



Handbook

BAP04 – VTCT (Skillsfirst) Level 4 Diploma in Principles
of Business Administration (RQF)

601/7959/4

Version 2

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, iTEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

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1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 4 Diploma in Principles of Business Administration (RQF)
Qualification number	601/7959/4
Product code	BAP04
Age range	There are no age limits attached to learners undertaking this qualification unless this is a legal requirement of the process or the environment, such as needing special training to use equipment.
Credits	40
Total Qualification Time (TQT)	400
Guided Learning (GL) hours	192
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none">• Portfolio of evidence
Entry requirements	There are no formal entry requirements for learners undertaking this qualification; however centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

The purpose of this qualification is to develop the learners' knowledge and understanding of complex business functions and activities. It provides learners with the opportunity to analyse and evaluate a range of business and administrative systems and processes, such as business facilities, risks and sustainability, communication systems and people and performance management. This qualification has been designed for those learners who have significant experience of working in a business environment, work with a high level of autonomy and/or work in a role where they are responsible for systems change

2.2 Progression opportunities

Learners achieving this qualification could progress into a business-related role where a knowledge and understanding of complex business functions, as well as a high degree of autonomy are required. They could also progress onto further qualifications, such as the:

- Level 4 NVQ Diploma in Business and Administration (RQF)
- Level 5 Diploma in Principles of Management and Leadership (RQF)
- Level 5 NVQ Diploma in Management and Leadership (RQF)

or to progress on to a foundation degree or other further or higher education courses in business-related disciplines.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 4 Diploma in Principles of Business Administration (RQF) learners must achieve all mandatory units.

The minimum TQT required to achieve this qualification is **400**.

Product code	Unit title	Level	Credit	Unit reference number
Mandatory units (Group M):				
BAP41	Supporting business activities	4	5	R/507/8575
BAP42	Managing sustainability and risk	4	5	Y/507/8576
BAP43	Communicating in business	4	5	D/507/8577
BAP44	Culture and ethics in a business environment	4	5	H/507/8578
BAP45	Business administration systems	4	5	K/507/8579
BAP46	Managing people and performance in a business environment	4	5	D/507/8580
BAP47	Personal effectiveness in a business environment	4	5	H/507/8581
BAP48	Managing business facilities	4	5	L/507/8574

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 SkillsCfA

The Level 4 Principles of Business Administration (RQF) is based on the units developed by SkillsCfA who are the sector skills council for business administration. Their contact details are:

SkillsCfA
Unit 110 Linton House,
164 -180 Union Street
London SE1 0LH

Tel: 0207 091 9620

info@skillscfa.org

This handbook provides details from the SkillsCfA assessment strategy, which centres will need to apply in order to assess and quality assure the Level 4 Principles of Business Administration (RQF) and includes the:

- occupational expertise of those who assess performance, and moderate and verify assessments
- continuous professional development
- summary of assessment methods

The complete assessment strategy is available for view and to download from the SkillsCfA website www.skillscfa.org

4.3 Occupational expertise of those who assess performance and internally verify/quality assure assessments

Assessors and internal verifiers (IVs)/quality assurers (IQAs) are appointed by the recognised centre and approved by Skillsfirst through the external verifier (EV).

Assessors and IV/IQAs should:

- have verifiable relevant experience and current knowledge of the occupational working area at, or above, the level they are assessing or verifying/quality assuring. This experience and knowledge must be of sufficient depth to be effective and reliable when judging learner competence or verifying/quality assuring assessment processes and decisions. This could be verified by:
 - curriculum vitae and references
 - possession of a relevant qualification
 - corporate membership of a relevant professional institution
- be prepared to participate in training activities for their CPD
- be employed directly or contractually by the same centre as the learner or
- be acting as a counter signatory on a short-term basis for a maximum period of 18 months, where the assessor/IV has not achieved the relevant award

While the Assessor/Verifier (A/V) and the Assessor/Internal Quality Assurance (TAQA) units are valued as qualifications for centre staff, they are not currently a requirement for this qualification. It is strongly recommended, however, that staff must be able to show occupational competence, through mapping their competences and knowledge against the relevant NOS and the assessor and verifier requirements.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier/moderator/quality assurer, but must never internally verify/moderate/ quality assure their own assessments.

