



SFJ Awards Level 4 Certificate in Principles of Business Administration

Regulation No: 601/6145/0

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Contact Us

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Introduction

This specification is intended for trainers, centres and learners. General information regarding centre approval, registration, Odyssey Online (SFJ AWARDS's candidate management system), assessment papers, certification, reasonable adjustments, special consideration, appeals procedures, are available from the website. This document should be read in conjunction with the SFJ AWARDS QMS Centre guide available from the website.

Version number

Please ensure that you have the latest and most up to date version of documents. Please check the website for the most up to date version. To check which version you have please see the footer which will give you the version number.

V4 updated June 2018: new address added, updates to membership benefits

V5 updated August 2022: withdrawal dates added

About this Qualification (Description, Objectives, Aims, Purpose)

* Qualification Withdrawal *

Please note that the SFJ Awards Level 4 Certificate in Principles of Business Administration is being withdrawn. No learners can therefore be registered on this qualification after 30 September 2022 and all certifications must be completed by 30 September 2023.

The SFJ AWARDS Level 4 Certificate in Principles of Business Administration is designed for those candidates who aspire to, or already fulfil managerial roles in organisations. The qualification explores how businesses design and operate internal structures and systems; managing people; ethics and sustainability and business facilities and provides the learner with the knowledge and understanding of these areas. This qualification is based on the Business and Administration national occupational standards and is recognised as a knowledge component of the Higher Apprenticeship in Business & Professional Administration - Level 4.

Objectives of the qualification include: meeting relevant programmes of learning, preparing learners for employment and supporting a role in the workplace.

Purpose B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area.
Sub Purpose - B2. Develop knowledge and/or skills in a subject area.

Sector 15.2 Administration
15.3 Business Management

Structure (Credit, Rules of Combination, Guided Learning Hours)

To achieve the SFJ AWARDS Level 4 Certificate in Principles of Business Administration learners have to achieve 34 credits from the five mandatory units.

	Unit	Level	Credit	Guided Learning Hours	Estimated TQT*
1	Principles of Managing People in a Business Environment D/507/1807	4	8	47	79
2	Principles of Supporting Business Activities H/507/1808	4	8	44	71
3	Culture, Ethics and Sustainability in a Business Organisation K/507/1809	4	8	47	72
4	Principles of Business Facilities Management D/507/1810	4	5	25	45
5	Principles of Business Administration Systems H/507/1811	4	5	28	46
	Total		34	191	313

Delivery

Estimated Total Qualification Time (TQT)*

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

TQT is comprised of Guided Learning Hours (GLH) and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the

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supervision of a lecturer, supervisor or tutor. If a credit value is assigned to a qualification it is determined by TQT, as one credit corresponds to 10 hours of learning.

Guided learning hours are 191. It is the responsibility of training centres to decide the appropriate course duration, based on their learners' ability and level of existing knowledge. It is possible, therefore, that the number of Guided Learning Hours can vary from one training centre to another according to learners' needs. Guided learning hours are all times when a member of provider staff is present to give specific guidance towards the learning aim being studied on the programme and the assessment. The Total Qualification Time (TQT) is the Guided Learning Hours (GLH) plus private study.

Assessment

	Unit	Assessment	
		Assignment	Portfolio
1	Principles of Managing People in a Business Environment D/507/1807	Externally set assignment, internally marked, moderated and QA by SFJ AWARDS	-
2	Principles of Supporting Business Activities	-	Portfolio, internally set and marked and quality assured by SFJ AWARDS
3	Culture, Ethics and Sustainability in a Business Organisation	Externally set assignment, internally marked, moderated and QA by SFJ AWARDS	-
4	Principles of Business Facilities Management	-	Portfolio, internally set and marked and quality assured by SFJ AWARDS
5	Principles of Business Administration Systems	-	Portfolio, internally set and marked and quality assured by SFJ AWARDS

All assessment criterion in each unit must be met to achieve this qualification.

This qualification is graded Pass, Merit and Distinction.

Evidence for this qualification must be the learners own work and learners must submit a signed statement confirming this.

This qualification will be assessed through:

- Externally set assignment which is marked by the centre but moderated and quality assured by SFJ AWARDS for
 - Unit 1 - Principles of Managing People in a Business Environment and
 - Unit 3 - Culture, Ethics and Sustainability in a Business Organisation.
- Portfolio internally set, marked and quality assured by SFJ AWARDS for the remaining 3 units.
 - Unit 2 - Principles of Supporting Business Activities;
 - Unit 4 - Principles of Business Facilities Management and
 - Unit 5 - Principles of Business Administration Systems.

Portfolio

Units 2, 4 and 5 assessment is by portfolio. Holistic assessment, when appropriate is encouraged; evidence for each assessment criteria must be clearly mapped. All assessment criteria in these units must be assessed using methods appropriate to the assessment of knowledge and understanding. These can be assessed by a variety of methods including:

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- Question and answer test
- Multiple choice questions
- Question and answer verbal (ensure records are kept)
- Essay
- Other

An achievement record for these units is available from the website/ on request.

