

SKILLS FOR BUSINESS

STUDENT GUIDE

LEVEL 3 CERTIFICATE IN PRINCIPLES OF
BUSINESS AND ADMINISTRATION (04439)

Within the advanced Apprenticeship Framework for

Business and
Administration

SKILLS FOR
BUSINESS

OCR 

STUDENT GUIDE INTRODUCTION

You are about to start the OCR Level 3 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 advanced Apprenticeship are:

COMPETENCE	TECHNICAL KNOWLEDGE	KEY SKILLS/ FUNCTIONAL SKILLS/ ESSENTIAL SKILLS WALES	EMPLOYMENT RIGHTS AND RESPONSIBILITIES	PERSONAL LEARNING AND THINKING SKILLS
Level 3 NVQ Diploma in Business and Administration	Level 3 Certificate in Principles of Business and Administration	Maths Level 2 English Level 2 ICT Level 2	Embedded in Knowledge Based Element	The Personal Learning and Thinking Skills has 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 advanced 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 3 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. It aims to provide the underpinning knowledge in order to develop your abilities to evaluate and develop new working practices across administrative contexts and develop your abilities to participate in the development of support and development for colleagues.

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 Advanced 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.

Senior 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, in addition to team leadership skills, all of which are covered within the Advanced Business and Administration Apprenticeship framework.

Advanced apprentices will work in a variety of roles:

- administration executives
- administration officers
- administration team leaders
- personal assistants
- secretaries
- legal secretaries.
- medical secretaries.

Advanced apprentices may progress to the higher apprenticeship and into job roles including: office manager, administration team leader, personal assistant or business development executive.



LEVEL 3 CERTIFICATE IN PRINCIPLES OF BUSINESS AND ADMINISTRATION

To achieve the Level 3 Certificate in Principles of Business and Administration, you must complete a **minimum of 17 credits**:

1. **15 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
301	D/601/7644	Principles of personal responsibilities and how to develop and evaluate own performance at work	4	3
302	H/601/7645	Principles of working with and supervising others in a business environment	3	3
303	M/601/7647	Principles of managing information and producing documents in a business environment	4	3
304	M/601/7650	Principles of providing and maintaining administrative services	4	3

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
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 301 (D/601/7644)

PRINCIPLES OF PERSONAL RESPONSIBILITIES AND HOW TO DEVELOP AND EVALUATE OWN PERFORMANCE AT WORK

THIS IS A MANDATORY UNIT

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

The unit is divided into six outcomes:

1. Understand the employment rights and responsibilities of the employee and employer and their purpose
2. Understand the purpose of health, safety and security procedures in a business environment
3. Understand how to manage own work
4. Understand how to evaluate and improve own performance in a business environment
5. Understand the types of problems that may occur with own work and how to deal with them
6. Understand the decision making process.



UNIT 301 (D/601/7644)

PRINCIPLES OF PERSONAL RESPONSIBILITIES AND HOW TO DEVELOP AND EVALUATE OWN PERFORMANCE AT WORK

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

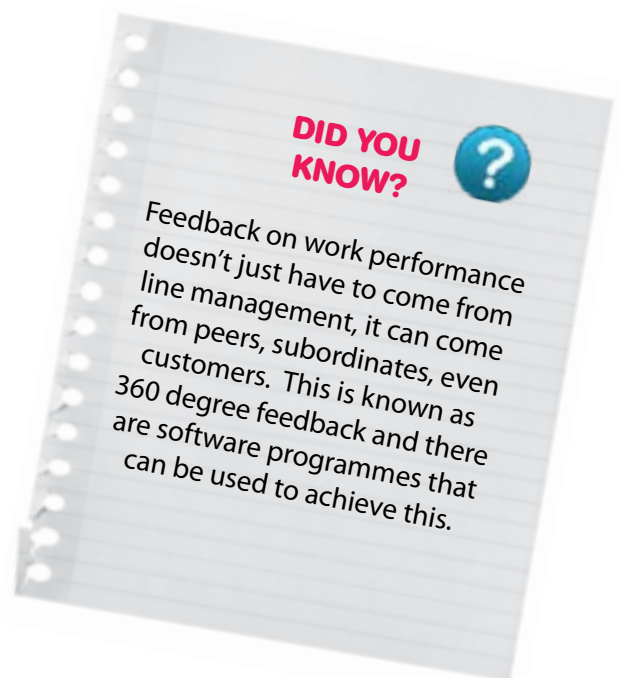
Assessment criteria. I can:

