



## **IAM Level 2**

# Certificate in Principles of Business and Administration Qualification handbook

2011 edition

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## 1 • Introduction to the Level 2 Certificate in Principles of Business and Administration

### **Qualification aim**

The IAM Level 2 Certificate in Principles of Business and Administration aims to develop candidates' knowledge and understanding across a range of administrative activities and practices. The qualification enables the candidate to develop essential knowledge of how to undertake everyday and more complex administrative tasks such as supporting events and managing information.

The qualification is based on the business and administration national occupational standards developed by the Council for Administration (CFA) and can be used as the technical certificate component of the Level 2 Apprenticeship in Business and Administration.

### **Qualification accreditation information**

Accreditation number: 600/0435/6

Last registration date: 31/12/2013

Last certification date: 31/12/2015

## Qualification structure

The IAM Level 2 Certificate in Principles of Business and Administration is made up of a combination of mandatory and optional units.

### Mandatory units

QCF unit reference	IAM unit number	Unit title	GLH	Credit value
L/601/7638	201	Principles of personal responsibilities and working in a business environment	32	4
R/601/7639	202	Principles of providing administrative services	32	4
J/601/7640	203	Principles of managing information and producing documents	24	3

### Optional units

QCF unit reference	IAM unit number	Unit title	GLH	Credit value
L/601/7641	204	Principles of supporting change in a business environment	8	1
R/601/7642	205	Principles of supporting business events	8	1
Y/601/7643	206	Principles of maintaining stationery stock	8	1
K/602/1535	207	Principles of working in the public sector	40	5
A/601/7652	305	Principles of project management	16	2
F/601/7653	306	Principles of budgets in a business environment	16	2
J/601/7654	307	Principles of contributing to innovation and change	16	2
M/602/1536	308	Principles of working in the public sector	56	7

### Rule of combination (RoC)

To achieve the IAM Level 2 Certificate in Principles of Business and Administration the candidate must achieve a minimum of 13 credits. Candidates must complete all three mandatory units, worth 11 credits and, in addition to this, achieve a minimum of two credits from the choice of optional units.

### Barred combinations

Candidates can only complete either 204 Principles of supporting change in a business environment or 307 Principles of contributing to innovation and change but not both.

Candidates may only complete one of the Principles of working in the public sector units. (Units 207 and 308)

### Qualification assessment

All of the units within the IAM Level 2 Certificate in Principles of Business and Administration will be assessed through individual on-line multiple-choice question papers.

The number of questions and the length of the exam is dependent on the credit value (size) of the particular unit.

### Mandatory units

Unit no.	Unit title	No. of questions	Time
201	Principles of personal responsibilities and working in a business environment	20	40
202	Principles of providing administrative systems	20	40
203	Principles of managing information and producing documents	20	40

### Optional units

Unit no.	Unit title	No. of questions	Time
204	Principles of supporting change in a business environment	15	30
205	Principles of supporting business events	15	30
206	Principles of maintaining stationery stock	15	30
207	Principles of working in the public sector	25	50
305	Principles of project management	15	30
306	Principles of budgets in a business environment	15	30
307	Principles of contributing to innovation and change	15	30
308	Principles of working in the public sector	25	50

## IAM assessment terminology

The table below includes the terminology the IAM uses in all types of assessments at levels 2 to 6. It also includes the Institute's explanation of the meaning of these terms in the contexts of assessments.

Knowledge/understanding	
<p>These are foundation skills.</p> <p>Assessment tasks in this category require candidates to demonstrate their knowledge and understanding of the required subject content. They assess basic learning.</p>	<p>define describe list name outline state</p>
Application	
<p>Candidates must show an ability to demonstrate the understanding of the specified knowledge content in practical business contexts.</p> <p>Assessment tasks in this category require candidates, for example, to:</p> <ul style="list-style-type: none"> <li>• make a practical decision</li> <li>• demonstrate the required knowledge, understanding and skills in organisational contexts.</li> </ul>	<p>apply calculate create (in an applied context) demonstrate/ demonstrate how design estimate investigate plan prepare propose use</p>
Analysis	
<p>Candidates must be able to break down situations, statements, theory and numerical and non-numerical data into components or essential features.</p> <p>For higher level analysis candidates should incorporate relevant concepts and theory into their arguments.</p> <p>Assessment tasks in this category require candidates to:</p> <ul style="list-style-type: none"> <li>• select data relevant to tasks</li> <li>• organise data relevant to tasks</li> <li>• break down data/texts to their elements</li> <li>• respond to data/text that contains several elements</li> </ul>	<p>analyse / critically analyse clarify compare differentiate between examine explain identify why, how, reasons, characteristics investigate select summarise</p>
Evaluation	
<p>The most advanced cognitive skill is that of evaluation. At this level candidates make connections, present judgements, opinions and draw conclusions that are supported by valid reasons and evidence.</p> <p>Evaluation involves reflective thinking.</p> <p>Assessment tasks in this category require candidates to give detailed responses and while doing so:</p> <ul style="list-style-type: none"> <li>• provide supported decisions or conclusions</li> <li>• make a reasoned case</li> <li>• make comparisons based on valid and relevant reasons &amp; evidence</li> <li>• set up arguments based on valid reasons and evidence</li> </ul>	<p>advise argue for and against compare, contrast and reach a judgement criticise discuss evaluate identify the most important... interpret investigate e.g. the effectiveness of justify reason for and against recommend solve summarise ...to what extent?</p>



## 2 • Information for candidates

### Candidate entry requirements

There are no formal entry requirements for this qualification. However, the IAM recommend that candidates should have a level 1 qualification or equivalent work experience in the business administration area.

