

SKILLS FOR BUSINESS

STUDENT GUIDE

LEVEL 2 NVQ CERTIFICATE IN BUSINESS
AND ADMINISTRATION (04705)

Within the Apprenticeship Framework for

Business and
Administration

SKILLS FOR
BUSINESS

OCR 

STUDENT GUIDE

INTRODUCTION

You are about to start an OCR Level 2 NVQ Certificate in 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 people who will be involved in your qualification and what they will do
- the assessment process you will go through in order to gain your qualification
- how to plan, collect and organise information to show that you are competent at your job
- the evidence you have to collect to show you can work to those standards
- any extra forms you will use to help you



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.

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 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 competence required to complete an Apprenticeship in Business and Administration.

ABOUT THIS QUALIFICATION

The OCR Business and Administration suite of qualifications provides candidates with high quality, nationally recognised qualifications. They are vocationally-related, credit-based qualifications that provide valuable opportunities for individuals to develop skills, gain underpinning knowledge and understanding and demonstrate competence in the workplace or provide progression within the OCR Business and Administration suite of qualifications and/or in to employment. They support achievement of Functional Skills and relate to national occupational standards (NOS).

Qualification aims

The OCR Level 2 NVQ Certificate in Business and Administration is a competence based qualification which will act as an introduction to the requirements of the work place in the context of a business environment. The qualification will provide you with an array of business functional areas from which you may achieve competence in a variety of contexts.

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.



WHO WILL BE INVOLVED IN YOUR QUALIFICATION

Assessment of your qualification is carried out at your centre. Your centre may be your place of work, a college, training agency or combination of these. The people involved in the assessment process are listed below.

An **assessor** (this may be your manager or supervisor at work):

- will help you plan and organise your workload and evidence
- will provide feedback and offer advice
- will examine your portfolio of evidence
- will observe you carrying out your job over a period of time
- will ask you questions about the work you do
- will judge when you are competent and meet the national standards.

An **internal verifier**:

- is employed by your centre to maintain the quality of assessment within the centre
- will visit your place of work to see you being assessed and may wish to speak with you
- will check the assessment of your portfolio of evidence
- will check your assessor is following correct assessment procedures – the internal verifier is not checking you!

An **external verifier**:

- is contracted by OCR to ensure that your centre meets the required national standard
- will make visits to your centre to observe assessment and examine evidence in portfolios
- may wish to speak with you as part of this process
- will check the centre is following the correct assessment and verification procedures – the external verifier is not checking you!

Witnesses

These are normally people in your workplace who regularly see you doing your job and know how your job should be done. As you plan your assessment with your assessor you will be asked to think about who these people are. They may be your supervisor or line manager.



ASSESSMENT

In order for you to effectively progress towards meeting the requirements of each assessment criterion, teachers/tutors must make sure that the supporting knowledge, understanding and skills requirements for each criterion are fully addressed.

When your assessor is satisfied that you have met all of the requirements for a unit, they must confirm this by signing an evidence record sheet for that unit to show that the assessment process is complete.

Initial assessment

Before you begin this qualification, you must have received some form of initial assessment. Initial assessment determines your starting point. It identifies any competence or knowledge you already have, and also shows where there are any gaps in your competencies and knowledge. Initial assessment is undertaken to help plan your progress through this qualification because it allows your assessor to help you understand the best place to start collecting evidence. It will also identify units which you might have difficulty finishing.

Your assessor will spend time with you at the start of your programme making sure that you:

- are taking the right level of qualification
- understand which mandatory units you have to take
- have chosen the optional units you want to take
- understand what you need to know or learn to gain the qualification
- understand what you have to do to collect evidence to show that you are competent
- agree an assessment plan
- agree and sign a learning contract.

Assessment planning

Your assessor will agree a number of issues with you including:

- finding the best source of evidence to use for particular units
- finding the best way of assessing you
- confirming the best times, dates and places for the assessments to take place.

Your assessor will make a note of their assessment planning and regularly give you feedback.

With your assessor you will make and agree an assessment plan. This will show:

- the units the plan covers
- when you will be observed
- where you will be observed
- what you will be doing
- what evidence you will produce.

Your assessor will be looking to find tasks which you do at work which will produce evidence for more than one unit. You may be able to produce evidence for more than one unit at a time.

The assessment plan is very important as it will help you prepare for the assessment. You may need to agree with other people when you are to be assessed, especially if you work in a team. You must let your supervisor or manager know so that, as far as possible, your work does not change on the day the assessment is planned.

Each time you prepare with your assessor for an assessment in your workplace, you will make an assessment plan. You will review, update and amend your plan many times as you progress through your qualification. This is called the assessment planning cycle.

Assessment evidence

There are various assessment methods that can be used as evidence for this qualification. These will be explained in more detail in the next section of this logbook.

Assessment feedback

Your assessor will give you specific feedback on your performance after assessment. You will also meet regularly to review your progress and evidence, and update your assessment plan.

Assessment decisions

When you think you have completed a unit, your assessor will make the final assessment decision. Remember that you must provide enough evidence to meet all the criteria in every unit you are claiming. You must meet all of the learning outcomes and assessment criteria.

Your assessor's decision will be either

- that you are competent or
- that you are not yet competent.

If you are not yet competent, you and your assessor will return to the assessment planning cycle and decide how you can collect further evidence.



RECORDING EVIDENCE

It has been agreed that the following assessment methods are most suitable for this qualification:

- **direct observation** of practice by an assessor or by the expert witness for occupational specific units
- **examination** of evidence by an assessor
- **questioning** by an assessor
- inference of **knowledge** from direct observation
- professional **discussion** with an assessor.

In some situations, the assessor may speak to you to provide evidence of the your performance and knowledge (see **Professional discussion**).

Direct observation of practice

Direct observation is where the assessor watches what you are doing. They check your practice against the assessment criteria to determine if you are meeting the given standard.

You and your assessor should plan direct observations of practice together but it is the assessor's responsibility to record the observation properly.

After the observation has taken place, the assessor needs to record an assessment decision and the justification for the decision. The assessor must also give you feedback on your practice and the decision made.

Examination of evidence

This is where the assessor reviews the evidence you have produced to see if it meets the assessment criteria.

Evidence can:

- be a reflection of how you carried out a process
- be the product of your work
- be a product relating to your competence.

For example:

The process that you carry out could be recorded in an observation or witness testimony. It is the assessor's responsibility to determine if the evidence you submit for assessment meets the requirements of the qualification.

Your work could be: notebook entries, completed forms, computer records, statements obtained, or reports completed. After the assessor has examined the evidence, the assessor must record an assessment decision and the justification for the decision. The assessor must also give you feedback on your evidence and the decision made.

Questioning

Your assessor may question you or your witness for the assessment of these qualifications.

