



**Skillsfirst**  
**AWARDS**

**Level 4 Diploma in Principles of  
Business Administration (RQF)**

**BAP04**

**601/7959/4**



**Skillsfirst Awards  
Suite 416  
Fort Dunlop  
Fort Parkway  
Birmingham  
B24 9FD**

**0121 270 5100  
[www.skillsfirst.co.uk](http://www.skillsfirst.co.uk)**

Contents	Page
<b>Section 1 – Introduction</b>	
1.1 What is the regulated qualification framework (RQF)	2
1.2 RQF qualifications	2
<b>Section 2 – Skillsfirst Awards Limited</b>	
2.1 Data protection	3
2.2 Equality and accessibility	3
2.3 Enquiries and information sources	3
2.4 Complaints and appeals	4
2.5 Malpractice and maladministration	4
<b>Section 3 – The sector skills council for business administration</b>	
3.1 SkillsCfA	4
3.2 Occupational expertise of those who assess performance, and moderate and verify assessments	5
3.3 Employer direct model	6
3.4 Continuous professional development	6
<b>Section 4 – Summary of assessment methods</b>	
4.1 Assessment principles	6
4.2 Characteristics of assessment guidance	7
4.3 Simulation and witness testimony	7
4.4 Recognition of prior learning (RPL)	8
<b>Section 5 – Qualification information</b>	
5.1 Qualification aim and design	9
<b>Section 6 – Qualification structure</b>	
6.1 Qualification requirements	9
6.2 Total qualification time (TQT)	9
6.3 List of available units and their credit value	9
6.4 Learner entry requirements	10
6.5 Progression opportunities	10
<b>Section 7 – The units of learning</b>	
7.1 Structure of the units	10
7.2 Group M – mandatory units	11
<b>Appendix 1</b>	
Glossary of terms for technical certificates	36

## 1.0 Introduction

Skillsfirst Awards is an awarding organisation specialising in the provision of vocational qualifications across a range of occupational areas.

Skillsfirst Awards recognises the need for industry to have fully trained and qualified staff – reliably qualified to recognised industry standards.

The following handbook provides the learning outcomes and assessment strategy for the delivery of the Level 4 Diploma in Principles of Business Administration (RQF). The handbook is a live document and will be updated should there be any incremental change made. Centres will be informed electronically when changes are made and it will be the responsibility of any recognised centre to ensure the most up to date version of the handbook is used. The document also provides details of the administrative procedures, requirements and responsibilities that are associated with the delivery of vocational qualifications.

The handbook is available on the Skillsfirst Awards website [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk)

This document is copyright but can be copied by any of our recognised centres for the purpose of assessing learners and may also be copied by learners for their own use.

All learners should be provided with a copy of the Skillsfirst qualification handbook together with the Skillsfirst learner guide. This document can be found on our web-site at [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk)

## 1.1 What is the Regulated Qualifications Framework (RQF)?

The RQF provides a single, simple system for cataloguing all qualifications regulated by Ofqual.

Qualifications will be indexed by their 'level', type and size. Qualifications within the framework will have a level (ranging from entry level to level 8) to indicate the level of difficulty. They will also have a Total Qualification Time (TQT) value to indicate the size of the qualification which will be either an Award, Certificate or Diploma.

The RQF will also:

- allow Awarding Organisations to design more flexible programmes, suited to the needs of a wider range of learners and employers
- describe qualifications to employers, providers and learners in a way that is easy to understand
- allow learners to achieve skills and knowledge at their own pace

## 1.2 RQF Qualifications

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.

## 2.0 Skillsfirst Awards

### 2.1 Data protection

Skillsfirst Awards takes the protection of data seriously and to this end has developed a data protection statement outlining how Skillsfirst and our centres, comply with the current legislation on data protection (GDPR). It is important for centres to read our statement and ensure that our requirements are put in place. It is particularly important that centres make learners aware that data is shared with Skillsfirst Awards. Our policy statement on this and data requirements can be found in our centre handbook on our website [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk)

### 2.2 Equality and accessibility

#### Equality and accessibility

Skillsfirst is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation and EU directives including the Equality Act 2010 (Amendment) Order 2012 and to ensure this occurs, has in place a policy on equality and accessibility which can be found on our website [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk) and within our centre handbook.

Skillsfirst will ensure that centres use an equality and accessibility policy that works together with ours and that they maintain an effective appeals procedure which along with the equality and accessibility policy, will be monitored by the external verifier. We expect centres to tell learners how to find and use their own equality and accessibility and appeals procedures.

#### Access to assessment

Skillsfirst Awards is committed to guaranteeing all learners are treated fairly and equally and to ensure this occurs, has in place a policy on reasonable adjustments and special considerations. This policy states clearly what centres can and in some cases must, put in place to assist learners who may have particular requirements.

We expect centres to tell learners how to find and use their own reasonable adjustments and special considerations policy and will monitor implementation through the external verification process. This policy can be accessed at [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk) and within our centre handbook. Further advice on this policy and its application can be obtained from our customer services team at [customerservices@skillsfirst.co.uk](mailto:customerservices@skillsfirst.co.uk)

### 2.3 Enquiries and information sources

Skillsfirst aims to provide accurate information in a variety of formats and media. Recognised centres are encouraged to make enquiries to the customer services team, or seek clarification from our website. Learners wishing to enquire about qualifications, aspects of qualifications or quality assurance policies and procedures are encouraged, in the first instance, to seek information from the recognised centre or their tutor/assessor. Where a satisfactory answer is unavailable, learners are encouraged to seek clarification from our website, or from the Skillsfirst customer services team.

