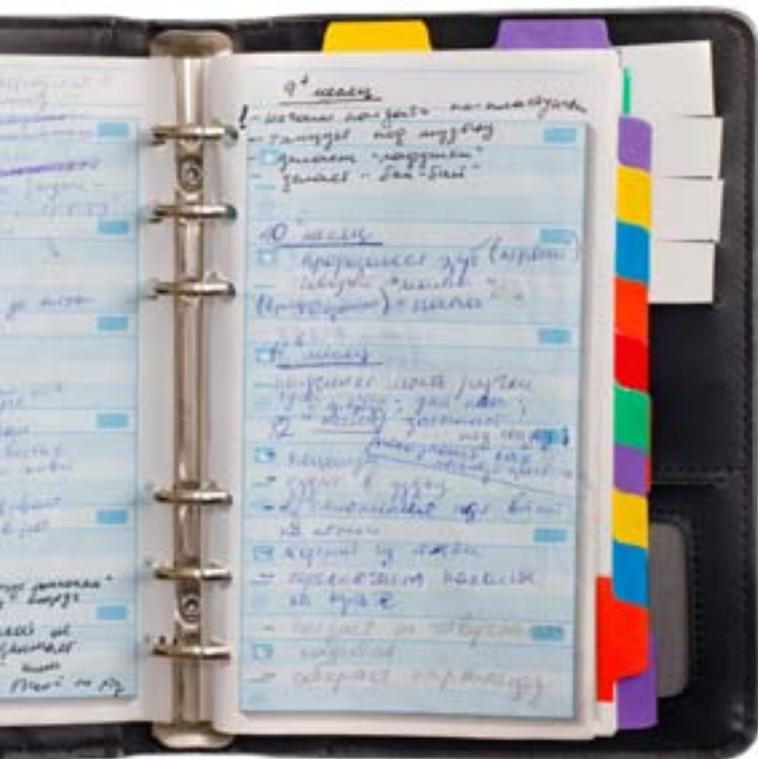
PRINCIPLES OF PERSONAL RESPONSIBILITIES AND WORKING IN A BUSINESS ENVIRONMENT

THIS IS A MANDATORY UNIT

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

The unit is divided into seven outcomes:

1. Know the employment rights and responsibilities of the employee and employer
2. Understand the purpose of health, safety and security procedures in a business environment
3. Understand how to communicate effectively with others
4. Understand how to work with and support colleagues
5. Know how to plan own work and be accountable to others
6. Understand the purpose of improving own performance in a business environment and how to do so
7. Understand the types of problems that may occur in a business environment and how to deal with them.



UNIT 201 (L/601/7638)

PRINCIPLES OF PERSONAL RESPONSIBILITIES AND WORKING IN A BUSINESS ENVIRONMENT

Learning Outcome 1 - Know the employment rights and responsibilities of the employee and employer

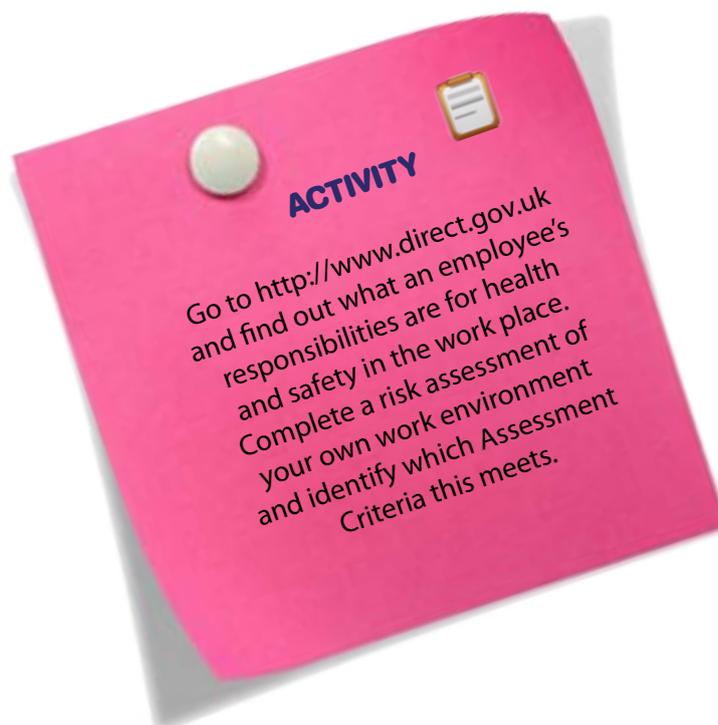
Assessment criteria. I can:

- 1.1 Identify the main points of contracts of employment
- 1.2 Identify the main points of legislation affecting employers and employees
- 1.3 Identify where to find information on employment rights and responsibilities both internally and externally
- 1.4 Describe how representative bodies can support the employee
- 1.5 Identify employer and employee responsibilities for equality and diversity in a business environment
- 1.6 Explain the benefits of making sure equality and diversity procedures are followed in a business environment

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

Assessment criteria. I can:

- 2.1 Identify employer and employee responsibilities for health, safety and security in a business environment
- 2.2 Explain the purpose of following health, safety and security procedures in a business environment
- 2.3 Identify ways of maintaining a safe and secure environment in a business environment



**PRINCIPLES OF PERSONAL
RESPONSIBILITIES AND WORKING IN
A BUSINESS ENVIRONMENT**

Learning outcome 3 - Understand how to communicate effectively with others

Assessment criteria. I can:

- 3.1 Describe different methods of communication
- 3.2 Explain how to choose the most appropriate method of communicating with others
- 3.3 Describe ways of actively listening

Learning outcome 4 - Understand how to work with and support colleagues

Assessment criteria. I can:

- 4.1 Explain the purpose of agreeing standards for own work with others
- 4.2 Explain the purpose of taking on new challenges and adapting to change
- 4.3 Explain the purpose of treating others with honesty and consideration



UNIT 201 (L/601/7638)

PRINCIPLES OF PERSONAL RESPONSIBILITIES AND WORKING IN A BUSINESS ENVIRONMENT

Learning Outcome 5 - Know how to plan own work and be accountable to others

Assessment criteria. I can:

- 5.1 Explain the purpose of meeting work standards and deadline when completing tasks
- 5.2 Identify ways of planning own work
- 5.3 Compare ways of keeping other people informed about progress

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

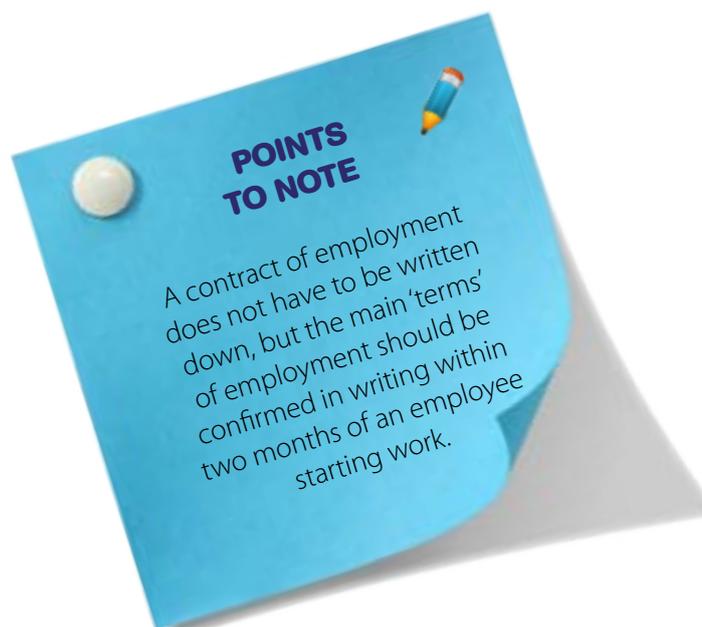
Assessment criteria. I can:

- 6.1 Explain the purpose of continuously improving own performance in a business environment
- 6.2 Describe ways of improving own performance in a business environment
- 6.3 Identify different types of career pathways that are available

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

Assessment criteria. I can:

- 7.1 Identify the types of problems that may occur in a business environment
- 7.2 Explain ways of dealing with problems that occur in a business environment
- 7.3 Recognise how and when to refer problems to relevant colleagues



Key terms

ACAS

Advisory, Conciliation and Arbitration Service. An organisation which provides independent advice to employers and employees on all aspects of employment relations.

