OCR
Oxford Cambridge and RSA

Cambridge **TECHNICALS LEVEL 2**

BUSINESS ADMINISTRATION

Cambridge
TECHNICALS
2016

Unit 2

Understand **the role of an administrator**

H/617/0722

Guided learning hours: 30

Version **1 September 2018**

LEVEL 2

UNIT 2: Understand the role of an administrator

H/617/0722

Guided learning hours: 30

Essential resources required for this unit: None

This unit is externally assessed by an OCR set and marked examination.

UNIT AIM

This unit will provide you with the understanding required for a role as a business administrator. Completion of the unit will allow you to build upon the knowledge developed in Unit 1, and to apply it in context.

You will gain an understanding of:

- the key factors when completing administrative tasks, such as, arranging meetings, travel and accommodation
- the characteristics of business communications and their appropriate uses
- the importance of teamwork and meeting deadlines within a business administration role
- the appropriate uses of different business documents and how to complete them, including simple calculations.

Learners should be taught Unit 1 before they are taught Unit 2. We strongly recommend that learners complete Units 1 and 2 before undertaking assessment in the other units, as these areas of learning will underpin the whole qualification. Learners will be required to use skills, knowledge and understanding from these units in all units and especially in key tasks in Unit 7, which is the synoptic unit.

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative.

Where teaching content contains i.e. and e.g. under specific areas of content, the following rules will be adhered to when we set questions for an exam:

- A direct question may be asked about teaching content which follows an i.e.

- Where unit content is shown as an e.g. a direct question will not be asked about that example.

Learning Outcome The Learner will:		Teaching Content The Learner must be taught:		Teaching exemplification

1 Understand key factors when arranging meetings, travel and accommodation	1.1	Understand the key factors when arranging a meeting i.e.
		1. impact on business costs i.e.
		   a. choosing the most cost effective or most timely arrangements
		   b. who and how many are attending
		   c. travel, subsistence and accommodation expenses
		2. meeting criteria i.e.
		   a. internal/external attendees
		   b. urgency
		   c. meeting priority
		   d. meeting purpose
		   e. required attendees
			1.1	To include selection of suitable date/time for a meeting from diary/calendar entries. Costs should be a consideration. Different methods of meeting, their key features and the advantages and disadvantages should be considered as listed in Unit 1 LO2.1.1.

Learning Outcome The Learner will:		Teaching Content The Learner must be taught:		Teaching exemplification

		3. personnel availability i.e.
		    a. importance of diary management
		    b. travel needs of attendees i.e.
		        i. if attendees need to travel far, then a later start time may be appropriate or overnight accommodation may be required
		        ii. consideration of meeting proximity to transport links
		        iii. consideration of car parking facilities
		4. venue/room i.e.
		    a. availability
		    b. location
		    c. cost/budget
		    d. capacity
		    e. required resources
		    f. refreshments/catering
		5. impact of different types of meeting on set-up decisions
		6. impact of different meeting formats on set-up decisions		

	1.2	Providing effective administrative support for meetings i.e.
		1. Key administrative tasks i.e.
		    a. ensure all attendees have the latest agenda and all required documents
		    b. ensure equipment is booked, arranged and tested so that the meeting can begin promptly
			1.2	Administrative support requirements for meetings are those listed in Unit 1, LO2.1.2 of the teaching content.

Learning Outcome The Learner will:		Teaching Content The Learner must be taught:		Teaching exemplification

		c. ensure attendees are given all relevant information for their safety and comfort i.e.
		   i. emergency procedures
		   ii. toilet facilities
		   iii. refreshments
		d. ensure accurate minutes are kept of the meeting for future reference
		2. Benefits of effective administrative support for meetings (e.g. attendees arrive on time, at the correct venue, all attendees are fully prepared, meeting items are covered effectively, positive impact on the business and its reputation)		

	1.3	Understand travel and accommodation arrangements i.e.
		1. The factors that influence business travel arrangements i.e.
		  a. destination (e.g. local, national, international)
		  b. dates/times
		  c. personnel (e.g. seniority)
		  d. special requirements (e.g. disabled access)
		  e. mode of transport timetables and schedules
		  f. calculation and comparison of costs
		2. The factors that influence business accommodation arrangements, i.e.
		  a. accommodation criteria i.e.
		    i. location
		    ii. grade/star rating
		    iii. cost
		    iv. meal arrangements
				Learners need to be able to interpret timetables and schedules to determine if a mode of transport (e.g. train/plane/bus) is available/suitable. Learners need to be able to recommend and justify travel arrangements based on a given scenario.
				Learners need to be able to calculate simple travel costs, make comparisons and decisions.