4.3.1 Internal verifiers/Quality assurers

The IV/IQA is responsible for the approved centre's assessment quality. Therefore, in addition to the above, IV/IQAs must also:

- provide evidence of knowledge, understanding and application of the regulatory authorities' code of practice
- undertake CPD to ensure that they are working to the current NOS in assessment and verification
- only verify the decisions of assessors which fall within their acknowledged area of technical and occupational competence

4.3.2 Assessors

Assessors should only assess in their area of technical and occupational competence and must be approved by Skillsfirst.

4.4 Employer direct model

Where employers opt for an 'employer direct' model, any qualification requirements for assessors and internal verifiers may be waived.

The 'employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of Skillsfirst may choose between:

- achieving the appropriate approved qualifications for assessment/verification or
- demonstrating that their (the employer's) training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process must be agreed by Skillsfirst as providing the equivalent level of rigour and robustness as achievement of the approved assessment/verification qualification.

Each application to use the employer direct model will be considered on an individual organisation and qualification basis and agreed by the qualification regulators, including the sector skills council. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the standards in association with Skillsfirst.

4.5 Continuous professional development (CPD)

Centres are responsible for ensuring that assessors and IV/IQAs plan and maintain their CPD. Centres are expected to support their assessors and IV/IQAs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Centres may have generic criteria and personnel specifications in addition to the above.

4.6 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of assessment methods

For this qualification, learners will be required to provide a portfolio of evidence for each unit.

5.2 Assessment principles

Units will be achieved through the acquisition of evidence by the learner and submission to their assessor. Units may be assessed through a number of different sources and forms, which must meet the requirements of assessment criteria.

- Assessment should normally be at the learner's workplace, but where the opportunity to assess across the range of standards is unavailable other comparable working environments may be used, following agreement from the external verifier.
- A holistic approach towards the collection of evidence should be encouraged, assessing activities generated by the whole work experience rather than focusing on specific tasks. e.g. If the learner communicates with a customer whilst engaged in business administration activities these can be assessed against both business administration and communication elements.
- Assessors can only assess in their acknowledged area of occupational competence.
- Assessors and IV/IQAs will be registered with their centre and be accountable to the organisation for their assessment practice.
- Health and safety of customers/clients and employees must be maintained throughout the assessment process and if any person carrying out assessment or verification activities does not feel that there is due regard to health and safety then that person should refuse to continue with the activity(ies) until satisfied that due regard to health and safety is being taken.

5.3 Characteristics of assessment guidance

The learner may produce evidence from a range of sources which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's competence and breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of all the units.

The assessor will need to be assured that the learner can:

- meet all the learning outcomes of a unit
- pass all the assessment criteria of a unit

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner and the assessor.

5.3.1 Professional discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed.

5.4 Simulation and witness testimony

Simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain in the work environment.

5.4.1 Simulation

Simulation can be used to assess learners where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to a breach of confidentiality or privacy, health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence. It should only be used when performance evidence is unlikely to be generated through normal working practices.

5.4.2 Witness testimony

Skillsfirst recognise the use of witness testimony and expert witness testimony as appropriate methods for assessors to collect evidence on candidate's performance.

Witness testimonies can be obtained from people that are occupationally competent and who may be familiar with the national occupational standards, such as the learner's line manager. They may also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards such as other people within the learner's workplace, customers and suppliers.

The assessor must judge the validity of the witness testimony and these may vary depending on the source. Witness testimonies can only support the assessment process and may remove or reduce the need to collect supplementary evidence. However, centres must comply with Skillsfirst guidance over the occupational competence and briefing of witnesses in the use of witness testimony.

5.5 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness.

Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process. In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements

6 Units

Unit Handbook

BAP41 – Supporting business activities

Unit reference number: R/507/8575

Level: 4

Credit value: 5

Guided Learning (GL) hours: 24

Unit aim

This unit aims to provide an understanding of activities which support a range of business functions from administrative tasks, through the complexities of project management to effective diary and time management.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand the structure of administrative systems to support business

LO2 Understand support for the office environment

LO3 Understand how to support business meetings and events in an organisation

LO4 Understand how to support projects in an organisation

LO5 Understand effective diary management in an organisation

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SkillsCfA, the sector skills council for Business Administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the structure of administrative systems to support business	1.1 Describe the factors to be taken into account when setting up a filing system
	1.2 Explain the stock control ordering and purchasing system in an organisation
	1.3 Analyse the benefits of a computerized stock control system
	1.4 Outline the nature of support offered by administrative management to human resources processes