Assignment

Assignments are available for centres to book via ODYSSEY ONLINE Registration System, which is provided upon centre approval to offer the qualification. Assignment briefs, mark schemes and marking forms, which include marking guidance, are sent to centres upon assessment booking confirmation. **Please see the ODYSSEY ONLINE Guide for further information.**

Once the candidate has completed an assignment this must be marked by the centre using the mark scheme, marking form and guidance provided and then submitted to SFJ AWARDS for moderation before the end of the moderation series. The moderation timetable is available from the SFJ AWARDS website.

Grading

The system is used to ensure that standards can be maintained within units across different assessments. Unit raw scores for unit 1 and 3 are converted to UMS scores and aggregated for the total qualification UMS. The qualification has a maximum of 200 UMS marks, 120 are required for a Pass, 140 for a Merit and 160 for a Distinction.

Word Count

In each assignment brief the word count is clearly indicated; in the absence of a word count, none applies. For example, those tasks featuring a series of brief questions often do not specify a word count. On the other hand, for example where a writing sample is required, a word limit will be formally stipulated.

The word count does not include referencing, repeating the question/s or the learning outcomes and or assessment criteria. It only applies to the actual answer submitted by the candidate.

Submissions that are under or over the word count will have marks deducted on a sliding scale.

Age range and Geographical Coverage

This qualification is approved for learners 18 plus in England, Wales and Northern Ireland.

Learner entry requirements

There are no formal entry requirements for this qualification however, learners must be able to work at this level and have sufficient command of English Language. It is the centres responsibility to assess candidates at enrolment to ensure that this level of qualification is appropriate for them; ensuring that learners can work, have sufficient maturity, and also that they have sufficient capabilities in the English language at this level. Centres must keep a record of the initial assessment for quality assurance purposes. It is recommended that candidates should have a level 3 qualification or equivalent work experience in the business administration area.

Progression

Learners who achieve this qualification can progress to, for example:

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- SFJ AWARDS Level 4 NVQ Diploma in Business Administration (QCF) and a full Higher Apprenticeship
- SFJ AWARDS Level 4, 5 or 6 Diploma in Business and Administrative Management
- Foundation degrees in areas business, business management, business administration
- Business and management undergraduate courses
- Membership of professional bodies
- Managerial roles such as operations director, business development manager or company secretary.

Tutor requirements

All trainers delivering this qualification must have

- Appropriate teaching qualification e.g. Level 3 Award in Education and Training
- Sector competency and have suitable qualifications in Business and Administration at level 5 or above
- Relevant CPD

Centre Requirements

Centres must be approved by SFJ AWARDS in order to offer this qualification

Assessment terminology

The table below includes the terminology used in all types of assessment. It includes SFJ AWARDS 's explanation of the meaning of these terms in the contexts of assessments.

Knowledge/understanding	
These are foundation skills. Assessment tasks in this category require candidates to demonstrate their knowledge and understanding of the required subject content. They assess basic learning.	define describe list name outline state
Application	
Candidates must show an ability to demonstrate the understanding of the specified knowledge content in practical business contexts. Assessment tasks in this category require candidates, for example, to: <ul style="list-style-type: none"> • make a practical decision • demonstrate the required knowledge, understanding, and skills in organisational contexts. 	apply calculate create (in an applied context) demonstrate/ demonstrate how design estimate investigate plan prepare propose use
Analysis	
Candidates must be able to break down situations, statements, theory, numerical and non-numerical data into components or essential features. For higher level analysis candidates should incorporate relevant concepts and theory into their arguments. Assessment tasks in this category require candidates to: <ul style="list-style-type: none"> • select data relevant to tasks • organise data relevant to tasks • break down data/texts to their elements • respond to data/text that contains several elements 	analyse / critically analyse clarify compare differentiate between examine explain identify why, how, reasons, characteristics investigate select summarise
Evaluation	

The most advanced cognitive skill is that of evaluation. At this level, candidates make connections, present judgements, and opinions and draw conclusions that are supported by valid reasons and evidence.

Evaluation involves reflective thinking.

Assessment tasks in this category require candidates to give detailed responses and while doing so:

- provide supported decisions or conclusions
- make a reasoned case
- make comparisons based on valid and relevant reasons and evidence
- set up arguments based on valid reasons and evidence

advise
argue for and against
compare, contrast and reach a judgement
criticise
discuss
evaluate
identify the most important
interpret
investigate e.g. the effectiveness of
justify
reason for and against
recommend
solve
summarise to what extent?

Plagiarism

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

It is the centres responsibility to:

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

When writing assignments, candidates need to be aware that they can quote from other texts but that these must be referenced to where the quotes have been obtained from. However, intentional use of other people's work without providing references is classed as plagiarism. Plagiarism is a form of cheating. Plagiarism is not permitted and if plagiarism is detected this will result in a fail and penalties may be imposed. Examiners and moderators are well aware of this issue and they are experts in their subject matter. Therefore they are very likely to recognise any extensive passage, which has been taken from a book, journal, website etc. There are also a number of computer programmes that can detect plagiarism.

It could be argued that the biggest issue with plagiarism is that students who do this are denying themselves the opportunity to better themselves. By using other people's work, they are not developing themselves as reflective learners. From a tutor's point of view, this is very frustrating as their job is to help students to become analytical and reflective learners, not cutting and pasting experts.

SFJ AWARDS puts scripts through a plagiarism checker programme and any scripts that contain plagiarised sections (paragraphs or quotes that are not referenced appropriately) will be treated as such and this will result in a fail and penalties may be imposed.