### Language knowledge

The IAM recommend language knowledge which satisfies B2 SELT requirements. It is the centre's responsibility to assess if candidates have the required level of English and if they wish, they could require formal certification.

### Age restrictions and legal considerations

This qualification covers the business and administration sector at broadly the same level as GCSE A\* to C.

### Progression

Those who complete the IAM Level 2 Certificate in Principles of Business and Administration qualification could progress to the IAM Level 3 Certificate in Principles of Business and Administration.

### Exemption policy

The Institute operates an exemption scheme which offers students recognition for other relevant academic or professional qualifications against achievement of units within these qualifications. For more information please refer to our exemption policy document; which can be found on our website [www.instam.org](http://www.instam.org).

### Independent candidates

If a candidate wishes to undertake any of the IAM qualifications as an independent student, with no support from a tuition centre, they will need to complete the appropriate registration form which can be found on the IAM website, [www.instam.org](http://www.instam.org).

### Important notice for independent candidates

It is important that all candidates are aware that IAM accredited centres are not permitted to provide tutorial or assessment support for independent candidates. If candidates are aware of any breach of these rules, they should immediately notify the IAM on [info@instam.org](mailto:info@instam.org).

### Replacement documentation

In some circumstances candidates will require replacement copies of documents previously issued i.e. notifications of results, transcripts, certificates. For information on how to order replacements please refer to the information section of our website [www.instam.org](http://www.instam.org).

## Membership

The IAM is the only professional body in the United Kingdom specialising in the promotion of Administrative Management.

Our membership includes directors, accountants and company secretaries, people concerned with specialist functions, general managers and executives with operational and administrative responsibilities in both the public and private sector.

There are two routes into professional membership of the IAM, based on:

- taking IAM professional qualifications
- previous experience and knowledge

Both routes have equal status and all members are encouraged to undertake Continuing Professional Development (CPD).

## Associate (AInstAM)

Associate membership is open to individuals who:

- have been employed for two years or more in any business where their duties involve the management of business administration
- hold the IAM Level 4 Diploma in Business and Administrative Management

Associate members of the Institute are eligible to use the designators AInstAM. Upon successful completion of the Level 4 Diploma in Business and Administrative Management, candidates automatically gain the grade of associate member.

## Member (MInstAM)

Full membership is open to individuals who:

- have been employed for five years or more in any business where their duties involve the management of business administration
- hold either the IAM Level 5 Diploma in Business and Administrative Management. Full members of the Institute are eligible to use the designators MInstAM.

Upon successful completion of the Level 5 Diploma in Business and Administrative Management, candidates automatically gain the grade of member.

## Fellow (FInstAM)

Fellowship of the IAM is open to full members who have held continuous membership for at least **five** years. Fellows of the Institute are eligible to use the designators FInstAM.

On occasion, the IAM will accept applications for direct entry to fellowship when the applicants experience and achievements merit the status of IAM fellow.

Designators can only be used while an associate member, member or fellow is a paid-up member of the IAM.

### 3 • Information for centres

#### Obtaining IAM centre and qualification approval

IAM accredited centres must meet the required criteria and satisfy the IAM that their tutorial staff, learning resources and quality systems comply with IAM quality standards.

#### Accredited centre status

The potential of a centre to become an IAM accredited centre is assessed by reference to the quality and availability of appropriate:

- academic track record
- academic staff
- premises
- financial status
- learning resources
- information technology resources
- administrative services and examination centre facilities
- senior management commitment
- marketing capability

In short, a centre seeking accreditation by the IAM is expected to demonstrate that:

- it is capable of sustaining an effective system for supporting IAM candidates
- it has appropriate premises
- it is committing sufficient academic staff to offer the required level of teaching
- it will provide staff with the qualifications and skills necessary for valid and reliable tuition of candidates
- sufficient learning resources are available to support candidates who study at the centre
- the teaching is backed up by effective administrative resources and processes
- examination accommodation and invigilation facilities meet the IAM's standards
- it complies with the IAM accredited centre code of practice, rules and regulations
- the centre will market the IAM programmes with integrity

#### Becoming an IAM accredited centre

Centres wishing to apply to become an IAM accredited centre are invited to submit a formal application for accreditation.

For further information or to find out more about how to apply to become an accredited IAM centre, please contact the IAM business sales managers on [info@instam.org](mailto:info@instam.org).

#### Equal opportunities

When accrediting prospective and inspecting existing centres, the IAM will ensure that they:

- have equal opportunities policies incorporating processes in line with the above principles and that these adhere to current equal opportunities legislation
- are adhering to their own published equal opportunities policies in practice
- comply with the policies and processes set out in the IAM 'equal access, reasonable adjustments and special consideration' policy document

The IAM expects all centre staff to be aware of, and comply with, these policies.

### **Resource requirements**

A statement assuring the IAM that the centre has the appropriate accommodation and systems to support the IAM provision. This includes the IT system which must enable the centre to transmit to the IAM systems assessment and other personal data securely. Our sales managers will inspect prospective centre facilities and systems, including teaching rooms, libraries, teaching materials and IT systems in the course of the initial accreditation visit. If the centre is outside the UK, we will ask for photographic evidence of the facilities.

### **Tutor Conference**

The IAM holds a centre conference once a year. It is part of the centre accreditation contract that the centre ensures its participation at this event.

### **Registration and certification**

It is the responsibility of the centre to ensure that their candidates' registrations are up-to-date.