As a guide, the majority of frequently requested information is available on our website or on request via the electronic helpline listed below.

Website: [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk)  
email: [customerservices@skillsfirst.co.uk](mailto:customerservices@skillsfirst.co.uk)

Tel: 0121 270 5100

In writing to:

Customer Services  
Skillsfirst Awards Limited  
Suite 416  
Fort Dunlop  
Fort Parkway  
Birmingham  
B24 9FD

## **2.4 Complaints and appeals**

### **Complaints**

Skillsfirst Awards will endeavour at all times to satisfy our customer's needs and ensure a quality service. There may be times when our centres do not feel we have met these needs. Should they wish, centres may complain in writing to the Skillsfirst Awards customer services manager. We will attempt to resolve all complaints within the published timescales and will record and review all complaints as part of our ongoing customer service commitment.

### **Appeals**

Skillsfirst Awards aims to ensure that at all times its decisions are fair, consistent and based on valid judgements. However, it is recognised that there may be occasions when a centre or a learner may wish to question a decision made. Skillsfirst Awards therefore has an appeals policy and process which clearly indicates the rights of the centre and the learner to appeal against a range of decisions taken by Skillsfirst.

The Skillsfirst Awards appeals policy and process can be accessed on our website [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk) and within our centre handbook. Centres are required to have a documented policy and procedure which allows learners to question decisions made by the centre. The final stage of such a procedure may be to appeal to the Skillsfirst Awards external verifier. This policy would form part of the original centre recognition process and its implementation will be monitored by the external verifier.

## **2.5 Malpractice and maladministration**

Skillsfirst Awards has a responsibility to ensure that malpractice and maladministration is addressed effectively and to publish procedures to centres for dealing with malpractice on the part of learners, centre staff and any others involved in providing the qualification. To meet this requirement, Skillsfirst Awards has a malpractice policy and process, the details of which can be accessed on our website [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk)

## **3.0 The sector skills council for business administration**

### **3.1 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](mailto: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](http://www.skillscfa.org)

### **3.2 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.

#### **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.

## Assessors

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

### 3.3 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.

### 3.4 Continuous professional development

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.

## 4.0 Summary of assessment methods

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

### 4.1 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.

#### **4.2 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.

#### **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.

#### **4.3 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.

#### **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.

## 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.

### 4.4 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 the skills and knowledge requirements.

## 5.0 Qualification information

### 5.1 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

## 6.0 Qualification structure

### 6.1 Qualification requirements

Qual no.	Level	Qualification title	Number of credits
BAP04	4	Level 4 Diploma in Principles of Business Administration (RQF)	40 credits

### 6.2 Total qualification time (TQT)

TQT is formulated by looking at the total Notional Hours of Learning for the qualification.

The TQT for the Level 3 Diploma in in Principles of Business Administration (RQF) is **400**.  
The minimum guided learning hours (GLH) are **192**

To achieve this qualification learners must complete all 40 credits from Group M.

### 6.3 List of available units and their credit value

The list below gives the unit titles, their level and the credit value of each unit.

#### Group M – mandatory units

RQF unit No.	Skillsfirst Unit No.	Unit title	Unit level	Credit value
R/507/8575	BAP41	Supporting business activities	4	5
Y/507/8576	BAP42	Managing sustainability and risk	4	5
D/507/8577	BAP43	Communicating in business	4	5
H/507/8578	BAP44	Culture and ethics in a business environment	4	5
K/507/8579	BAP45	Business administration systems	4	5
D/507/8580	BAP46	Managing people and performance in a business environment	4	5
H/507/8581	BAP47	Personal effectiveness in a business environment	4	5
L/507/8574	BAP48	Managing business facilities	4	5

## 6.4 Learner entry requirements

### Formal 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.

### Age restrictions

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.

## 6.5 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.

## 7.0 The Units of Learning

### 7.1 Structure of the units

The units which make up these qualifications are written in a standard format and comprise of:

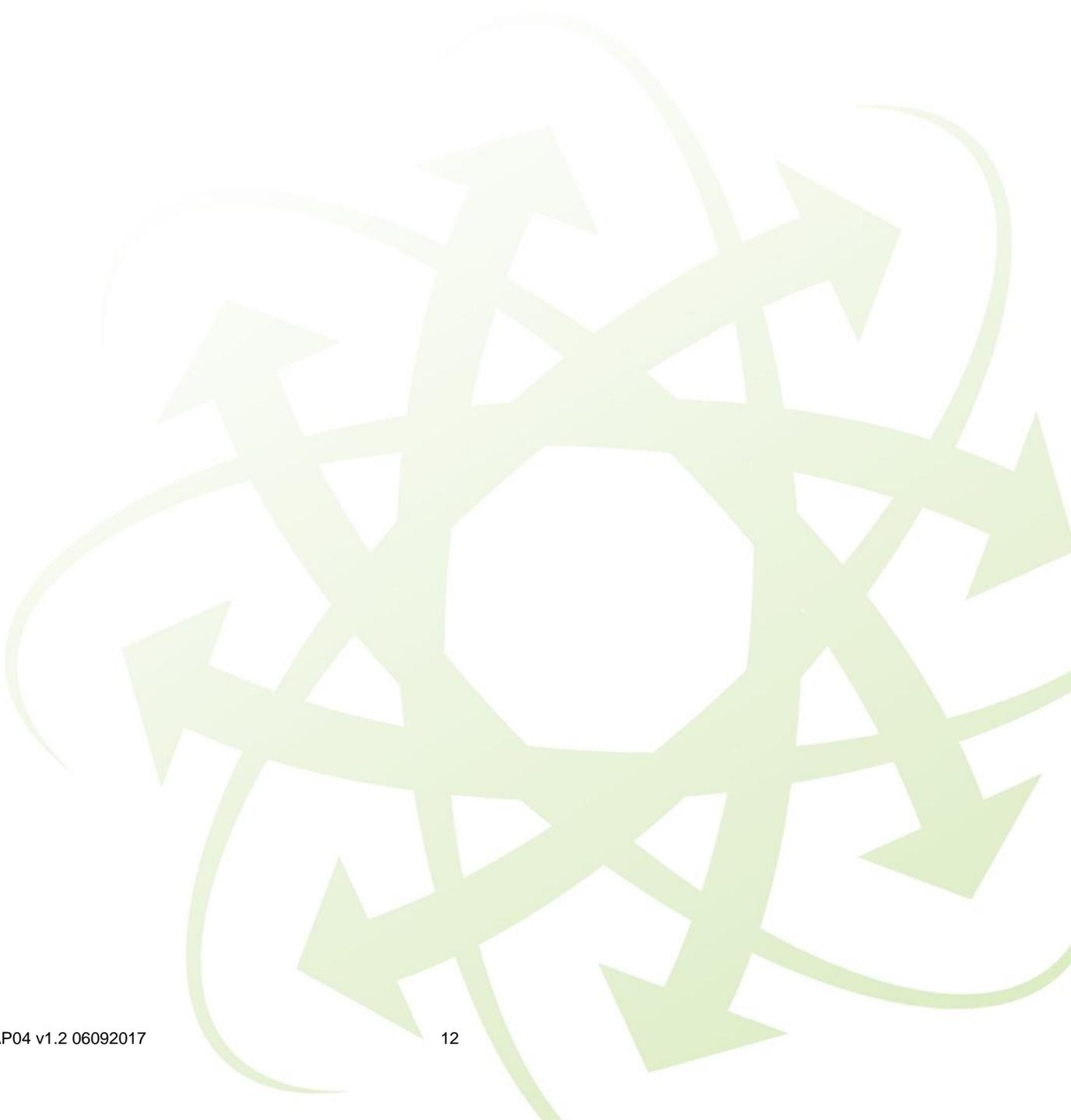
- Skillsfirst reference number
- unit title
- level and credit value
- unit aim
- learning outcomes
- guided learning hours
- endorsement of the unit
- information on assessment, where applicable
- learning outcomes and assessment criteria

## 7.2 Group M - mandatory units



# BAP41

## Supporting business activities



## **BAP41 Supporting business activities**

**Level: 4**

**Credit value: 5**

### **Unit aims**

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** learning outcomes to this unit. The learner will:

1. Understand the structure of administrative systems to support business
2. Understand support for the office environment
3. Understand how to support business meetings and events in an organisation
4. Understand how to support projects in an organisation
5. Understand effective diary management in an organisation

### **Guided learning hours**

It is recommended that **24** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Endorsement of the unit by a sector or other appropriate body**

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

### **Unit assessment**

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

## **BAP41 Supporting business activities**

Learning outcomes and assessment criteria

### **Outcome 1 Understand the structure of administrative systems to support business**

The learner can:

- 1 describe the factors to be taken into account when setting up a filing system
- 2 explain the stock control ordering and purchasing system in an organisation
- 3 analyse the benefits of a computerized stock control system
- 4 outline the nature of support offered by administrative management to human resources processes

### **Outcome 2 Understand support for the office environment**

The learner can:

- 1 outline the factors to be taken into account when designing an office layout that optimizes the use of space
- 2 analyse the benefits and drawbacks of modern office working practices
- 3 evaluate measures of effectiveness and efficiency used in office environments

### **Outcome 3 Understand how to support business meetings and events in an organisation**

The learner can:

- 1 analyse the role of meetings in promoting effective internal and external organisational communications
- 2 analyse the role of events in organisational promotion and branding
- 3 explain the administrative needs of different types of statutory meetings
- 4 explain the nature of support needed to service a range of meetings

### **Outcome 4 Understand how to support projects in an organisation**

The learner can:

- 1 explain the stages of a project
- 2 explain the importance of
  - identifying needs
  - the analysis of options
  - implementation planning
  - evaluation and follow up post project
- 3 analyse the likely reasons for project failure

### **Outcome 5 Understand effective diary management in an organisation**

The learner can:

- 1 describe the distribution and limits of responsibility in relation to diary management
- 2 analyse the interface between project management and diary management and its potential contribution to project success
- 3 evaluate models and technologies used to promote effective diary management