- 1.1 Identify the main points of contracts of employment and their purpose
- 1.2 Outline the main points of legislation affecting employers and employees and their purpose, including anti-discrimination and entitlement legislation
- 1.3 Identify where to find information on employment rights and responsibilities both internally and externally
- 1.4 Explain the purpose and functions of representative bodies that support employees
- 1.5 Explain 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 Explain 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



**PRINCIPLES OF PERSONAL
RESPONSIBILITIES AND HOW TO
DEVELOP AND EVALUATE OWN
PERFORMANCE AT WORK**

Learning outcome 3 - Understand how to manage own work

Assessment criteria. I can:

- 3.1 Explain the reasons for planning and prioritising own work
- 3.2 Identify ways of planning and prioritising own work
- 3.3 Explain the purpose of keeping other people informed about progress
- 3.4 Describe methods of dealing with pressure in a business environment

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

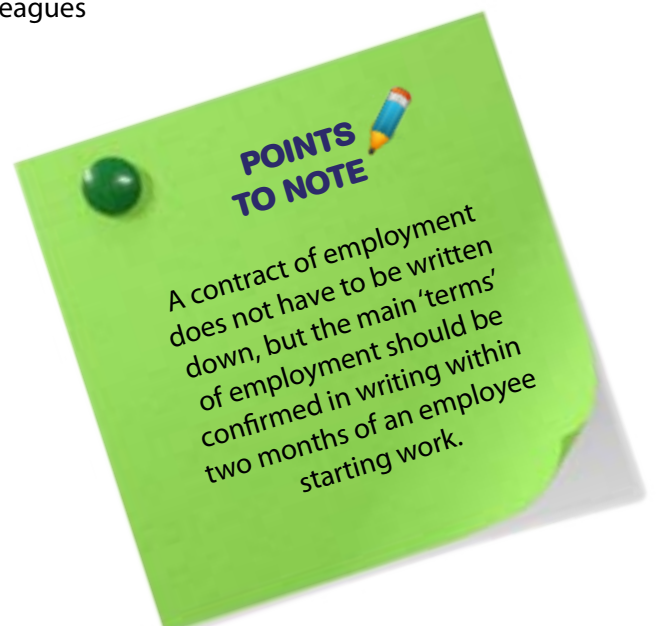
Assessment criteria. I can:

- 4.1 Explain the purpose of continuously evaluating and improving own performance in a business environment
- 4.2 Describe ways of evaluating and improving own performance in a business environment
- 4.3 Explain the purpose of encouraging and accepting feedback from others
- 4.4 Explain different types of career pathways and roles available

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

Assessment criteria. I can:

- 5.1 Describe the types of problems that may occur with own work
- 5.2 Explain ways of dealing with problems that may occur with own work
- 5.3 Explain how and when to refer problems to relevant colleagues



UNIT 301 (D/601/7644)

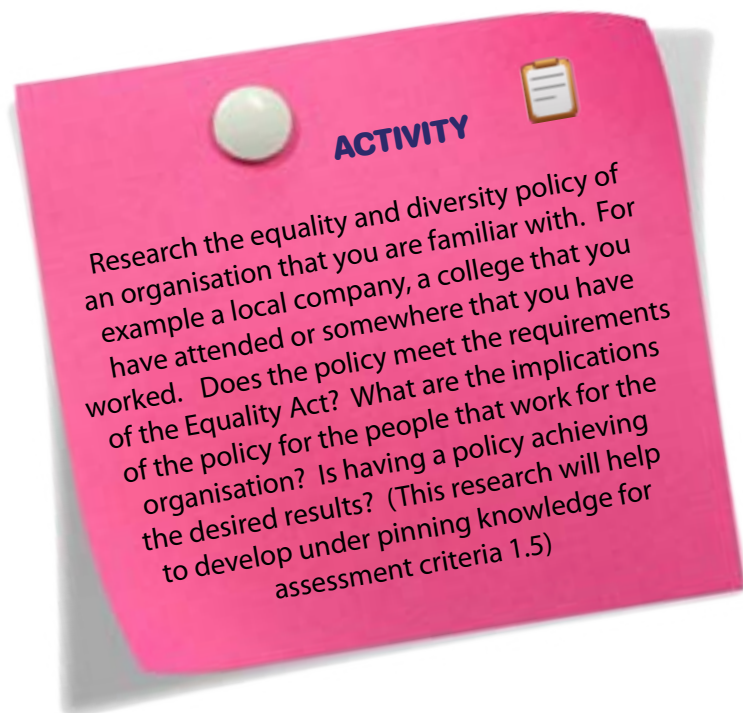
PRINCIPLES OF PERSONAL RESPONSIBILITIES AND HOW TO DEVELOP AND EVALUATE OWN PERFORMANCE AT WORK

Learning Outcome 6 - Understand the decision making process

Assessment criteria. I can:

6.1 Explain key stages in the decision making process

6.2 Explain the purpose of not exceeding own limits of authority in making decisions



Key terms

ACAS

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

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 302 (H/601/7645)

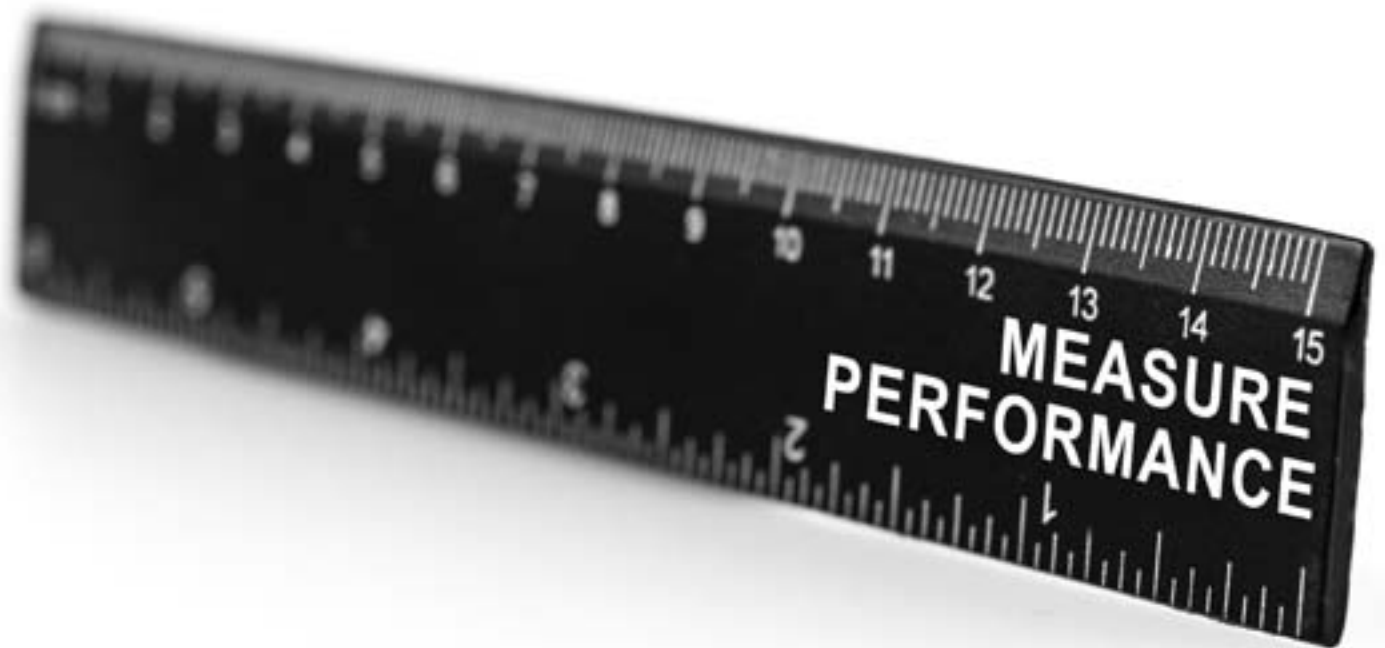
PRINCIPLES OF WORKING WITH AND SUPERVISING OTHERS IN A BUSINESS ENVIRONMENT

THIS IS A MANDATORY UNIT

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

The unit is divided into four outcomes:

1. Understand the purpose of working with others in a team
2. Understand how to behave in a way that supports positive working with others
3. Understand the purpose and methods of communicating effectively with others in a team
4. Understand how to assess own work and the work of a team.



UNIT 302 (H/601/7645)

PRINCIPLES OF WORKING WITH AND SUPERVISING OTHERS IN A BUSINESS ENVIRONMENT

Learning outcome 1 - Understand the purpose of working with others in a team

Assessment criteria. I can:

- 1.1 Describe how team working can help to achieve goals and objectives
- 1.2 Explain the purpose of sharing work goals and plans when working in a team