### **Equal access and reasonable adjustments**

When developing qualifications and designing assessments, the IAM makes every effort to consider the needs of all candidates, including those with disabilities or specific difficulties.

Despite careful design it is possible that some candidates require reasonable adjustments to assessment methods or arrangements in order to ensure that they can access the assessment.

Candidates may apply for special consideration at the time of the assessment because they have been disadvantaged by temporary illness, injury, indisposition or other adverse circumstances.

### **Appeals**

Centres must have their own auditable appeals procedures that they must explain to candidates during the induction to the course.

## Plagiarism

Guide to centres and examiners

### What is plagiarism?

Candidates commit plagiarism when they copy, very closely imitate, paraphrase or cut and paste some one else's work, ideas and/or language and present it as their own.

### How could tutors and centres prevent plagiarism in assessments?

First of all tutors should assess if the groups and individuals they teach are likely to commit plagiarism. They should also establish why this could happen, for example for linguistic, cultural reasons or because of simple ignorance or misunderstanding of the concept.

Tutors and centres then should:

- explain what plagiarism is and why it is wrong to plagiarise
- explain the concept of intellectual property; the ownership of words, concepts, electronic materials, etc.
- develop centre policies to prevent plagiarism
- explain the consequences of committing plagiarism
- explain the importance of referencing and teach the use of referencing systems
- set differentiated, individual assignments for each candidate

### What are the consequences of plagiarism?

The IAM considers plagiarism dishonest and a serious offence. The IAM will enter a zero mark on the full piece of work containing the plagiarised materials. In cases of very serious or repeated plagiarism the candidate may be suspended for a specific length of time from registering to IAM qualifications or assessments.

Tutors should explain to candidates that those who commit plagiarism achieve lower academic results than those who do not.

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## 4 • IAM mandatory units

Principles of personal responsibilities  
and working in a business environment

Principles of providing administrative systems

Principles of managing information  
and producing documents

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## Unit 201: Principles of personal responsibilities and working in a business environment

**Credit:** 4

**GLH:** 32

### Unit aim

This unit is about understanding employment rights; health, safety and security; how to work with others and how to manage and improve own work in a business environment.

### Unit introduction

All organisations require administrative support to ensure that they work well. In this unit candidates will examine the rights and responsibilities of the employer and employee and will investigate the typical career paths for those working in business and administration. It is important for all employees to understand the main points of contracts of employment and in this unit candidates will review the typical features of contracts and will look at the employment legislation that relates to equal opportunities.

Those working as administrators also need to understand how to communicate and how to work with others and in this unit examines how good working relationships help to improve workflow.

Finally candidates will examine the type of problems that can arise in a business environment and they can be resolved.

### Learning outcomes

This unit has seven learning outcomes.

*The candidate will:*

- 01 Know the employment rights and responsibilities of the employee and employer
- 02 Understand the purpose of health, safety and security procedures in a business environment
- 03 Understand how to communicate effectively with others
- 04 Understand how to work with and support colleagues
- 05 Know how to plan own work and be accountable to others
- 06 Understand the purpose of improving own performance in a business environment and how to do so
- 07 Understand the types of problems that may occur in a business environment and how to deal with them

## Unit 201: Principles of personal responsibilities and working in a business environment

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Outcome 01: Know the employment rights and responsibilities of the employee and employer

### Assessment criteria

*The candidate can:*

- 1.1 Identify the main points of contracts of employment
- 1.2 Identify the main points of legislation affecting employers and employees
- 1.3 Identify where to find information on employment rights and responsibilities both internally and externally
- 1.4 Describe how representative bodies can support the employee
- 1.5 Identify employer and employee responsibilities equality and diversity are followed in a business environment
- 1.6 Explain the benefits of making sure equality and diversity procedures are followed in a business environment

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Outcome 02: Understand the purpose of health, safety and security procedures in a business environment

### Assessment criteria

*The candidate can:*

- 2.1 Identify employer and employee responsibilities for health, safety and security in a business environment
- 2.2 Explain the purpose of following health, safety and security procedures in a business environment
- 2.3 Identify ways of maintaining a safe and secure environment in a business environment

---

Outcome 03: Understand how to communicate effectively with others

### Assessment criteria

*The candidate can:*

- 3.1 Describe different methods of communication
- 3.2 Explain how to choose the most appropriate method of communicating with others
- 3.3 Describe ways of actively listening

---

Outcome 04: Understand how to work with and support colleagues

### Assessment criteria

*The candidate can:*

- 4.1 Explain the purpose of agreeing standards for own work with others
- 4.2 Explain the purpose of taking on new challenges and adapting to change
- 4.3 Explain the purpose of treating others with honesty and consideration

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**Unit 201: Principles of personal responsibilities and working in a business environment**

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Outcome 05: Know how to plan own work and be accountable to others

**Assessment criteria**

*The candidate can:*

- 5.1 Explain the purpose of meeting work standards and deadlines when completing tasks
- 5.2 Identify ways of planning own work
- 5.3 Compare ways of keeping other people informed about progress

---

Outcome 06: Understand the purpose of improving own performance in a business environment and how to do so

**Assessment criteria**

*The candidate can:*

- 6.1 Explain the purpose of continuously improving own performance in a business environment
- 6.2 Describe ways of improving own performance in a business environment
- 6.3 Identify different types of career pathways that are available

---

Outcome 07: Understand the types of problems that may occur in a business environment and how to deal with them

**Assessment criteria**

*The candidate can:*

- 7.1 Identify the types of problems that may occur in a business environment
- 7.2 Explain ways of dealing with problems that may occur in a business environment

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**Unit 202 Principles of providing administrative systems****Credit: 4****GLH: 32****Unit aim**

This unit is about the knowledge and understanding needed to complete core administrative tasks in a business environment, including using office equipment, handling mail, using telephone equipment, minimising waste, providing reception services and effective customer service.