Learning Outcome The Learner will:		Teaching Content The Learner must be taught:		Teaching exemplification

		b. personnel requirements i.e.
		    i. type of rooms (e.g. single, double)
		    ii. access
		    iii. dietary requirements
		    iv. seniority
		    v. group bookings
		c. calculation and comparison of costs
				Personnel - a more senior employee may require first class train travel, it may be more cost effective for a group of employees to travel together by car than pay for individual train tickets.
				
				Learners need to be able to recommend and justify business accommodation arrangements based on a given scenario.
				Learners need to be able to calculate simple accommodation costs, make comparisons and decisions.

2. Understand the characteristics of business communications and their appropriate uses	2.1	Understand the advantages and disadvantages of different types of communication and how to use them i.e.
		    1. written
		    2. verbal
				Learners must be able to complete the different types of written communication for given scenarios.

	2.2	Understand the consequences to a business if communications are not accurate		This may include completing some basic calculations for relevant documentation, based on figures provided. The types of written and verbal communication are those listed in Unit 1 LO3.1

	2.3	Understand the characteristics which inform the design of written business communications i.e.
		    1. audience i.e.
		      a. internal
		      b. external		

Learning Outcome The Learner will:		Teaching Content The Learner must be taught:		Teaching exemplification

		2. purpose i.e.
		    a. to inform
		    b. to persuade
		    c. to deal with a complaint
		3. content i.e.
		    a. complexity
		    b. numerical
		    c. graphical
		    d. formality		

	2.4	How the characteristics of business communications design impact on the use of resources, i.e. 1. hardcopy/electronic copy 2. quality of paper/card 3. colour/ black and white 4. ease/cost of distribution		For example - does the communication need printing on coloured paper/card? Does it need printing at all? In particular the requirement for quality – internal communications may be black and white draft, external communications may necessitate glossy full colour.
	2.5	The importance of effective telephone skills in business administration (e.g. corporate image, accuracy of the message)		The telephone skills are those listed in Unit 1 LO3.2.4 teaching content
3. Understand the importance of teamwork and deadlines in business administration	3.1	Understanding teamwork in the workplace i.e. 1. The business characteristics which support effective teamwork (e.g. atmosphere, open plan office, regular meetings) 2. The benefits and drawbacks to a business organisation of asking employees to work as part of a team 3. The benefits and drawbacks of different methods used by team members to share experience and advice		Knowledge of teamwork is listed in Unit 1 LO3.3 teaching content.

Learning Outcome The Learner will:		Teaching Content The Learner must be taught:		Teaching exemplification

	3.2	The reasons for prioritising business tasks effectively and the impact on deadlines, i.e.
		   1. Workload
		   2. Conflicting demands on time
		   3. The importance of meeting deadlines, i.e.
		      a. internal versus external deadlines
		      b. interim versus final deadlines
		      c. the impacts of missing deadlines
		         i. impact on business activity
		        ii. impact on colleagues
		       iii. impact on reputation
			3.2	Knowledge of deadlines is listed in Unit 1 LO3.5.1 teaching content. This teaching should focus on the reasons for prioritisation and the impact of related decisions

	3.3	How to prioritise tasks to meet deadlines i.e.
		   1. Prioritisation of tasks i.e.
		      a. according to urgency
		      b. according to importance
		      c. according to the consequence(s) of late completion
		      d. according to the status of the task originator (e.g. line manager, customer, third party)
		      e. according to the interactivity of tasks (e.g. some tasks affect other tasks)
		      f. according to the suitability for delegation
			3.3	Learners should be able to suggest which method is the most appropriate in given scenarios.
				