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

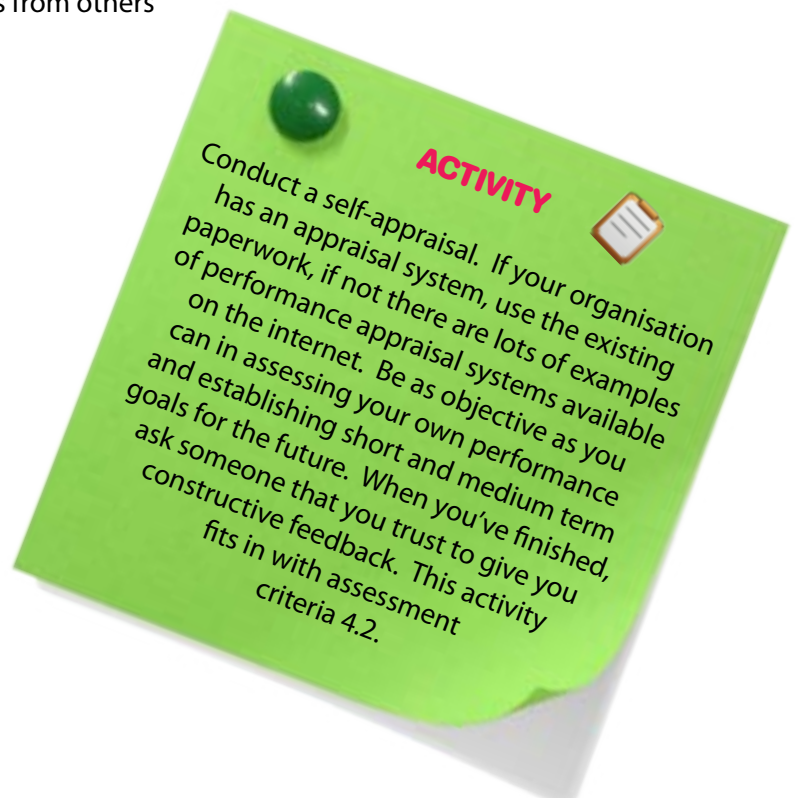
Assessment criteria. I can:

- 2.1 Explain the purpose of agreeing and setting standards for own work and the work of a team
- 2.2 Identify how to allocate work to a team so the best use is made of strengths and abilities
- 2.3 Explain the purpose of treating others with honesty and consideration

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

Assessment criteria. I can:

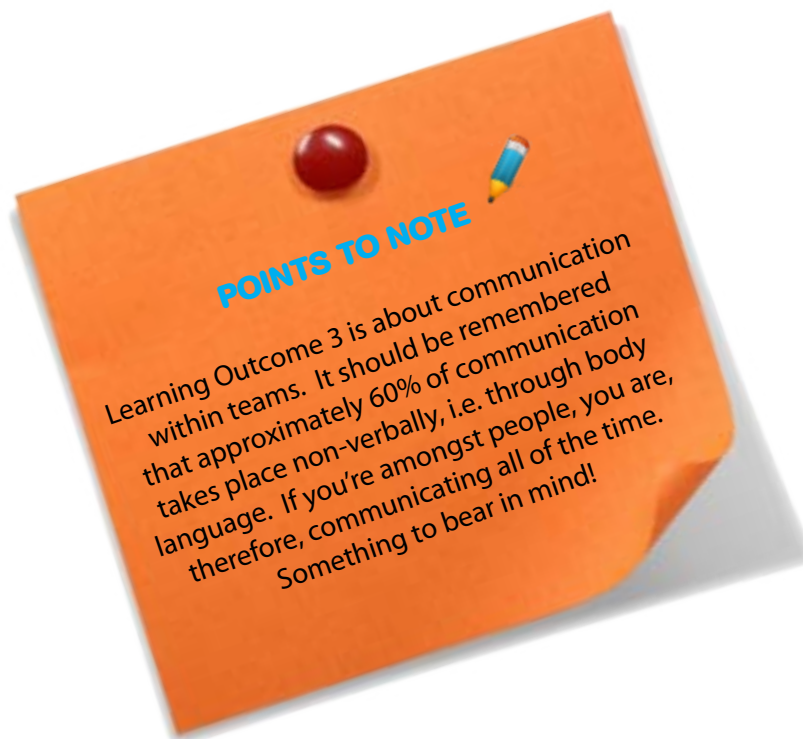
- 3.1 Explain the purpose of effective communication with other people in a team
- 3.2 Compare different methods of communication within and to teams and when to use them
- 3.3 Explain the purpose of encouraging contributions from others



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

Assessment criteria. I can:

- 4.1 Explain the purpose of assessing own work and the work of a team
- 4.2 Describe ways of assessing own work and the work of a team
- 4.3 Explain the purpose of giving and receiving constructive feedback
- 4.4 Describe ways of giving and receiving constructive feedback



Key terms

Constructive feedback

Useful opinions about work performance or behaviour, given with a view to making things better. This can include both positive and negative opinion but to be seen as 'constructive' it should be balanced and perceived as helpful by the person on the receiving end.

Continuous improvement

Measuring performance over a period of time and using this information to making things better. Some organisations try to develop a culture of continuous improvement where employees are encouraged to analyse what they do and actively look for ways to increase efficiency.