**Unit introduction**

In this unit candidates will look at the procedures they need to adhere to and the necessity of following these when undertaking common tasks within a business environment. The complexity of the administrative function will differ depending on the size of the organisation. In larger organisations is likely to involve working as part of a team whereas in smaller organisations in the administrative function may be met by one or two individuals. No matter the size of the organisation people working in administration will need to use different equipment and this unit examines the equipment that is used to support administration.

Finally this unit examines the importance of presenting a positive image of both the individual and organisation to others.

**Learning outcomes**

This unit has nine learning outcomes.

*The candidate will:*

- 01 Understand how to make and receive telephone calls
- 02 Understand how to handle mail
- 03 Understand how to use different types of office equipment
- 04 Understand how to keep waste to a minimum in a business environment
- 05 Know how to make arrangements for meetings
- 06 Understand procedures for organising travel and accommodation arrangements
- 07 Understand diary management procedures
- 08 Understand the purpose of delivering effective customer service and how to do so
- 09 Understand the purpose of reception services and how to follow reception procedures

## Unit 202: Principles of providing administrative systems

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Outcome 01: Understand how to make and receive telephone calls

### Assessment criteria

*The candidate can:*

- 1.1 Describe the different features of telephone systems and how to use them
  - 1.2 Describe how to follow organisational procedures when making and receiving telephone calls
  - 1.3 Explain the purpose of giving a positive image of self and own organisation
- 

Outcome 02: Understand how to handle mail

### Assessment criteria

*The candidate can:*

- 2.1 Explain the purpose of correctly receiving, checking and sorting incoming and outgoing mail or packages
  - 2.2 Identify different internal and external mail services available to organisations
  - 2.3 Describe the methods of calculating postage charges for mail or packages
- 

Outcome 03: Understand how to use different types of office equipment

### Assessment criteria

*The candidate can:*

- 3.1 Identify different types of equipment and their uses
  - 3.2 Explain the purpose of following manufacturer's instructions when using equipment
  - 3.3 Explain the purpose of keeping equipment clean, hygienic and ready for the next user
- 

Outcome 04: Understand how to keep waste to a minimum in a business environment

### Assessment criteria

*The candidate can:*

- 4.1 Explain why waste should be kept to a minimum in a business environment.
  - 4.2 Identify the main causes of waste that may occur in a business environment
  - 4.3 Identify ways of keeping waste to a minimum in a business environment
- 

Outcome 05: Know how to make arrangements for meetings

### Assessment criteria

*The candidate can:*

- 5.1 Identify different types of meetings and their main features
- 5.2 Identify the sources and types of information needed to arrange a meeting
- 5.3 Describe how to arrange meetings

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**Unit 202: Principles of providing administrative systems**

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Outcome 06: Understand procedures for organising travel and accommodation arrangements

**Assessment criteria**

*The candidate can:*

- 6.1 Explain the purpose of confirming instructions and requirements for business travel and accommodation
- 6.2 Outline the main types of business travel or accommodation arrangements that may need to be made and the procedures to follow
- 6.3 Explain the purpose of keeping records of business travel or accommodation arrangements

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Outcome 07: Understand diary management procedures

**Assessment criteria**

*The candidate can:*

- 7.1 Explain the purpose of using a diary system to plan activities
- 7.2 Identify the information needed to maintain a diary system

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Outcome 08: Understand the purpose of delivering effective customer service and how to do so

**Assessment criteria**

*The candidate can:*

- 8.1 Contrast the differences between internal and external customers in a business environment
- 8.2 Explain why customer service should meet or exceed customer expectations
- 8.3 Identify the purpose and ways of building positive relationships with customers
- 8.4 Identify how customers demonstrate their own needs and expectations

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Outcome 09: Understand the purpose of reception services and how to follow reception procedures

**Assessment criteria**

*The candidate can:*

- 9.1 Describe the purpose of the receptionist role as the first point of contact between the public/client and an organisation
- 9.2 Explain how to present a positive image of self and the organisation and the purpose of doing so
- 9.3 Explain how to carry out entry, departure, security and confidentiality procedures in a reception area

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**Unit 203: Principles of managing information and producing documents****Credit: 3****GLH: 24****Unit aim**

This unit is about the knowledge needed to manage information and produce documents, including, organising and researching information, and producing and storing documents.

**Unit introduction**

The ability to manage information and produce good quality fit for purpose documents is of vital importance to businesses. This unit examines how to produce such documents, the reasons for using IT in a business environment and how information can be managed.

**Learning outcomes**

This unit has four learning outcomes.