Questioning is normally an ongoing part of the assessment process, and is necessary to:

- test your knowledge of facts and procedures
- check if you understand principles and theories
- collect information on the type and purpose of the processes you have gone through.

Your assessor will record assessment decisions after they have questioned you. They will record enough information to justify the decisions they make. This does not mean that assessors will record, word for word, the questions put to you and the answers you give. However, assessors will record enough information about what they asked and how you replied to allow the assessment to be verified.

Questioning witnesses is normally an ongoing part of validating written witness statements. However, questioning witnesses should not just be used for this purpose. Assessors should be able to speak to witnesses and record, in whatever way is suitable, the verbal statements of these witnesses. A record of verbal statement is a form of witness statement and could provide valuable evidence to confirm your competence over a period of time.

Professional discussion

Professional discussion is a structured, planned and in depth discussion recorded by your assessor. It allows you to present evidence of competence and to demonstrate your skills, knowledge and understanding through discussing the evidence and showing how it meets the requirements of the qualification. The assessor will guide the discussion by using open questioning, active listening and knowledge of the requirements of the assessment criteria.

Witness statements/testimonies

Witness testimonies can be used as evidence of your performance. Such testimonies can be made verbally to the assessor or can be written in a short note.

If a witness provides a written statement they need to include the following information:

- your name
- the date, time and venue of the activity carried out
- a description of the activities you performed
- the date of writing the testimony
- a description of the witness' relationship to you
- their signature and job title
- their contact details (such as telephone number).

It is not appropriate for witness testimonies to contain a list of the skills to which it relates. Witnesses must direct the information in their testimonies to describing what you did. The assessor will then judge whether the activities demonstrate competence. It is not acceptable for you to produce written witness testimonies for witnesses to sign.



Simulation

Sometimes it is not possible to do the activities that are set down in the assessment criteria. For example the assessment criteria may state that you need to evacuate a burning building. It may be that you never have to do this activity in real life. So for these types of activities simulation may be used.

Your assessor will know which assessment criteria can be evidenced simulation.

Examples of where simulation may be used include:

- where performance is critical but events occur infrequently and yet a high degree of confidence is needed that you would act appropriately
- where performance is critical, happens frequently but where there is risk of harm to you in a real situation
- as a supplementary form of evidence.

Where simulations are used they must replicate working activities in a realistic workplace environment.

Copyright and plagiarism

Assessors must be confident that the work they mark is your own work. This does not mean that you must be supervised throughout the completion of all work but the assessor must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of your work.

Students must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to you being disqualified. It is therefore important you understand that work you submit must be your own. You may refer to research, quotations or evidence but you must list your sources.

YOUR PORTFOLIO

We have looked at the different types of evidence you might produce for your qualification. In this section we will look at how you should record your evidence.

The portfolio

A portfolio is a well-organised collection of your evidence for your qualification. It can be any shape or size, depending on the type of evidence you want to have assessed. It can be paper based or in an electronic format.

Your centre will help you to decide which will be the best option for you when you start your qualification.

The portfolio belongs to you and it is your responsibility to keep it safe and secure. If the portfolio is lost or damaged you may have to reproduce some evidence, which may delay your progress towards your qualification. Your centre may arrange to store the portfolio for you if you decide this is the best way to keep it safe.

Sometimes your centre will need to store the portfolio so it can be checked by the internal and external verifiers. When you have completed your portfolio, the centre will usually keep it until the external verifier has visited. The portfolio will then be returned to you.

Building a portfolio

It is your responsibility to collect your evidence and build a portfolio. Although your centre will help you to do this, it is up to you to make sure you agree a way of organising evidence that you are happy with.

Your portfolio must show how the evidence you have collected covers the standards. It should be clearly logged and referenced, so that your assessor and verifiers can check it easily. You must show you have covered all of the learning outcomes and assessment criteria requirements in the qualification units.

We recommend that you use a simple referencing system for your evidence. You will often find that one piece of evidence can be used for more than one unit. In these cases, you should clearly cross-reference the evidence to the units and elements it covers, indicating specific assessment criteria.

There may be some evidence that you cannot put into your portfolio because it is too bulky, or because it is confidential. In these cases, you should make a note in your portfolio to explain where the evidence can be found.

Portfolio contents

Whether you have an electronic or paper-based portfolio, it will need to contain the following information:

Introductory section:

- your personal and contact details
- your centre contact details
- the name and scheme code for your qualification
- your OCR candidate number (you get this when the centre registers you with OCR for this qualification)
- your curriculum vitae, job description or personal statement
- names and contact details of staff involved assessing and verifying your qualification
- names and contact details of witnesses.

Assessment section:

- a summary of your achievements
- an evidence log or locator to reference your evidence to the standards
- your assessment plans and reviews including
 - your assessment feedback
 - assessment decisions.

Evidence section:

- index of evidence
- your pieces of evidence
- evidence assessment records such as records of observations and professional discussions
- records of questions and your answers
- unit progress and sign off record.

Recording forms

There is a set of OCR Recording Forms you can use to help you build your portfolio. There are also completed examples to refer to, and blank forms which you can photocopy as required. Your centre has access to these on the OCR website.



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 NVQ CERTIFICATE IN BUSINESS AND ADMINISTRATION

To achieve a Level 2 NVQ Certificate in Business and Administration, you must complete a **minimum of 21 credits**, of which **14 credits** must be selected from level **2 units**:

1. **9 credits** must be completed from **GROUP A MANDATORY UNITS**; and,
2. A **minimum of 7 credits** must come from **GROUP B OPTIONAL UNITS** – please see barred combinations below *
3. A **minimum of 5 further credits** must from **GROUP B OPTIONAL UNITS** or **GROUP C OPTIONAL UNITS** – please see barred combinations below **

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

GROUP A MANDATORY UNITS (9 CREDITS)

UNIT NO	WBA UNIT NO	UNIT TITLE	CREDIT VALUE	LEVEL
201	F/601/2467	Manage own performance in a business environment	2	2
202	L/601/2469	Improve own performance in a business environment	2	2
203	F/601/2470	Work in a business environment	2	2
206	D/601/2475	Communicate in a business environment	3	2

GROUP B OPTIONAL UNITS (MINIMUM OF 7 CREDITS)

B1: WORK RESPONSIBILITIES

UNIT NO	WBA UNIT NO	UNIT TITLE	CREDIT VALUE	LEVEL
204	L/601/2472	Solve business problems	4	2
205	Y/601/2474	Work with other people in a business environment	3	2

B2: PROJECT MANAGEMENT

UNIT NO	WBA UNIT NO	UNIT TITLE	CREDIT VALUE	LEVEL
327	J/601/2549	Contribute to running a project	5	3