Encouraging contributions from others

In the context of 'communication' some people need to be encouraged to say what they think. If they are not encouraged to express their ideas and opinions then their input to team working activities could be lost.

UNIT 302 (H/601/7645)

PRINCIPLES OF WORKING WITH AND SUPERVISING OTHERS IN A BUSINESS ENVIRONMENT

DID YOU KNOW?



Some organisations use key performance indicators (KPIs) as a means of setting targets and measuring performance and achievements against these targets. In short, it tells a business how successful they are in relation to the things that are important to the business, hence the term key performance indicators. This process can also be used by team leaders to set objectives for their team or for themselves. For more information, go to: <http://career-advice.monster.co.uk/in-the-workplace/starting-a-new-job/what-are-key-performance-indicators/article.aspx>



UNIT 303 (M/601/7647)

PRINCIPLES OF MANAGING INFORMATION AND PRODUCING DOCUMENTS IN A BUSINESS ENVIRONMENT

THIS IS A MANDATORY UNIT

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



The unit is divided into six outcomes:

1. Understand how to design and monitor information systems
2. Understand how to research information
3. Understand how to organise, report and evaluate the relevance of information
4. Understand how to store information
5. Understand how to design and produce documents
6. Understand how to maintain security and confidentiality in a business environment.

UNIT 303 (M/601/7647)

PRINCIPLES OF MANAGING INFORMATION AND PRODUCING DOCUMENTS IN A BUSINESS ENVIRONMENT

Learning outcome 1 - Understand how to design and monitor information systems

Assessment criteria. I can:

- 1.1 Describe the types of information that need to be managed in a business environment
- 1.2 Describe ways of contributing to the design and development of an information system
- 1.3 Explain the purpose and benefits of monitoring the use of an information system and ways of doing so

Learning outcome 2 - Understand how to research information

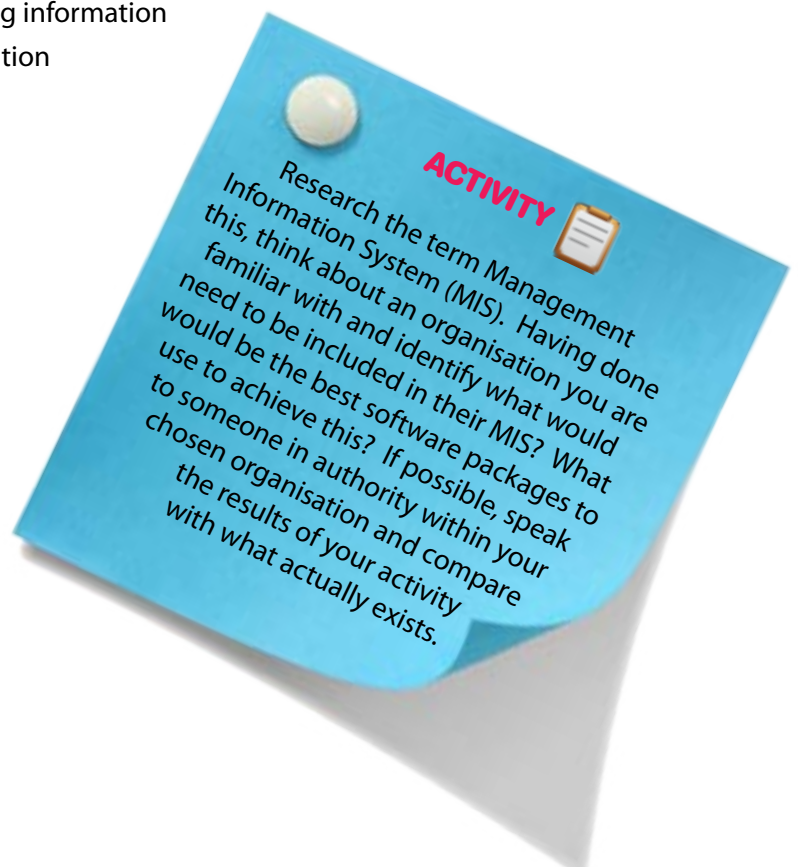
Assessment criteria. I can:

- 2.1 Explain the purpose of agreeing objectives and deadlines for researching information
- 2.2 Explain how to identify and select sources of information
- 2.3 Identify methods of checking information for reliability and accuracy
- 2.4 Identify restrictions that apply to the use of researched information

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

Assessment criteria. I can:

- 3.1 Explain different ways of organising and reporting information
- 3.2 Explain how to evaluate the relevance of information



