



Administration (Business Professional)

Unit Title: Working in an administration team
 OCR unit number: 24
 Level: 3
 Credit value: 5
 Guided learning hours: 45
 Unit reference number: L/505/7062

Unit purpose and aim

The aim of this unit is to enable learners to work effectively in teams in order to achieve business objectives.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
<p>The Learner will:</p> <p>1 Understand administrative team working</p>	<p>The Learner can:</p> <p>1.1 Evaluate the roles and responsibilities of administrative team members</p> <p>1.2 Explain the ways in which team working can be more productive than working individually</p>	<ul style="list-style-type: none"> • Characteristics, roles and responsibilities, e.g.: <ul style="list-style-type: none"> – Belbin team roles – team leader role – commitment to team objectives – respect for/consideration for others – personality styles – how team members are motivated – responsibilities of team and its members • Team working: <ul style="list-style-type: none"> – goals to be in line with organisational requirements – information and ideas can be exchanged – joint working on manageable tasks – individual responsibilities taking in account strengths and weaknesses of team are agreed • Virtual working: <ul style="list-style-type: none"> – technology – communication – time differences – personal skills – home working

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
<p>2 Be able to work as part of an administrative team</p>	<p>2.1 Work with others in an administrative team in accordance with organisational requirements</p> <p>2.2 Clarify team objectives for administrative team activities</p> <p>2.3 Clarify own objectives for the administrative team activities</p>	<ul style="list-style-type: none"> • Planning, e.g.: <ul style="list-style-type: none"> – SMART objectives – time management – required resources – prioritising • Agree working arrangements, e.g.: <ul style="list-style-type: none"> – action, resources required, timescales – procedures if work falls behind deadlines – limits of own role – determine priorities – individual responsibilities taking account strengths and weaknesses of team members • Carry out tasks, e.g.: <ul style="list-style-type: none"> – following instructions – working safely – considering confidentiality and security issues – meeting deadlines – reviewing own work on an ongoing basis – using initiative to solve problems • Work with others, e.g.: <ul style="list-style-type: none"> – reporting progress as required – identifying information – asking for help • Communication skills, e.g.: <ul style="list-style-type: none"> – verbal and written – appropriate tone and language – styles of address – diplomacy and tact – negotiation skills – report progress or lack of progress – listening – identifying essential information and passing it on quickly – deal appropriately with conflict • contribution to team working, e.g.: <ul style="list-style-type: none"> – mutual support and respect – offering help to others – fostering team spirit – sharing resources – keeping other informed

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	2.4 Monitor the progress of administrative team activities	<ul style="list-style-type: none"> • Monitor progress: <ul style="list-style-type: none"> – monitor against plan – contribute to progress meetings – review own and others work – suggest amendments to plan
3 Be able to evaluate the success of administrative team activities	3.1 Critically evaluate own contribution to administrative team activities 3.2 Analyse the overall performance of administrative team activities	<ul style="list-style-type: none"> • Review and evaluate, e.g.: <ul style="list-style-type: none"> – own performance – contribution to the work of the team – final outcome – nature of relationship with rest of team. – performance of other members of team – strengths and weaknesses of the team – factors contributing to success/failure of the team – SWOT/SLOT – improvements (meeting deadlines, communication, working relationships, absences, commitment to objectives) • Identify and evaluate factors contributing to success/failure of the team • Analyse the way different working relationships helped the team to work • Improvements for future for self and team

Assessment

This unit is assessed by the centre and sent to OCR for moderation.

Guidance on assessment and evidence requirements

This unit is assessed using a model assignment. OCR has produced a model assignment for each unit which centres may use for the purpose of assessment. The model assignment contains a scenario or real-life situation and related tasks which are based on the assessment criteria of the unit.

Centres may either use the model assignment as an entire, holistic assessment for an individual unit, adapt it to suit individual candidates' needs or devise their own assignment. If they choose to adapt the assignment or devise their own assignment they must ensure that the modified assignment will provide candidates with sufficient opportunity to demonstrate achievement of all the assessment criteria in the unit.

Please refer to the model assignment for this unit which can be found on the OCR website www.ocr.org.uk.

Functional skills signposting

The functional skills mapping for this unit is detailed in the centre handbook which can be found on the OCR website www.ocr.org.uk .

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 .