				Learners need to be encouraged to think practically about prioritisation e.g.
				Does a piece of correspondence warrant an urgent response or can it wait? Could someone else be asked to deal with a particular task? Is it wise to keep your line manager waiting for information requested?

Learning Outcome The Learner will:		Teaching Content The Learner must be taught:		Teaching exemplification

4. Understand the appropriate uses of different business documents and how to complete them	4.1	The purpose, interpretation and completion of business documents i.e.
		
		1. Internal communication documents
		2. Transactional documents
		3. The importance of data protection protocols when using and completing these documents
		4. Consequences of not meeting data protection protocols when using and completing these documents (e.g. fines, adverse impact on the business' reputation, loss of customers, loss of trust)
		5. Appropriate uses of different methods of document storage
		6. The advantages and disadvantages of hard-copies versus electronic copies of documents
		7. How to review business documents to make sure they are fit for purpose, i.e.
		  a. appropriate type of communication for audience
		  b. tone
		  c. layout/design, i.e.
		    i. logo
		    ii. letterhead
		    iii. font
		    iv. corporate colours
		    v. images
		  d. accuracy and relevance of information
		  e. checking that data protection protocols have not been breached
		8. Reasons for requiring authorisation of documents. (e.g. an additional check for errors, the producer of the document may not have the authority to send it)
		9. Consequences to the business, the customer, the supplier and the employee if errors are made when producing documents
				Documents (internal communication and transactional documents) may be paper-based or electronic. Learners should be able to interpret and use the contents of documents e.g. complete an invoice based on a customer order.
				1. Internal communication documents as listed in Unit 1, LO6.1.1 teaching content.
				2. Transactional documents as listed in Unit 1, LO6.1.2 teaching content.
				4. Data protection protocols as listed in Unit 1 LO6, 1.3.a teaching content.
				5. Document storage as listed in Unit 1 LO6.1.3.b teaching content. To include when each method of document storage would be appropriate e.g. a shared network drive would be appropriate if a team of employees all need access to a report.
				6. To include when each format may be most appropriate e.g. an electronic copy of a report would be most appropriate if it needs to be emailed to managers in various locations.

Learning Outcome The Learner will:		Teaching Content The Learner must be taught:		Teaching exemplification
				7. Business documents as listed in Unit 1, LO6.1 teaching content. 8. Documents should be fit for their intended audience and purpose. This also relates to the types of written communication listed in Unit 1, LO3.2. Learners need to review documents, not only for errors, but also for improvements. 9. Consequences may include incorrect payments to customers/suppliers, inaccurate records, inaccurate information may lead to badly informed decisions and business reputation may be adversely affected.

LEARNING OUTCOME (LO) WEIGHTINGS

Each learning outcome in this unit has been given a percentage weighting. This reflects the size and demand of the content you need to cover and its contribution to the overall understanding of this unit. See table below:

LO	Weighting
LO1	13-27%
LO2	18-36%
LO3	13-27%
LO4	18-36%

ASSESSMENT GUIDANCE

All Learning Outcomes are assessed through an externally set and marked examination paper, worth a maximum of 45 marks and one hour in duration.

MEANINGFUL EMPLOYER INVOLVEMENT – A REQUIREMENT FOR TECHNICAL CERTIFICATE QUALIFICATIONS

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content. This unit is mandatory in the following qualifications:

Level 2 Cambridge Technical Diploma in Business Administration

Level 2 Cambridge Technical Certificate in Business Administration (non-performance tables qualification)

The Diploma qualification has been designed to be recognised as a Technical certificate in performance tables in England. It is a requirement of this qualification for centres to secure employer involvement through delivery and/or assessment of this qualification for every learner.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the Qualification Handbook for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer engagement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop knowledge and understanding relevant to the qualification.	Learners could undertake work experience where they are able to develop their knowledge and understanding with respect to understanding the role of an administrator.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Industry experts could assist centres with the development of realistic materials to support the delivery of this qualification. They could also take on the role of stakeholders who provide feedback to the learners throughout their course.

You can find further information on employer involvement in the delivery of qualifications in the following documents:

- [Employer involvement in the delivery and assessment of vocational qualifications](#)

- [DfE work experience guidance](#).