Learning Outcome	Assessment Criteria
LO2 Understand support for the office environment	2.1 Outline the factors to be taken into account when designing an office layout that optimizes the use of space
	2.2 Analyse the benefits and drawbacks of modern office working practice
	2.3 Evaluate measures of effectiveness and efficiency used in office environments

Learning Outcome	Assessment Criteria
LO3 Understand how to support business meetings and events in an organisation	3.1 Analyse the role of meetings in promoting effective internal and external organisational communications
	3.2 Analyse the role of events in organisational promotion and branding
	3.3 Explain the administrative needs of different types of statutory meetings
	3.4 Explain the nature of support needed to service a range of meetings

Learning Outcome	Assessment Criteria
LO4 Understand how to support projects in an organisation	4.1 Explain the stages of a project
	4.2 Explain the importance of <ul style="list-style-type: none"> identifying needs the analysis of options implementation planning evaluation and follow up post project
	4.3 Analyse the likely reasons for project failure

Learning Outcome	Assessment Criteria
LO5 Understand effective diary management in an organisation	5.1 Describe the distribution and limits of responsibility in relation to diary management
	5.2 Analyse the interface between project management and diary management and its potential contribution to project success
	5.3 Evaluate models and technologies used to promote effective diary management

BAP41 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

BAP42 – Managing sustainability and risk

Unit reference number: Y/507/8576

Level: 4

Credit value: 5

Guided Learning (GL) hours: 24

Unit aim

This unit aims to provide an understanding of the relationship between an organisation's internal and external environment with regard to managing risks and sustainability.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand sustainability and waste management in a business environment

LO2 Understand the assessment and management of risk in a business environment

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SkillsCfA, the sector skills council for Business Administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand sustainability and waste management in a business environment	1.1 Assess the environmental impact of equipment, energy sources and consumables used in a business
	1.2 Explain how a business can minimize its impact on the environment
	1.3 Explain the maintenance of sustainability in a business

Learning Outcome	Assessment Criteria
LO2 Understand the assessment and management of risk in a business environment	2.1 Understand the assessment of risk in a business environment
	2.2 Understand the management of risk in a business environment

BAP42 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

BAP43 – Communicating in business

Unit reference number: D/507/8577

Level: 4

Credit value: 5

Guided Learning (GL) hours: 24

Unit aim

This unit aims to provide an understanding of communication in a business environment and provide the learners with the opportunity to consider and evaluate the effectiveness of different communication systems and processes within an organisation.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the role of communication in organisations

LO2 Understand the principles of effective communication in organisations

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

Assessment guidance

Vertical, lateral or networked communication could include, but not be exclusive to:

- Hierarchical
- Within and across teams and/or departments
- Top-down
- Bottom-up

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SkillsCfA, the sector skills council for Business Administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the role of communication in organisations	1.1 Analyse the features of different models of business communications that support administrative management
	1.2 Evaluate the strengths and weaknesses of an organisation's communications system
	1.3 Recommend improvements to an organisation's communications that are consistent with its business objectives

Learning Outcome	Assessment Criteria
LO2 Understand the principles of effective communication in organisations	2.1 Evaluate the appropriateness and efficiency of different communication channels and tools
	2.2 Explain the basis for the selection of communication channels and tools
	2.3 Explain the use of vertical, lateral or networked communication channels and tools
	2.4 Explain how the use of clear and correct language supports effective communication

BAP43 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

BAP44 – Culture and ethics in a business environment

Unit reference number: H/507/8578

Level: 4

Credit value: 5

Guided Learning (GL) hours: 24

Unit aim

This unit aims to provide an understanding of culture and ethics to enable learners to consider and evaluate the influence and impact culture and ethics have on different aspects of an organisation and how this impacts on the wider environment.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the impact of different organisational structures and cultures on individuals and organisations

LO2 Understand the impact of ethical practice and social responsibility on individuals and organisations

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

Assessment guidance

Organisational structure could include, but not be exclusive to:

- Flat
- Hierarchical
- Matrix

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SkillsCfA, the sector skills council for Business Administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the impact of different organisational structures and cultures on individuals and organisations	1.1 Analyse the nature, elements and types of organisational structure
	1.2 Analyse the nature, elements and types of organisational culture
	1.3 Outline different models and classificatory schemes relating to organisational culture and structure
	1.4 Analyse the development of organisational culture and the factors that affect it
	1.5 Analyse the influence on individual and team behaviour of organisational structure and culture

Learning Outcome	Assessment Criteria
LO2 Understand the impact of ethical practice and social responsibility on individuals and organisations	2.1 Assess the importance of ethical behaviour to business interests
	2.2 Analyse the purpose and benefits of an ethical business code
	2.3 Assess the effectiveness of ethical codes in changing the behaviour of individuals and organisations
	2.4 Explain the relevance of ethics for individual roles and behaviour
	2.5 Evaluate the impact of organisations on the environment

BAP44 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

BAP45 – Business administration systems

Unit reference number: K/507/8579

Level: 4

Credit value: 5

Guided Learning (GL) hours: 24

Unit aim

This unit aims to provide an understanding of administration systems to enable learners to consider and evaluate the influence administration systems have on different aspects of an organisation.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand administrative systems

LO2 Understand how systems thinking affects the administrative performance of organisations

LO3 Understand the role and function of policies and procedures in meeting customer requirements

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SkillsCfA, the sector skills council for Business Administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand administrative systems	1.1 Describe the features of administrative systems employed in different types and sizes of organisation
	1.2 Explain how organisations manage information flows
	1.3 Evaluate the role of information and communication technology (ICT) in supporting administration

Learning Outcome	Assessment Criteria
LO2 Understand how systems thinking affects the administrative performance of organisations	2.1 Explain the contribution of systems thinking to efficient administrative performance
	2.2 Clarify the role and purpose of administration in financial and non-financial systems
	2.3 Identify the stages of systems development
	2.4 Analyse the potential drawbacks to systems thinking in an organisational context
	2.5 Evaluate the benefits of implementing systems change

Learning Outcome	Assessment Criteria
LO3 Understand the role and function of policies and procedures in meeting customer requirements	3.1 Differentiate between administrative policy and procedures
	3.2 Analyse the purposes of formal and informal administrative policies and procedures
	3.3 Identify methods for evaluating the effectiveness of procedures
	3.4 Analyse the relationship between formulating policy and preparing procedures
	3.5 Evaluate the extent to which the procedures meet customer requirements

BAP45 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

BAP46 – Managing people and performance in a business environment

Unit reference number: D/507/8580

Level: 4

Credit value: 5

Guided Learning (GL) hours: 24

Unit aim

This unit aims to provide an understanding of the roles and responsibilities individuals have as leaders and managers to enable a learner to consider and evaluate these roles in developing effective individuals and teams to meet organisational objectives.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand workplace learning and development methods

LO2 Understand the nature of individuals' influences on their behaviour at work

LO3 Understand the concept of leadership and its influence on team working

LO4 Understand the factors that contribute to successful team development and performance

LO5 Understand problem-solving and conflict resolution when managing people

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

Assessment guidance

Mintzberg's decisional roles could include, but not be exclusive to:

- Management
- Management roles
- Leadership

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SkillsCfA, the sector skills council for Business Administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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 Characterise different methods of learning

Learning Outcome	Assessment Criteria
LO2 Understand the nature of individuals' influences on their behaviour at work	2.1 Explain 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

Learning Outcome	Assessment Criteria
LO3 Understand the concept of leadership and its influence on team working	3.1 Define leadership in terms of influence, 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 Analyse the benefits and drawbacks of different types of communication network

Learning Outcome	Assessment Criteria
LO4 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 Identify the stages of group development and the factors influencing effective team performance
	4.3 Describe the characteristics of team effectiveness
	4.4 Evaluate the relationship between different group roles and effective team performance

Learning Outcome	Assessment Criteria
LO5 Understand problem-solving and conflict resolution when managing people	5.1 Explain the potential for conflict caused by different stakeholders' objectives
	5.2 Outline different approaches for dealing with conflict within teams and between individuals
	5.3 Evaluate problem-solving and interpersonal skills needed to manage people
	5.4 Outline Mintzberg's decisional roles