B3: DOCUMENT PRODUCTION

UNIT NO	WBA UNIT NO	UNIT TITLE	CREDIT VALUE	LEVEL
212	T/601/2482	Produce documents in a business environment (barred with 312)	4	2
213	A/601/2483	Prepare text from notes (one of 213, 214, 313)	3	2
214	F/601/2484	Prepare text from notes using touch typing (40 wpm) (one of 213, 214, 313)	3	2

215	J/601/2485	Prepare text from shorthand (60 wpm) (barred with 314)	8	2
216	L/601/2486	Prepare text from recorded audio instruction (40 wpm) (barred with 315)	4	2
312	M/601/2531	Design and produce documents in a business environment (barred with 212)	4	3
313	T/601/2532	Prepare text from notes using touch typing (60 wpm) (one of 213, 214 or 313)	4	3
314	A/601/2533	Prepare text from shorthand (80 wpm) (barred with 215)	8	3
315	F/601/2534	Prepare text from recorded audio instruction (60 wpm) (barred with 216)	4	3

B4: EVENTS AND MEETINGS

UNIT NO	WBA UNIT NO	UNIT TITLE	CREDIT VALUE	LEVEL
223	L/601/2505	Support the organisation of an event (barred with 320)	2	2
224	D/601/2508	Support the co-ordination of an event (barred with 321)	3	2
225	Y/601/2510	Support the organisation of business travel or accommodation	3	2
226	T/601/2515	Support the organisation of meetings (barred with 322)	4	2
320	R/601/2540	Plan and organise an event (barred with 223)	4	3
321	Y/601/2541	Co-ordinate an event (barred with 224)	4	3
322	D/601/2542	Plan and organise meetings (barred with 226)	5	3

B5: COMMUNICATIONS

UNIT NO	WBA UNIT NO	UNIT TITLE	CREDIT VALUE	LEVEL
107	K/601/2446	Make and receive telephone calls	3	1
207	H/601/2476	Use electronic message systems	1	2
208	K/601/2477	Use diary systems	3	2
209	M/601/2478	Take minutes	4	2
310	M/601/2528	Develop a presentation	3	3
311	T/601/2529	Deliver a presentation	3	3

B6: CUSTOMER SERVICE

UNIT NO	WBA UNIT NO	UNIT TITLE	CREDIT VALUE	LEVEL
210	T/601/2479	Handle mail	3	2
211	K/601/2480	Provide reception services (barred with 256)	3	2
256	Y/601/2457	Meet and welcome visitors (barred with 211)	3	2
328	A/601/2550	Deliver, monitor and evaluate customer service to internal customers	3	3
329	F/601/2551	Deliver, monitor and evaluate customer service to external customers	3	3

B7: MANAGE INFORMATION AND DATA

UNIT NO	WBA UNIT NO	UNIT TITLE	CREDIT VALUE	LEVEL
217	R/601/2487	Organise and report data	3	2
218	Y/601/2488	Research information	4	2
219	R/601/2490	Store and retrieve information	3	2
220	Y/601/2491	Archive information	2	2
228	J/601/2518	Support the management and development of an information system	7	2
316	L/601/2536	Support the design and development of an information system	7	3
317	R/601/2537	Monitor information systems	7	3
318	Y/601/2538	Analyse and report data	6	3

B8: BUSINESS RESOURCES

UNIT NO	WBA UNIT NO	UNIT TITLE	CREDIT VALUE	LEVEL
221	H/601/2493	Use office equipment	4	2
222	M/601/2495	Maintain and issue stationery stock items	3	2
319	D/601/2539	Order products and services	5	3
330	J/601/2552	Agree a budget	4	3

B9: INNOVATION AND CHANGE

UNIT NO	WBA UNIT NO	UNIT TITLE	CREDIT VALUE	LEVEL
227	F/601/2517	Respond to change in a business environment	3	2
326	A/601/2547	Contribute to innovation in a business environment	4	3

B10: SPECIALISED BUSINESS SUPPORT SERVICES – HUMAN RESOURCES

UNIT NO	WBA UNIT NO	UNIT TITLE	CREDIT VALUE	LEVEL
229	T/601/2790	Administer human resources records	3	2
230	A/601/2791	Administer the recruitment and selection process	4	2

B11: SPECIALISED BUSINESS SUPPORT SERVICES – PARKING

UNIT NO	WBA UNIT NO	UNIT TITLE	CREDIT VALUE	LEVEL
257	J/601/2647	Administer parking dispensations	4	2

GROUP C OPTIONAL UNITS

C1: HEALTH, SAFETY AND SECURITY OF PEOPLE, PREMISES AND PROPERTY

UNIT NO	WBA UNIT NO	UNIT TITLE	CREDIT VALUE	LEVEL
113	T/601/2465	Use occupational health and safety guidelines when using keyboards	2	1

C2: IT

115	A/502/4395	Bespoke software (barred with 238)	2	1
116	F/502/4558	Data management software (barred with 239)	2	1
117	H/502/4553	Database software (barred with 240)	3	1
118	T/502/4153	Improving productivity using IT (barred with 241)	3	1
119	R/502/4256	IT security for users (barred with 242)	1	1
120	K/502/4621	Presentation software (barred with 243)	3	1
121	Y/502/4209	Set up an IT system (barred with 244)	3	1
122	A/502/4624	Spreadsheet software (barred with 245)	3	1
123	A/502/4378	Using collaborative technologies (barred with 246)	3	1
124	L/502/4630	Website software (barred with 247)	3	1
125	L/502/4627	Word processing software (barred with 248)	3	1
238	F/502/4396	Bespoke software (barred with 115)	3	2
239	J/502/4559	Data management software (barred with 116)	3	2
240	M/502/4555	Database software (barred with 117)	4	2
241	J/502/4156	Improving productivity using IT (barred with 118)	4	2
242	Y/502/4257	IT security for users (barred with 119)	2	2
243	M/502/4622	Presentation software (barred with 120)	4	2
244	L/502/4210	Set up an IT system (barred with 121)	4	2
245	F/502/4625	Spreadsheet software (barred with 122)	4	2
246	F/502/4379	Using collaborative technologies (barred with 123)	4	2
247	R/502/4631	Website software (barred with 124)	4	2
248	R/502/4628	Word processing software (barred with 125)	4	2

UNIT 201 (F/601/2467)

