FutureQuals
INSPIRING LEARNING AND SKILLS

Level 2 Diploma in
BUSINESS ADMINISTRATION

Qualification Specification

Qualification recognition number: 601/3851/8
Qualification Reference: L2DBA

www.futurequals.com

Contents

Section One

Centre Requirements

1.1 Introduction

Introduction to FutureQuals

FutureQuals is forward thinking, learner and customer-focused, and committed to delivering inspiring learning and skills.

Our Values
"We are a Visionary, Supportive, Innovative and Professional Awarding Organisation that is committed to excellence."

Our Vision
"We envisage a place in which every learner realises their full potential."

Our Mission
"To provide respected and valued qualifications and assessment to enable quality assured learning."

FutureQuals is recognised to deliver regulated qualifications by Ofqual in England, CCEA Regulation in Northern Ireland, the Scottish Qualifications Authority (SQA Accreditation) and Qualifications Wales to offer a comprehensive and diverse range of qualifications across a wide range of vocational areas many of which are transferable across industries and sectors.

A full list of FutureQuals current qualifications can be accessed at http://www.futurequalsquals.com

We have developed a genuine understanding and insight into all types of educational organisations, which ensures that we are highly responsive to their needs. We offer a wide range of benefits and support for our learners, our approved centres, and their assessment and quality assurance teams.

FutureQuals offers a wide range of benefits and support for all of our educational products and services including:

- Vocational qualifications accredited by the UK regulators and recognised by employers, universities and professional bodies
- 24/7 online management systems for the registration of learners, ensuring highly efficient services and access to assessment and results
- A diverse range of qualifications
- A flexible approach to assessment
- A network of professionals who examine and quality assure our regulated qualifications and assessments
- Regular updates on new developments in education and training
- Unrivalled customer service support and extensive guidance materials

Introduction to Qualification Specification

Welcome to the FutureQuals Specification for the **Level 2 Diploma in Business Administration**. The aim of this specification is to provide our centres with guidance to assist in the administration, delivery and assessment of this qualification. It is recommended that you study this specification in detail and become fully conversant with the procedures and accompanying documents.

This specification is a live document and, as such, will be updated when required. Centres will be notified when changes are made. It is the responsibility of the approved centre to ensure the most up to date version of the Approved Specification is in use.

This document is copyright but may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

1.2 Data Protection

FutureQuals is registered with the Data Protection Act and handles all data in accordance with the required procedures of the Act.

1.3 Complaints

FutureQuals aims to constantly monitor the levels of service provided and report on performance indicators on a regular basis. We will endeavour to be open about the levels of service we aim to offer all our customers.

However, if we fall short of expectations or our own standards, we want to give the opportunity for those affected to provide feedback so we can put things right.

Our Complaints Policy, which includes information on how to make a complaint, can be found on the FutureQuals website.

1.4 Enquiries

Any enquires relating to this qualification should be addressed to:

Future (Awards and Qualifications) Ltd
EMP House
Telford Way
Coalville
Leicestershire
LE67 3HE

Tel: 01530 836662
Fax: 01530 836668
E-mail: qualifications@futurequals.com
Website: www.futurequals.com

Qualification Information

2.1 Qualification Outline

Purpose and Aims

The purpose of this Level 2 Diploma in Business Administration is to provide the learner with the skills, knowledge and understanding required to work in an administration role.

This qualification provides the learner with the opportunity to:

- Understand the requirements of written and verbal business communication
- Understand the principles of providing administrative services

The Total Qualification Time (TQT) for this qualification is: 450
Guided Learning (GL) for this qualification is: 209 hours
Minimum credits required to achieve the qualification: 45 Credits

Suitable for age ranges: 16-18, 19+

Method of assessment: Portfolio of Evidence. This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

If the method of assessment includes formative assessments such as practical tasks, written questions, multiple choice/short answer and knowledge assessment tasks where supervision of a learner assessment is required, assessment must be undertaken in line with the requirements set on in the FutureQuals Instructions for Conducting Controlled Assessments Policy. This document is published on the Policies and Procedures section of the FutureQuals website.

Grading: There is no specific grading criteria for this qualification.

Entry guidance: There are no formal qualification entry requirements that a learner must have completed before taking this qualification and no requirement for learners to have prior skills, knowledge or understanding (Or add in reference to assessment strategy/principles, any other qualifications the learner or prior knowledge and skills a learner is required to have/completed before taking the qualification).

2.2 Additional Information

This qualification is regulated by the Office of the Qualifications and Examinations Regulator (Ofqual) in England https://register.ofqual.gov.uk/ and CCEA Regulation in Northern Ireland http://ccea.org.uk/regulation

It may be eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000, Qualification Wales and Department of Education in Northern Ireland.

For information regarding potential sources of funding please visit the following websites;
https://hub.fasst.org.uk/Pages/default.aspx
https://www.gov.uk/government/organisations/education-and-skills-funding-agency
https://www.delni.gov.uk/

or, contact your local funding office.

You should use the Qualification Accreditation Number (QAN) when you wish to seek public funding for your learners. Each component within a qualification will also have a unique reference number (Component Reference Number), which is listed in this specification. The qualification title and component reference numbers will appear on the learner's final certification document. Learners need to be made aware of this detail when they are recruited by the centre and registered with FutureQuals.

2.3 Progression

The Level 2 Diploma in Business Administration has been specifically designed to support progression on to other relevant qualifications, including the FAQ Level 3 Diploma in Business Administration and the FAQ Level 4 NVQ Diploma in Business Administration.

2.4 Assessment Principles

The Level 2 Diploma in Business Administration must be assessed according to Instructus Assessment Principles.

2.5 Qualification Structure

To achieve the Level 2 Diploma in Business Administration learners must complete a minimum of 45 credits, 21 credits from Mandatory Group M, and a minimum of 14 credits from Optional Group 1. A maximum of 10 credits can come from Optional Group 2 and a maximum of 6 credits from Optional Group 3. At least 36 of the credits must be achieved at Level 2 or above.

Group M – Mandatory				
Component Number	URN	Component Name	Credit Value	Level
1	H/506/1893	Communication in a business environment	3	2
2	A/506/1964	Understand employer organisations	4	2
3	J/506/1899	Principles of providing administrative services	4	2
4	T/506/1901	Principles of business document production and information management	3	2
5	L/506/1788	Manage personal performance and development	4	2
6	R/506/1789	Develop working relationships with colleagues	3	2

Group O1 – Optional Units				
Component Number	URN	Unit Name	Credit Value	Level
7	A/506/1883	Administer the recruitment and selection process	3	2
8	D/506/1813	Handle mail	3	2
9	D/506/1875	Organise business travel or accommodation	4	2
10	H/506/1814	Provide reception services	3	2
11	H/506/1876	Provide administrative support for meetings	4	2
12	K/506/1815	Prepare text from notes using touch typing	4	2
13	L/506/1807	Manage diary systems	2	2
14	L/506/1810	Collate and report data	3	2
15	L/506/1869	Contribute to the organisation of an event	3	2
16	L/506/1905	Employee rights and responsibilities	2	2
17	M/506/1816	Prepare text from shorthand	6	2
18	M/506/1895	Buddy a colleague to develop their skills	3	2
19	R/506/1811	Store and retrieve information	4	2
20	R/506/1887	Administer parking dispensations	3	2
21	R/506/1890	Administer finance	4	2
22	T/506/1817	Prepare text from recorded audio instruction	4	2
23	T/506/1865	Archive information	3	2
24	T/506/1879	Administer human resource records	3	2
25	Y/506/1809	Produce business documents	3	2
26	Y/506/1812	Produce minutes of meetings	3	2
27	A/506/1799	Meet and welcome visitors in a business environment	2	1
28	D/506/1794	Health and safety in a business environment	2	1
29	K/506/1796	Use a telephone and voicemail system	2	1

30	A/506/1916	Contribute to the development and implementation of an information system	6	3
31	F/506/1917	Monitor information systems	8	3
32	K/506/1913	Develop a presentation	3	3
33	M/506/1914	Deliver a presentation	3	3
34	M/506/1945	Analyse and present business data	6	3
35	Y/506/2295	Maintain and issue stationery and supplies	3	2
36	J/506/1868	Use and maintain office equipment	2	2

Group O2 – Optional Units				
Component Number	URN	Unit Name	Credit Value	Level
37	M/502/4300	Using Email	3	2
38	F/502/4396	Bespoke Software	3	2
39	F/502/4625	Spreadsheet Software	4	2
40	J/502/4559	Data Management Software	3	2
44	M/502/4622	Presentation Software	4	2
42	R/502/4628	Word Processing Software	4	2
43	R/502/4631	Website Software	4	2
44	A/506/2130	Deliver customer service	5	2
45	F/506/1934	Participate in a project	3	3
46	F/601/8320	Processing customers' financial transactions	4	2
47	T/505/1238	Payroll Processing	5	2
48	R/506/2134	Process information about customers	3	2
49	Y/506/2149	Develop customer relationships	3	2

Group O3 – Optional Components				
Component Number	URN	Component Name	Credit Value	Level
50	A/506/1818	Understand the use of research in business	6	2
51	D/506/1939	Understand the legal context of business	6	3

52	D/502/9928	Principles of marketing theory	4	2
53	D/502/9931	Principles of digital marketin	5	2
54	K/503/8194	Principles of customer relationships	3	2
55	L/506/2083	Understand working in a customer service environment	3	1
56	R/505/3515	Know how to publish, integrate and share using social media	5	2
57	F/505/6880	Exploring Social Media	2	2
58	L/505/3514	Understand the safe use of online and social media platforms	4	2
59	J/506/1806	Principles of equality and diversity in the workplace	2	2
60	R/506/2294	Principles of team leading	5	2

2.6 Barred Components and Exemptions

Components with the same title at different levels, or components with the same content, cannot be combined in the same qualification.

Assessment Principles and Component Specifications

3.1 Assessment Principles

1. Introduction

This Assessment Strategy provides principles and guidance to awarding organisations for the assessment of competence based components and qualifications (including SVQs) within Business & Administration, Customer Service and Management & Leadership in England, Scotland, Wales and Northern Ireland.

This document outlines Skills CFA specific principles in regards to:
external quality control of assessment
requirements of assessor and verifiers
evidence
employer direct model.

These principles are in addition to the generic criteria that awarding organisations must meet for delivery of qualifications as required by the qualification regulators, for example Ofqual's Regulatory Arrangements for the Qualifications and Credit Framework.
This strategy should only be used for the assessment of the Business Administration, Customer Service and Management and Leadership competence-knowledge based components and qualifications owned by Skills CFA. Components which have been imported by Skills CFA into their apprenticeships or competence-based qualifications will be assessed in compliance with their relevant assessment strategies. Awarding Organisations may assess knowledge-only components as they see fit.

2. External quality control of assessment

The quality of the assessment process is the responsibility of awarding organisations. However, Skills CFA encourages flexibility and innovation of approach, alongside robust systems to support quality control. Awarding Organisations are also encouraged to detail their approach to external verification, risk assessment and data requests.
External Verification
Awarding organisations are responsible for the competence of external verifiers and must require them to monitor centres' performance in accordance with regulatory requirements.
Awarding organisations will consistently apply external verification processes at all competence based qualification assessment centres, underpinned by standard risk assessment and risk management processes.

2.2   Risk Assessment
Awarding organisations will carry out standard risk assessments in each competence based qualification assessment centre and manage all identified risks appropriately.
Awarding organisations should show that a risk assessment has been carried out for each approved centre and that a strategy to minimise any identified risk has been implemented.
2.3   Data requests
• Each quarter, awarding organisations will provide registration and achievement data at all qualification levels and component level (where possible) to Skills CFA.

3. Requirements of assessors, external and internal verifiers

Candidates can be assessed, moderated or verified at work either by:

3.1 Assessors
The primary responsibility of an Assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria.

It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates.

To be able to assess candidates, Assessors must:

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

OR

be working toward an appropriate qualification, as specified by the appropriate regulatory authority. An Assessors working towards an appropriate qualification must ensure their decisions are countersigned by a suitably-qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.

be "occupationally competent". Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.

have a full and current understanding of the components of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process.
It is the responsibility of approved centres to select and appoint assessors.

3.2 External verifiers (EV)

A primary responsibility of the external verifier is to assure quality of internal verification and assessments across the centres for which they are responsible. External verifiers therefore need to have a thorough understanding of quality assurance and assessment practices as well as in-depth technical knowledge related to the qualifications that they are externally verifying. It will be the responsibility of the awarding body to select and appoint external verifiers.
External verifiers must:

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

OR

be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If EVs are working towards an appropriate qualification, their decisions must be countersigned by a suitably qualified EV[1] and should be supported by a qualified EV throughout their training period.

be "occupationally competent. EVs must demonstrate sufficient and current understanding of the qualifications to be verified, and know how they are applied in business.

demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external

It is the responsibility of the awarding body to select and appoint external verifiers.

3.3 Internal verifiers (IV)

A primary responsibility of the internal verifier is to assure the quality and consistency of assessments by the assessors for whom they are responsible. Internal verifiers therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint internal verifiers.

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

OR

be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IV[2] is working towards an appropriate qualification, their decisions must be countersigned by a suitably qualified IV and should be supported by a qualified IV throughout their training period.
be "occupationally competent. IVs must demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in business.
demonstrate competent practice in internal verification of assessment, and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.
Skills CFA and awarding organisations requires all assessors, moderators and verifiers to maintain current Business Administration, Customer Service and Management and Leadership competence to deliver these functions. Skills CFA recognises this can be achieved in many ways. However, such information must be formally recorded in individual CPD records that are maintained in assessment centres.

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[1] The need for countersigning the decisions of EVs working towards a qualification, applies to England and Wales and not Scotland.
[2] The need for countersigning the decisions of IVs working towards a qualification, applies to England and Wales and not Scotland.

4. Evidence

4.1 Evidence from Workplace Performance

Evidence of occupational competence of all components at any level should be generated and collected through performance under workplace conditions. This includes competence components which have knowledge learning outcomes and assessment criteria.

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

4.2 Simulation • Simulation can be applied to all components listed in Appendix B.

Where simulation is used for components at Level 2 and above, it should only form a small part of the evidence for the qualification.

Evidence may be produced through simulation solely in exceptional circumstances. The exceptional circumstances, under which simulation is possible, are those situations that are not naturally or readily occurring, such as response to emergencies.

Simulation must be undertaken in a 'realistic working environment' (RWE). A RWE is "an environment which replicates the key characteristics in which the skill to be assessed is normally employed". The RWE must provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working. Guidelines for using RWE can be found in Appendix A

5. Employer direct model

Skills CFA encourages the use of an employer direct model. 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 their Awarding Organisation may choose between:

Achieving the appropriate regulatory body approved component qualifications for assessment; **OR** Demonstrating that 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 the Awarding Organisation as providing the equivalent level of rigour and robustness as achievement of the component qualification

In order to use the employer direct model:
An organisation must:

o have staff who have achieved, or be working towards achieving, appropriate regulatory body approved component qualifications for assessment, moderation or verification;
OR
seek guidance and approval from an awarding organisation to demonstrate that they have:

appropriate processes in place to facilitate assessment, moderation or verification functions carried out 100% mapping of the trainer, supervisor or managers' assessment, moderation or verification skills and knowledge to the National Occupational Standards upon which the qualifications above are based.

An Awarding Organisation must: o offer this model to employers only

supply information on the requirements for internal and external moderation/verification activities to assessment centres.

6. Appendix A – Realistic Working Environment Guidelines

Realistic Working Environment (RWE) can be applied to all the components in Appendix B:

It is essential that organisations wishing to operate a RWE operate in an environment which reflects a real work setting. This will ensure that any competence achieved in this way will be sustained in real employment.

To undertake the assessment in a RWE the following guidelines must be met:

the RWE is managed as a real work situation;

assessment must be carried out under realistic business pressures;

all services that are carried out should be completed in a way, and to a timescale, that is acceptable in business organisations;

candidates must be expected to achieve a volume of work comparable to normal business practices;

the range of services, products, tools, materials and equipment that the candidates use must be up to date and available;

account must be taken of any legislation or regulations in relation to the type of work that is being carried out;

candidates must be given workplace responsibilities to enable them to meet the requirements of the components;

customer perceptions of the RWE is similar to that found in the work situation being represented;

candidates must show that their productivity reflects those found in the work situation being represented.

7. Appendix B – Simulated Activities Guidelines

Simulation can only be applied to the following competence components:

Business Administration

Skills CFA Ref.	Component title	Level
B&A 3	Work with others in a business environment	1
B&A 4	Health and safety in a business environment	1
B&A 5	Manage time and workload	1
B&A 6	Use a telephone and voicemail system	1
B&A 7	Prepare text from notes	1
B&A 8	Meet and welcome visitors in a business environment	1
B&A 9	Handle mail	1
B&A 10	Use office equipment	1

Customer Service

Skills CFA Ref.	Component title	Level
CS 2	Communication in customer service	1
CS 3	Record details of customer service problems	1
CS 4	Deal with customer queries, requests and problems	1
B&A 3	Manage time and workload	1
B&A 5	Work with others in a business environment	1

Management & Leadership

Skills CFA Ref.	Component title	Level
M&L 17	Manage conflict within a team	3
M&L 31	Discipline and grievance management	4
M&L 44	Manage redundancy and redeployment	4

3.2 Component Specifications

Component 1: Communication in a business environment

Component Reference Number: H/506/1893

Level: 2
Credit: 3
GL: 19

Component Summary

This component aims to develop the knowledge and skills required to communicate in a business environment. Upon completion of this component, learners will be able to produce written business communications and will be able to communicate verbally in business environments.

Assessment Guidance

All Assessment Criteria must be met and assessed in line with Intructis Assessment Strategy.

Relationship to Occupational Standards

Business & Administration (2013) National Occupational Standards:
- CFABAA613 Understand how to communicate in a business environment
- CFABAA614 Prepare to communicate in a business environment
- CFABAA615 Communicate in a business environment

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the requirements of written and verbal business communication	1.1 Explain why different communication methods are used in the business environment
	1.2 Describe the communication requirements of different audiences
	1.3 Explain the importance of using correct grammar, sentence structure, punctuation, spelling and conventions in business communications
	1.4 Explain the importance of using appropriate body language and tone of voice when communicating verbally
2 Be able to produce written business communications	2.1 Identify the nature, purpose, audience and use of the information to be communicated
	2.2 Use communication channels that are appropriate to the information to be communicated and the audience
	2.3 Present information in the format that meets the brief
	2.4 Adhere to agreed business communication conventions and degree of formality of expression when producing documents

	2.5 Produce business communications that are clear, accurate and correct
	2.6 Meet agreed deadlines in communicating with others
3 Be able to communicate verbally in business environments	3.1 Identify the nature, purpose, recipient/s and intended use of the information to be communicated
	3.2 Use language that is appropriate for the recipient's needs
	3.3 Use body language and tone of voice to reinforce messages
	3.4 Identify the meaning and implications of information that is communicated verbally
	3.5 Confirm that a recipient has understood correctly what has been communicated
	3.6 Respond in a way that is appropriate to the situation and in accordance with organisational policies and standards

Component 2: Understand employer organisations

Level: 2
Credit: 4
GL: 40

Component Summary

This component aims to develop knowledge and understanding regarding employer organisations. Upon completion of this component, learners will have developed an understanding of organisational structures and the organisational environment.

Assessment Guidance

All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.

Relationship to Occupational Standards

Business & Administration (2013) National Occupational Standards:

- CFABAF174 Manage work in a business environment

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand organisational structures	1.1 Explain the differences between the private sector, public sector and voluntary sector
	1.2 Explain the functions of different organisational structures
	1.3 Describe the features of different types of legal structures for organisations
2 Understand the organisational environment	2.1 Describe the internal and external influences on organisations
	2.2 Explain the use of different models of analysis in understanding the organisational environment
	2.3 Explain why change in the business environment is important

3: Principles of providing administrative services

Level: 2
Credit: 4
GL: 25

Component Summary

This component aims to develop knowledge and understanding regarding the provision of providing administrative services. Upon completion of this component, learners will have developed an understanding of the organisation and administration of meetings, the organisation of travel and accommodation, and the management of diary systems. Learners will also understand how to use office equipment and will understand the use of mail services in a business context.

Relationship to Occupational Standards

Business & Administration (2013) National Occupational Standards:

- CFABAA231 Use office equipment
- CFABAA322 Organise business travel or accommodation
- CFABAA412 Plan and organise meetings
- CFABAA431 Use a diary system
- CFABAA612 Handle mail
- CFABAC121 Deliver, monitor and evaluate customer service to internal and/or external customers

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the organisation and administration of meetings	1.1 Describe the features of different types of meetings
	1.2 Outline the different ways of providing administrative support for meetings
	1.3 Explain the steps involved in organising meetings
2 Understand the organisation of travel and accommodation	2.1 Describe the features of different types of business travel and accommodation
	2.2 Explain the purpose of confirming instructions and requirements for business travel and accommodation
	2.3 Explain the purpose of keeping records of business travel and accommodation
3 Understand how to manage diary systems	3.1 Describe the features of hard copy and electronic diary systems
	3.2 Explain the purpose of using diary systems to plan and co-ordinate activities and resources
	3.3 Describe the types of information needed to manage a diary system

	3.4 Explain the importance of obtaining correct information when making diary entries
4 Understand how to use office equipment	4.1 Describe different types of office equipment
	4.2 Explain the uses of different types of office equipment
	4.3 Describe factors to be considered when selecting office equipment to complete tasks
	4.4 Describe how to keep waste to a minimum when using office equipment
5 Understand the use of mail services in a business context	5.1 Describe the types of mail services used in business organisations
	5.2 Explain the need for different types of mail services
	5.3 Explain the factors to be considered when selecting mail services
	5.4 Explain the factors to be taken into account when choosing postage methods
6 Understand customer service in a business environment	6.1 Describe different types of customers
	6.2 Describe the impact of their own behaviour on a customer
	6.3 Explain the impact of poor customer service

Component 4: Principles of business document production and information management

Level: 2
Credit: 3
GL: 21

Component Summary

This component aims to develop knowledge and understanding regarding the principles of business document production and information management. Upon completion of this component, learners will understand how to prepare and distribute business documents and will also understand how information is managed in business organisations.

Relationship to Occupational Standards

Business & Administration (2013) National Occupational Standards:

- CFABAA211 Produce documents in a business environment
- CFABAD111 Support the design and development of information systems
- CFABAD121 Support the management and development of an information system

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand how to prepare business documents	1.1 Describe different types of business documents that may be produced and the format to be followed for each
	1.2 Explain the use of different types of information communication technology (ICT) for document production
	1.3 Explain the reasons for agreeing the use, content, layout, quality standards and deadlines for document production
	1.4 Explain the importance of document version control and authorisation
	1.5 Explain how the requirements of security, data protection, copyright and intellectual property legislation may affect the production of business documents
	1.6 Explain how to check the accuracy of business documents
2 Understand the distribution of business documents	2.1 Explain how the requirements of security, data protection, copyright and intellectual property legislation may affect the distribution and storage of business documents
	2.2 Describe different types of distribution channels
3 Understand how information is managed in business organisations	3.1 Describe the types of information found in business organisations

	3.2 Explain the need for safe storage and efficient retrieval of information
	3.3 Describe the features of different types of systems used for storage and retrieval of information
	3.4 Describe the legal requirements for storing business information

Component 5: Manage personal performance and development

Level: 2
Credit: 4
GL: 18

Component Summary

This component aims to develop the knowledge and skills required to manage personal and professional development. Upon completion of this component, learners will be able to identify personal and professional development requirements and fulfil a personal and professional development plan. Learners will also be able to maintain a personal and professional development plan ensuring its relevance.

Assessment Guidance

All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.

Relationship to Occupational Standards

Management & Leadership (2012) National Occupational Standards:

- CFAM&LAA1 Manage yourself

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to manage personal performance	1.1 Agree specific, measurable, achievable, realistic and time-bound (SMART) objectives that align with business needs with line manager
	1.2 Agree criteria for measuring progress and achievement with line manager
	1.3 Complete tasks to agreed timescales and quality standards
	1.4 Report problems beyond their own level of competence and authority to the appropriate person
	1.5 Take action needed to resolve any problems with personal performance
2 Be able to manage their own time and workload	2.1 Plan and manage workloads and priorities using time management tools and techniques
	2.2 Take action to minimise distractions that are likely to limit the effective management of time and the achievement of objectives
	2.3 Explain the benefits of achieving an acceptable "work-life balance"
3 Be able to identify their own development needs	3.1 Identify organisational policies relating to personal development
	3.2 Explain the need to maintain a positive attitude to feedback on performance

	3.3 Explain the potential business benefits of personal development
	3.4 Identify their own preferred learning style(s)
	3.5 Identify their own development needs from analyses of the role, personal and team objectives
	3.6 Use feedback from others to identify their own development needs
	3.7 Agree specific, measurable, achievable, realistic and time-bound (SMART) development objectives that align with organisational and personal needs
4 Be able to fulfil a personal development plan	4.1 Agree a personal development plan that specifies actions, methods, resources, timescales and review mechanisms
	4.2 Make use of formal development opportunities that are consistent with business needs
	4.3 Use informal learning opportunities that contribute to the achievement of personal development objectives
	4.4 Review progress against agreed objectives and amend plans accordingly
	4.5 Share lessons learned with others using agreed communication methods

Component 6: Develop working relationships with colleagues

Level: 2
Credit: 3
GL: 19

Component Summary

This Component is about developing working relationships with colleagues, within your own organisation and within other organisations, which are productive in terms of supporting and delivering your work and that of the overall organisation. 'Colleagues' are any people you are expected to work with, whether they are at a similar position or in other positions, including your manager.

Assessment Guidance

All Assessment Criteria must be met and assessed in line with Skills CFA Assessment Strategy.

Relationship to Occupational Standards

Management & Leadership (2012) National Occupational Standards:

- CFAM&LDD1 Develop and sustain productive working relationships with colleagues

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the principles of effective team working	1.1 Outline the benefits of effective team working
	1.2 Describe how to give feedback constructively
	1.3 Explain conflict management techniques that may be used to resolve team conflicts
	1.4 Explain the importance of giving team members the opportunity to discuss work progress and any issues arising
	1.5 Explain the importance of warning colleagues of problems and changes that may affect them
2 Be able to maintain effective working relationships with colleagues	2.1 Recognise the contribution of colleagues to the achievement of team objectives
	2.2 Treat colleagues with respect, fairness and courtesy
	2.3 Fulfil agreements made with colleagues
	2.4 Provide support and constructive feedback to colleagues

3 Be able to collaborate with colleagues to resolve problems	3.1 Take others' viewpoints into account when making decisions
	3.2 Take ownership of problems within own level of authority
	3.3 Take action to minimise disruption to business activities within their own level of authority
	3.4 Resolve problems within their own level of authority and agreed contribution

Section Four

Centre Information

4.1 Centre Operations Manual

Information regarding centre support, learner registration, certification, reasonable adjustements and special consideration, complaints and appeals can be found in the Centre Operations Manual.

4.2 Initial Assessment and Centre Learner Support

It is important that centres carry out an intial assessment to identify what knowledge and degree of skills the learner already has, and to identify if any support or reasonable adjustments will be required to enable them to be assessed fairly. This should include an assessment of minimum core personal skills in English, Mathematics and ICT.

This should be recorded so that centres can identify any associated needs and record this in appropriate plans. This will help in planning the learning programme. It is important at the initial assessment stage to ensure that learners commence a programme at the appropriate level.

Centres should assess each learner's potential and make a professional judgement about his/her ability to successfully complete the programme of study and achieve the qualification.

This assessment will need to take account of:

- the support available to the learner within the centre during his/her programme of study
- any specific support that might be necessary to allow the learner to access the assessment for the qualification
- diagnoses of the requirements of the learner, making use of specialist advice from external sources, as appropriate

Centres should identify any learner requirements and how they may affect successful completion of the particular programme. Programme teams should refer closely to the qualification specifications when discussing possible options for learners. They should advise learners on the appropriateness of the qualification to the learner and identify more suitable qualifications if necessary.

It is our intention that there should be no discrimination on the grounds of a protected characteristic. FutureQuals and approved centres have a responsibility to ensure that the process of assessment is robust and fair and allows a learner to show what they know and can do without compromising the assessment criteria.

Details on how to make adjustments for learners to ensure fair access to assessment is set out in the FutureQuals Reasonable Adjustment and Special Considerations Policy.

4.3 Identificatiion Requirements and Learner Authenticity

Identification Requirements

It is a Centre's responsibility to confirm the identity of a learner as part of its registration process. A Centre may do this by requesting sufficient personal data and a unique learner number (ULN) to ensure the learner can be clearly and uniquely identified.
The use of a ULN is now a mandatory requirement for publicly funded education and when submitting Individualised Learner Record (ILR) returns.
Centres must have systems in place to ensure that an individual completing an assessment is the person he/she is claiming to be.

Therefore, Centres are required to ensure that each learner's identification is checked and that the type of identification provided by each learner is recorded before assessments are undertaken. FutureQuals External Quality Assurers will check this record during quality assurance monitoring activities.

The following would be permitted proof of a Learners Identity:

- a valid passport (any nationality)
- a signed UK photo card driving licence
- valid warrant card issued by HM Forces or the Police
- other photographic ID card, e.g. employee ID card (must be current employer), student ID card, travel card
- UK biometric residence permit

If an assessment is taking place in a learners place of work and a learner is unable to supply any of the above, authentication of a learner's identity by a third-party representative, for example his/her line manager or a member of his/her workplace Human Resources Team can be accepted.

Learner Authenticity

It is a regulatory requirement that every assessment submission is authenticated as the work of the named learner whether submitted to a centre or to FutureQuals. Therefore, the FutureQuals Evidence Logbook requires that a declaration of authenticity is signed by a learner for each assessment submitted.

By signing the declaration a learner is acknowledging that if the statement is untrue, an assessment breach has been committed.

If a centre uses electronic systems or e-portfolios, an alternate form of formal declaration of authenticity must be completed with each assessment that is submitted.

If a centre uses its own version of the FutureQuals Evidence Logbook it must ensure that the version used captures the same information i.e. the assessment method, evidence reference, the assessors decision (including the signature and date to evidence completion assessment) and the learners declaration of authenticity.

Any submission that does not carry a formal declaration of authenticity will not be externally quality assured. If an alternate formal declaration of authenticity is completed by a learner it must, as a minimum, include the statement:

Statement of confirmation of authenticity

I declare that the work presented for this component is entirely my own work.

The learner must sign and date the declaration.

4.4 Legal Considerations

Learners and centres should be aware of regulations affecting those who deal with children, young people and vulnerable adults in the country the qualification is delivered in.

The Prevent Duty Guidance available from the Home Office, makes clear the important role of further education leaders in stopping extremists seeking to radicalise learners on campuses and in supporting learners at risk of extremist influences.

Ofsted has responsibility for monitoring the Prevent Duty in publicly funded further education and skills providers.

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INSPIRING LEARNING AND SKILLS

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