UNIT 303 (M/601/7647)
**PRINCIPLES OF MANAGING
INFORMATION AND PRODUCING
DOCUMENTS IN A BUSINESS
ENVIRONMENT**

Learning Outcome 4 - Understand how to store information

Assessment criteria. I can:

- 4.1 Explain different ways of storing information and the purpose of doing so
- 4.2 Compare different information storage and archive systems and their main features

Learning Outcome 5 - Understand how to design and produce documents

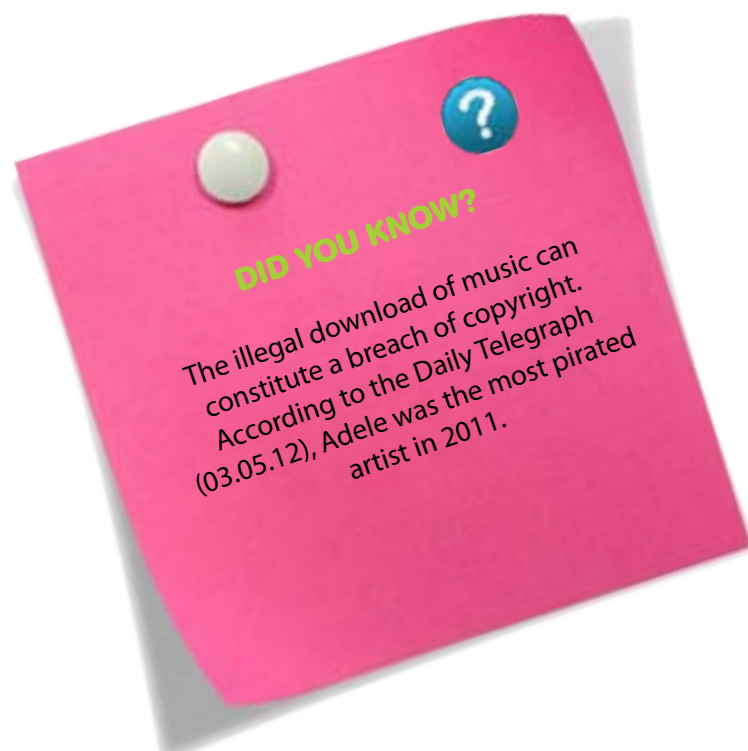
Assessment criteria. I can:

- 5.1 Identify reasons for designing and producing high quality and attractive documents
- 5.2 Compare different types and styles of documents that may be designed and produced and ways of doing so
- 5.3 Describe reasons for agreeing the purpose, content, layout, style, quality standards and deadlines for the design and production of documents
- 5.4 Describe ways of researching, organising and checking content needed for documents

Learning Outcome 6 - Understand how to maintain security and confidentiality in a business environment

Assessment criteria. I can:

- 6.1 Explain the purpose of maintaining security and confidentiality in a business environment
- 6.2 Describe ways of maintaining security and confidentiality in a business environment



UNIT 303 (M/601/7647)

PRINCIPLES OF MANAGING INFORMATION AND PRODUCING DOCUMENTS IN A BUSINESS ENVIRONMENT

Key terms

Archive systems

Ways of 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. Systems can be manual or electronic. For example examination papers could be parcelled up and put into storage or they could be scanned and filed on a college's main computer.

Copyright

Gives the creators of certain kinds of material the right to control how their material can be used. Material which has been copyrighted cannot be used without the owner's permission.

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

Plagiarism

Copying another person's idea or written work and claiming it as your own. For example, copying something from a web site, pasting it into your own work and not acknowledging the source of the information, i.e. the web site.

POINTS TO NOTE

When designing and producing documents it is worth considering the use of templates. These can be cost effective and will help to ensure consistency. They're also a great way to save time.

UNIT 304 (M/601/7650)

PRINCIPLES OF PROVIDING AND MAINTAINING ADMINISTRATIVE SERVICES

THIS IS A MANDATORY UNIT

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

The unit is divided into seven outcomes:

1. Understand how to order products and services
2. Understand how to keep waste to a minimum in a business environment
3. Understand the purpose of delivering effective customer service
4. Know how to take minutes
5. Understand how to organise meetings
6. Understand how to organise events
7. Understand how to manage diary systems.