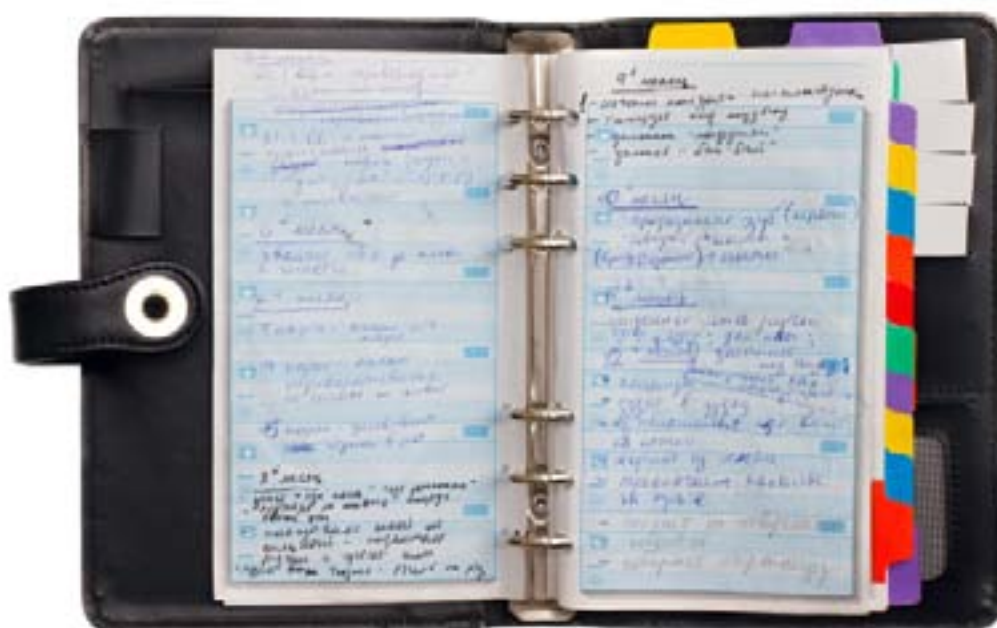
MANAGE OWN PERFORMANCE IN A BUSINESS ENVIRONMENT

THIS IS A MANDATORY UNIT

This unit is about managing and being accountable for your own work.

The unit is divided into four outcomes:

1. Understand how to plan work and be accountable to others
2. Understand how to behave in a way that supports effective working
3. Be able to plan and be responsible for own work, supported by others
4. Behave in a way that supports effective working.



UNIT 201 (F/601/2467)

MANAGE OWN PERFORMANCE IN A BUSINESS ENVIRONMENT

Learning Outcome 1 - Understand how to plan work and be accountable to others

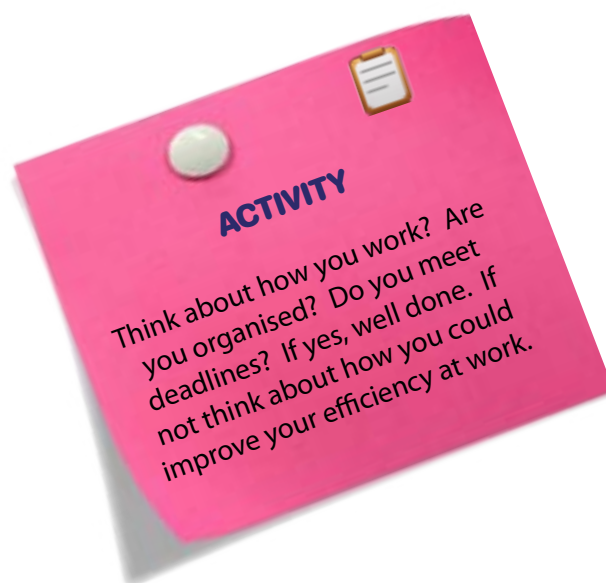
Assessment criteria. I can:

- 1.1 Outline guidelines, procedures and codes of practice relevant to personal work
- 1.2 Explain the purpose of planning work, and being accountable to others for own work
- 1.3 Explain the purpose and benefits of agreeing realistic targets for work
- 1.4 Explain how to agree realistic targets
- 1.5 Describe ways of planning work to meet agreed deadlines
- 1.6 Explain the purpose of keeping other people informed about progress
- 1.7 Explain the purpose and benefits of letting other people know work plans need to be changed
- 1.8 Describe types of problems that may occur during work
- 1.9 Describe ways of seeking assistance with getting help to resolve problems
- 1.10 Explain the purpose and benefits of recognising and learning from mistakes

Learning outcome 2 - Understand how to behave in a way that supports effective working

Assessment criteria. I can:

- 2.1 Explain the purpose and benefits of agreeing and setting high standards for own work
- 2.2 Describe ways of setting high standards for work
- 2.3 Explain the purpose and benefits of taking on new challenges if they arise
- 2.4 Explain the purpose and benefits of adapting to change
- 2.5 Explain the purpose and benefits of treating others with honesty, respect and consideration
- 2.6 Explain why own behaviour in the workplace is important
- 2.7 Describe types of behaviour at work that show honesty, respect and consideration and those that do not



Learning Outcome 3 - Be able to plan and be responsible for own work, supported by others

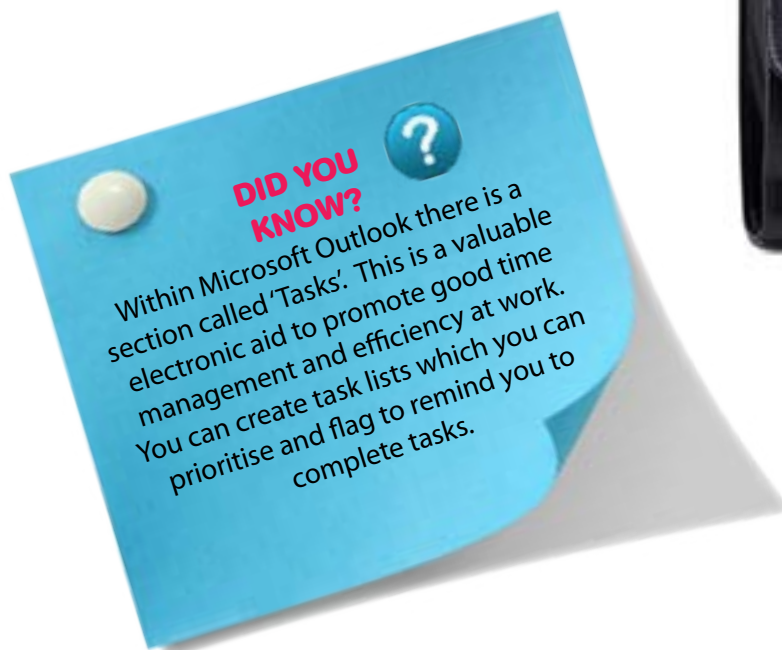
Assessment criteria. I can:

- 3.1 Agree realistic targets and achievable timescales for own work
- 3.2 Plan work tasks to make best use of own time and available resources
- 3.3 Confirm effective working methods with others
- 3.4 Identify and report problems occurring in own work, using the support of other people when necessary
- 3.5 Keep other people informed of progress
- 3.6 Complete work tasks to agreed deadlines or renegotiate timescales and plans in good time
- 3.7 Take responsibility for own work and accept responsibility for any mistakes made
- 3.8 Follow agreed work guidelines, procedures and, where needed, codes of practice

Learning Outcome 4 - Behave in a way that supports effective working

Assessment criteria. I can:

- 4.1 Set high standards for own work and show commitment to achieving these standards
- 4.2 Agree to take on new challenge(s) if they arise
- 4.3 Adapt to new ways of working
- 4.4 Treat other people with honesty, respect and consideration
- 4.5 Help and support other people in work tasks



Key terms

Guidelines, procedures and codes of practice

Information written by your employer setting out the correct way they want a task or an action to be carried out.

Planning work

Working out how best to carry out a task or action, before you do the job.

Realistic targets

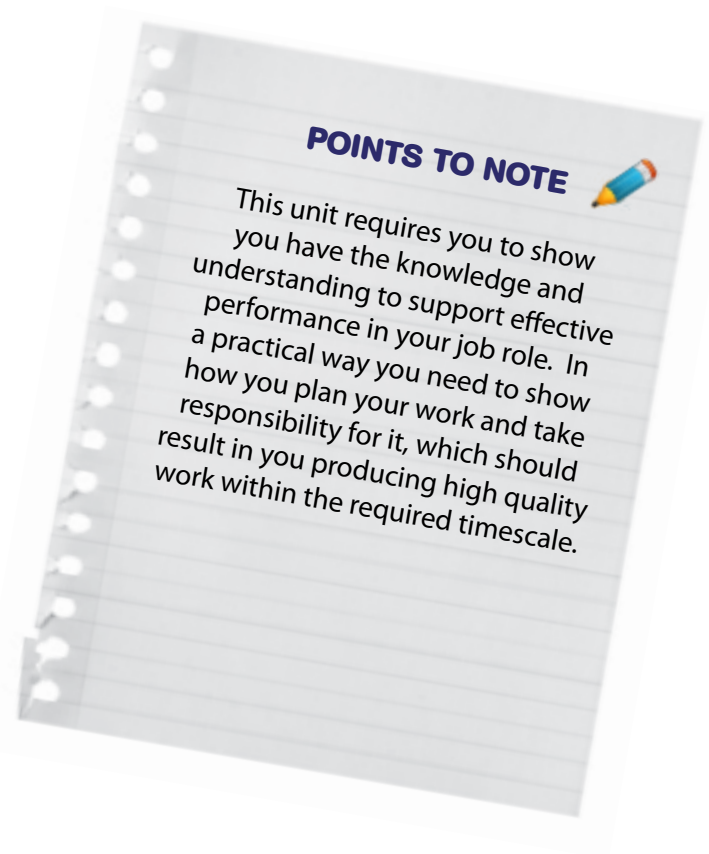
Setting agreed targets for each part of a task or activity that have a good chance of being successfully achieved.

Problems

Looking at things in the work place that do not work well and therefore affect the efficiency of the business.

High standards

Doing something in the best way possible and agreeing with your employer that this is the best way to tackle the task.



UNIT 202 (L/601/2469)

IMPROVE OWN PERFORMANCE IN A BUSINESS ENVIRONMENT

THIS IS A MANDATORY UNIT

This unit is about identifying way of improving performance at work by encouraging feedback from others and maintaining a learning plan to record.

The unit is divided into three outcomes:

1. Understand how to improve own performance
2. Be able to improve own performance using feedback
3. Be able to agree own development needs using a learning plan.



UNIT 202 (L/601/2469)

IMPROVE OWN PERFORMANCE IN A BUSINESS ENVIRONMENT

Learning outcome 1 - Understand how to improve own performance

Assessment criteria. I can:

- 1.1 Explain the purpose and benefits of continuously improving performance at work
- 1.2 Explain the purpose and benefits of encouraging and accepting feedback from others
- 1.3 Explain how learning and development can improve own work, benefit organisations, and identify career options
- 1.4 Describe possible career progression routes
- 1.5 Describe possible development opportunities

Learning outcome 2 - Be able to improve own performance using feedback

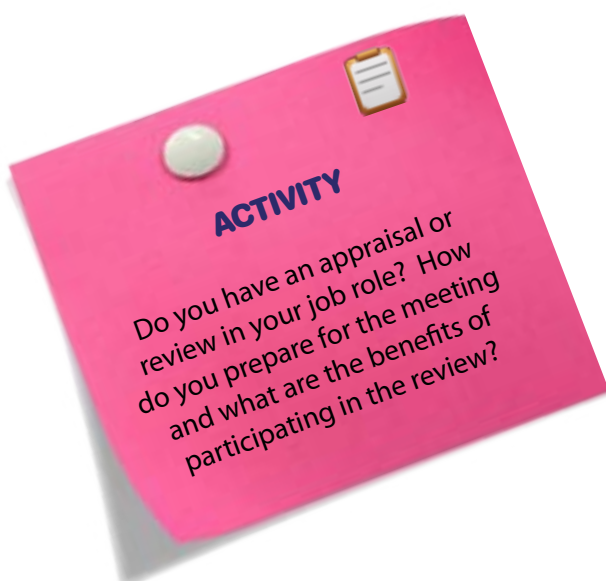
Assessment criteria. I can:

- 2.1 Encourage and accept feedback from other people
- 2.2 Use feedback to agree ways to improve own performance in the workplace
- 2.3 Complete work tasks, using feedback given, to improve performance

Learning Outcome 3 - Be able to agree own development needs using a learning plan

Assessment criteria. I can:

- 3.1 Investigate and agree where further learning and development may improve own work performance
- 3.2 Confirm learning plan changes
- 3.3 Follow a learning plan
- 3.4 Review progress against learning plan and agree further learning updates, if required



Key terms

Continuously improving performance

Look at the way you carried out a task, think about the parts of the task that did not go well and work out what you need to do so that you do it better the next time.

Feedback

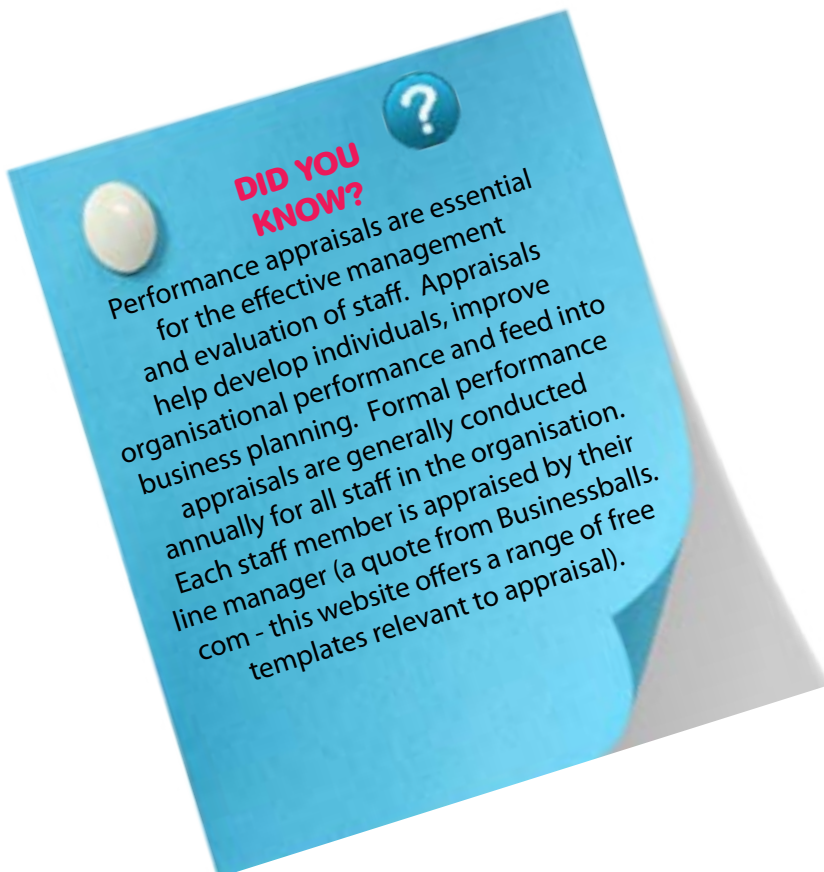
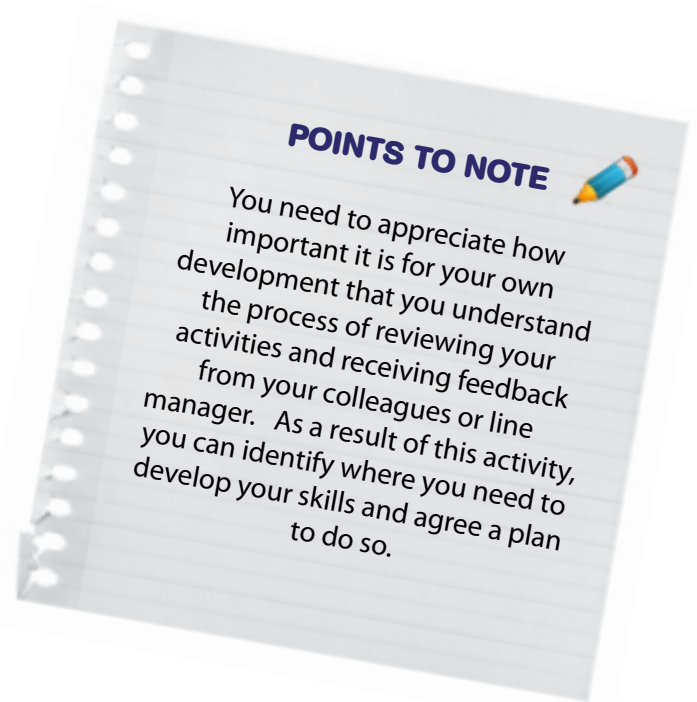
Receiving comments from others about the task or action you have carried out and how well you did it.

Development opportunities

Looking for ways to improve your skills and therefore making you better at what you do.

Learning plan

A plan that is prepared by you and your employer which shows how you will get the training or experience you need in order to be able to do your job well.



UNIT 203 (F/601/2470)

WORK IN A BUSINESS ENVIRONMENT

THIS IS A MANDATORY UNIT

This unit is about being able to behave, and make contributions to work tasks and procedures, in a business environment, in ways that support diversity, security and confidentiality at work, reduction of waste and improve efficiency.

The unit is divided into eight outcomes:

1. Understand how to respect other people at work
2. Understand how to maintain security and confidentiality at work and deal with concerns
3. Understand the purpose and procedures for keeping waste to a minimum in a business environment
4. Understand procedures for disposal of hazardous materials
5. Know how to support sustainability in an organisation
6. Be able to respect and support other people at work in an organisation
7. Be able maintain security and confidentiality
8. Be able to support sustainability and minimise waste in an organisation.



Learning outcome 1 - Understand how to respect other people at work**Assessment criteria. I can:**

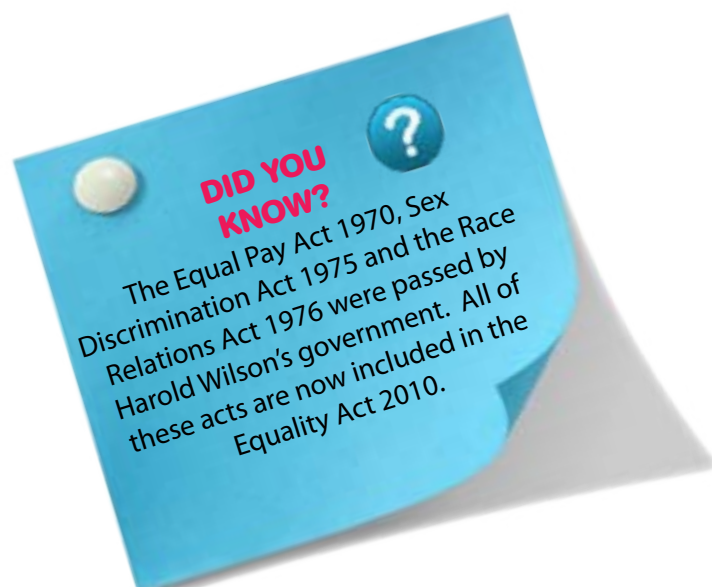
- 1.1 Describe what is meant by diversity and why it should be valued
- 1.2 Describe how to treat other people in a way that is sensitive to their needs
- 1.3 Describe how to treat other people in a way that respects their abilities, background, values, customs and beliefs
- 1.4 Describe ways in which it possible to learn from others at work

Learning outcome 2 - Understand how to maintain security and confidentiality at work and deal with concerns**Assessment criteria. I can:**

- 2.1 Describe the purpose and benefits of maintaining security and confidentiality at work
- 2.2 Describe requirements for security and confidentiality in an organisation
- 2.3 Describe legal requirements for security and confidentiality, as required
- 2.4 Describe procedures for dealing with concerns about security and confidentiality in an organisation

Learning Outcome 3 - Understand the purpose and procedures for keeping waste to a minimum in a business environment**Assessment criteria. I can:**

- 3.1 Explain the purpose of keeping waste to a minimum
- 3.2 Describe the main causes of waste that may occur in a business environment
- 3.3 Describe ways of keeping waste to a minimum
- 3.4 Identify ways of using technology to reduce waste
- 3.5 Outline the purpose and benefits of recycling
- 3.6 Describe organisational procedures for recycling materials



UNIT 203 (F/601/2470)

WORK IN A BUSINESS ENVIRONMENT

Learning outcome 4 - Understand procedures for disposal of hazardous materials

Assessment criteria. I can:

- 4.1 Describe the benefits of procedures for the recycling and disposal of hazardous materials
- 4.2 Describe organisational procedures for the recycling and disposal of hazardous materials

Learning outcome 5 - Know how to support sustainability in an organisation

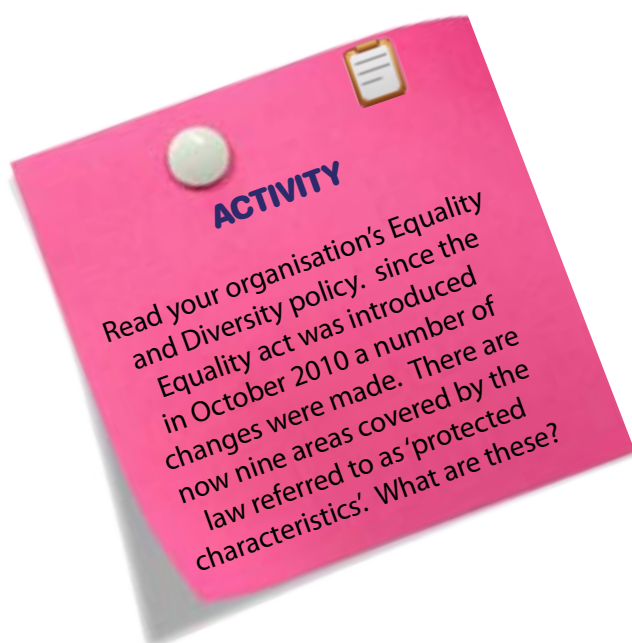
Assessment criteria. I can:

- 5.1 Outline the purpose of improving efficiency and minimising waste
- 5.2 Describe ways of improving own working methods and use of technology to achieve efficiency and reduce waste

Learning outcome 6 - Be able to respect and support other people at work in an organisation

Assessment criteria. I can:

- 6.1 Complete work tasks alongside other people in a way that shows respect for
 - a) backgrounds
 - b) abilities
 - c) values, customs and beliefs
- 6.2 Complete work tasks with other people in a way that is sensitive to their needs
- 6.3 Use feedback and guidance from other people to improve own way of working
- 6.4 Follow organisational procedures and legal requirements in relation to discrimination legislation, as required



Learning outcome 7 - Be able maintain security and confidentiality**Assessment criteria. I can:**

- 7.1 Keep property secure, following organisational procedures and legal requirements, as required
- 7.2 Keep information secure and confidential, following organisational procedures and legal requirements
- 7.3 Follow organisational procedures to report concerns about security/confidentiality, as required

Learning outcome 8 - Be able to support sustainability and minimise waste in an organisation**Assessment criteria. I can:**

- 8.1 Complete work tasks, keeping waste to a minimum
- 8.2 Use technology in work task(s) in ways that minimise waste
- 8.3 Follow procedures for recycling and disposal of hazardous materials, as required
- 8.4 Follow procedures for the maintenance of equipment in own work

Key terms**Diversity**

This means “variety”. Valuing diversity means valuing people and recognising that everyone is unique/ different but of equal worth.

Security and confidentiality

Be responsible for and look after the structure and contents of the building in which you work. Don't talk about what your employer does or about your customers outside of the workplace.

Recycling

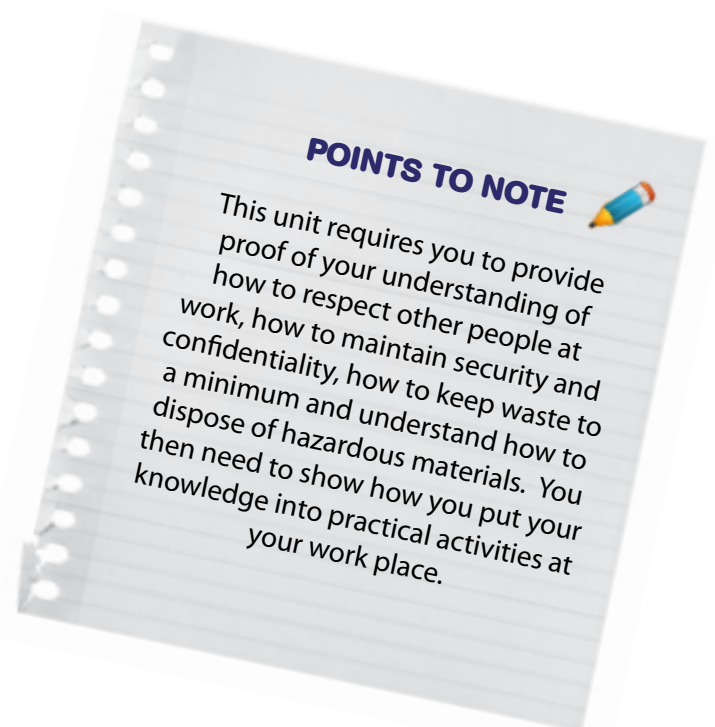
Keeping waste to a minimum where reusable items are recovered from the work place and are reused.

Hazardous materials

Materials that are used in your workplace that could hurt you or others if not used in the way the makers intended.

Technology

The electronic equipment used by your organisation to run the business successfully. Some examples are: computers, printers, telephones and photocopiers.



UNIT 206 (D/601/2475)

COMMUNICATE IN A BUSINESS ENVIRONMENT

THIS IS A MANDATORY UNIT

This unit is about being able to communicate clearly and accurately, in writing and verbally, with other people in a business environment.

The unit is divided into eight outcomes:

1. Understand the purpose of planning communication
2. Understand how to communicate in writing
3. Understand how to communicate verbally
4. Understand the purpose of feedback in developing communication skills
5. Be able to plan communication
6. Be able to communicate in writing
7. Be able to communicate verbally
8. Be able to identify and agree ways of developing communication skills.