Active listening

Paying attention to what is being said, demonstrating that you are listening through body language and confirming that you have correctly understood by repeating key points of the message.

Career pathways

Potential ways of progressing in your career. For example being promoted to a more senior role in a similar type of work.

Contract of employment

An agreement between an employer and an employee which sets out employment rights, responsibilities and duties. These are called the 'terms' of the contract and should be confirmed in writing.

Employment rights and responsibilities

Both employers and employees have responsibilities towards each other; these are the 'terms' of a contract of employment. Some employment rights and responsibilities are defined by law, for example employers have a legal obligation to ensure the health and safety of their employees.

Equality and diversity

This relates to the Equality Act which came into force in 2010. For more information go to <http://www.idea.gov.uk/idk/core/page.do?pagelD=5145524>

Representative bodies

An organisation set up to represent the views of the workforce. For example a union or a staff council.



UNIT 201 (L/601/7638)

PRINCIPLES OF PERSONAL RESPONSIBILITIES AND WORKING IN A BUSINESS ENVIRONMENT

DID YOU KNOW?



Learning Outcome 6 focusses on 'improving own performance in a business environment'. In order to achieve this some people use a 'personal development plan' to identify and plan SMART (specific, measurable, achievable, realistic, time bound) objectives. Examples of personal development plans are readily available on the internet; they can also be used for planning objectives which relate to life outside of the work environment.

UNIT 202 (R/601/7639)

PRINCIPLES OF PROVIDING ADMINISTRATIVE SERVICES

THIS IS A MANDATORY UNIT

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

The unit is divided into nine outcomes:

1. Understand how to make and receive telephone calls
2. Understand how to handle mail
3. Understand how to use different types of office equipment
4. Understand how to keep waste to a minimum in a business environment
5. Know how to make arrangements for meetings
6. Understand procedures for organising travel and accommodation arrangements
7. Understand diary management procedures
8. Understand the purpose of delivering effective customer service and how to do so
9. Understand the purpose of reception services and how to follow reception procedures.



UNIT 202 (R/601/7639)

PRINCIPLES OF PROVIDING ADMINISTRATIVE SERVICES

Learning outcome 1 - Understand how to make and receive telephone calls

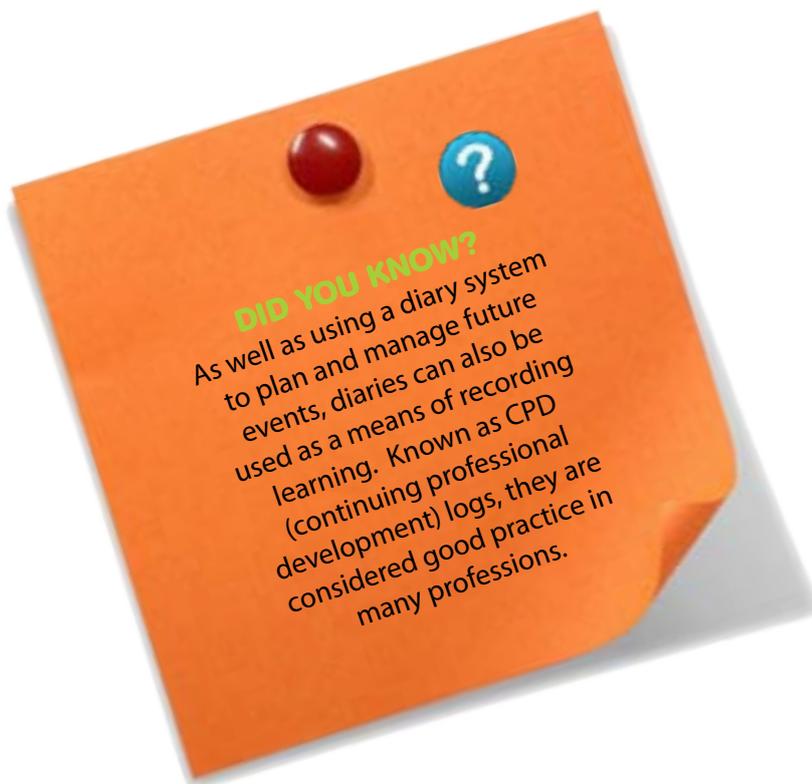
Assessment criteria. I can:

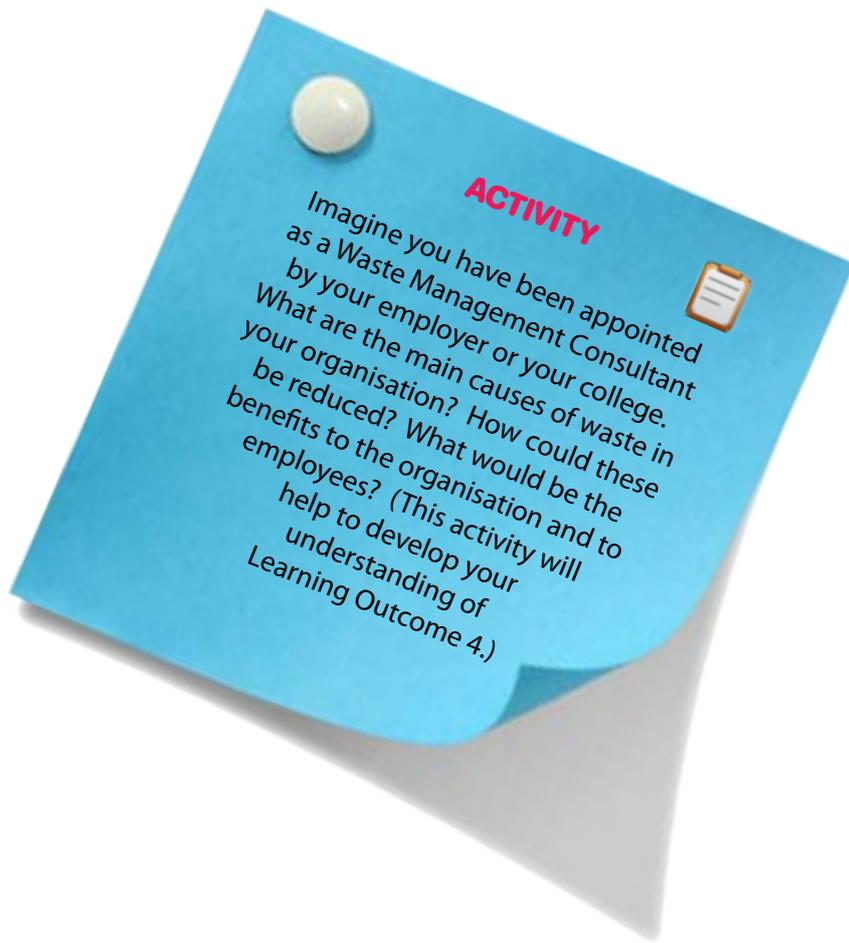
- 1.1 Describe the different features of telephone systems and how to use them
- 1.2 Describe how to follow organisational procedures when making and receiving telephone calls
- 1.3 Explain the purpose of giving a positive image of self and own organisation

Learning outcome 2 - Understand how to handle mail

Assessment criteria. I can:

- 2.1 Explain the purpose of correctly receiving, checking and sorting incoming and outgoing mail or packages
- 2.2 Identify different internal and external mail services available to organisations
- 2.3 Describe the methods of calculating postage charges for mail or packages





Learning outcome 3 - Understand how to use different types of office equipment

Assessment criteria. I can:

- 3.1 Identify different types of equipment and their uses
- 3.2 Explain the purpose of following manufacturer's instructions when using equipment
- 3.3 Explain the purpose of keeping equipment clean, hygienic and ready for the next user

Learning Outcome 4 - Understand how to keep waste to a minimum in a business environment

Assessment criteria. I can:

- 4.1 Explain why waste should be kept to a minimum in a business environment
- 4.2 Identify the main causes of waste that may occur in a business environment
- 4.3 Identify ways of keeping waste to a minimum in a business environment

Learning Outcome 5 - Know how to make arrangements for meetings

Assessment criteria. I can:

- 5.1 Identify different types of meetings and their main features
- 5.2 Identify the sources and types of information needed to arrange a meeting
- 5.3 Describe how to arrange meetings

UNIT 202 (R/601/7639)

PRINCIPLES OF PROVIDING ADMINISTRATIVE SERVICES

Learning Outcome 6 - Understand procedures for organising travel and accommodation arrangements

Assessment criteria. I can:

- 6.1 Explain the purpose of confirming instructions and requirements for business travel and accommodation
- 6.2 Outline the main types of business travel or accommodation arrangements that may need to be made and the procedures to follow
- 6.3 Explain the purpose of keeping records of business travel or accommodation arrangements

Learning outcome 7 - Understand diary management procedures

Assessment criteria. I can:

- 7.1 Explain the purpose of using a diary system to plan activities
- 7.2 Identify the information needed to maintain a diary system

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

Assessment criteria. I can:

- 8.1 Contrast the differences between internal and external customers in a business environment
- 8.2 Explain why customer service should meet or exceed customer expectations
- 8.3 Identify the purpose and ways of building positive relationships with customers
- 8.4 Identify how customers demonstrate their own needs and expectations



Learning outcome 9 - Understand the purpose of reception services and how to follow reception procedures**Assessment criteria. I can:**

- 9.1 Describe the purpose of the receptionist role as the first point of contact between the public/client and an organisation
- 9.2 Explain how to present a positive image of self and the organisation and the purpose of doing so
- 9.3 Explain how to carry out entry, departure, security and confidentiality procedures in a reception area

Key terms**Organisational procedures**

Procedures developed by an organisation to suit their particular working environment. Used to guide the behaviour and work methods of employees and ensure consistency throughout the organisation. For example the 'organisational procedure' when answering the telephone could be to answer within three rings and announce the name of the organisation to the caller.

Positive image

Representing self and organisation in the best possible light. This can involve wearing appropriate clothing, being polite to customers, behaving professionally, etc.

Service providers

External organisations that provide business services. For example the Post Office or BT.

Teleconferencing

A means of enabling many people from many different locations to join in a discussion using the telephone network.

POINTS TO NOTE

The records of people entering and leaving a building should be efficiently maintained and this is often the responsibility of reception staff. In the event of an emergency, for example the evacuation of a building as a result of a fire, these records may be used by the fire service to help establish if anyone remains in the building.

UNIT 203 (J/601/7640)

PRINCIPLES OF MANAGING INFORMATION AND PRODUCING DOCUMENTS

THIS IS A MANDATORY UNIT

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



The unit is divided into four outcomes:

1. Understand the purpose of information technology in a business environment
2. Understand how to manage electronic and paper based information
3. Understand the purpose of producing documents that are fit-for-purpose
4. Know the procedures to be followed when producing documents.

UNIT 203 (J/601/7640)

PRINCIPLES OF MANAGING INFORMATION AND PRODUCING DOCUMENTS

Learning outcome 1 - Understand the purpose of information technology in a business environment

Assessment criteria. I can:

- 1.1 Identify different types of information technology that may be used for work tasks
- 1.2 Outline the benefits of using information technology for work tasks

Learning outcome 2 - Understand how to manage electronic and paper based information

Assessment criteria. I can:

- 2.1 Explain the purpose of agreeing objectives and deadlines for researching information
- 2.2 Identify different ways of researching, organising and reporting information
- 2.3 Describe procedures to be followed for archiving, retrieving and deleting information, including legal requirements, if required
- 2.4 Explain why confidentiality is critical when managing information

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

Assessment criteria. I can:

- 3.1 Identify reasons for producing documents that are fit-for-purpose
- 3.2 Describe different types and styles of documents and when they are used

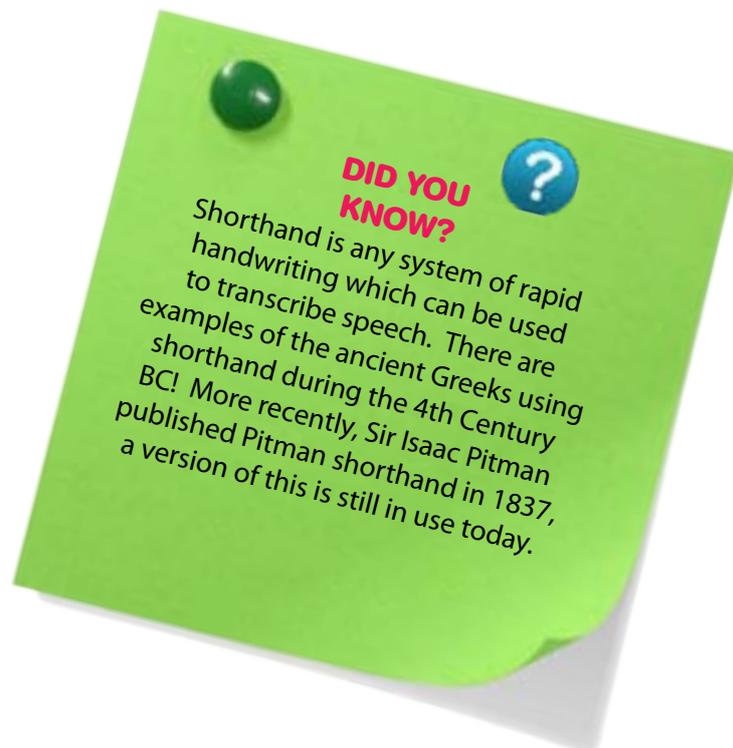


**PRINCIPLES OF MANAGING
INFORMATION AND PRODUCING
DOCUMENTS**

Learning Outcome 4 - Know the procedures to be followed when producing documents

Assessment criteria. I can:

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



UNIT 203 (J/601/7640)

PRINCIPLES OF MANAGING INFORMATION AND PRODUCING DOCUMENTS

Key terms

Archiving

Storing information or documents that aren't needed on a daily basis but which might be needed to be accessed at some point in the future. Most organisations will have a procedure which stipulates for what length of time records need to be retained. For example, the British Postal Museum & Archive holds financial records dating back to the 1670s!

Data protection

Rights and responsibilities in respect of the handling of personal information are governed by the Data Protection Act. For more information, go to: www.ico.gov.uk/for_organisations/data_protection/the_guide.aspx

Server storage capacity

A server is a sort of 'super computer', a more powerful computer than your average PC. It can be used to store and deliver information to other computers which are connected through a network. The storage capacity of a server refers to the amount of information which can be stored.

Template

In a business environment a template is a master document where the layout and major parts of the content are fixed. The user can insert variable information into 'fields' within the document. For example a template could be used for sending invoices to customers. The customer's name and the amount due could be changed each time the template was used, but the rest of the information would remain the same. Using a template saves time and ensures consistency.

POINTS TO NOTE

Learning Outcome 3 is about producing documents which are 'fit for purpose'. The definition of 'fit for purpose' will change according to the organisation. For example the criteria for producing legal documents on behalf of a firm of solicitors will be very different from those of a musician writing a blog. As a rule of thumb, accurate spelling, grammar and punctuation is considered good practice in most environments.



SKILLS FOR BUSINESS QUALIFICATIONS

Telephone 024 76 851509

Facsimile 024 76 851633

vocational.qualifications@ocr.org.uk

1 Hills Road, Cambridge CB1 2EU

For staff training purposes and as part of our quality assurance programme, your call may be recorded or monitored.

© OCR 2011 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England.

Registered office 1 Hills Road, Cambridge CB1 2EU.

Registered company number 3484455. OCR is an exempt charity.