Unit 1: Principles of Managing People in a Business Environment - D/507/1807

Guided Learning Hours:	47
Unit Level:	4
Unit Credit:	8
Total Unit Time:	79

Learning Outcome - The learner will:	Assessment Criteria - The learner can:		Indicative Contents:
1. Understand individuals' influences on behaviour at work	1.1	Explain the role of wants, needs and expectations in driving an individual's motivation	The role of wants, needs and expectations in driving an individual's motivation: The impact of individual differences in ability, aptitude, attitude, perception, and personality on the work situation - performance, satisfaction, relationships, conflict, co-operation, implications for managing diversity; economic rewards - pay, fringe benefits, pension, material goods and security; intrinsic satisfaction - the type of work, interest in the job, personal growth and development; social relationships - friendships, group working, affiliation, status
	1.2	Analyse the impact of intrinsic rewards	The impact of intrinsic rewards on motivation and satisfaction: The nature of motivation at work, the importance of motivation and good morale to workplace performance; intrinsic rewards - the use of different skills and talents, contribution to larger project/aspects of work, impact on others, autonomy, feedback on performance; usually determined by the actions and behaviour of managers The impact of extrinsic rewards on motivation and satisfaction: Salary, fringe benefits, security, promotion, contract terms and conditions and the work environment; determined at the organisational level. Relationship between rewards and morale: Effects of extrinsic and intrinsic rewards on morale, positive and negative effects
	1.3	Explain how abilities, aptitudes, personalities and perceptions affect individuals' behaviour	The way in which abilities, aptitudes, personalities and perceptions affect individuals' behaviour: Ability: the extent to which an individual can undertake a task to required standards. Aptitude: the individual's potential capacity for undertaking a task; Perception: the way individuals see the world and make sense of things; Personality, characteristics that explain why an individual behaves in a particular way
	1.4	Evaluate the link between motivation, morale and workplace performance	Link between motivation, morale and workplace performance: Effects of high and low motivation and morale on performance; reduced performance when morale and motivation are low, increased when good.

2. Understand how people management can influence personal effectiveness	2.1	Analyse the role and nature of management	The role and nature of management: Ability to handle people effectively; functional expertise, competencies about dealing with people, organising, planning and control, budgeting and rationality, the provision, deployment and utilisation of resources
	2.2	Explain the personal and interpersonal skills needed by managers	Personal and interpersonal skills needed by managers: Managing time, judgements based on results rather than work, building on people's existing strengths, concentrating on major areas of performance, establishing priorities and exercising judgement in decision-making. <ul style="list-style-type: none"> • consideration, respect and trust • recognition and credit • involvement and availability • fair and equitable treatment of, and positive action towards others • emphasis on end results • staff and customer satisfaction • can create a positive climate in which people feel valued and encouraged to perform at their best
	2.3	Analyse the relationship between time management and the performance of individuals	Relationship between time management and the performance of individuals: Importance of good time management in organisations, link with low morale and motivation, reasons for poor time management; impact of poor time management for organisation.
	2.4	Identify solutions to problems related to time management	Solutions to problems related to time management: Tools to assist effective time management; prioritising work to optimise the use of time; manager must manage own time effectively in order to manage others; identify aspects of time which can be controlled and those which cannot; analysing length of time spent on any one activity; who time is spent with; activities which take time, identify any which do not need to be done or can be done by someone else; improvements/systems/procedures/planning
	2.5	Assess the role of CPD in influencing personal effectiveness	Role of CPD in influencing personal effectiveness: Principles and objectives of CPD, influence of CPD on individuals, benefits and drawbacks to individuals of undertaking CPD, benefits and drawbacks to organisations of undertaking CPD, effectiveness of different forms of CPD, process of delivering effective CPD, importance to an organisation of an effective CPD programme.
3. Understand the concept of leadership and its influence on team working	3.1	Define leadership in terms of influence, people and situations	Leadership in terms of influence, people and situations: Vision, pro-activity, aligning with and motivating people; focusing on people as the key resource, influences on the behaviour and actions of others, developing influencing skills is of central importance to personal effectiveness. Influence: using pressure to change the attitudes or behaviours of others. Positive influencing: is about openness, honesty and respect in dealing with people, listening actively and developing empathy and rapport.
	3.2	Differentiate between management and leadership	Differentiation between management and leadership: Link between effective management and enhanced performance. Management: controlling resources including people, systems, policies

			and procedures; Leadership includes perception and choice of others, guiding, inspiring and organising.
	3.3	Explain models and theories of leadership	Models and theories of leadership: Naturalistic - leaders are born not made; Functional - leaders can be developed "Action-Centred Leadership"; Situational - adapting leadership actions to meet the needs of different situations and circumstances; Autocratic - making decisions and imposing them on others; Participative - consulting others and involving them in the decision making process; Transactional - based on transactions or exchanges between leader and follower; Transformational - all about change, inspiring others, creating opportunities for people to show flair and new ideas. Moral - emphasis on the role of the leader in various moralistic positions.
	3.4	Analyse the impact of leadership styles on leading and communicating within teams	Impact and appropriateness of leadership styles: For communicating with and leading teams: authoritarian, democratic, laissez faire, characteristics of different types of communication network - chain, circle, wheel, and "Y".
	3.5	Analyse the benefits and drawbacks of different types of communication network on team working	Benefits and drawbacks of different types of communication network: Consequences for individual and team performance of different types of communication network (chain, circle, wheel, and "Y").
4. Understand the factors that contribute to team development and performance	4.1	Analyse the nature and importance of teamwork in an organisation	Nature and importance of teamwork in an organisation: Importance of groups and types of groups - formal, informal and the differences between groups and teams; role of team work in the organisation.
	4.2	Identify the stages of group development and the factors influencing team performance	Stages of group development and the factors influencing team performance: Different stages of team development, i.e. forming, storming, norming, and performing; impact of different stages on performance of team; roles within team; cohesiveness; emergence of social norms within teams during forming stage.
	4.3	Describe the characteristics of team effectiveness	Characteristics of team effectiveness: Group dynamics - behaviour, sentiments, activities, and interactions; goals, identity, leadership, cohesion, communication; the goals and role of the team, commitment to targets, trust, sharing of ideas, generation of new ideas or approaches to problems, questioning of decisions, high output or productivity; members have the necessary specialist and technical expertise needed for the tasks, wide range of backgrounds and interests, variety of personal styles and attitudes to fill the different roles that are involved in effective team working, primary goal is explicit, understood and agreed, quality feedback reinforces desired team behaviours.
	4.4	Explain the relationship between group roles and team performance	Relationship between group roles and team performance: Role theory e.g. Belbin, FIRO; concept of different roles in a team; importance of different roles at each stage of team development; impact of roles on performance.

5. Understand problem solving and conflict resolution when managing people	5.1	Explain the potential for conflict caused by differing work objectives	Potential for conflict caused by differing work objectives: Different objectives of stakeholders; reasons for differing objectives; ways in which different objectives can lead to conflict; sources of conflict within an administrative department. Examples of where conflict may arise from: personal or work related stress, financial pressures, change within organisation such as a structural or direction change, merger with other departments or organisations, budget cuts, technology changes etc.
	5.2	Outline approaches for dealing with conflict within teams and between individuals	Approaches for dealing with conflict within teams and between individuals: The role of negotiation (parties try to come to a compromise), conciliation (involving a third party advisor to help negotiation) and arbitration (involving a third party where parties agree to abide by arbitrator decision); when external conciliation or arbitration may be needed.
	5.3	Assess problem-solving and interpersonal skills needed to manage people	Problem-solving and interpersonal skills needed to manage people: Role and importance of cognitive (analysis and evaluation) skills; negotiating skills; mediation; stages of negotiation/mediation; stages of problem solving; assertiveness; importance of communication.
	5.4	Outline Mintzberg's decisional roles	Mintzberg's decisional roles: Mintzberg's management roles; decisional roles (Entrepreneur, Disturbance Handler, Resource Allocator, Negotiator); extent to which Mintzberg's roles might be effective in an organisation.
6. Understand the role of learning and development in the workplace	6.1	Analyse the importance of learning and development for organisations	Importance of learning and development: Definitions of learning and development; how learning and development is achieved in organisations; the way in which learning and development contributes to maintaining competence and improving the adaptability of people in organisations; benefits for organisation of learning and development.
	6.2	Identify the benefits of a systematic approach to the management of learning, training, and development	Systematic approach to learning, training and development: Distinguish between education, training, development and learning; the systematic approach (analysis, design, development, implementation, evaluation); importance of prioritising organisational goals; benefits of systematic approach.
	6.3	Analyse the nature of learning, development and learning behaviour	Nature of learning, development and learning behaviour: The areas of learning behaviour - psychomotor, cognitive, and self; benefits and application of different learning methods - action learning experiential, role-play, etc.; basis for the selection of different learning methods.
7. Understand the relationship between motivation and individual effectiveness	7.1	Analyse the underlying concept of motivation	The underlying concept of motivation: Definition of motivation; influencing behaviour in a positive way; requirement for an understanding of the nature of teams; importance of effective teams; the role and impact of leadership; theories of motivation (e.g. Taylor, Mayo, Maslow, Herzberg).
	7.2	Assess the application of different motivation theories to the individual	The application of different motivation theories to the individual: The strength and direction of behaviour and the factors influencing individuals to behave in a particular way. Key themes in the study of motivation (needs or expectations; drive; direction or desired goals; effort and persistence; fulfilment).

	7.3	Explore the role of motivation theory in assisting job design	<p>Role of motivation theory in assisting job design: The use of motivational tools to improve performance; main methods of job design and re-design (job rotation, job enlargement, job enrichment, self-managing teams (autonomous work groups), high performance work design; employee participation and involvement, flexibility, empowerment and attention to work-life balance on the part of organisations; job enrichment, autonomous work groups or high performance work design.</p>
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Unit 1 Guidance on Delivery and Assessment

Delivery

This unit aims to develop learners' knowledge and understanding of individuals' influences on behaviour at work; how people management can influence personal effectiveness; the concept of leadership and its influence on team working; the factors that contribute to team development and performance; problem solving and conflict resolution when managing people; the role of learning and development in the workplace and the relationship between motivation and individual effectiveness.

Assessment

This unit is about knowledge; assessment is through an externally set assignment which is marked by the centre and moderated by SFJ AWARDS. The assignment should be discussed with the tutor prior to commencement and any necessary research agreed. The learner should also submit their assignment plan to the tutor prior to commencement.

Unit 2: Principles of Supporting Business Activities - H/507/1808

Guided Learning Hours:	44
Unit Level:	4
Unit Credit:	8
Total Unit Time:	71

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Indicative Contents:
1 Understand the structure of administrative systems which support business	1.1 Explain factors to consider when setting up a filing system	Factors to consider: Information to be filed; access required; how files can be sorted; manual and electronic systems; confidentiality; security; how filing systems should be set up to enable effective and efficient information storage and retrieval; influences on the type of filing system used (cost, space, staff ability, confidentiality, security, data protection, speed of retrieval and availability).
	1.2 Explain the stock control, ordering and purchasing system in an organisation	Stock control, ordering and purchasing systems; Departmental procedural sequence for stock control; methods of stock control (e.g. just in case, just in time); minimum stock levels; reordering lead times; types of stock; stock codes (e.g. use of bar codes); manual and computerised systems; security of stock; quality of stock.
	1.3 Analyse the benefits of a computerised stock control system	Benefits of computerised stock control systems: Integration with accounting and invoicing systems; all the systems use same data, so you only have to input once; Sales Order Processing and Purchase Order Processing can be integrated in the system so that stock balances and statistics are automatically updated as orders are processed; automatic stock monitoring, triggering orders when the re-order level is reached; bar coding systems speed up processing and recording; Radio Frequency Identification (RFID) can be used (enables individual products or components to be tracked throughout the supply chain).
	1.4 Outline the support offered by administrative management to human resources processes	Support for HR processes: Role of administrative management in recruitment, interviews, appointments, induction, appraisals, and personnel records; strategic and functional support; record keeping.
2 Understand how to support the organisation of the office environment	2.1 Outline the factors to consider when designing an office layout	Designing office layouts: Optimal use of space; how best use is made of space to maximise work output; ergonomic and cybernetic factors; health and safety requirements; work requirements; work flow; positioning of equipment; number of staff; grouping of staff; staff rest/break out areas; sufficiency of lighting; open plan/separate rooms – benefits of each.
	2.2 Analyse the benefits and drawbacks of office working practices	Benefits and drawbacks of different office practices: Different practices e.g. open plan offices, job sharing, job rotation, job enrichment, virtual assistants, flexitime, tele-working and hot-desking; what they are; benefits and drawbacks.

	2.3	Explain how the effectiveness and efficiency of office environments can be measured	Measuring effectiveness and efficiency: The characteristics of a range of measures for the effectiveness and efficiency used in office environments; measuring productivity; measuring employee satisfaction; techniques e.g. balance scorecard, lean principles and six sigma applied to office work.
3 Understand how to support business meetings and events in an organisation	3.1	Analyse the role of meetings in promoting organisational communications	Role of meetings in promoting communications: Types of meetings (formal, informal, statutory); role of meetings in promoting internal and external organisational communications; communications needs of different stakeholders in an organisation; methods of communicating/disseminating information effectively.
	3.2	Analyse the role of events in organisational promotion	Events and organisational promotion: Types of events; organisation of events; the advantages and disadvantages of the use of events in organisational promotion and branding.
	3.3	Explain the administrative needs of statutory meetings	Administrative needs of statutory meetings: What statutory meetings are; purpose of statutory meetings; follow up actions likely to be needed after different types of meeting; legal requirements.
	3.4	Explain the support needed for meetings and events	Support for meetings and events: Organisation of meetings and events; factors to take into account (type, venue, number of attendees etc.); administrative manager's role in supporting a range of meetings and events. (e.g. planning and arranging, support on the day, post-meeting/event support).
4. Understand how projects are managed in an organisation	4.1	Explain the importance of each stage of a project	Importance of different project stages: Identifying needs, the analysis of options, implementation planning, evaluation and follow up post-project; what happens at each stage; relevance and importance of each stage; principles of project management.
	4.2	Analyse reasons for project failure	Reasons for project failure: Common reasons e.g. poor planning, poor leadership, lack of stakeholder support, poor control, under-funding, poor decision making etc; how reasons for project failure might be addressed; how failures can be avoided.
5 Understand diary management in an organisation	5.1	Describe the responsibilities in relation to diary management	Responsibilities in relation to diary management: Process of diary management; diary management methods and systems; electronic and paper diaries; importance of effective diary management; how good diary management supports effective time management; role of organisational gatekeeper on behalf of senior staff.
	5.2	Analyse the interface between project and diary management and how it contributes to success	Interface between project and diary management: Importance of interface between project and diary management; importance of interface between different personal diaries for management; use and benefits of electronic diary systems; how to manage several diaries simultaneously.

	5.3	Assess techniques and technologies used to promote diary management	Techniques and technologies for diary management: Features of models and technologies used to promote effective diary management, i.e. initial planning, Gantt charts, stage reviews, hard and soft diaries, actions to be taken in the event of re-scheduling; use and benefits of techniques.
6. Understand the role of communication in organisations	6.1	Analyse the features of different models of business communications that support administrative management	Different models of business communications that support administrative management: Models of communication used by administrative managers e.g. linear, interactive, and transactional; how they support administrative management.
	6.2	Evaluate the strengths and weaknesses of an organisation's communications system	Strengths and weaknesses of an organisation's communications system: Communications systems used in organisations; criteria by which an organisation's communications are evaluated; strengths and weaknesses in communication systems.
	6.3	Recommend improvements to an organisation's communications	Improvements to an organisation's communications: How improvements are made; what improvements can be made; importance of consistency with business objectives; how recommended improvements address weaknesses in communications; how communication strengths can be embedded and weaknesses minimised.
7. Understand the principles of effective communication in organisations	7.1	Assess communication channels and tools	Communications channels and tools: Basis for the selection of communication channels and tools; use of vertical, lateral, or networked communication channels and tools; how the use of clear and correct language supports effective communication.
	7.2	Explain the use of different communication channels and tools	Use of different communication channels and tools: Use of different communication tools in various organisational situations; way in which vertical, later, or networked communication channels may be appropriate to different organisational situations; evaluation of tools and channels.
	7.3	Explain how to use language that supports effective communication	Language that supports effective communication: The importance of correct English grammar, syntax, punctuation and spelling to unambiguous communication; importance of using correct language; appropriate use of technical jargon; use of plain English.

Unit 2 Guidance on Delivery and Assessment

Delivery

This unit aims to develop learners' knowledge and understanding of the structure of administrative systems which support business; supporting the organisation of the office environment; supporting business meetings and events in an organisation; how projects are managed in an organisation; diary management in an organisation; the role of communication in organisations and the principles of effective communication in organisations.

Assessment

This unit is about knowledge and understanding. All assessment criteria in these units must be assessed using methods appropriate to the assessment of knowledge and understanding. These can be assessed by a variety of methods including:

- Question and answer test
- Multiple choice questions
- Question and answer verbal (ensure records are kept)
- Essay
- Other

An achievement record for these units is available from the website/ on request.

Unit 3: Culture, Ethics and Sustainability in a Business Organisation - K/507/1809

Guided Learning Hours:	47
Unit Level:	4
Unit Credit:	8
Total Unit Time:	72

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Indicative Contents:
1. Understand the impact of structures and cultures on individuals and organisations	1.1 Analyse types and models of organisational structure	Types and models of organisational structure: Types and models e.g. bureaucratic, functional, divisional, matrix; hierarchy; span of control; organisation charts/diagrams; application of different structures; strengths, and weaknesses of different types of organisational structure.
	1.2 Analyse types and models of organisational culture	Types and models of organisational culture: Types and models e.g. Handy, Deal and Kennedy, Schein etc.; the importance to an organisation of its culture; impact of culture on organisation; examples of organisational cultures.
	1.3 Analyse the development of organisational culture	Development of organisational culture: Factors that affect organisational culture; links between structure and culture; links between leadership and culture; how organisational culture develops; how cultures change; how cultures can be changed; development of subcultures.
	1.4 Analyse the influence on individual and team behaviour of organisational structure and culture	Influence of organisational structure and culture on individuals and teams: Effects on performance, behaviour, employee satisfaction; willingness of employees to adapt to culture; issues arising when individuals and teams reject culture.
2. Understand the impact of ethical practice and social responsibility on individuals and organisations	2.1 Explain why ethical practice is important to business interests	Importance of ethical practice: What is ethical practice; why ethical practice is important; impact on business of failing to adopt ethical practices; difference between individual and social responsibility, their scope and effect in relation to organisations; difference between ethics and the use of ethical concerns to promote business interests.
	2.2 Analyse the purpose and benefits of an ethical business code	Purpose and benefits of an ethical business code: Scope of an ethical business code; nature of stakeholders' ethical interests and concerns; differing concerns of stakeholders; arguments for and against organisations accepting social responsibility; benefits for business of ethical code.

	2.3	Assess the impact of ethical codes on individuals and organisations	Impact of ethical codes on individuals and organisation: Relevance of ethical codes for individual roles and behaviour; the scope of ethical concern and social responsibility in terms of individual roles and behaviour e.g. advertising, lobbying, bullying, etc.; changing the behaviour; the use of an ethical code as a motivational tool; impact on organisation of implementing ethical code e.g. impact on organisational culture.
3. Understand sustainability and waste management in a business environment	3.1	Evaluate the impact of organisations on the environment	Impact of organisations on the environment: Definition and importance of environmental impact; environmental impact of equipment, energy sources and consumables used in a business; impact of organisations on the physical environment, transport, pollution, raw materials, etc; issues relating to energy management; role of effective equipment maintenance in the conservation of energy; health, safety, and environmental legislation relating to waste management; basis of environmental risk assessment in a business.
	3.2	Explain how a business can minimise its impact on the environment	How to minimise impact on environment: Importance of minimising impacts; strategies to minimise impact e.g. managing waste, managing energy use, managing water use, managing biodiversity, preventing pollution etc.; social requirements for the recycling and disposal of waste (including hazardous materials); procedures for recycling materials and minimising waste; green and security issues in managing waste; ways to reduce energy and water use; green transport policies; sustainable planning of buildings and grounds to include biodiversity issues; pollution issues (including noise and light pollution); measuring carbon footprint.
	3.3	Explain the maintenance of sustainability in a business	Maintaining sustainability: Sustainability and environmental issues in a business; sourcing and selection of materials, equipment, and expertise that offer best value for money and efficiency; purpose and benefits of social responsibility in the selection of suppliers; ethical supply chains; benefits of continuous improvement in efficiency, working practices and the use of technology.
4. Understand the assessment and management of risk in a business environment	4.1	Analyse how risk is assessed in a business environment	How risk is assessed in a business environment: Sources of risk in a business and their potential consequences; techniques for identifying, assessing, and prioritising different types of risk (e.g. business continuity, health, and safety); judgements of risks as acceptable.

	4.2	Analyse how risk is managed in a business environment	How risk is managed in a business environment: The basis of risk mitigation strategies; how continuing risks are monitored; how evolving risks are evaluated and minimised; the application of risk management processes, tools and governance; the importance of learning from mistakes in the assessment and treatment of risk.
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Unit 3 Guidance on Delivery and Assessment

Delivery

This unit develops the learner's knowledge and understanding of the impact of structures and cultures on individuals and organisations; the impact of ethical practice and social responsibility on individuals and organisations; sustainability and waste management in a business environment and the assessment and management of risk in a business environment.

Assessment

This unit is about knowledge; assessment is through an externally set assignment which is marked by the centre and moderated by SFJ AWARDS. The assignment should be discussed with the tutor prior to commencement and any necessary research agreed. The learner should also submit their assignment plan to the tutor prior to commencement.

Unit 4: Principles of Business Facilities Management - D/507/1810

Guided Learning Hours: 25
 Unit Level: 4
 Unit Credit: 5
 Total Unit Time: 45

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Indicative Contents:
1. Understand the role of facilities management in a business	1.1 Explain the contribution of facilities management to an organisation	Contribution of facilities management in organisations: What is facilities management; development of facilities management; characteristics of effective facilities management; how effective facilities management can contribute to improved organisational performance.
	1.2 Evaluate the relationship between the operations function and facilities management	Relationship between operations function and facilities management: Facilities management portfolios; importance of facilities to operations; relationship between facilities and operations; role of Service Level Agreements (SLAs) in the interface between operations and facilities management.
	1.3 Analyse the roles and responsibilities of facilities managers	Roles and responsibilities of facilities managers: Main roles and responsibilities of facilities managers e.g. managing property and premises, health and safety, fire safety, security, maintenance, testing and inspections, cleaning, tendering, business continuity planning, space allocation and changes etc; facilities manager's responsibilities with regard to resourcing; facilities management teams and tasks; how facilities managers can source and analyse information and data.
2 Understand the management of business accommodation	2.1 Analyse the relationship between business needs and space planning	Relationship between business needs and space planning: Identifying space and business needs; how space and business needs are related; principles of developing a space strategy; operational requirements to be met.
	2.2 Explain the ergonomics of planning improvements to the use of space	Ergonomics of planning improvements: What is ergonomics and why is it important; requirements of customers regarding space allocation for a comfortable, safe, and efficient working environment; how to prepare clear briefs for office layouts.
	2.3 Explain factors to consider when planning and managing changes to accommodation	Factors when planning changes to accommodation: How to effect a smooth transition; cost-effectiveness; minimising disruption to business; importance of planning and coordinating all elements of a workplace move; importance of considering business and individual employee needs.
3 Understand the influence of health, safety and environmental legislation on facilities management	3.1 Explain the health & safety and environmental issues relevant to an organisation	Health, safety and environmental issues: Types of issues (health and safety of employees, welfare of employees, impact on environment); definition of "environmental impact"; issues

			relating to energy management; how to keep up to date with the risks and issues that affect organisations; difference between hazards and risks.
3.2	Identify health & safety and environmental legislation applicable to an organisation		Health, safety and environmental legislation: Key legislation and key features of legislation; guidelines and codes of practice relating to health, safety, sustainability, energy management, and environmental issues.
3.3	Analyse the impact of health & safety and environmental legislation on facilities management		Impact of health, safety and environmental legislation: Impacts e.g. cost implications, policy implications, effect on management and operations etc.; implications of non-compliance.
3.4	Identify how businesses minimise their impact on the environment		How businesses minimise impact on environment: Strategies to minimise impact e.g. managing waste, managing energy use, managing water use, managing biodiversity, preventing pollution etc.; social requirements for the recycling and disposal of waste (including hazardous materials); procedures for recycling materials and minimising waste; green and security issues in managing waste; ways to reduce energy and water use; green transport policies; sustainable planning of buildings and grounds to include biodiversity issues; pollution issues (including noise and light pollution); measuring carbon footprint.
3.5	Explain how to carry out a risk assessment		Risk assessment: Purpose of risk assessment; process (identifying hazards and risks, assess risks, identifying controls, monitoring etc.); difference between hazard and risk; factors to be taken into account when carrying out a risk assessment; controls to minimise risks; importance of monitoring.

Unit 4 Guidance on Delivery and Assessment

Delivery

This unit aims to develop learners' knowledge and understanding of the management of business facilities. This includes exploring the purpose, nature, and scope of facilities management, and its contribution to the business; the responsibilities of a facilities manager, the role and nature of Service Level Agreements (SLAs); the management of business accommodation including developing a space strategy and ergonomic considerations; the management of health, safety and the environment (including legal requirements and their influences); efficient energy management practices and the principles of risk assessment.

Assessment

This unit is about knowledge and understanding. All assessment criteria in these units must be assessed using methods appropriate to the assessment of knowledge and understanding. These can be assessed by a variety of methods including:

- Question and answer test
- Multiple choice questions
- Question and answer verbal (ensure records are kept)
- Essay
- Other

An achievement record for these units is available from the website/ on request.

Unit 5: Principles of Business Administration Systems - H/507/1811

Guided Learning Hours:	28
Unit Level:	4
Unit Credit:	5
Total Unit Time:	46

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Indicative Contents:
1 Understand business administration systems	1.1 Describe a range of administration systems	Administrative systems: Types of administrative systems e.g. information and communication systems, complaints handling, quality assurance and improvement systems, accounts/budgets, payroll, credit control/cash handling, procurement and inventory management etc.; features of administrative systems; way in which administrative systems are organised according to the size and type of organisation; significance of the size and type of an organisation to its administrative arrangements.
	1.2 Explain how organisations manage information flow	Management of information flow: Importance of information; contribution of information flows within organisations; different methods of managing information flows; strengths and weaknesses of different methods of managing information flows.
	1.3 Evaluate the role of information and communication technology (ICT) in supporting administration	Role of ICT in supporting administration: Use of ICT in an organisation's administration; contribution of ICT in supporting administrative management; benefits and drawbacks of ICT systems.
2 Understand how systems thinking affects the administrative performance of organisations	2.1 Explain the contribution of systems thinking to administrative performance	Contribution of systems thinking to administrative performance: What is systems thinking in organisations; elements of systems (inputs, processes, outputs; essence of systems thinking within the context of "the systems approach" and administrative processes; systems terminology (e.g. boundary, feedback, de-coupling, interface, hierarchy etc.).
	2.2 Analyse drawbacks to systems thinking in an organisational context	Drawbacks to systems thinking: Impact of systems thinking on the staff affected; problems with systems thinking; ways in which any adverse impact could be mitigated.
3. Understand how to develop systems	3.1 Identify the stages of systems development	Stages of systems development: Stages (system investigation; system analysis; design, environments, testing, training and transition, operations and maintenance, evaluation; requirements of each stage of systems development; practical work situations in terms of systems development.
	3.2 Analyse the purpose of administration in financial systems	Purpose of administration in financial systems: Purpose of financial systems; features of financial systems; role of administration in terms of efficiency (inputs) and effectiveness (outputs).

	3.3	Analyse the purpose of administration in non-financial systems	Purpose of administration in non-financial systems: Purpose of non-financial systems; features of non-financial systems; role of administration in terms of efficiency (inputs) and effectiveness (outputs).
	3.4	Evaluate the benefits of implementing systems change	Benefits of implementing systems change: Types of changes required; improvements to efficiency and effectiveness; stakeholder interests; consultation on change; plans for systems change; evaluation of whether implementation of systems change is in the interests of all stakeholders.
4. Understand the role of administration systems in meeting customer requirements	4.1	Analyse the purposes of administration policies and procedures	Purposes of administrative policies and procedures: What are policies and procedures; formal and informal policies and procedures; difference between administration policy and procedures; criteria for administrative procedures; methods for evaluating the effectiveness of procedures; application of formal and informal policies and procedures; requirements of procedures that meet specific customer needs.
	4.2	Identify methods for evaluating procedures	Evaluation of procedures: Methods of evaluating effectiveness of procedures; application of methods; strengths and weaknesses of different methods of evaluation.
	4.3	Analyse the relationship between formulating policy and preparing procedures	Relationship between formulating policy and preparing procedures: How organisations formulate policies and procedures; relationship between policies, procedures and strategic objectives.
	4.4	Assess how procedures meet customer requirements	How procedures meet customer requirements: Identifying customer requirements; implementation of procedures; measuring how effectively customer requirements are met by procedures.

Unit 5 Guidance on Delivery and Assessment

Delivery

This unit develops the learner's knowledge and understanding of administrative systems in organisations and the use of ICT for administration purposes. This includes learning about the nature of business administrative systems, how business administrative systems are developed and what they contribute to meeting customer requirements for the organisation. It also covers systems thinking in organisations, looks at the value of systems thinking and how it affects administrative performance in organisations.

Assessment

This unit is about knowledge and understanding. All assessment criteria in these units must be assessed using methods appropriate to the assessment of knowledge and understanding. These can be assessed by a variety of methods including:

- Question and answer test
- Multiple choice questions
- Question and answer verbal (ensure records are kept)
- Essay
- Other

An achievement record for these units is available from the website/ on request.

Resources

Training Resources

Centres may use their own, or published learner support materials in delivering the qualification. Whatever support materials centres choose to use, they should ensure that their delivery methodology adequately prepares the learner for assessment. SFJ AWARDS endorses published training resources and learner support materials by submitting the materials to a rigorous and robust quality assurance process, thus ensuring such materials are relevant, valid and appropriately support the qualification.

For learning resources, please consult the learning resources section in the Student Members' Login area of the SFJ AWARDS website.

Resources and Useful websites

Health and Safety Executive	www.hse.gov.uk
Skills CfA (Council for Administration)	http://www.skillsca.org/standards-qualifications.html
Equalities and Human Rights Commissions	http://www.equalityhumanrights.com
The National Archives (For all UK legislation)	http://www.legislation.gov.uk