

Qualification Handbook

BIIAB Level 4 Diploma in Business Administration

QN 601/6786/5
QW C00/0742/9

Version 2

Table of Contents

1. About the BIIAB Level 4 Diploma in Business Administration	1
2. Objective and Purpose of this Qualification	1
3. About this Pack.....	2
4. BIIAB Customer Service.....	2
5. What are Rules of Combination (ROC)?.....	3
6. BIIAB Level 4 Diploma in Business Administration Rules of Combination (ROC) and Structure.....	4
7. Age Restriction	5
8. Entry Requirements and Progression	5
9. Assessment.....	5
10. Initial Assessment and Induction	10
11. Delivery.....	10
12. Resources	11
13. Design and Delivery.....	13
14. Format of Units	13
15. Initial Registration.....	14
16. Mandatory Units.....	16

1. About the BIIAB Level 4 Diploma in Business Administration

This qualification has been developed by Skills CFA in conjunction with employers. BIIAB has designed the delivery mechanisms, assessment strategy and assessments in conjunction with employers and centres. The qualification has a unique Qualification Number (QN) which is shown below.

Each unit within the qualification will also have a Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number (QN)
Level 4 Diploma in Business Administration	601/6786/5 C00/0742/9

2. Objective and Purpose of this Qualification

The Level 4 Diploma in Business Administration has been designed to enable learners to obtain the knowledge required to work effectively within a business administration role at level 4 for example as an Office Manager, Administration Team Leader, Personal Assistant, Business Development Executive.

Achievement of this qualification indicates a learner possesses the knowledge required to undertake a business administration role in the workplace. The primary purpose of the qualification is therefore to prepare for further learning or training and acts to develop knowledge in business administration at level 4.

This qualification, along with the Level 4 NVQ Diploma in Business Administration, Functional Skills and Employment Rights and Responsibilities, are designed to make up the component parts of the Higher Apprenticeship in Business & Professional Administration (Level 4).

As such, this qualification has value either as a stand-alone qualification or as part of an Apprenticeship.

Due to constant Regulatory, policy and funding changes users are advised to check the funding status of this qualification for use with individual learners before making registrations. If you are unsure about the qualifications status please contact BIIAB head office.

3. About this Pack

This support pack has been developed to provide guidance for learners, assessors and verifiers undertaking, delivering, or quality assuring this qualification.

The purpose of the support pack is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

4. BIIAB Customer Service

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via www.biiab.org

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: customersupport@bii.org

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- Centres available in the local area
- appeals
- whistleblowing.

5. What are Rules of Combination (ROC)?

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (e.g. Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- Any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

6. BIIAB Level 4 Diploma in Business Administration Rules of Combination (ROC) and Structure

To achieve the Level 4 Diploma in Business Administration learners **must** gain a **total of 40** credits. This **must** consist of:

- **Minimum total credit: 40**
- Mandatory Group A **minimum** credit: **40**
- A **minimum of 34** credits **must** be achieved through the completion of units at **Level 4** and above.
- GLH: **217**
- TQT: **400**

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

Listed below are the qualification units.

Mandatory Group A

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment method
BA86	A/506/4220	Understand How To Manage Work Activities to Improve Business Performance	11	4	43	Assessment Knowledge Module
BA87	H/506/4213	Business Risk Management	6	5	41	Assessment Knowledge Module
BA88	D/506/4145	Communicating in a Business	5	4	28	Assessment Knowledge Module
BA89	F/506/4140	Business Administration Systems	6	4	31	Assessment Knowledge Module
BA90	M/506/4215	Managing People and Performance in a Business Environment	6	4	38	Assessment Knowledge Module
BA91	T/506/4149	Managing Self Development	6	3	36	Assessment Knowledge Module

7. Age Restriction

This qualification is appropriate for use in the following age ranges:

- 18+
- 19+.

8. Entry Requirements and Progression

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

The qualification is designed to equip learners with the knowledge and skills to work effectively in the Business Administration sector. It also will allow for a number of progression routes into Level 5 qualifications, to employment or into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- BIIAB Level 5 NVQ Diploma in Management and Leadership
- Career progression.