BAP46 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

BAP47 – Personal effectiveness in a business environment

Unit reference number: H/507/8581

Level: 4

Credit value: 5

Guided Learning (GL) hours: 24

Unit aim

This unit aims to provide an understanding of the relationship between time management, personal development and management styles and how they combine to motivate people to become more effective individuals and teams to meet organisational objectives.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the relationship between personal effectiveness and effective people management

LO2 Understand the relationship between motivation and individual effectiveness

LO3 Understand how Continuous Professional Development (CPD) influences personal effectiveness

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SkillsCfA, the sector skills council for Business Administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the relationship between personal effectiveness and effective people management	1.1 Analyse the role and nature of management
	1.2 Analyse the personal and interpersonal skills needed by effective managers
	1.3 Differentiate between management and leadership
	1.4 Analyse the relationship between time management and the effective performance of individuals
	1.5 Identify solutions to problems caused by ineffective time management

Learning Outcome	Assessment Criteria
LO2 Understand the relationship between motivation and individual effectiveness	2.1 Analyse the underlying concept of motivation
	2.2 Assess the application of different motivation theories to the individual
	2.3 Explore the role of motivation theory in assisting effective job design

Learning Outcome	Assessment Criteria
LO3 Understand how Continuous Professional Development (CPD) influences personal effectiveness	3.1 Assess the role of CPD in organisations
	3.2 Analyse the influence of CPD on individuals
	3.3 Assess the effectiveness of different forms of CPD

BAP47 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

BAP48 – Managing business facilities

Unit reference number: L/507/8574

Level: 4

Credit value: 5

Guided Learning (GL) hours: 24

Unit aim

This unit aims to provide an understanding of the management of facilities and accommodation and how this impacts internally and externally on working practices and the environment.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the role of facilities management in a business

LO2 Understand the management of organisational accommodation

LO3 Understand the influence of health, safety and environmental legislation on facilities management

Unit content

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SkillsCfA, the sector skills council for Business Administration.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the role of facilities management in a business	1.1 Explain the contribution of facilities management to an organisation
	1.2 Evaluate the relationship between the operations function and facilities management
	1.3 Analyse the role and responsibilities of facilities managers
	1.4 Analyse how effective facilities management can contribute to improved organisational performance

Learning Outcome	Assessment Criteria
LO2 Understand the management of organisational accommodation	2.1 Analyse the relationship between business needs and space planning
	2.2 Explain the ergonomic considerations when planning improvements to the use of space
	2.3 Explain the factors to be taken into account when planning and managing changes to accommodation

Learning Outcome	Assessment Criteria
LO3 Understand the influence of health, safety and environmental legislation on facilities management	3.1 Explain how: <ul style="list-style-type: none"> health and safety legislation environmental legislation sustainability, energy management and environmental issues are relevant to an organisation
	3.2 Assess the environmental impact of: <ul style="list-style-type: none"> equipment energy consumable used by an organisation
	3.3 Identify how a business might minimize its impact of the environment
	3.4 Identify the environmental and security issues to be addressed in an organisation's waste management procedures
	3.5 Explain how to carry out a risk assessment

BAP48 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Appendix 1

Glossary of terms for technical certificates

Key Word	Descriptor	Possible Assessment Method/Evidence
Demonstrate	To present; to show or illustrate something through example, work products or physical demonstrations, observation	Observation of performance, expert witness testimony, work product, witness testimony
Perform	To act on so as to accomplish or bring to completion; execute; carry out (a task, process, etc.)	Observation of performance, expert witness testimony, work product, witness testimony
Categorise	Allocate to a group or category; name defining attributes	Work product, Project, Assignment
Define: term	Give the meaning(s), explain the scope and uses of a term	Oral and/or written questions, assignment, professional discussion
Define: problem	Define a problem, scope the problem area, describe the challenges and issues encompassed	Professional discussion, evidence of group discussion, oral explanation, presentation
Describe: entity	Present the features or components of an object, person, place, system etc.	Oral explanation, presentation, professional discussion, assignment
Describe: process	Give an account of how something works, happens or is done	Oral or written explanation, presentation
Describe: theory or idea	Present a theory, idea, methodology etc. that has already been established	Written explanation, presentation
List	Describe a number of items or attributes in turn	Work product, assignment, oral explanation
Narrate or report	Describe events in sequence	Oral/written explanation, presentation, work product
Arrange	Present information according to a specific rule, or for clarity	Presentation, work product, observation of performance, witness testimony
Outline or draft	Give brief, general description or summary; offer an initial sketch or rough version	Presentation, work product, oral or written explanation, professional discussion
Present	Set out data or information in readable form	Work product, presentation, oral or written explanation, witness testimony, observation
State	State as fact	Oral explanation, professional discussion, written explanation, presentation