# BAP42

## Managing sustainability and risk



## **BAP42      Managing sustainability and risk**

**Level: 4**

**Credit value: 5**

### **Unit aims**

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** learning outcomes to this unit. The learner will:

1. Understand sustainability and waste management in a business environment
2. Understand the assessment and management of risk in a business environment

### **Guided learning hours**

It is recommended that **24** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Endorsement of the unit by a sector or other appropriate body**

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

### **Unit assessment**

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

## **BAP42      Managing sustainability and risk**

Learning outcomes and assessment criteria

### **Outcome 1    Understand sustainability and waste management in a business environment**

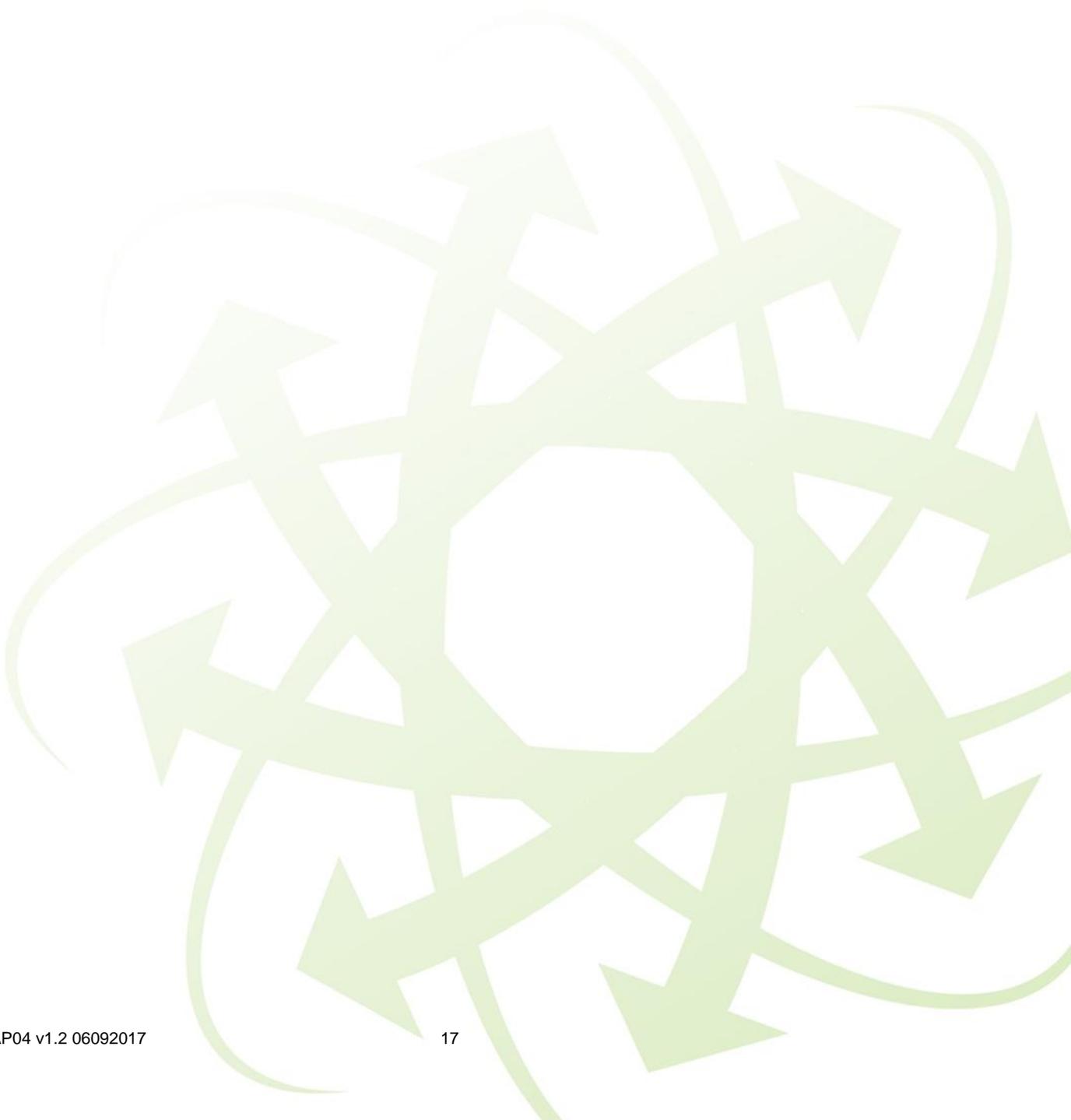
The learner can:

- 1    assess the environmental impact of equipment, energy sources and consumables used in a business
- 2    explain how a business can minimize its impact on the environment
- 3    explain the maintenance of sustainability in a business

### **Outcome 2    Understand the assessment and management of risk in a business environment**

The learner can:

- 1    understand the assessment of risk in a business environment
- 2    understand the management of risk in a business environment



# BAP43

## Communicating in business



## **BAP43      Communicating in business**

**Level: 4**

**Credit value: 5**

### **Unit aims**

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** learning outcomes to this unit. The learner will:

1. Understand the role of communication in organisations
2. Understand the principles of effective communication in organisations

### **Guided learning hours**

It is recommended that **24** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Endorsement of the unit by a sector or other appropriate body**

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

### **Unit assessment**

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

## **BAP43      Communicating in business**

Learning outcomes and assessment criteria

### **Outcome 1    Understand the role of communication in organisations**

The learner can:

- 1 analyse the features of different models of business communications that support administrative management
- 2 evaluate the strengths and weaknesses of an organisation's communications system
- 3 recommend improvements to an organisation's communications that are consistent with its business objectives

### **Outcome 2    Understand the principles of effective communication in organisations**

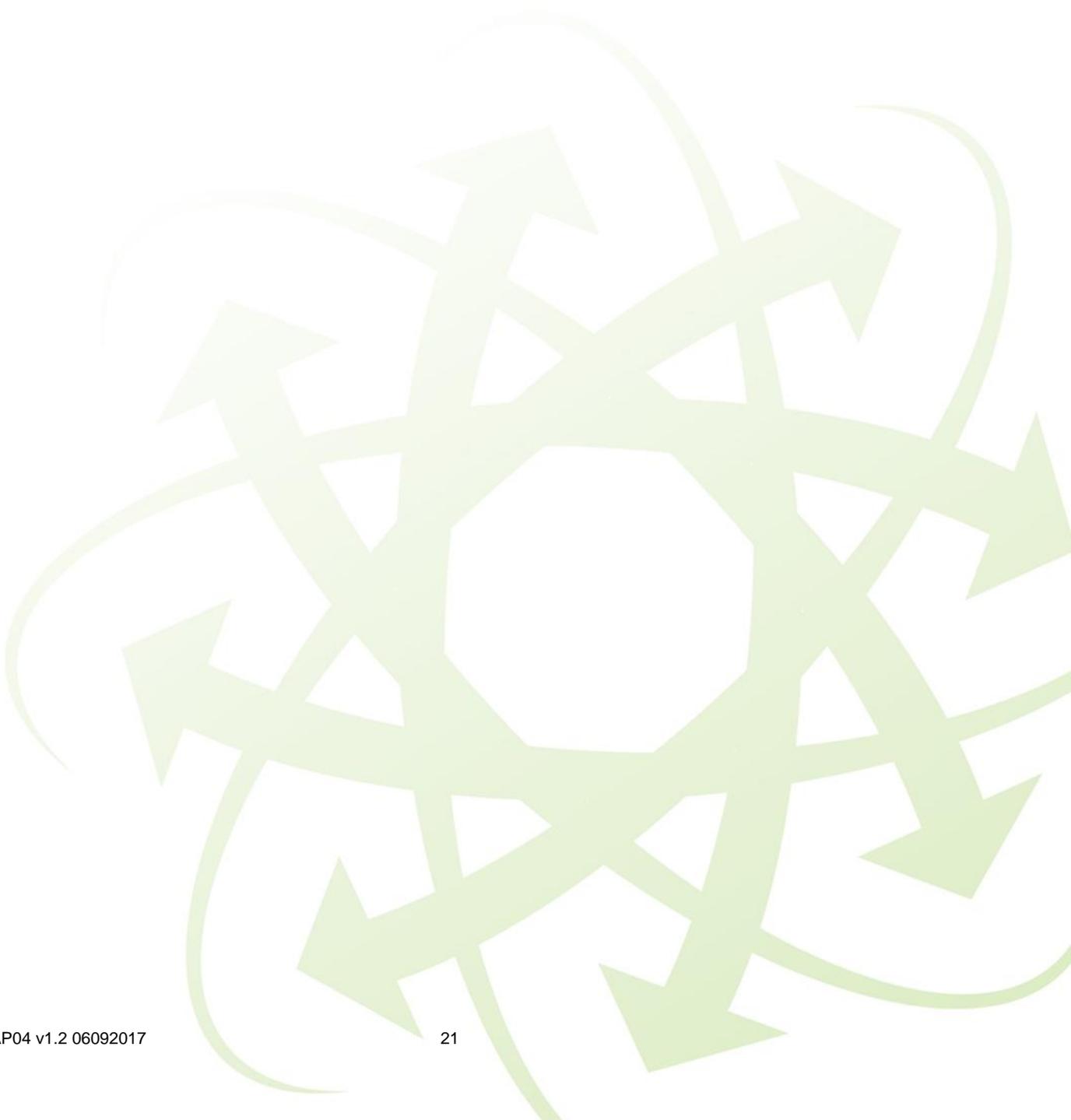
The learner can:

- 1 evaluate the appropriateness and efficiency of different communication channels and tools
- 2 explain the basis for the selection of communication channels and tools
- 3 explain the use of vertical, lateral or networked communication channels and tools
- 4 explain how the use of clear and correct language supports effective communication



# **BAP44**

## **Culture and ethics in a business environment**



## **BAP44      Culture and ethics in a business environment**

**Level: 4**

**Credit value: 5**

### **Unit aims**

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** learning outcomes to this unit. The learner will:

1. Understand the impact of different organisational structures and cultures on individuals and organisations
2. Understand the impact of ethical practice and social responsibility on individuals and organisations

### **Guided learning hours**

It is recommended that **24** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Endorsement of the unit by a sector or other appropriate body**

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

### **Unit assessment**

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

## **BAP44 Culture and ethics in a business environment**

Learning outcomes and assessment criteria

### **Outcome 1 Understand the impact of different organisational structures and cultures on individuals and organisations**

The learner can:

- 1 analyse the nature, elements and types of organisational structure
- 2 analyse the nature, elements and types of organisational culture
- 3 outline different models and classificatory schemes relating to organisational culture and structure
- 4 analyse the development of organisational culture and the factors that affect it
- 5 analyse the influence on individual and team behaviour of organisational structure and culture

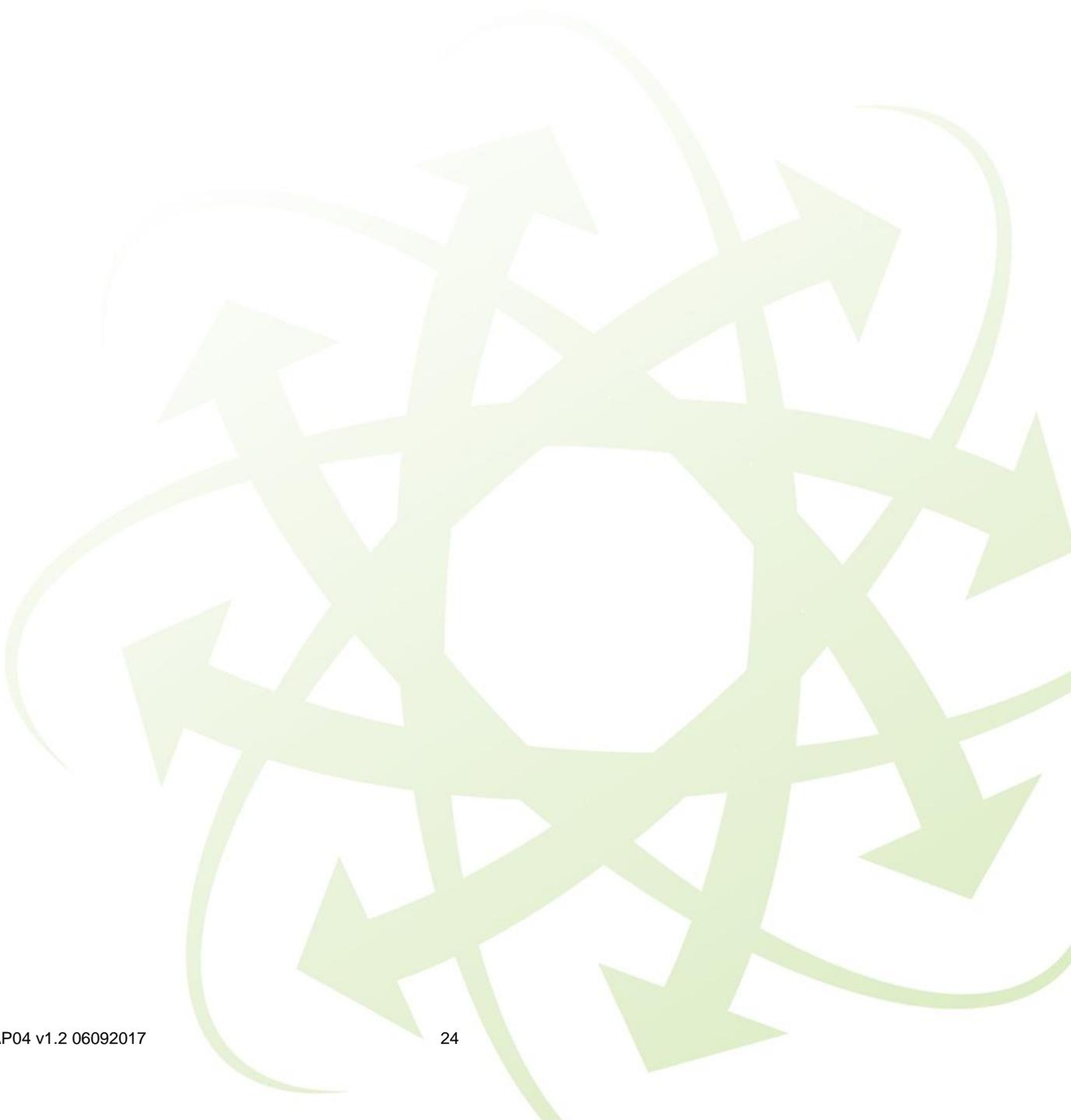
### **Outcome 2 Understand the impact of ethical practice and social responsibility on individuals and organisations**

The learner can:

- 1 assess the importance of ethical behaviour to business interests
- 2 analyse the purpose and benefits of an ethical business code
- 3 assess the effectiveness of ethical codes in changing the behaviour of individuals and organisations
- 4 explain the relevance of ethics for individual roles and behaviour
- 5 evaluate the impact of organisations on the environment

# BAP45

## Business administration systems



## **BAP45 Business administration systems**

**Level: 4**

**Credit value: 5**

### **Unit aims**

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** learning outcomes to this unit. The learner will:

1. Understand administrative systems
2. Understand how systems thinking affects the administrative performance of organisations
3. Understand the role and function of policies and procedures in meeting customer requirements

### **Guided learning hours**

It is recommended that **24** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Endorsement of the unit by a sector or other appropriate body**

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

### **Unit assessment**

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

## **BAP45 Business administration systems**

Learning outcomes and assessment criteria

### **Outcome 1 Understand administrative systems**

The learner can:

- 1 describe the features of administrative systems employed in different types and sizes of organisation
- 2 explain how organisations manage information flows
- 3 evaluate the role of information and communication technology (ICT) in supporting administration

### **Outcome 2 Understand how systems thinking affects the administrative performance of organisations**

The learner can:

- 1 explain the contribution of systems thinking to efficient administrative performance
- 2 clarify the role and purpose of administration in financial and non-financial systems
- 3 identify the stages of systems development
- 4 analyse the potential drawbacks to systems thinking in an organisational context
- 5 evaluate the benefits of implementing systems change

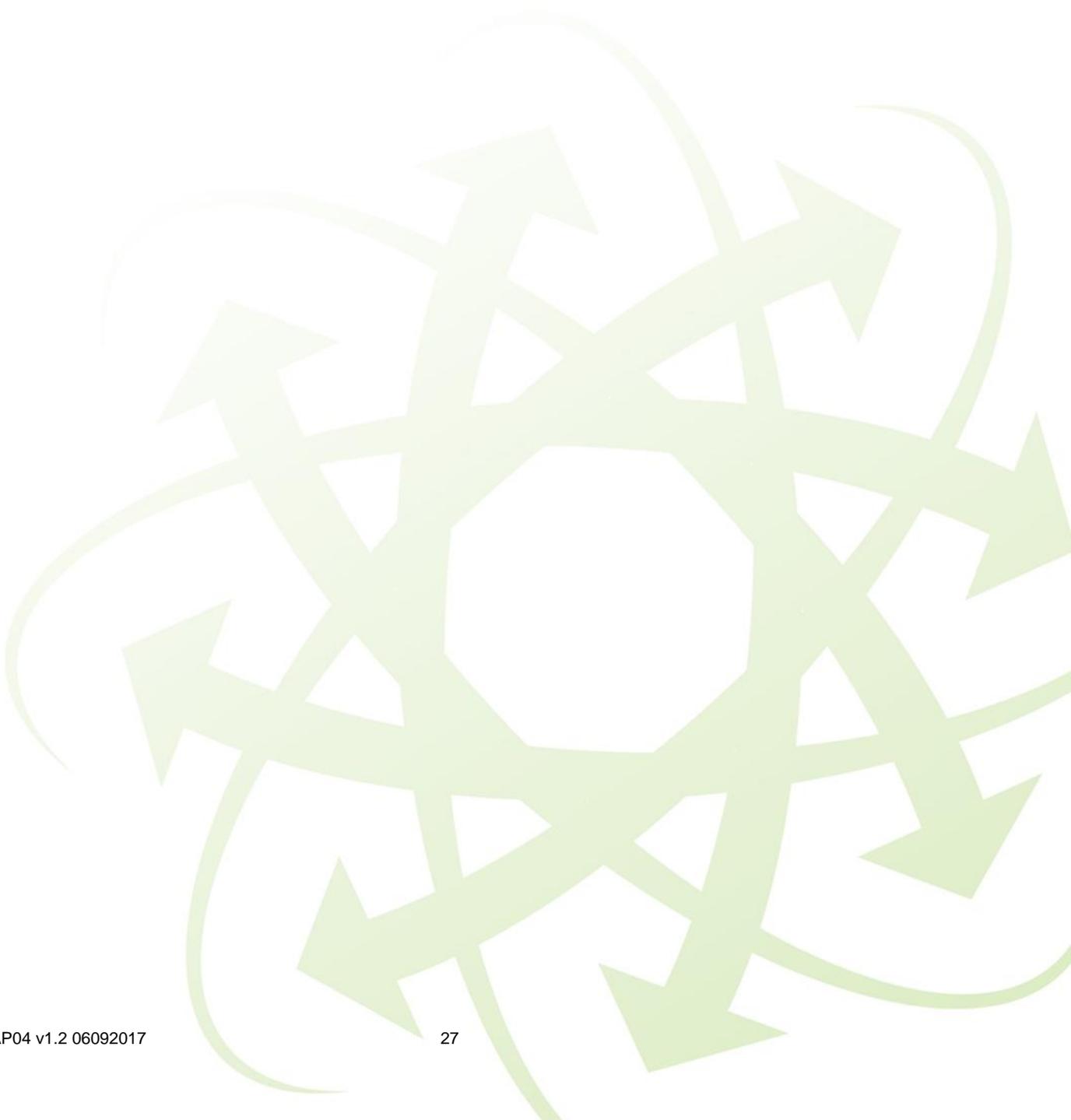
### **Outcome 3 Understand the role and function of policies and procedures in meeting customer requirements**

The learner can:

- 1 differentiate between administrative policy and procedures
- 2 analyse the purposes of formal and informal administrative policies and procedures
- 3 identify methods for evaluating the effectiveness of procedures
- 4 analyse the relationship between formulating policy and preparing procedures
- 5 evaluate the extent to which the procedures meet customer requirements

# BAP46

## Managing people and performance in a business environment



## **BAP46      Managing people and performance in a business environment**

**Level: 4**

**Credit value: 5**

### **Unit aims**

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** learning outcomes to this unit. The learner will:

1. Understand workplace learning and development methods
2. Understand the nature of individuals' influences on their behaviour at work
3. Understand the concept of leadership and its influence on team working
4. Understand the factors that contribute to successful team development and performance
5. Understand problem-solving and conflict resolution when managing people

