Unit Title: **Supporting business activities**

OCR unit number: 1

Level: 4

Credit value: 5

Guided learning hours: 24

Unit reference number: A/503/6143

Unit aim and purpose

The aim of this unit is to develop an understanding of activities which support a range of business functions from administrative tasks, through the complexities of project management to effective diary and time management. This will lead to analysis and evaluations which will inform improvements to future workplace practice.

Learning Outcomes	Assessment Criteria	Teaching Content
The Learner will: 1 Understand the structure of administrative systems to support business	**The Learner can:** 1.1 Describe the factors to be taken into account when setting up a filing system	Filing systems • Manual v electronic • Purpose • Confidentiality and security • Advantages and disadvantages of both systems • Classification systems
	1.2 Explain the stock control ordering and purchasing system in an organisation	Stock control • Definition and purpose of Manual v computer based • Advantages and disadvantages Relationship to • Budgets • Requirements • Operations • Sales and marketing • Purchasing

Learning Outcomes	Assessment Criteria	Teaching Content

	1.3 Analyse the benefits of a computerized stock control system	Computerised stock control
		• Definition and purpose of
		• Proactive v reactive
		• Relationship to
		  ○ Stock control systems
		  ○ Budgets
		  ○ Value for money
		  ○ Operations
		  ○ Sales and marketing

	1.4 Outline the nature of support offered by administrative management to human resources processes	Administrative managers • Roles and responsibilities • Fayol's elements of administration • Relationship to business activities HR managers • Roles and responsibilities • Relationship to the employment life cycle HR managers and administrative managers • Comparison of roles • Similarities and difference • Inter-relationship • Synergy of roles
2 Understand support for the office environment	2.1 Outline the factors to be taken into account when designing an office layout that optimizes the use of space	Office design • Ergonomics • Work process and work flow • Interpersonal relationships • Working environment • Communication networks • Working practices
	2.2 Analyse the benefits and drawbacks of modern office working practices	Modern office practice • v traditional approaches • Flexible working • Home working • Increased use of technology • Open plan offices • Policies and procedures • Office equipment
	2.3 Evaluate measures of effectiveness and efficiency used in office environments	Measures of effectiveness and efficiency include • Quality • Meeting targets • Work flow • KPIs • Financial
3 Understand how to support business meetings and	3.1 Analyse the role of meetings in promoting	Communication • Models

Learning Outcomes	Assessment Criteria	Teaching Content
events in an organisation	effective internal and external organisational communications	• Systems • Barriers Types of meetings and their purpose • Formal v informal meetings Meetings to support • Business activities • Branding • Competitiveness • Networking
	3.2 Analyse the role of events in organisational promotion and branding	Branding • Definition and purpose Promotion activities • Definition and purpose Event management • Definition and purpose • As a marketing tool Relationship between branding and promotion Using events to promote the Brand
	3.3 Explain the administrative needs of different types of statutory meetings	Statutory meetings • Legal definition and requirements • Examples of statutory meetings • Administrative requirements, records and procedures
	3.4 Explain the nature of support needed to service a range of meetings	Organising and planning a meeting • Venue • Delegates and their requirements • Value of effective feedback • Evaluation • Record keeping
4 Understand how to support projects in an organisation	4.1 Explain the stages of a project	Project management principles
	4.2 Explain the importance of identifying needs, the analysis of options, implementation planning, evaluation and follow up post project	Project life cycle • Feasibility • Initiation • Planning • Execution • Closure

Learning Outcomes	Assessment Criteria	Teaching Content
		Project monitoring and evaluation
	4.3 Analyse the likely reasons for project failure	Project teams Tuckman's team building model Project leadership Use of leadership styles Communication systems and processes Barriers to successful projects • Changing requirements • Time • Finance • People • Management and leadership • Stakeholder influence • Planning and planning tools • External influences and factors
5 Understand effective diary management in an organisation	5.1 Describe the distribution and limits of responsibility in relation to diary management	Diary management Manual v electronic systems • Advantages and disadvantages Relationship to • Business activities and performance • Changing priorities • Planning activities • Record keeping
	5.2 Analyse the interface between project management and diary management and its potential contribution to project success	Project planning tools • CPA • Gantt charts • Project networks • Relationship to diary management
	5.3 Evaluate models and technologies used to promote effective diary management	Electronic diary systems • Functions • Control mechanisms • Access and security • Mobile technology and diary synchronisation • Relationship to a communication model – Shannon and Weaver

Assessment

Centres may design their own assessment for this unit. However, a model assessment is available from the Level 4 Diploma in Business and Administration webpage: http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-business-and-administration-level-4-diploma-10337/

The OCR model assessment includes:

- notes for tutors
- evidence requirements
- information on assessment expectations
- glossary for command verbs

Should centres design their own assessment, this **must be** accompanied by an Evidence Checklist to enable assessors and moderators to record and identify where, within the submitted assessment, each criterion and evidence requirement has been met.

Candidate work for this unit will be assessed by the centre and externally-moderated by OCR.

Evidence requirements

Candidates are expected to evidence the application of knowledge in their own working environment. Where this is not possible candidates can chose an organisation in which to apply their knowledge, providing this will allow all assessment criteria to be met.

Details of evidence requirements can be found in the OCR model assessments which support this unit. If centre-developed assessments are used, they must allow candidates to cover all of the evidence requirements detailed on the Evidence Checklist.

Evidence can be presented in a number of ways which can be determined by the centre. These decisions should take into account the accessibility of the assessment requirements by individual candidates and the bespoke nature of a candidate or candidate group.

Evidence could be presented through assessed presentations, assessor observations, professional discussions or word processed documents. Recordings of professional discussions are an acceptable form of evidence. All evidence submitted must be legible.

Candidates may be able to draw on previous experiences to demonstrate they can meet the assessment criteria and evidence requirements. In this instance a professional discussion supported by applicable documentation could be accepted as suitable and adequate evidence, on the provision that all relevant requirements are met.

Where assessor observations or professional discussions are carried out, the content of these must be detailed on a Witness Statement form. The Witness Statement form must be submitted with the candidate evidence. Witness Statement forms can be downloaded from the OCR L4 Diploma in Business and Administration webpage:

http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-business-and-administration-level-4-diploma-10337/.

Whilst observation and professional discussion are acceptable forms of evidence, we would not expect these to be the sole methods employed for evidencing a complete unit.

Evidence from related Level 4 NVQ units can be used to infer understanding of this unit's content where appropriate.

Guidance on assessment and evidence requirements

Candidates should be advised that incomplete evidence **should not** be submitted.

All evidence **must** be assessed by the centre before submitting to OCR for moderation. This should be indicated through a tick and/or feedback comment on each marking point. Assessors should check that there are no gaps in the evidence.

Centres must have an internal moderation process in place to ensure consistency of assessment, especially where there is more than one assessor in the assessment team. The internal moderator should sign the front cover of those assessments which have been included in the internal sampling process.

If candidates require a scribe, further guidance can be found in the JCQ document: *Access Arrangements, Reasonable Adjustments and Special Consideration 2012-2013* available at:

http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/access-arrangements-reasonable-adjustments-and-special-consideration-2012-2013

Scribed work should be annotated with the scribe's initials.

OCR is unable to return candidate work to centres, so **centres should take a copy before submitting** work to OCR for moderation.

You should refer to the '*Admin Guide: Vocational Qualifications* (A850)' for *Notes on Preventing Computer-Assisted Malpractice*.

National Occupational Standards (NOS) mapping/signposting

The mapping in the table below provides an indication of where evidence might be available for assessment against some of the knowledge and understanding contained in the national occupational standards (NOS). It does not claim to guarantee that evidence will meet the NOS.

NOS can be viewed on the relevant Sector Skills Council's website or the occupational standards directory at www.ukstandards.co.uk.

Occupational standards	Unit number	Title
CFAM & LDD6	NA	Lead meetings to achieve objectives
CFAM & LEB1	NA	Provide healthy, safe, secure and productive working environments and practices
CFAM & LEC2	NA	Manage information, knowledge and communication systems
CFAM & LFA5	NA	Manage projects

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		**Mathematics**		**ICT**	
Speaking and Listening	x	Representing		Use ICT systems	x
Reading	x	Analysing		Find and select information	x
Writing	x	Interpreting		Develop, present and communicate information	x

Resources

Graham, N. (2010) *Project Management for Dummies* John Wiley & Sons

ILM (2007) *Effective Meetings for Managers Super Series* ILM

Wild, T. (2002) *Best Practice in Inventory Management* 2nd Edition Butterworth-Heinemann

www.apm.org.uk

www.businesscasestudies.co.uk

www.cips.org

www.i-l-m.com

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications' (A850)* on the OCR website www.ocr.org.uk .