Learning outcome 1 - Understand the purpose of planning communication

Assessment criteria. I can:

- 1.1 Explain reasons for knowing the purpose of communication
- 1.2 Explain reasons for knowing the audience to whom the communication is being presented
- 1.3 Describe different methods of communication
- 1.4 Describe when to use different methods of communication

Learning outcome 2 - Understand how to communicate in writing

Assessment criteria. I can:

- 2.1 Identify different sources of information that may be used when preparing written communication
- 2.2 Describe the communication principles for using electronic forms of written communication in a business environment
- 2.3 Describe the reasons for using language that suits the purpose of written communication
- 2.4 Describe ways of organising, structuring and presenting written information so it meets the needs of an audience
- 2.5 Describe ways of checking for the accuracy of written information
- 2.6 Explain the purpose of accurate use of grammar, punctuation and spelling
- 2.7 Explain what is meant by plain English, and why it is used
- 2.8 Explain the need to proofread and check written work
- 2.9 Explain how to identify work that is important and work that is urgent
- 2.10 Describe organisational procedures for saving and filing written communications

Learning Outcome 3 - Understand how to communicate verbally

Assessment criteria. I can:

- 3.1 Describe ways of verbally presenting information and ideas clearly
- 3.2 Explain ways of making contributions to discussions that help to move them forward
- 3.3 Describe methods of active listening
- 3.4 Explain the purpose of summarising verbal communications



UNIT 206 (D/601/2475)

COMMUNICATE IN A BUSINESS ENVIRONMENT

Learning outcome 4 - Understand the purpose of feedback in developing communication skills

Assessment criteria. I can:

- 4.1 Describe ways of getting feedback on communications
- 4.2 Explain the purpose of using feedback to develop communication skills

Learning outcome 5 - Be able to plan communication

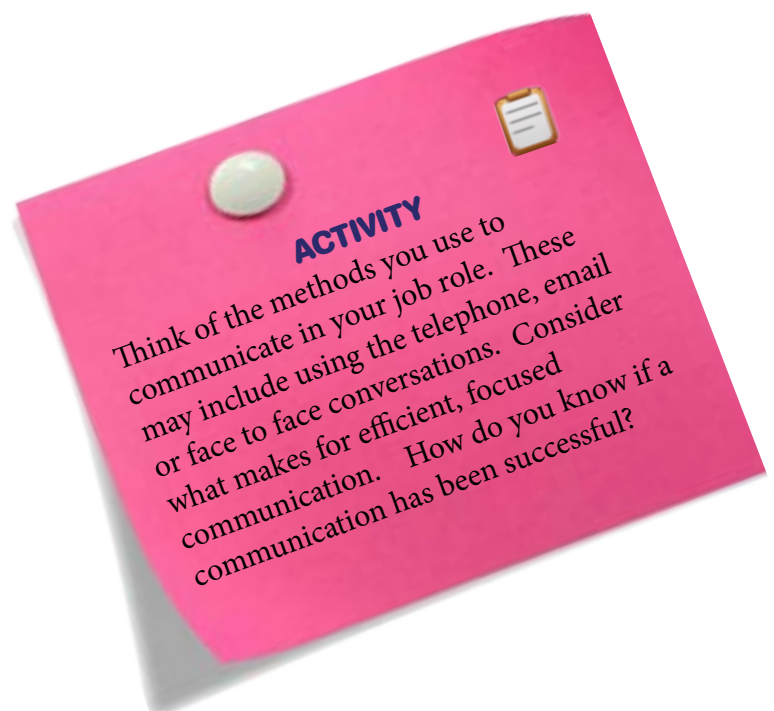
Assessment criteria. I can:

- 5.1 Identify the purpose of communications and the audience(s)
- 5.2 Select methods of communication to be used
- 5.3 Confirm methods of communication, as required

Learning outcome 6 - Be able to communicate in writing

Assessment criteria. I can:

- 6.1 Find and select information needed for written communications
- 6.2 Organise, structure and present information so that it is clear, accurate and meets the needs of the audience
- 6.3 Use language that suits the purpose of written communication and the audience
- 6.4 Use accurate grammar, spelling and punctuation, and plain English to make sure that meaning is clear
- 6.5 Proofread and check written communications and make amendments, as required
- 6.6 Confirm what is important and what is urgent
- 6.7 Produce written communications to meet agreed deadlines
- 6.8 Keep a file copy of written communications sent



Learning outcome 7 - Be able to communicate verbally**Assessment criteria. I can:**

- 7.1 Verbally present information and ideas to others clearly and accurately
- 7.2 Make contributions to discussion(s) that move the discussion forward
- 7.3 Actively listen to information given by other people, and make relevant responses
- 7.4 Ask relevant questions to clarify own understanding, as required
- 7.5 Summarise verbal communication(s) and agree that the correct meaning has been understood

Learning outcome 8 - Be able to identify and agree ways of developing communication skills**Assessment criteria. I can:**

- 8.1 Get feedback to confirm whether the communication has achieved its purpose
- 8.2 Use feedback to identify and agree ways of improving own communication skills

Key terms**Communication**

Effective use of all the different methods available including, verbal, written and body language.

Plain English

Communicating in a way that everyone will understand.

Listening

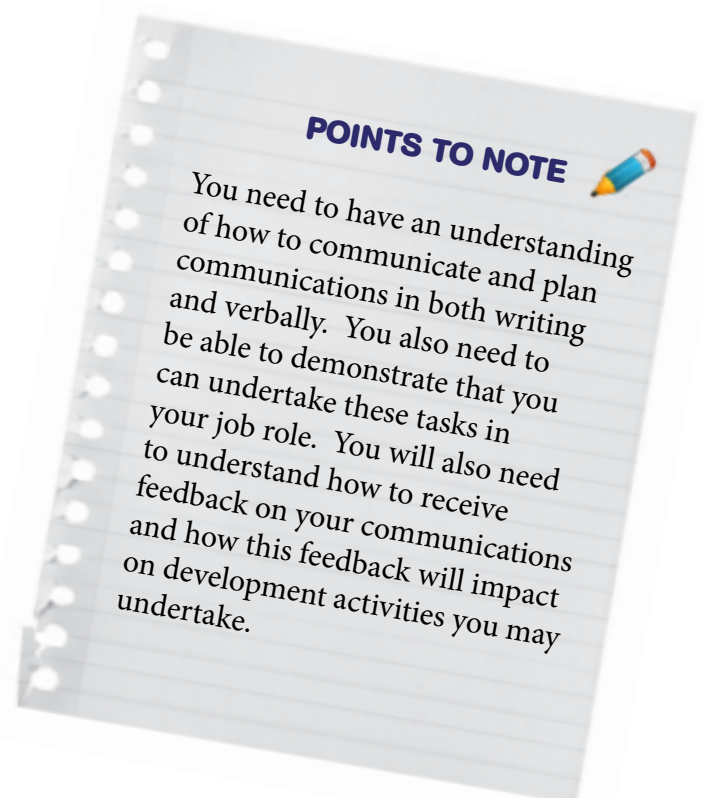
Making sure you concentrate and understand what you are hearing.

Feedback

Receiving comments from others about the task or action you have carried out and how well you did it.

Contributions

To join in with discussions and make a positive contribution that helps to move the discussion on.





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