9. Assessment

Overview of Assessment Strategy

The qualification contains a mixture of competence and knowledge units. These units are respectively assessed by both Portfolio and by Assessment Knowledge Modules (AKMs) externally set by the BIIAB. The AKMs are internally marked assessments, containing a series of questions, marked and internally verified by the centre and with external verification by the BIIAB External Quality Assurer (EQA). Competence units are assessed following NVQ principles.

Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

Assessment Process

Assessment is the process used to judge the competence, of a learner, against set standards.

The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will see review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will verify the assessment and internal verification decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

Assessment Strategy

All assessment must adhere to the current Skills CFA assessment strategy for this qualification.

The assessment strategy for this qualification can be seen in the section which follows and it provides details of the key requirements for the qualification and the assessor, verifiers delivering, quality assuring and certificating the team leading qualification. Centres should also refer to the full strategy available at www.skillsca.org .

Skills CFA Assessment Strategy

Requirements of assessors, external and internal verifiers

Candidates may be assessed, moderated or verified at work either by one or several appointed individuals.

Assessors - The primary responsibility of an assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria. It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates. To be able to assess candidates, assessors **must**:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors holding older qualifications **must** be able to demonstrate that they are assessing to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. Any assessors working towards an appropriate qualification **must** ensure their decisions are countersigned by a suitably-qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.
- be 'occupationally competent'. Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed, or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.
- have a full and current understanding of the units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process. It is the responsibility of approved centres to select and appoint assessors.

Internal Quality Assurer (IQA) - A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IQA's.

IQAs must:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence-based assessments and candidates. IQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, his/her decisions **must** be countersigned by a suitably qualified IQA and should be supported by a qualified IQA throughout the training period.
- be 'occupationally competent'. IQAs **must** demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in business.
- demonstrate competent practice in internal verification of assessment, and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.

External Quality Assurer (EQA) - The primary responsibility of EQAs is to assure quality of internal verification and assessments across the centres for which they are responsible. EQAs **must** have a thorough understanding of quality assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

EQAs **must**:

- hold an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to verify competence-based assessments. EQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If EQAs are working towards an appropriate qualification, their decisions **must** be countersigned by a suitably qualified EQA and should be supported by a qualified EQA throughout their training period.
- be 'occupationally competent'. EQAs must demonstrate sufficient and current understanding of the qualifications to be verified, and know how they are applied in business.
- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process. It is the responsibility of the awarding organisation to select and appoint EQAs.

Skills CFA and awarding organisations require all assessors, moderators and verifiers to maintain current Business Administration competence to deliver these functions. Skills CFA recognises this can be achieved in many ways. However, such information **must** be formally recorded in individual CPD records that are maintained in assessment centres.

Evidence from Workplace Performance

- Evidence of occupational competence of all competence units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.

- These conditions would be those typical to the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors **must** ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works.

Assessment of the Knowledge Units

When assessing the knowledge and understanding based unit, it is important that the chosen assessment methodology is appropriate to this and is accurately recorded.

Assessment methodologies that are appropriate for the knowledge and understanding units include:

- Professional discussion
- Learner reflective accounts
- Question and Answer
- Assignments and Projects.

These **must** be planned, assessed and verified by centres, using approved and robust systems and procedures.

Assessors and IQAs **must** ensure that they are able to demonstrate their own CPD and competence across the units being delivered and assessed, because of the nature of the theoretical content that has to be covered.

Particular attention must be paid to units which permit learners to use their places of study or research of organisations in order to achieve the unit, and those which can only be achieved if the learner is in current employment, or there is recognition of prior learning from extensive experience in that particular occupational sector.

Simulation

- Simulation can be applied to all units listed in Appendix B of the full Skills CFA assessment strategy.
- Evidence may be produced through simulation solely in exceptional circumstances. The exceptional circumstances, under which simulation is possible, are those situations that are not naturally or readily occurring, such as response to emergencies.
- Simulation must be undertaken in a 'realistic working environment' (RWE). A RWE is "an environment which replicates the key characteristics in which the skill to be assessed is normally employed". The RWE **must** provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working. Guidelines for using RWE can be found in Appendix A of the full Skills CFA assessment strategy.

Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence.

BIIAB expects most appeals from candidates to be resolved within the centre. BIIAB will only consider a candidate's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIABs appeals procedure please refer to www.biiab.org

10. Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

11. Delivery

Centres **must** refer to the units that form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

12. Resources

BIIAB provides the following additional resources for this qualification:

- Evidence matrixes for the competence / NVQ units, including a Summative Reflective account template
- Assessment Knowledge Modules (AKMs)
- Assessment Guidance for each of the AKMs
- Access to the units.

All of these resources are available for download via the HUB on centrezon.bii.org

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

Evidence matrixes

BIIAB provide a matrix that supports each competence unit. These are also identified within each of the unit information sections identified below. It is not essential that these resources are used to support the delivery of the content of the qualification; however they have been mapped against the learning outcomes and assessment criteria.

The evidence matrix is designed to help the learner and assessor with evidence collection. It is a mapping activity to ensure that all the 'Assessment Criteria' contained in the learning outcomes and covered, and is intended to help to keep the volume of evidence to a minimum. One matrix (or appropriate equivalent recording device) **must** be completed for each unit.

It is expected that a selection of various types of evidence is used as appropriate; columns in the matrix enable the assessor to enter the evidence type, e.g. Report, Log, Written Statement, and also the assessment method, e.g. Obs (= Observation), as shown in the assessment method key. By inserting portfolio reference numbers in the box provided, it will enable the assessor, IQA and EQA quickly to locate the evidence which is being submitted to demonstrate competence.

Examples of types of evidence learners could provide to prove competence:

- Record of observation of performance in the workplace
- Professional discussion
- Reflective account
- Product evidence (eg implementation plans, correspondence, work records)
- Testimony from senior colleagues/clients
- Personal report of actions and circumstances

- Recognition of Prior Achievement (RPA)
- Records of questioning
- Other.

Assessment Knowledge Modules (AKMs)

These provide a series of BIIAB set questions within the context of knowledge modules that can be used to assess the learners competence. These modules should be released to the learner for the assessment when they are determined to be ready to be able to successfully achieve it. The assessment does **not** have to be undertaken within secure conditions, but **must** be collected and held securely afterwards. Learners **must** be taught to the Learning Outcomes and Assessment Criteria within the unit **not** the assessment. A password will be provided to allow access this document upon approval for the qualification.

These are internally marked and verified but **must** be available to the EQA for external verification purposes.

Assessment Guidance for each of the AKMs

These provide a series of BIIAB suggested possible answers for the questions within the knowledge modules. Assessors can accept other appropriate answers.

These modules **must** be kept secure, only released to the learner for the assessment and collected and held securely afterwards. Learners **must** be taught to the Learning Outcomes and Assessment Criteria within the unit **not to** the possible answers of the assessment. A password will be provided to allow access this document upon approval for the qualification.

Access to the units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. The majority of these units are written by Skills CFA, although some are written by other organisations. BIIAB includes the mandatory units within this pack, and makes all units available via centrezon.bii.org

Summative Reflective Account

In order to claim the unit(s) for the qualification, the learner will need to complete a summative reflective account, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

13. Design and Delivery

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GLH, will include the estimated number of hours spend in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

Centres must refer to the Assessment Principles and Additional Requirements detailed in this handbook when planning the delivery and assessment of these qualifications.

14. Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

Unit Number / Unique Reference Number (URN)

The Unique Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB also assign their own unique unit numbers which will in most instances be the same number when the unit is used in multiple BIIAB qualifications.

Level

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to either National Occupational Standards or the level descriptors.

Credit

When a whole unit is completed the learner will achieve credits specified by the number of hours learning time it will take an average learner to complete the unit including the assessment.

Guided Learning Hours (GLH)

The time required by the unit for specific guidance to be provided by a tutor, mentor or expert in the subject area, for example in a training session or a one-to-one.

Learning Outcomes and Assessment Criteria

Learning Outcomes are what is expected that the learner will know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

15. Initial Registration

Registration and certification

Learners should be registered and certificated via BIIABs On-line Registration and Certification Service (ORCS) www.orcs.biiab.org . Please refer to BIIAB's Centre Guidance for using ORCS.

Equal Opportunities and Diversity Policy

BIIAB has in place an equal opportunities policy, a copy can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at <http://centrezon.bii.org/thehub/apprenticeships/qadocuments>.

16. Mandatory Units

The following units are mandatory for this qualification. For access to all optional units please visit centrezon.bii.org

Unit Title	Understand How to Manage Work Activities to Improve Business Performance	
BIIAB Reference	BA86	
Level	4	
Credit Value	11	
GLH	43	
Unit Reference No.	A/506/4220	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the importance of business processes in delivering outcomes based on business goals and objectives	1.1	Analyse the effect of the mission, aims and objectives of an organisation on its structure and culture
	1.2	Explain the methodology used to map processes to the organisation's goals and objectives
2 Understand how work plans are developed	2.1	Explain the importance of identifying and prioritising outcomes for work plans
	2.2	Explain the purpose of agreeing SMART objectives that align people and other resources in an effective and efficient way
	2.3	Evaluate the usefulness of techniques used to manage activities
	2.4	Assess factors to be taken into account when allocating and agreeing work with team members
	2.5	Explain how to produce a work plan which promotes goals and objectives
3 Understand how to monitor work plans and systems to improve organisational performance	3.1	Assess the importance of implementing quality audit systems/practice to manage and monitor quality standards
	3.2	Explain the importance of embedding a quality culture to improve organisational performance
	3.3	Explain the importance of providing leadership and direction for own area of responsibility
	3.4	Evaluate methods used to monitor progress and provide feedback to team members
4 Understand health and safety requirements when managing business activities	4.1	Explain the impact of health and safety legislation on work activities
	4.2	Explain the purpose and benefits of carrying out a risk assessment when managing work activities
	4.3	Assess the importance of reviewing organisational health and safety policies and procedures

Unit Title	Business Risk Management	
BIIAB Reference	BA87	
Level	5	
Credit Value	6	
GLH	41	
Unit Reference No.	H/506/4213	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand business risk	1.1	Describe what is meant by operational risk
	1.2	Analyse the risk management lifecycle
	1.3	Analyse business risk identification theories and models
	1.4	Explain measures and techniques to mitigate business risk
2 Understand how a model risk policy is used	2.1	Describe what is included in a model risk policy
	2.2	Analyse the use of a model risk policy
3 Understand business risk concepts	3.1	Evaluate the internal and external risk factors that an organisation faces
	3.2	Analyse the potential impact of the risk factors that an organisation faces
	3.3	Explain the laws and legislation relating to risk management
4 Understand how to identify risk and risk probability	4.1	Evaluate risk and risk interdependencies
	4.2	Evaluate the effectiveness of methods used for calculating risk probability
5 Understand business resilience and the management of risk	5.1	Analyse the relationship between risk management, disaster recovery and business continuity
	5.2	Evaluate scenario planning and crisis management models
	5.3	Evaluate techniques used to minimise business risk
	5.4	Analyse ways in which risk management techniques can be built into routine business processes

Unit Title	Communicating in a Business	
BIIAB Reference	BA88	
Level	4	
Credit Value	5	
GLH	28	
Unit Reference No.	D/506/4145	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand the principles of effective communication in organisations	1.1	Evaluate the appropriateness and efficiency of different communication channels and tools
	1.2	Explain the use of vertical, lateral or networked communication channels and tools
	1.3	Explain how the use of clear and correct language supports effective communication
2 Understand the role of communication in organisations	2.1	Analyse the features of different models of business communication that support administrative services
	2.2	Evaluate the strengths and weaknesses of an organisation's communications system
	2.3	Justify improvements to an organisation's communications system

Unit Title	Business Administration Systems	
BIIAB Reference	BA89	
Level	4	
Credit Value	6	
GLH	31	
Unit Reference No.	F/506/4140	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand administrative systems	1.1	Explain the features of administrative systems used in different types and sizes of organisation
	1.2	Explain how organisations manage the flow of information
	1.3	Evaluate the role of information and communication technology (ICT) in supporting administration
2 Understand how systems thinking affects the administrative performance of organisations	2.1	Explain the stages of systems development
	2.2	Explain the contribution of systems thinking to efficient administrative performance
	2.3	Analyse the drawbacks to systems thinking in an organisational context
	2.4	Evaluate the benefits of implementing systems change
3 Understand the role of policies and procedures in meeting customer requirements	3.1	Explain the difference between administrative policies and procedures
	3.2	Analyse the purpose of formal and informal administrative policies and procedures
	3.3	Analyse methods for evaluating the effectiveness of procedures
	3.4	Analyse the relationship between formulating policy and preparing procedures
	3.5	Analyse how to ensure the procedures meet customer requirements

Unit Title	Managing People and Performance in a Business Environment	
BIIAB Reference	BA90	
Level	4	
Credit Value	6	
GLH	38	
Unit Reference No.	M/506/4215	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand workplace learning and development methods	1.1	Identify the benefits of a systematic approach to the management of learning, training and development
	1.2	Analyse the importance of learning and development for organisations
	1.3	Analyse the nature of learning, development and learning behaviour
	1.4	Evaluate different methods of learning
2 Understand the nature of individuals' influences on their behaviour at work	2.1	Analyse the role of wants, needs and expectations in driving an individual's motivation
	2.2	Analyse the impact of intrinsic and extrinsic rewards on motivation and satisfaction and their relationship to morale
	2.3	Explain the way in which abilities, aptitudes, personalities and perceptions affect individuals' behaviour
	2.4	Evaluate the link between motivation, morale and workplace performance
3 Understand the concept of leadership and its influence on team working	3.1	Analyse how leadership influences people and situations
	3.2	Evaluate different models and theories of leadership
	3.3	Analyse the impact of different leadership styles on leading and communicating within teams
	3.4	Evaluate the benefits and drawbacks of different types of communication network
4 Understand the factors that contribute to successful team development and performance	4.1	Analyse the nature and importance of teamwork for an organisation
	4.2	Describe the stages of group development
	4.3	Analyse the factors that influence effective team performance
	4.4	Describe the characteristics of team effectiveness
	4.5	Evaluate the relationship between different group roles and effective team performance
5 Understand problem-solving and conflict resolution when managing people	5.1	Explain the potential for conflict caused by different stakeholders' objectives
	5.2	Analyse different approaches for dealing with conflict within teams and between individuals
	5.3	Evaluate problem-solving and interpersonal skills needed to manage people

Unit Title	Managing Self Development	
BIIAB Reference	BA91	
Level	3	
Credit Value	6	
GLH	36	
Unit Reference No.	T/506/4149	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Understand how Continuous Professional Development (CPD) influences personal effectiveness	1.1	Evaluate the role of CPD in organisations
	1.2	Analyse the influence of CPD on individuals
	1.3	Evaluate the effectiveness of different forms of CPD
2 Understand own values, career and personal goals in relation to a work role and professional development	2.1	Analyse the importance of considering own values, career and personal goals and how these relate to your job role and professional development
	2.2	Describe how to evaluate the current requirements of a work role and how the requirements may evolve in the future
	2.3	Describe how to identify gaps between current knowledge and skills required for achieving objectives
	2.4	Explain how to set objectives which are SMART
	2.5	Explain how to identify your own development needs
3 Understand how to plan development	3.1	Explain how to develop an effective development plan
	3.2	Analyse the different types of learning styles and how these contribute to own performance
	3.3	Describe development activities and how these contribute to performance
4 Understand how to monitor and evaluate development activities	4.1	Analyse how to monitor the quality of own work and progression against plans
	4.2	Explain how to evaluate your performance against the requirements of your work role
	4.3	Explain how to use feedback in your own performance

Learner Summative Reflection



The purpose of this summative reflection is to enable you, the learner, to reflect on your qualification, what you have learnt and how you have been able to apply this within your work role.

You will need to complete your statement in the space provided below and sign and date the document. Alternatively you and your assessor may wish to record your reflection on a voice recorder.

Learner Name: _____

Qualification Unit Summary

Unit No.	Completion Date	Assessor Signature	Unit No.	Completion Date	Assessor Signature

Learner Reflection

Learner Signature: _____

Date: _____

Assessor Signature: _____

Date: _____

Notices

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