



# Administration (Business Professional)

<b>Unit Title:</b>	<b>Working in administration</b>
OCR unit number:	6
Level:	2
Credit value:	6
Guided learning hours:	60
Unit reference number:	A/505/7011

## Unit purpose and aim

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The unit aims to prepare learners to work in an office environment by introducing them to relevant legislation and health and safety procedures and the role and importance of the administrator in a business environment. The unit also enables learners to understand the importance of organising their work area.

Learners will complete various practical tasks, follow procedures and work safely identifying the correct resources for the task, minimising waste and using consumables effectively.

Learners will reflect on their own performance after feedback, producing a short evaluation.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
<b>The Learner will:</b> 1 Know the role of an administrator within business and administration	<b>The Learner can:</b> 1.1 Describe the role of administrator within business and administration  1.2 Describe how the role of administrator relates to others within the business organisation	<ul style="list-style-type: none"><li>• Understand the need to:<ul style="list-style-type: none"><li>– support the work of others</li><li>– provide accurate information</li><li>– keep up-to-date records</li><li>– provide information for management decision-making</li><li>– maintain systems and procedures</li><li>– maintain a positive corporate image</li></ul></li> <li>• Understanding the need for:<ul style="list-style-type: none"><li>– shared objectives</li><li>– sharing workload</li><li>– liaison at all levels of the organisation</li><li>– strategy</li><li>– team goals</li><li>– departmental goals</li><li>– organisational goals</li></ul></li></ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
2 Understand legislation affecting the work of administrators within a business environment	2.1 Explain the importance of legislation affecting the work of the administrator within a business environment  2.2 Explain how data protection legislation could affect the work of an administrator	<ul style="list-style-type: none"> <li>• Basic knowledge and understanding of the importance and implications of:               <ul style="list-style-type: none"> <li>– Copyright laws</li> <li>– Equal Opportunities Legislation</li> <li>– Data Protection Act</li> <li>– Health and Safety at Work Act</li> </ul> </li> </ul>
3 Understand health and safety issues that affect the work of administrators within a business environment	3.1 Explain how health and safety issues could affect the work of administrators within a business environment	<ul style="list-style-type: none"> <li>• Importance of being alert to potential hazards e.g. unsafe use of machinery and equipment</li> <li>• Unsafe use of substances such as toner, correcting fluids, etc.</li> <li>• Personal conduct – unsafe behaviour</li> <li>• Untidiness and careless working</li> <li>• Smoking, drinking, drugs</li> <li>• Employee rights and responsibilities concerning health and safety</li> <li>• Importance of taking precautions</li> <li>• Identifying and following safe working practices</li> <li>• Dealing with low risk matters</li> <li>• Need to report accidents and potential hazards to the appropriate person</li> <li>• Importance of procedures in the case of fire, accident, emergency</li> <li>• First Aid</li> <li>• Health and Safety at Work (Display Screen Equipment) Regulations 1992</li> </ul>
4 Understand the importance of organising their work area within a business environment	4.1 Explain the importance of organising the work area within a business environment	<ul style="list-style-type: none"> <li>• Being organised - professional</li> <li>• Health and Safety</li> <li>• Effective working area:               <ul style="list-style-type: none"> <li>– neat and tidy</li> <li>– file regularly</li> <li>– filing trays</li> <li>– desk tidies</li> <li>– minimise waste</li> </ul> </li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
<p>5 Be able to carry out administrative processes in a business environment</p>	<p>5.1 Use office equipment to complete administrative tasks according to organisational procedures</p> <p>5.2 File business documents in accordance with organisational procedures</p> <p>5.3 Handle mail to comply with the requirements of a business environment including</p> <ul style="list-style-type: none"> <li>• Incoming mail</li> <li>• Outgoing mail</li> </ul>	<ul style="list-style-type: none"> <li>• Health and Safety: <ul style="list-style-type: none"> <li>– follow procedures</li> <li>– report problems</li> </ul> </li> <li>• Photocopier procedures: <ul style="list-style-type: none"> <li>– single, multiple</li> <li>– back to back</li> <li>– collate and stapled</li> <li>– replace paper</li> <li>– check copies are to a correct standard</li> </ul> </li> <li>• Safe use of shredder, guillotine, rotary trimmer, laminator, scanner etc.</li> <li>• Fax procedures: <ul style="list-style-type: none"> <li>– cover sheet</li> <li>– load paper</li> <li>– send and check</li> <li>– receive/distribute</li> </ul> </li> <li>• PC/printer procedures: <ul style="list-style-type: none"> <li>– basic file management</li> <li>– save work</li> <li>– shutting down</li> <li>– load paper</li> </ul> </li> <li>• Filing procedures e.g.: <ul style="list-style-type: none"> <li>– electronic, paper-based</li> <li>– create files</li> <li>– retrieve files</li> <li>– file documents</li> <li>– data protection legislation</li> <li>– confidential information</li> </ul> </li> <li>• Post procedures: <ul style="list-style-type: none"> <li>– equipment to process incoming mail - date stamp, letter opener</li> <li>– distribute post</li> <li>– equipment to process outgoing mail - franking machine, scales.</li> <li>– size/Weight restrictions</li> <li>– 1st &amp; 2nd class</li> <li>– special delivery</li> <li>– standard parcel</li> <li>– recorded signed for</li> </ul> </li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
6 Be able to reflect on own performance when carrying out administrative tasks in a business environment	<p>6.1 Identify own strengths and weakness in carrying out administrative tasks in a business environment</p> <p>6.2 Identify ways to improve own performance when carrying out administrative tasks in a business environment</p>	<ul style="list-style-type: none"> <li>• Evaluating: <ul style="list-style-type: none"> <li>– planning tasks</li> <li>– managing time</li> <li>– organising self</li> </ul> </li> <li>• Strengths and weaknesses consider: <ul style="list-style-type: none"> <li>– targets set</li> <li>– planning aides used and their effectiveness</li> <li>– working area</li> <li>– prioritisation</li> <li>– problems overcome</li> <li>– areas for improvement</li> </ul> </li> <li>• Identifying opportunities for training</li> <li>• Self evaluation</li> <li>• Getting feedback from others and working on suggestions</li> <li>• Practising/volunteering to work in areas of unfamiliarity</li> </ul>

## Assessment

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

## Guidance on assessment and evidence requirements

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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](http://www.ocr.org.uk).

## Functional skills signposting

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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](http://www.ocr.org.uk).

## Additional information

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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](http://www.ocr.org.uk).