*The candidate will:*

- 01 Understand the purpose of information technology in a business environment
- 02 Understand how to manage electronic and paper based information
- 03 Understand the purpose of producing documents that are fit-for-purpose
- 04 Know the procedures to be followed when producing documents

## Unit 203: Principles of managing information and producing documents

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Outcome 01 Understand the purpose of information technology in a business environment

### Assessment criteria

*The candidate can:*

- 1.1 Identify different types of information technology that may be used for work tasks
- 1.2 Outline the benefits of using information technology for work tasks

---

Outcome 02: Understand how to manage electronic and paper based information

### Assessment criteria

*The candidate can:*

- 2.1 Explain the purpose of agreeing objectives and deadlines for researching information
- 2.2 Identify different ways of researching, organising and reporting information
- 2.3 Describe procedures to be followed for archiving, retrieving and deleting information, including legal requirements, if required
- 2.4 Explain why confidentiality is critical when managing information

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Outcome 03: Understand the purpose of producing documents that are fit-for-purpose

### Assessment criteria

*The candidate can:*

- 3.1 Identify reasons for producing documents that are fit-for-purpose
- 3.2 Describe different types and styles of documents and when they are used

---

Outcome 04: Know the procedures to be followed when producing documents

### Assessment criteria

*The candidate can:*

- 4.1 Identify reasons for agreeing the purpose, content, layout, quality standards and deadlines for the production of documents
- 4.2 Describe ways of checking finished documents for accuracy and correctness, and the purpose of doing so
- 4.3 Explain the purpose of confidentiality and data protection procedures when preparing documents
- 4.4 Compare different types of documents that may be produced from notes and the formats to be followed
- 4.5 Explain the procedures to be followed when preparing text from notes

## 5 • Optional units

Principles of supporting change  
in a business environment

Principles of supporting business events

Principles of maintaining stationery stock

Principles of working in the public sector

Principles of project management

Principles of budgets in a  
business environment

Principles of contributing to  
innovation and change

Principles of working in the public sector

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**Unit 204: Principles of supporting change in a business****Credit: 1****GLH: 8****Unit aim**

This unit is about the reasons for change in working methods, products or services in a business environment and the knowledge and understanding needed to support change in a positive way.

**Unit introduction**

Change is always happening and it is probable that it will affect most people in working in a business environment at some point in time. Change can be viewed as either as a positive or negative experience and the way an individual responds to change is important. This unit looks at the reasons for change and how this can affect organisations and those who work in those organisations. Candidates will also look at the need to support change by explaining why an organisation should review the working methods, products or services it provides.

**Learning outcomes**

This unit has three learning outcomes.

*The candidate will:*

- 01 Understand why change happens in a business environment
- 02 Understand the purpose of supporting change in a business environment
- 03 Understand how to respond to change in a business environment

## Unit 204: Principles of supporting change in a business

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Outcome 01: Understand why change happens in a business environment

**Assessment criteria**

*The candidate can:*

- 1.1 Explain reasons for change in a business environment

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Outcome 02: Understand the purpose of supporting change in a business environment

**Assessment criteria**

*The candidate can:*

- 2.1 Identify reasons for reviewing working methods, products or services
- 2.2 Describe types of support that people may need during change
- 2.3 Explain the benefits of working with others during change

---

Outcome 03: Understand how to respond to change in a business environment

**Assessment criteria**

*The candidate can:*

- 3.1 Explain the purpose of responding positively to changes in working methods, products or services
- 3.2 Identify ways of responding positively to change

**Unit 205 Principles of supporting business events****Credit: 1****GLH: 8****Unit aim**

This unit is about the ways in which event support can be provided and the types of problems that may occur when organising a business event.

**Unit introduction**

The majority of organisations regularly hold business events ranging in scale from a meeting with a few individuals to conference and exhibitions when several hundred people may be invited to attend. Good administrators play a crucial role in the success of such events and this unit examines their role in providing support for events. The unit examines the role of the administrator preparing for, during and after the event. It also explores the need for careful planning and for identifying and responding to problems that may occur.

**Learning outcomes**

This unit has three learning outcomes.

*The candidate will:*

- 01** Understand how to support the organisation of a business event
- 02** Understand the purpose of displaying professional and helpful behaviour whilst supporting a business event and how to do so
- 03** Understand how to deal with problems encountered when supporting a business event

## Unit 205: Principles of supporting business events

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Outcome 01: Understand how to support the organisation of a business event

### Assessment criteria

*The candidate can:*

- 1.1 Describe the range of support activities that may be required when organising a business event
  - 1.2 Identify ways of providing support before, during and after a business event
- 

Outcome 02: Understand the purpose of displaying professional and helpful behaviour whilst supporting a business event and how to do so

### Assessment criteria

*The candidate can:*

- 2.1 Explain the purpose of displaying professional and helpful behaviour when supporting a business event
  - 2.2 Describe ways of exhibiting professional and helpful behaviour whilst supporting a business event
- 

Outcome 03: Understand how to deal with problems encountered when supporting a business event

### Assessment criteria

*The candidate can:*

- 3.1 Identify the types of problems that may occur when supporting a business event
- 3.2 Identify ways of dealing with problems when supporting a business event



**Unit 206 Principles of maintaining stationery stock****Credit: 1****GLH: 8****Unit aim**

This unit provides candidates with an understanding of how to maintain stationery stock.

**Unit introduction**

Administration soon stops without stationery and if stationery stocks are not controlled then it may be lost or damaged. This unit examines why stationery stocks should be maintained and controlled and the factors that can influence the demand for stationery items within an organisation. The unit also examines why it is important to obtain value for money when ordering stock and the consequences of poor purchasing for an organisation. Candidates will also explore how to make and receive a stationery order and how to undertake a stock-take.

**Learning outcomes**

This unit has two learning outcomes.

*The candidate will:*

- 01 Understand why stationery stock needs to be available
- 02 Understand how to maintain stationery stock levels

## Unit 206: Principles of maintaining stationery stock

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Outcome 01: Understand why stationery stock needs to be available

### **Assessment criteria**

*The candidate can:*

- 1.1 Explain the purpose of making sure stationery stock is maintained and controlled
- 1.2 Describe factors that may affect the future level of demand
- 1.3 Explain the purpose of making sure value for money is obtained when ordering stock orders

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Outcome 02: Understand how to maintain stationery stock levels

### **Assessment criteria**

*The candidate can:*

- 2.1 Describe how to order, receive, store and dispose of stationery items
- 2.2 Explain how to carry out a stock-take of stationery stock items

**Unit 207 Principles of working in the public sector****Credit: 5****GLH: 40****Unit aim**

The unit provides candidates with the knowledge and understanding needed to operate in a public sector environment, covering the aims, role, finances, monitoring and working mechanisms of the public sector and service delivery.

**Unit introduction**

This unit gives candidates an understanding of the types of organisations that make up public services at a local and national level. It looks at how public services work with other organisations, including those in the private sector, to deliver good quality public services. It examines the framework that underpins public service work, how public services are funded and how the performance of these organisations is monitored and measured and by whom.

**Learning outcomes**

This unit has six learning outcomes.

*The candidate will:*

- 01 Know the features of the public sector
- 02 Understand how the public sector is structured
- 03 Understand the role of the public sector in providing services and how individual roles contribute to service provision
- 04 Understand finances in the public sector
- 05 Understand how public sector organisations work together and with other organisations
- 06 Understand how performance is monitored and measured in the public sector and the purpose of doing so

## Unit 207: Principles of working in the public sector

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Outcome 01: Know the features of the public sector

### Assessment criteria

*The candidate can:*

- 1.1 Identify the types of organisations that operate within the public sector
  - 1.2 Identify the main differences between types of organisations that operate within the public sector
  - 1.3 Describe the aims of a chosen public sector organisation and the wider objectives of the public sector
  - 1.4 Identify how local and central government work together to provide public services
  - 1.5 State the major differences between the public, private and not-for-profit sectors
  - 1.6 Identify the key areas of legislation relating to a chosen public sector organisation
- 

Outcome 02: Understand how the public sector is structured

### Assessment criteria

*The candidate can:*

- 2.1 Describe the organisational structure of a chosen public sector organisation
  - 2.2 Explain how a chosen public sector organisation fits into the overall public sector
- 

Outcome 03: Understand the role of the public sector in providing services and how individual roles contribute to service provision

### Assessment criteria

*The candidate can:*

- 3.1 Identify different types of customer for a public sector organisation
  - 3.2 Explain why it is important to understand the needs of a public sector organisation's customers
  - 3.3 Describe how public service provision can adapt to changes in customer needs and type
  - 3.4 Explain the purpose of ensuring equality and diversity is reflected when providing public services
  - 3.5 Explain how individuals contribute to the work of their organisation and the wider public sector
- 

Outcome 04: Understand finances in the public sector

### Assessment criteria

*The candidate can:*

- 4.1 Identify where money to pay for public services comes from
- 4.2 Identify how a chosen public sector organisation is financed
- 4.3 Explain why it is important not to waste money and resources in the public sector
- 4.4 Explain why prioritisation of public service provision must take place when resources are limited

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**Unit 207: Principles of working in the public sector**

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Outcome 05: Understand how public sector organisations work together and with other organisations

**Assessment criteria**

*The candidate can:*

- 5.1 Explain the benefits of working with other organisations within and outside the public sector
  - 5.2 Identify organisations that a public sector organisation works with to provide public services
  - 5.3 Explain how a public sector organisation works with other public and non-public sector organisations
- 

Outcome 06: Understand how performance is monitored and measured in the public sector and the purpose of doing so

**Assessment criteria**

*The candidate can:*

- 6.1 Explain why performance is monitored and measured in the public sector
- 6.2 Outline how the performance of a chosen public sector organisation or department can be measured
- 6.3 Explain how individual performance is monitored within a public sector organisation

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**Unit 305 Principles of project management****Credit: 2****GLH: 16****Unit aim**

This unit is about the background knowledge and understanding needed to take part in or run a project in a business environment.

**Unit introduction**

Project management is widely in used in the business environment. In this unit candidates will gain an understanding of the differences between routine and project work and why it is vital to understand the purpose, scope and timescales of a project in order to be able to plan the resourcing requirements and budget. The unit also covers how to reduce the risk of project failure through careful planning and by taking appropriate action when a project encounters problems.

The unit also looks at how to monitor, and report on, the progress of a project and the purpose and ways of evaluating a project at the end of its life.

**Learning outcomes**

This unit has four learning outcomes.

*The candidate will:*

- 01 Know the difference between routine work and taking part in a project
- 02 Understand how to prepare for and plan a project
- 03 Understand how to monitor a project
- 04 Understand the purpose of evaluating a project and ways of doing so

## Unit 305: Principles of project management

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Outcome 01: Know the difference between routine work and taking part in a project

### Assessment criteria

*The candidate can:*

- 1.1 Describe the difference between routine work and taking part in a project

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Outcome 02: Understand how to prepare for and plan a project

### Assessment criteria

*The candidate can:*

- 2.1 Explain why it is important to agree the purpose, scope, timescale, resource requirements, budget, aims and objectives of a project
- 2.2 Describe how to identify and plan for project issues and risks in an area of work

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Outcome 03: Understand how to monitor a project

### Assessment criteria

*The candidate can:*

- 3.1 Identify methods that can be used to monitor the progress of a project
- 3.2 Explain the purpose of reporting progress during a project
- 3.3 Explain the purpose of meeting agreed targets within a project

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Outcome 04: Understand the purpose of evaluating a project and ways of doing so

### Assessment criteria

*The candidate can:*

- 4.1 Explain the purpose of evaluating a project
- 4.2 Identify ways of evaluating a project



**Unit 306: Principles of budgets in a business environment****Credit: 2****GLH: 16****Unit aim**

This unit gives the background knowledge and understanding needed to develop, manage and monitor a budget within an organisation.

**Unit introduction**

This unit gives candidates an understanding of the use of budgets in a business by firstly looking at what a budget is. It then examines how budgets are used as a tool for planning and managing financial resources. The unit covers the different formats that budgets can be presented in and how and why timescales, priorities and financial resources should all be worked out before the budget is as agreed by all those involved in using it.

The unit also looks at how budgets can be monitored and controlled and the reasons why a budget and accompanying plans may need to be altered.

**Learning outcomes**

This unit has three learning outcomes.

*The candidate will:*

- 01** Understand the purpose of budgets in a business environment
- 02** Understand how to develop budgets
- 03** Understand how to manage budgets

## Unit 306: Principles of budgets in a business environment

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Outcome 01: Understand the purpose of budgets in a business environment

### Assessment criteria

*The candidate can:*

- 1.1 Explain the purpose of budgets for managing financial resources to meet business requirements
- 

Outcome 02: Understand how to develop budgets

### Assessment criteria

*The candidate can:*

- 2.1 Explain the purpose of agreeing the format in which a budget will be presented
  - 2.2 Explain the purpose of using estimations when developing a budget and ways of doing so
  - 2.3 Explain the purpose of identifying timescales, priorities and financial resources needed when preparing a budget and ways of doing so
  - 2.4 Describe the purpose of negotiating and agreeing a budget
- 

Outcome 03: Understand how to manage budgets

### Assessment criteria

*The candidate can:*

- 3.1 Explain the purpose of monitoring, controlling and recording income and expenditure
- 3.2 Describe situations in which revisions to the budget and/or plans may be needed

**Unit 307 Principles of contributing to innovation and change****Credit: 2****GLH: 16****Unit aim**

This unit is about understanding how to make contributions to improving ways of working and the reasons for change occurring in a business environment.

**Unit introduction**

This unit examines the need for continuously pushing for innovation and change in order to meet organisational objectives. It looks at how individuals can support the process of improvement by contributing to and supporting innovations. The unit looks at the reasons for reviewing the working methods, products or services that an organisation offers. The unit explores the reasons for and the implications of change and the importance of working together and communicating effectively when change is happening. Finally the unit examines the type of problems that may arise during a period of change and the ways that can be resolved.

**Learning outcomes**

This unit has four learning outcomes.

*The candidate will:*

- 01 Understand the purpose of innovation in a business environment
- 02 Understand how to contribute to innovation
- 03 Understand the reasons for and implications of change in a business environment
- 04 Understand the process of change in a business environment

## Unit 307: Principles of contributing to innovation and change

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Outcome 01: Understand the purpose of innovation in a business environment

### Assessment criteria

*The candidate can:*

- 1.1 Explain the purpose of innovation in a business environment

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Outcome 02: Understand how to contribute to innovation

### Assessment criteria

*The candidate can:*

- 2.1 Explain the purpose of reviewing existing ways of working and positive ways of doing so
- 2.2 Explain the benefits of working with others when contributing to innovation
- 2.3 Identify behaviours and attitudes which support innovation

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Outcome 03: Understand the reasons for and implications of change in a business environment

### Assessment criteria

*The candidate can:*

- 3.1 Explain the reasons for change in a business environment
- 3.2 Examine the implications of change for an organisation, teams and individuals

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Outcome 04: Understand the process of change in a business environment

### Assessment criteria

*The candidate can:*

- 4.1 Explain the purpose of planning change
- 4.2 Explain the purpose of effective communication when making changes
- 4.3 Describe types of problems that occur when making changes and ways of dealing with them
- 4.4 Explain the purpose of reviewing and evaluating change

**Unit 308 Principles of working in the public sector****Credit: 7****GLH: 56****Unit aim**

The unit provides candidates with the knowledge and understanding needed to operate in a public sector environment, covering the aims, role, finances, monitoring and working mechanisms of the public sector and service delivery.

**Unit introduction**

Candidates taking this unit will gain an understanding of the types of organisations that make up public services at a local, regional, national and EU based level and the aims and objectives of these organisations. It examines how public services are funded and how they work in partnership with private sector organisations to deliver public services.

The unit examines the role of elected members in the decision-making and budget process and the legal framework that underpins public service provision. It examines the concept of public sector accountability.

Candidates will also cover the needs of public service users and how the public sector meets those needs in the provision of services

**Learning outcome**

This unit has six learning outcomes.

*The candidate will:*

- 01 Understand the characteristics of the public sector
- 02 Understand how the public sector interacts with the UK political system and the purpose of accountability
- 03 Understand the role of the public sector in providing services and how an individual's role contributes to provision
- 04 Understand finances in the public sector
- 05 Understand how public sector organisations work together and with other organisations
- 06 Understand how performance is monitored and measured in the public sector and the purpose of doing so

## Unit 308: Principles of working in the public sector

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Outcome 01: Understand the characteristics of the public sector

### Assessment criteria

*The candidate can:*

- 1.1 Describe the types of organisations that operate within the public sector
  - 1.2 Describe the main differences between organisations that operate within the public sector
  - 1.3 Describe how a public sector organisation's aims feed into the wider objectives of the public sector
  - 1.4 Describe how local and central government work together to provide public services
  - 1.5 Compare the key features of public, private and not-for profit sectors
  - 1.6 Explain the key points of legislation relating to a public sector organisation
- 

Outcome 02: Understand how the public sector interacts with the UK political system and the purpose of accountability

### Assessment criteria

*The candidate can:*

- 2.1 Explain the role of elected members in determining public sector policy and activity
  - 2.2 Explain how decisions of elected members affect a public sector organisation's activities
  - 2.3 Explain the purpose of accountability in the public sector
- 

Outcome 03: Understand the role of the public sector in providing services and how an individual's role contributes to provision

### Assessment criteria

*The candidate can:*

- 3.1 Describe the customers of the public sector and an individual public sector organisation
- 3.2 Describe how to identify the needs of a public sector organisation's customers
- 3.3 Explain the purpose of responding to the needs of a public sector organisation's customers
- 3.4 Explain how public service provision can adapt to changes in customer needs
- 3.5 Explain the difference between 'statutory' and 'non-statutory' requirements when providing public services
- 3.6 Describe how to take equality and diversity into account when providing public services
- 3.7 Explain the purpose of ensuring equality and diversity is reflected in public service provision and how to do so
- 3.8 Describe how a diverse workforce can contribute to the work of the public sector in providing public services
- 3.9 Explain how an individual's work contributes to the work of their organisation and the wider public sector

## Unit 308: Principles of working in the public sector

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Outcome 04: Understand finances in the public sector

### Assessment criteria

*The candidate can:*

- 4.1 Explain how the public sector and a chosen public sector organisation are financed
- 4.2 Explain the importance of ensuring money is spent efficiently in the public sector
- 4.3 Describe how budgets and limited resources impact upon planning decisions and service provision

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Outcome 05: Understand how public sector organisations work together and with other organisations

### Assessment criteria

- 5.1 Explain the purposes of partnership working within the public sector and public-private partnerships
- 5.2 Describe the types of organisations that a public sector organisation works with to meet customer needs
- 5.3 Describe how a public sector organisation works with other public sector and non-public sector organisations and the purpose of doing so

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Outcome 06: Understand how performance is monitored and measured in the public sector and the purpose of doing so

### Assessment criteria

*The candidate can:*

- 6.1 Explain the purposes of measuring performance in the public sector
- 6.2 Explain how, and by which organisations, the performance of a chosen public sector organisation or department is monitored
- 6.3 Explain how individual performance can be monitored within a public sector organisation and the purpose of doing so
- 6.4 Explain how evaluation of service provision is used to drive improvements in a public sector organisation

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## Useful resources for principles of business and administration

The following websites are useful in undertaking the units within these qualifications:

Advisory, Conciliation and Arbitration Service:	<a href="http://www.acas.org.uk">www.acas.org.uk</a>
Association of Project Management:	<a href="http://www.apm.org.uk">www.apm.org.uk</a>
Audit Commission:	<a href="http://www.audit-commission.gov.uk">www.audit-commission.gov.uk</a>
Belbin theory on team roles:	<a href="http://www.belbin.com">www.belbin.com</a>
Business Link:	<a href="http://www.businesslink.gov.uk">www.businesslink.gov.uk</a>
Cabinet Office:	<a href="http://www.cabinetoffice.gov.uk">www.cabinetoffice.gov.uk</a>
Chartered Institute of Personnel and Development:	<a href="http://www.cipd.co.uk">www.cipd.co.uk</a>
Committee for Standards in Public Life:	<a href="http://public-standards.gov.uk/">http://public-standards.gov.uk/</a>
Connexions (the advice service for careers)	<a href="http://www.connexions-direct.com">www.connexions-direct.com</a>
Control of Substances Hazardous to Health (COSHH):	<a href="http://www.hse.gov.uk/coshh/">http://www.hse.gov.uk/coshh/</a>
Council for Administration:	<a href="http://www.cfa.uk.com">www.cfa.uk.com</a>
Data Protection Act:	<a href="http://www.ico.gov.uk/for_organisations/data_protection.aspx">http://www.ico.gov.uk/for_organisations/data_protection.aspx</a>
Disability Discrimination Act:	<a href="http://www.dwp.gov.uk/employer/disability-discrimination-act/">http://www.dwp.gov.uk/employer/disability-discrimination-act/</a>
Equality Act:	<a href="http://www.equalities.gov.uk/equality_act_2010.aspx">http://www.equalities.gov.uk/equality_act_2010.aspx</a>
Foreign and Commonwealth Office (FCO):	<a href="http://www.fco.gov.uk/en/">www.fco.gov.uk/en/</a>
Freedom of Information Act:	<a href="http://www.ico.gov.uk/for_organisations/freedom_of_information.aspx">http://www.ico.gov.uk/for_organisations/freedom_of_information.aspx</a>
Health and Safety at Work Act:	<a href="http://www.hse.gov.uk/legislation/hswa.htm">http://www.hse.gov.uk/legislation/hswa.htm</a>
Health and Safety Executive:	<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>
Local Government Association:	<a href="http://www.lga.gov.uk/lga/core/page.do?pageld=1">http://www.lga.gov.uk/lga/core/page.do?pageld=1</a>
Public services information:	<a href="http://www.direct.gov.uk">www.direct.gov.uk</a>
Reporting of Injuries, Diseases and Dangerous Occurrences Regulations:	<a href="http://www.hse.gov.uk/riddor/">http://www.hse.gov.uk/riddor/</a>