Analyse	Explain: part in terms of whole, instance in terms of general rule, findings in terms of hypothesis, example in terms of theory, incident in terms of context...	Evidence of research, oral explanation, assignment
Apply	Apply a theory, methodology, protocol, explanation etc. to a given problem	Presentation, oral or written explanation, professional discussion, observation, expert witness testimony, witness testimony
Argue or debate	Set out a position with clear reasoning and justification: support and/or refute a position	Observation of group discussion, presentation, assignment, expert witness testimony, witness testimony
Compare	Identify similarities and differences between two objects, ideas, situations or processes	Oral/written explanation, assignment, presentation, professional discussion
Contextualise	Consider in terms of surrounding information such as location, time, roles, trends	Oral/written explanation, assignment, presentation, professional discussion
Explain	Give reasons for, illustrate the meaning of, account for (in terms of a theory or rationale), make clear and intelligible	Oral/written explanation, assignment, presentation, professional discussion
Explore	Expand on a given statement, situation or position, introducing new considerations	Oral/written explanation, assignment, presentation, professional discussion
Assess or appraise	Form a judgement based on evidence or triangulation of different perspectives	Oral/written explanation, assignment, presentation, professional discussion
Conclude	Make a judgement or decision, or summarise main arguments at the close of a text	Oral/written explanation, assignment, presentation, professional discussion
Critique: an argument or position	Discuss points for and against, offering evidence; elaborate the argument or position if appropriate	Assignment, professional discussion
Critique: a text or other creative work	Discuss how effects are achieved; assess how specific features support (or fail to support) the overall creative endeavour	Assignment, professional discussion, observation of group discussion, witness testimony, expert witness testimony
Discuss	Present a range of information/views with comments and judgements: argue the case for and against	Observation of group discussion, professional discussion, assignment, expert witness testimony, witness testimony
Develop	Present new aspects of an argument or position; consider in greater detail	Observation of group discussion, assignment, task, project

Evaluate	Assess the value or impact of, considering evidence from a range of perspectives	Professional discussion, assignment, oral/written explanation
Interpret	Explain possible meanings of, make clear and explicit (usually using your own judgement)	Professional discussion, assignment, oral/written explanation, presentation
Propose or recommend	Make a recommendation for future action based on arguments or evidence presented	Presentation, assignment, professional discussion, observation of group discussion, expert witness, witness testimony
Reflect	Consider from a personal perspective including beliefs, intentions, feelings, judgements and memories; consider the learning experience itself	Oral/written explanation, professional discussion, reflective account, assignment
Synthesise	Combine several arguments or sources of evidence to reach a more complex or holistic assessment	Assignment, professional discussion, assignment
Introduce	Bring forward information for initial consideration; provide signposting at the start of a piece of writing	Presentation, oral/written explanation, assignment, expert witness testimony, witness testimony
Link	Make logical or rhetorical connections between parts of a piece of writing, e.g. in building a line of argument	Assignment, Presentation of a piece of research – written and/or power point
Signpost	Explain how a piece of writing is ordered; locate reader within a piece of writing; refer to other parts of the writing as appropriate	Assignment, presentation, oral/written explanation
Summarise	Briefly review main points; provide signposting at the end of a piece of writing	Assignment, reflective account, annotation of a piece of writing
Evidence	Put forward information to support argument(s), e.g. examples, quotations, references, data	Assignments, work products, presentation of a piece of research, annotation of quotations and/or references, data
Reference	Correctly refer to or recognise a source of information	Assignment, essay, presentation, annotation of a piece of research
Clarify	Use the clearest and simplest expressions possible to express ideas	Assignment, oral/written explanation, observation of group discussion, presentation
Identify	Establish or show who or what (someone or something) is	Oral explanation, professional discussion, written explanation, presentation

BAP04 Document History

Version	Issue Date	Changes	Role
v2	16/02/2023	Formatting and re-branding. No content amendment.	Data Administrator