UNIT 304 (M/601/7650)

PRINCIPLES OF PROVIDING AND MAINTAINING ADMINISTRATIVE SERVICES

Learning Outcome 1 - Understand how to order products and services

Assessment criteria. I can:

- 1.1 Describe procedures for the ordering and supply of products and services for an organisation
- 1.2 Describe how to write a specification for a product or service
- 1.3 Explain the purpose of selecting products and services that represent best value for money
- 1.4 Explain the benefits of reviewing procedures for ordering products and services

Learning Outcome 2 - Understand how to keep waste to a minimum in a business environment

Assessment criteria. I can:

- 2.1. Explain the main causes of waste that may occur in a business environment
- 2.2 Explain ways of keeping waste to a minimum in a business environment



Learning outcome 3 - Understand the purpose of delivering effective customer service

Assessment criteria. I can:

- 3.1 Explain why customer service should meet or exceed customer expectations
- 3.2 Explain the purpose of building positive working relationships with customers
- 3.3 Explain the purpose of identifying customer needs and expectations
- 3.4 Explain the purpose of agreeing quality standards and timescales with customers
- 3.5 Describe methods of reviewing customer service provision within a business environment

Learning outcome 4 - Know how to take minutes

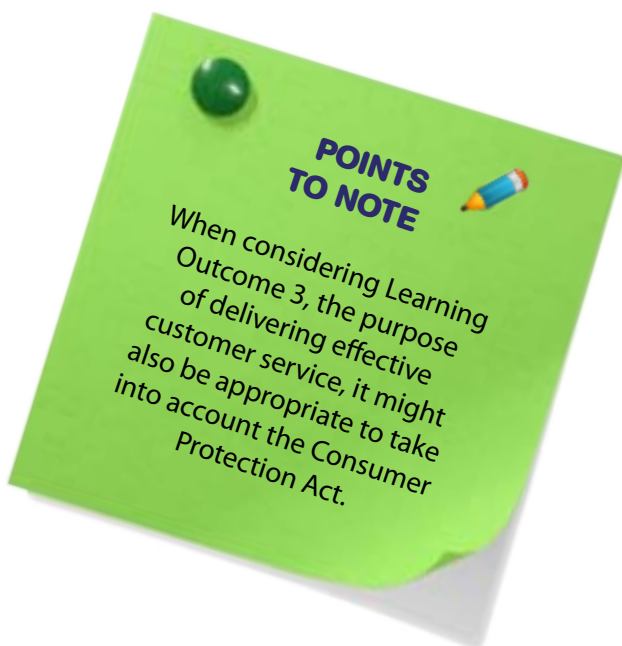
Assessment criteria. I can:

- 4.1 Explain the purpose of minutes as an accurate record of discussions and decisions
- 4.2 Describe legal and organisational requirements that may apply to minute taking
- 4.3 Describe how to take notes during discussions held at meetings
- 4.4 Explain the purpose of, and how to, listen actively when taking minutes
- 4.5 Describe different types and styles of minutes and their purpose

Learning outcome 5 - Understand how to organise meetings

Assessment criteria. I can:

- 5.1 Describe different types of meetings and their main features
- 5.2 Describe the sources and types of information needed to organise meetings
- 5.3 Describe the types of information needed by individuals before, during and after meetings



UNIT 304 (M/601/7650)

PRINCIPLES OF PROVIDING AND MAINTAINING ADMINISTRATIVE SERVICES

Learning Outcome 6 - Understand how to organise events

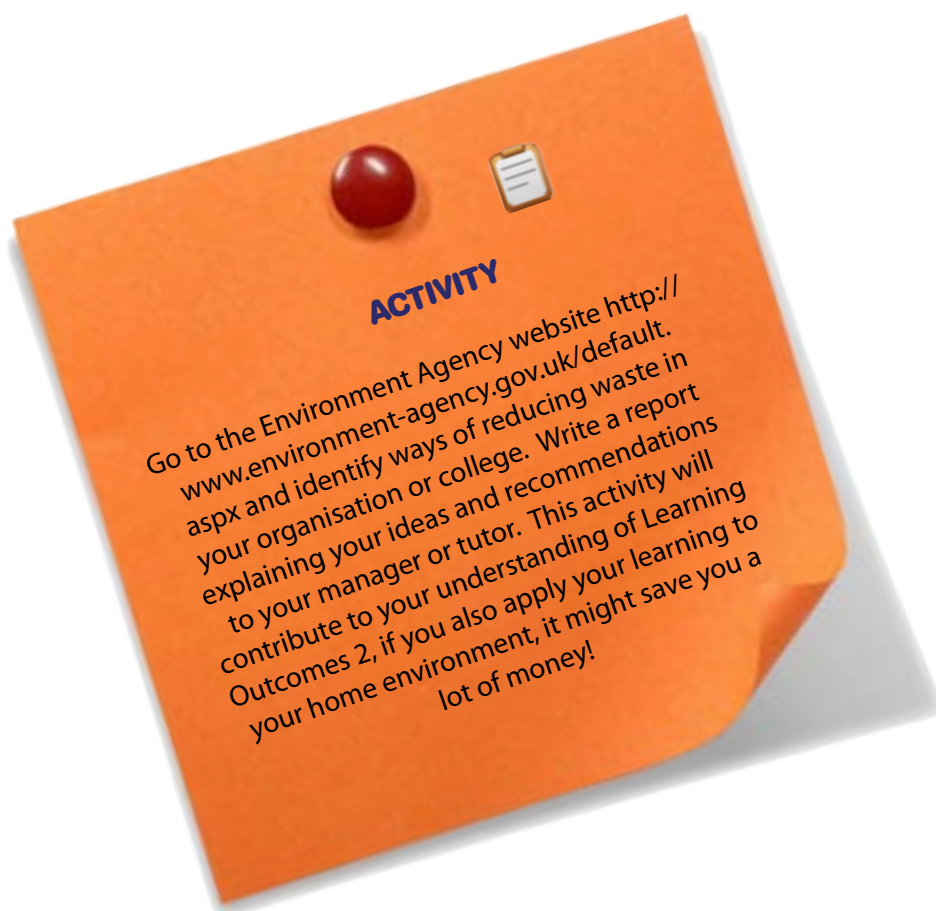
Assessment criteria. I can:

- 6.1 Describe different types of events and their main features
- 6.2 Explain how to select appropriate types of venues and resources
- 6.3 Examine the sources and types of information needed to organise events
- 6.4 Describe the types of information needed by individuals before, during and after events

Learning Outcome 7 - Understand how to manage diary systems

Assessment criteria. I can:

- 7.1 Explain the purpose of managing diary systems to plan and co-ordinate activities and resources
- 7.2 Compare different types of diary systems and the situations for which they are appropriate
- 7.3 Describe the information needed to maintain diary systems



Key terms

Freedom of Information Act

This gives you the right to ask any public body for all the information they have on any subject you choose. Unless there's a good reason, the organisation must provide the information within 20 working days. You can also ask for all the personal information they hold on you. For more information go to:

http://www.direct.gov.uk/en/governmentcitizensandrights/yourrightsandresponsibilities/dg_4003239

Legal requirements that apply to minute taking

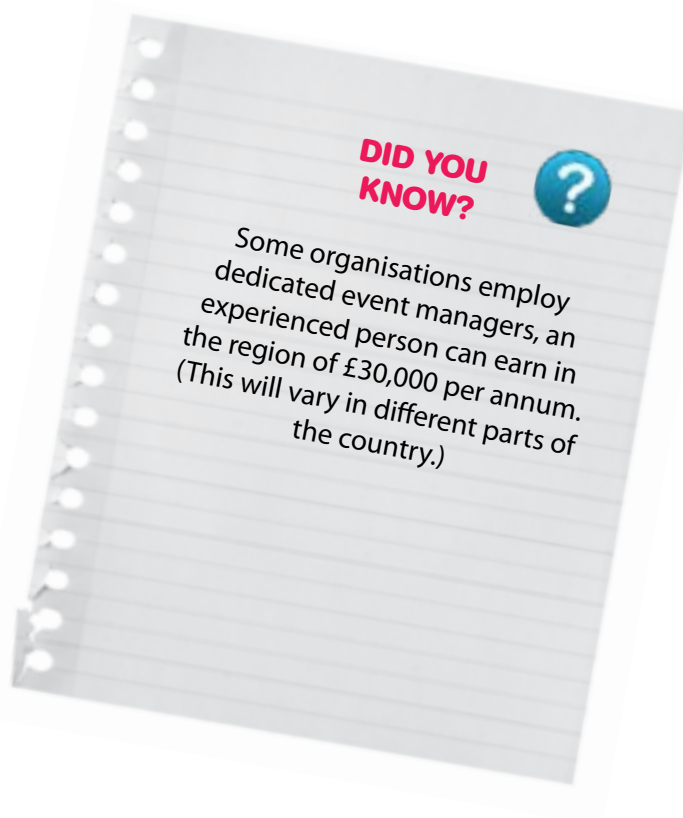
It is a legal requirement that certain meetings are minuted and recorded in a specific format (for example a meeting of a company board of directors). If you find yourself in this situation, take advice about what is required.

Requisition

A written or printed request for something that is needed, for example office furniture. Most organisations will have in-house paperwork that should be used (i.e. an order form) and usually someone in authority will have to give their approval. Sometimes different people have different levels of budgetary authority, for example a junior manager might be able to approve purchases up to £500 whereas a senior manager might have an approval limit of £10,000.

UNIT 304 (M/601/7650)

PRINCIPLES OF PROVIDING AND MAINTAINING ADMINISTRATIVE SERVICES





SKILLS FOR BUSINESS QUALIFICATIONS

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