### **Guided learning hours**

It is recommended that **24** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Endorsement of the unit by a sector or other appropriate body**

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

### **Unit assessment**

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

## **BAP46 Managing people and performance in a business environment**

Learning outcomes and assessment criteria

### **Outcome 1 Understand workplace learning and development methods**

The learner can:

- 1 identify the benefits of a systematic approach to the management of learning, training and development
- 2 analyse the importance of learning and development for organisations
- 3 analyse the nature of learning, development and learning behaviour
- 4 characterise different methods of learning

### **Outcome 2 Understand the nature of individuals' influences on their behaviour at work**

The learner can:

- 1 explain the role of wants, needs and expectations in driving an individual's motivation
- 2 analyse the impact of intrinsic and extrinsic rewards on motivation and satisfaction and their relationship to morale
- 3 explain the way in which abilities, aptitudes, personalities and perceptions affect individuals' behaviour
- 4 evaluate the link between motivation, morale and workplace performance

### **Outcome 3 Understand the concept of leadership and its influence on team working**

The learner can:

- 1 define leadership in terms of influence, people and situations
- 2 evaluate different models and theories of leadership
- 3 analyse the impact of different leadership styles on leading and communicating within teams
- 4 analyse the benefits and drawbacks of different types of communication network

### **Outcome 4 Understand the factors that contribute to successful team development and performance**

The learner can:

- 1 analyse the nature and importance of teamwork for an organisation
- 2 identify the stages of group development and the factors influencing effective team performance
- 3 describe the characteristics of team effectiveness
- 4 evaluate the relationship between different group roles and effective team performance

### **Outcome 5 Understand problem-solving and conflict resolution when managing people**

The learner can:

- 1 explain the potential for conflict caused by different stakeholders' objectives
- 2 outline different approaches for dealing with conflict within teams and between individuals
- 3 evaluate problem-solving and interpersonal skills needed to manage people
- 4 outline Mintzberg's decisional roles

# **BAP47**

## **Personal effectiveness in a business environment**



## **BAP47      Personal effectiveness in a business environment**

**Level: 4**

**Credit value: 5**

### **Unit aims**

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** learning outcomes to this unit. The learner will:

1. Understand the relationship between personal effectiveness and effective people management
2. Understand the relationship between motivation and individual effectiveness
3. Understand how Continuous Professional Development (CPD) influences personal effectiveness

### **Guided learning hours**

It is recommended that **24** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Endorsement of the unit by a sector or other appropriate body**

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

### **Unit assessment**

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

## **BAP47 Personal effectiveness in a business environment**

Learning outcomes and assessment criteria

### **Outcome 1 Understand the relationship between personal effectiveness and effective people management**

The learner can:

- 1 analyse the role and nature of management
- 2 analyse the personal and interpersonal skills needed by effective managers
- 3 differentiate between management and leadership
- 4 analyse the relationship between time management and the effective performance of individuals
- 5 identify solutions to problems caused by ineffective time management

### **Outcome 2 Understand the relationship between motivation and individual effectiveness**

The learner can:

- 1 analyse the underlying concept of motivation
- 2 assess the application of different motivation theories to the individual
- 3 explore the role of motivation theory in assisting effective job design

### **Outcome 3 Understand how Continuous Professional Development (CPD) influences personal effectiveness**

The learner can:

- 1 assess the role of CPD in organisations
- 2 analyse the influence of CPD on individuals
- 3 assess the effectiveness of different forms of CPD

# BAP48

## Managing business facilities



## **BAP48      Managing business facilities**

**Level: 4**

**Credit value: 5**

### **Unit aims**

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** learning outcomes to this unit. The learner will:

1. Understand the role of facilities management in a business
2. Understand the management of organisational accommodation
3. Understand the influence of health, safety and environmental legislation on facilities management

### **Guided learning hours**

It is recommended that **24** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Endorsement of the unit by a sector or other appropriate body**

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

### **Unit assessment**

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

## **BAP48      Managing business facilities**

Learning outcomes and assessment criteria

### **Outcome 1    Understand the role of facilities management in a business**

The learner can:

- 1 explain the contribution of facilities management to an organisation
- 2 evaluate the relationship between the operations function and facilities management
- 3 analyse the role and responsibilities of facilities managers
- 4 analyse how effective facilities management can contribute to improved organisational performance

### **Outcome 2    Understand the management of organisational accommodation**

The learner can:

- 1 analyse the relationship between business needs and space planning
- 2 explain the ergonomic considerations when planning improvements to the use of space
- 3 explain the factors to be taken into account when planning and managing changes to accommodation

### **Outcome 3    Understand the influence of health, safety and environmental legislation on facilities management**

The learner can:

- 1 explain how
  - health and safety legislation
  - environmental legislation
  - sustainability, energy management and environmental issuesare relevant to an organisation
- 2 assess the environmental impact of
  - equipment
  - energy
  - consumablesused by an organisation
- 3 identify how a business might minimize its impact of the environment
- 4 identify the environmental and security issues to be addressed in an organisation's waste management procedures
- 5 explain how to carry out a risk assessment

## 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



Skillsfirst Awards Limited  
Suite 416  
Fort Dunlop  
Fort Parkway  
Birmingham  
B24 9FD

Tel - 0121 270 5100  
Website – [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk)