



Training
QualificationsUK

Qualification Specification

TQUK Level 4 Diploma in Business Administration (RQF)

Qualification Number: 601/6253/3

Version 9

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Summary of changes

The following table provides a summary of the changes that have been made to the qualification specification since the publication of the previous version.

Version number	Summary of changes
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Introduction

Welcome to TQUK

Training Qualifications UK (TQUK) is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the [Register of Regulated Qualifications](#).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications. Please visit our [website](#) for news of our new and coming soon developments.

Centre Recognition

To offer a TQUK qualification, a centre must be recognised by TQUK.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have sufficient resources, including; suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed before any assessment of learners takes place.

Qualification Specifications

Each qualification TQUK offers is supported by a specification that includes all the information required by a centre to deliver the qualification. Information in the specification includes unit information, learning outcomes, and how the qualification is assessed.

The aim of the qualification specification is to guide a centre through the process of delivering the qualification.

Please read it alongside the TQUK Centre Handbook. Details of TQUK's procedures and policies can be found on our [website](#).

Qualification specifications can also be found on our [website](#). If you have any further questions, please contact TQUK.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Reproduction of this document

Centres may reproduce the qualification specification for internal use only but are not permitted to make any changes or manipulate the content in any form.

Centres must ensure they use the most up-to-date pdf version of the specification.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and the use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as corporate/business letterheads, pages of the centre's website relating to TQUK qualifications, printed brochures, leaflets, or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be a true representation of the logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties they may use. TQUK must be made aware of centre relationships with re-sellers of TQUK qualifications. TQUK must be made aware of any additional websites where the centre intends to use TQUK's name and/or logo. If this information is changed, TQUK should be notified immediately. TQUK is required to monitor centres' websites and materials to ensure that learners are not being misled.

If a centre ceases to be/surrenders recognition as a TQUK centre, it must immediately discontinue the use of TQUK's logo, name, and qualifications from all websites and documents.

The Qualification

The TQUK Level 4 Diploma in Business Administration (RQF) is regulated by Ofqual.

Qualification Purpose

The purpose of the qualification is to support learners in a work role by providing underpinning knowledge of a wide range of business administration activities.

The qualification is a knowledge component of the Higher Apprenticeship in Business Administration.

Entry Requirements

There are no specific entry requirements, however learners should have a minimum of level two in literacy and numeracy or equivalent.

The recommended minimum age for this qualification is 18 years.

Progression

Successful learners can progress to other qualifications such as:

- Level 4 NVQ Diploma in Business Administration (RQF)
- Level 5 Certificate/Diploma in Business Support
- Level 5 Diploma in Business and Administrative Management
- Level 5 Certificate in Delivery of Business Support Services

Structure

Learners must achieve a minimum of 42 credits: 17 credits from the mandatory units and a minimum of 25 credits from the optional units.

Mandatory units

	Unit(s)	Unit ref.	Level	Guided Learning Hours	Credit value
1	Business Administration Systems	F/506/4140	4	31	6
2	Communicating in a Business	D/506/4145	4	28	5
3	Managing Self Development	T/506/4149	3	36	6

Optional units

	Unit(s)	Unit ref.	Level	Guided Learning Hours	Credit value
4	Principles of Quality Management	A/506/4167	4	37	4
5	Principles of Operational Planning	M/506/4182	4	67	15
6	Principles of Project Management	F/506/4185	4	57	10
7	Principles of the Internet and E-Business	K/506/4200	4	76	15
8	Human Resource Management	L/506/4206	4	38	5
9	Principles of Marketing	R/506/4210	5	53	8
10	Information Systems	Y/506/4211	4	31	5
11	Finance for Administrative Managers	D/506/4212	5	31	5
12	Business Risk Management	H/506/4213	5	41	6

13	Managing People and Performance in a Business Environment	M/506/4215	4	38	6
14	Stakeholder Engagement and Management	T/506/4460	4	13	4
15	Principles of Administration for Executive Assistants	T/506/4216	4	73	10
16	Principles of Customer Service Management	A/506/4217	4	80	8
17	Principles of Management and Leadership in Organisations	L/506/4478	4	20	6
18	Managing Information and Knowledge	F/506/4218	4	72	15
19	Collaborating with Other Departments	J/506/4219	3	18	4
20	Principles of Business Strategic Planning and Development	F/506/4459	4	17	5
21	Understand how to Manage Work Activities to Improve Business Performance	A/506/4220	4	43	11

Guided Learning Hours

These hours are made up of all contact time, guidance, or supervision of a learner by a lecturer, supervisor, tutor, trainer, or other appropriate provider of education or training.

GLH for this qualification is 195 hours.

Directed Study Requirements

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately 225 hours over the cycle of the programme.

Total Qualification Time

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.

Total Qualification Time is comprised of 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 supervision of, a lecturer, supervisor or tutor. The credit value for a qualification, where given, is determined by TQT, as one credit corresponds to 10 hours of learning.

The total Qualification Time for this qualification is 420 hours.

Assessment

It is essential that all learners are assessed in English unless the qualification specification specifically states that another language may be accepted. This ruling also applies to all learner evidence presented for external quality assurance purposes.

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

Where stated in a unit's assessment requirements, that unit must be assessed in line with the identified assessment strategy/principles.

All learning outcomes which assess knowledge and understanding (usually beginning with 'understand' or 'know how to') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, workbooks, or other portfolio evidence.

Materials for internal assessment must be submitted to TQUK for approval before use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes and assessment criteria must be met to achieve a pass - there is no grading.

Each unit within the qualification may have its own assessment requirements, assessment guidance and range.

- **Assessment requirements** are conditions of assessment that must be met by learners when undertaking their assessments to achieve the unit or meet a particular assessment criterion.
- **Assessment guidance** are areas that could be covered by learners in their assessments to achieve the unit or particular assessment criteria but are not mandatory.
- **Useful Websites** are resources that could be used by centres for the delivery of the qualification and by learners to support them with the completion of the unit.

Centre Devised Assessment (CDA) Guidance

Centre-devised assessments play a vital role in the evaluation of a learner's progress as they are based on the qualification's learning objectives. They provide learners with the opportunity to evidence the knowledge, understanding, and skills gained while studying the qualification and support teaching staff in monitoring the learner's progress.

As this qualification is internally assessed, TQUK allows centres to produce their own assessments. When designing them, assessors must give consideration to the depth and breadth of knowledge allowed by each task.

TQUK has produced centre guidance on our suggested approaches to designing appropriate assessment tasks, and these may be accessed from our website www.tquk.org.

This includes templates to support the design of internal assessments and a checklist to ensure that the assessments are valid and fit for purpose.

To ensure the validity and fairness of our qualifications, centre-devised assessments form part of our quality assurance processes. More information about this and how to prepare for external quality assurance reviews can be found on our website.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer of the level of the learner's current knowledge and/or skills and any additional specific support requirements the learner may need.

The initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable, and relevant to TQUK qualifications.

Teaching resources

All teaching materials and additional resources used to support the delivery of this qualification must be age-appropriate. Centres must ensure when developing or sourcing delivery materials that careful consideration is given to the safeguarding and wellbeing of their learners in line with the centre's policies and procedures.

Learner Registration

Once approved to offer a qualification, centres must follow TQUK's procedures for registering learners. Learner registration is at the discretion of the centre and in line with equality legislation and health and safety requirements.

Centres must register learners before any assessment can take place.

Tutor, Assessor and Internal Quality Assurer Requirements

All members of staff involved with the qualification (assessing or IQA) will need to be occupationally competent in the subject area being delivered. This could be evidenced by a combination of:

- A higher level qualification in the same subject area as the qualification approval request
- Experience of the delivery/assessment/IQA of the qualification requested
- Work experience in the subject area of the qualification.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they remain up to date with work practices and developments associated with the qualifications they assess or quality assure.

Tutor

Tutors or trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they deliver. This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/MEd
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessor

Staff who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering or be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33.

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification and have their quality assurance decisions countersigned by a qualified internal quality assessor. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice

- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 qualification (internal quality assurance of the assessment process)
- D34 qualification (internally verify NVQ assessments and processes).

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

External Quality Assurance

External Quality Assurance will be undertaken by TQUK to ensure that centres are satisfying TQUK quality assurance compliance with the requirements associated with their TQUK recognised centre status and formal written agreement. This will consist of physical activities and remote reviews.

Useful Websites

- [Office of Qualifications and Examinations Regulation](#)
- [Register of Regulated Qualifications](#)

For further details regarding approval and funding eligibility please refer to the following websites:

- [Education & Skills Funding Agency for public funding information for 14+ learners in England](#)
- [Learning Aim Reference Service \(LARS\)](#)

Mandatory Units

Title:		Business Administration Systems	
		F/506/4140	
Level:		4	
Credit value:		6	
Guided learning hours:		31	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand administrative systems	1.1	Explain the features of administrative systems used in different types and sizes of organisation
		1.2	Explain how organisations manage the flow of information
		1.3	Evaluate the role of information and communication technology (ICT) in supporting administration
2.	Understand how systems thinking affects the administrative performance of organisations	2.1	Explain the stages of systems development
		2.2	Explain the contribution of systems thinking to efficient administrative performance
		2.3	Analyse the drawbacks to systems thinking in an organisational context
		2.4	Evaluate the benefits of implementing systems change
3	Understand the role of policies and procedures in meeting customer requirements	3.1	Explain the difference between administrative policies and procedures
		3.2	Analyse the purpose of formal and informal administrative policies and procedures
		3.3	Analyse methods for evaluating the effectiveness of procedures

		3.4	Analyse the relationship between formulating policy and preparing procedures
		3.5	Analyse how to ensure the procedures meet customer requirements

Title:		Communicating in a Business D/506/4145	
Level:		4	
Credit value:		5	
Guided learning hours:		28	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the principles of effective communication in organisations	1.1	Evaluate the appropriateness and efficiency of different communication channels and tools
		1.2	Explain the use of vertical, lateral or networked communication channels and tools
		1.3	Explain how the use of clear and correct language supports effective communication
2.	Understand the role of communication in organisations	2.1	Analyse the features of different models of business communication that support administrative services
		2.2	Evaluate the strengths and weaknesses of an organisation's communications system
		2.3	Justify improvements to an organisation's communications system

Title:		Managing Self Development	
		T/506/4149	
Level:		3	
Credit value:		6	
Guided learning hours:		36	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand how Continuous Professional Development (CPD) influences personal effectiveness	1.1	Evaluate the role of CPD in organisations
		1.2	Analyse the influence of CPD on individuals
		1.3	Evaluate the effectiveness of different forms of CPD
2	Understand own values, career and personal goals in relation to a work role and professional development	2.1	Analyse the importance of considering own values, career and personal goals and how these relate to your job role and professional development
		2.2	Describe how to evaluate the current requirements of a work role and how the requirements may evolve in the future
		2.3	Describe how to identify gaps between current knowledge and skills required for achieving objectives
		2.4	Explain how to set objectives which are SMART
		2.5	Explain how to identify your own development needs
3	Understand how to plan development	3.1	Explain how to develop an effective development plan
		3.2	Analyse the different types of learning styles and how these contribute to own performance
		3.3	Describe development activities and how these contribute to performance
4	Understand how to monitor and evaluate development activities	4.1	Analyse how to monitor the quality of own work and progression against plans

		4.2	Explain how to evaluate your performance against the requirements of your work role
		4.3	Explain how to use feedback in your own performance

Optional Units

Title:		Principles of Quality Management A/506/4167	
Level:		4	
Credit value:		4	
Guided learning hours:		37	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand approaches to quality management	1.1	Evaluate the concept, purpose and scope of quality management
		1.2	Distinguish between quality management, quality control and quality assurance
		1.3	Analyse the features of different approaches to quality management
		1.4	Explain the benefits of adopting an holistic approach to quality management
		1.5	Analyse the role of administrative systems in the effective management of quality
2	Understand the benefits of quality management	2.1	Analyse the potential benefits to an organisation of effective quality management
		2.2	Explain the relationship between quality management and customer satisfaction
		2.3	Evaluate the impact of quality management on continuous improvement
3	Understand the use of quality controls	3.1	Explain the purpose of user and non-user surveys
		3.2	Analyse the relationship between quality controls and customer complaints
		3.3	Evaluate the risks attached to the self-assessment on the quality of business performance

		3.4	Evaluate the benefits of involving others in the management of quality
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Title:		Principles of Operational Planning	
		M/506/4182	
Level:		4	
Credit value:		15	
Guided learning hours:		67	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand the activities that make up operations management	1.1	Outline the main types of operations found within business
		1.2	Explain how all operational activities can be represented as systems
		1.3	Analyse the characteristics which differentiate operational systems
2	Understand the relationship between operations and business performance	2.1	Describe how the operations function supports business performance
		2.2	Identify the main internal measures of success used by businesses
		2.3	Evaluate how internal measures of success link to business objectives
3	Understand the importance of administration in operations management	3.1	Analyse the relationship between operations and administrative management
		3.2	Critically compare the process and functional approaches to operations management
		3.3	Analyse the relationship between operations and the supply chain
		3.4	Explain the link between operations and quality management

Title:		Principles of Project Management F/506/4185	
Level:		4	
Credit value:		10	
Guided learning hours:		57	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand the importance of the initiation phase of a project	1.1	Define the aim, scope and objectives of a project
		1.2	Evaluate the importance of identifying the tasks, deliverables and schedule of a project
		1.3	Assess the importance of identifying the impact of a project on the business
		1.4	Identify the components of a business case that supports a project
2	Understand how to execute a Project	2.1	Evaluate the role of the project manager in a project
		2.2	Explain the role of the project sponsor in a project
		2.3	Assess the importance of selecting a project lifecycle plan to achieve the project objectives
		2.4	Assess the importance of analysing sources of data and information to support a project
		2.5	Explain the importance of defining project stakeholders and their management throughout a project lifecycle
		2.6	Explain project resourcing, monitoring and controls
		2.7	Assess the importance of identifying the critical success factors in the realisation of a project
		2.8	Assess the importance of specifying performance measures to monitor project outcomes

		2.9	Evaluate ways to monitor the progress of a project through its lifecycle
3	Understand how to evaluate and present project outcomes	3.1	Explain how to assess the achievement of project outcomes against project scope objectives
		3.2	Assess the importance of evaluating the outcomes of a project against the original business case
		3.3	Explain how to present the outcomes of a project

Title:		Principles of the Internet and E-Business	
		K/506/4200	
Level:		4	
Credit value:		15	
Guided learning hours:		76	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand the scope of e- business	1.1	Describe the environment in which e-business is conducted
		1.2	Evaluate the business transaction types for an e- business
		1.3	Analyse the benefits and barriers to businesses considering an online presence
		1.4	Assess the security and legislative issues facing an online business organisation
		1.5	Explain the modes of communication available to an e-business and their applications
2	Understand how the internet works	2.1	Explain the internet technologies and their importance in making an e-business successful
		2.2	Analyse the functions of client servers and browsers, and the role of the search engine
		2.3	Evaluate the use of intranets and extranets within business communication
3	Understand different e-business models	3.1	Evaluate the different e-business models that can be used to generate revenue for a business
		3.2	Analyse each model in terms of its capacity to generate revenue
4	Understand issues in e-business including communication and quality	4.1	Evaluate how the internet can be used for communication with prospective and current employees and customers
		4.2	Analyse how an e-business ensures its quality

Title:		Human Resource Management L/506/4206	
Level:		4	
Credit value:		5	
Guided learning hours:		38	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand the role of human resource management	1.1	Explain the difference between personnel management and human resource management
		1.2	Analyse the function of human resource management in contributing to the purpose of the organisation
		1.3	Evaluate the roles and responsibilities of line managers in human resource management
		1.4	Assess the impact of the legal and regulatory framework on human resource management
2	Understand how to recruit employees	2.1	Analyse the reasons for human resource planning in organisations
		2.2	Describe the stages involved in planning human resource requirements
		2.3	Analyse the recruitment and selection process
3	Understand how to reward employees in order to motivate and retain them	3.1	Examine the methods organisations use to monitor employee performance
		3.2	Assess the link between motivational theory and reward
		3.3	Evaluate the effectiveness of reward systems in organisations
4	Understand the mechanisms for	4.1	Identify the reasons for cessation of employment

	cessation of employment	4.2	Describe employment exit procedures
		4.3	Assess the impact of the legal and regulatory framework on employment cessation arrangements

Title:		Principles of Marketing R/506/4210	
Level:		5	
Credit value:		8	
Guided learning hours:		53	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand the contribution of marketing in achieving organisational objectives	1.1	Analyse how marketing orientation supports the achievement of organisational objectives
		1.2	Evaluate the contribution of marketing principles to the achievement of organisational objectives
		1.3	Analyse the reasons for integrating the marketing function with other functional activities
2	Understand the main barriers to marketing planning	2.1	Describe the main barriers to marketing planning
		2.2	Analyse how organisations may overcome barriers to marketing planning
3	Understand ethical issues in marketing	3.1	Explain how ethical issues influence marketing planning
		3.2	Analyse how organisations respond to ethical issues
		3.3	Analyse the effect consumer ethics has on marketing planning
4	Understand how to develop a marketing strategy	4.1	Explain how to identify the objectives of marketing strategies
		4.2	Analyse resources required to develop a marketing strategy
		4.3	Analyse how to implement a marketing strategy to ensure that it contributes to the achievement of organisational objectives
		4.4	Evaluate the purpose of reviewing marketing strategies

5	Understand how to strengthen organisations value through marketing	5.1	Analyse the elements of internet marketing
		5.2	Explain why organisations develop international marketing
		5.3	Explain branding and how it is used to strengthen an organization or product
		5.4	Explain how a product or service mix can be used to enhance value for the customer or organisation

Title:	Information Systems Y/506/4211	
Level:	4	
Credit value:	5	
Guided learning hours:	31	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Understand the role of information systems in a business environment	1.1	Evaluate how information systems can be used to support functions in a business environment
	1.2	Explain why it is important to continuously improve information systems
	1.3	Explain why it is important to maintain and update information systems
	1.4	Examine the role of information systems in developing business strategy
	1.5	Evaluate how information systems can improve business performance
2 Understand the management of information systems	2.1	Describe information system interfaces
	2.2	Analyse the implication of system updates and system developments to an organisation
	2.3	Analyse the use of stakeholders' feedback on the effectiveness of an information system
	2.4	Evaluate the implications of data protection requirements for the management and use of an information system
	2.5	Evaluate the consequences of publishing reports containing inaccurate or unsubstantiated information

Title:		Finance for Administrative Managers	
		D/506/4212	
Level:		5	
Credit value:		5	
Guided learning hours:		31	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand the purpose and scope of cost and management accounting	1.1	Explain the purpose and scope of cost and management accounting
2	Understand the application of financial accounting	2.1	Analyse the nature and purpose of the main financial statements
		2.2	Describe the features of a basic set of company accounts
3	Understand the impact of internal and external factors on budgetary planning in a business	3.1	Analyse the need for long and short term budgetary plans in a business
		3.2	Analyse the relationship between functional departments and responsibility centres
4.	Understand how to manage a budget	4.1	Evaluate strategies used to manage budget variance and improve profitability
		4.2	Analyse how management controls could be used to minimise budget deficit

Title:		Business Risk Management	
		H/506/4213	
Level:		5	
Credit value:		6	
Guided learning hours:		41	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand business risk	1.1	Describe what is meant by operational risk
		1.2	Analyse the risk management lifecycle
		1.3	Analyse business risk identification theories and models
		1.4	Explain measures and techniques to mitigate business risk
2	Understand how a model risk policy is used	2.1	Describe what is included in a model risk policy
		2.2	Analyse the use of a model risk policy
3	Understand business risk concepts	3.1	Evaluate the internal and external risk factors that an organisation faces
		3.2	Analyse the potential impact of the risk factors that an organisation faces
		3.3	Explain the laws and legislation relating to risk management
4	Understand how to identify risk and risk probability	4.1	Evaluate risk and risk interdependencies
		4.2	Evaluate the effectiveness of methods used for calculating risk probability
5	Understand business resilience and the management of risk	5.1	Analyse the relationship between risk management, disaster recovery and business continuity
		5.2	Evaluate scenario planning and crisis management models

		5.3	Evaluate techniques used to minimise business risk
		5.4	Analyse ways in which risk management techniques can be built into routine business processes

Title:		Managing People and Performance in a Business Environment M/506/4215	
Level:		4	
Credit value:		6	
Guided learning hours:		38	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand workplace learning and development methods	1.1	Identify the benefits of a systematic approach to the management of learning, training and development
		1.2	Analyse the importance of learning and development for organisations
		1.3	Analyse the nature of learning, development and learning behaviour
		1.4	Evaluate different methods of learning
2.	Understand the nature of individuals' influences on their behaviour at work	2.1	Analyse the role of wants, needs and expectations in driving an individual's motivation
		2.2	Analyse the impact of intrinsic and extrinsic rewards on motivation and satisfaction and their relationship to morale
		2.3	Explain the way in which abilities, aptitudes, personalities and perceptions affect individuals' behaviour
		2.4	Evaluate the link between motivation, morale and workplace performance
3	Understand the concept of leadership and its influence on team working	3.1	Analyse how leadership influences people and situations
		3.2	Evaluate different models and theories of leadership

		3.3	Analyse the impact of different leadership styles on leading and communicating within teams
		3.4	Evaluate the benefits and drawbacks of different types of communication network
4	Understand the factors that contribute to successful team development and performance	4.1	Analyse the nature and importance of teamwork for an organisation
		4.2	Describe the stages of group development
		4.3	Analyse the factors that influence effective team performance
		4.4	Describe the characteristics of team effectiveness
		4.5	Evaluate the relationship between different group roles and effective team performance
5	Understand problem-solving and conflict resolution when managing people	5.1	Explain the potential for conflict caused by different stakeholders' objectives
		5.2	Analyse different approaches for dealing with conflict within teams and between individuals
		5.3	Evaluate problem-solving and interpersonal skills needed to manage people

Title:		Stakeholder engagement and management	
		T/506/4460	
Level:		4	
Credit value:		4	
Guided learning hours:		13	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand the expectations of organisational stakeholder groups.	1.1	Differentiate between primary and secondary stakeholder groups
		1.2	Analyse the expectations of different stakeholder groups and the potential conflict of interest between groups
2	Understand the process of stakeholder engagement and its value to an organisation.	2.1	Assess the value of stakeholder engagement to an organisation
		2.2	Discuss the main stages in the stakeholder engagement process
		2.3	Analyse techniques used to identify the relevant stakeholders with whom to engage
		2.4	Evaluate the suitability of different methods of engaging with stakeholders in relation to stakeholder level of participation and engagement goals
		2.5	Analyse strategies for managing risks associated with stakeholder engagement
3	Understand how to develop and improve stakeholder relationship management.	3.1	Analyse strategies that may be used to meet the competing needs and interests of different stakeholder groups
		3.2	Assess the suitability of methods of developing and maintaining collaborative relationships with different stakeholders
		3.3	Assess the importance of monitoring the effectiveness of stakeholder relationships

Title:		Principles of Administration for Executive Assistants T/506/4216	
Level:		4	
Credit value:		10	
Guided learning hours:		73	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand the role, interpersonal skills and behaviours required by executive assistants	1.1	Appraise the role of executive assistants in supporting effective management in organisations
		1.2	Analyse the skills and behaviours required by executive assistants to provide support to senior managers
		1.3	Evaluate how collaborative working with other executive assistants supports the business
		1.4	Explain the importance of executive assistants evaluating own role to improve performance
		1.5	Explain how managing the administrative needs of senior managers optimises the time and resources of the business
2	Understand the management of diaries and engagements	2.1	Evaluate how diary and engagement management supports the business priorities of senior managers
		2.2	Analyse the importance of balancing the input from senior managers with the needs of functional business areas, speaking engagements and customers
3	Understand how executive assistants support business meetings and events	3.1	Analyse the role of executive assistants in facilitating senior management, executive and board level meetings

		3.2	Appraise the operational requirements of executive assistants in strategic meetings including: <ul style="list-style-type: none">• pre-meeting liaison• research and preparation• post meeting briefs• follow up communications
		3.3	Explain the remit of executive assistants when attending meetings on behalf of senior management
4	Understand how executive assistants support organisational systems and processes	4.1	Evaluate the importance of managing information flow to and from senior managers
		4.2	Explain the role of executive assistants in developing management files and systems to enhance information flow
		4.3	Explain the role of executive assistants in facilitating business projects
		4.4	Explain how executive assistants support human resource processes
		4.5	Analyse the importance of executive assistants following appropriate decision making channels
		4.6	Evaluate the different communication channels and tools used by executive assistants to provide support to senior managers

Title:		Principles of Customer Service Management A/506/4217	
Level:		4	
Credit value:		8	
Guided learning hours:		80	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand the principles of management in customer service	1.1	Evaluate how management and leadership styles impact on customer service
		1.2	Explain how customer service systems and processes balance: <ul style="list-style-type: none"> customer satisfaction financial considerations legislation
		1.3	Evaluate the importance of developing customer service policies that support the culture and ethics of the organisation
2	Understand how to manage recruitment and training to support customer service	2.1	Analyse the personal and professional skills required to deliver effective customer service in the organisation
		2.2	Explain how to recruit and select staff for a customer service role
		2.3	Analyse methods used to train and develop staff in customer service delivery
		2.4	Explain the relationship between staff training, experience, personality and customer service delivery
3	Understand the management of customer service delivery	3.1	Analyse the roles and responsibilities of customer service management in relation to: <ul style="list-style-type: none"> the organisation's service offer customer expectations customer satisfaction

		3.2	Appraise the use of customer service as a competitive tool by the commercial sector
		3.3	Appraise the use of customer service as a contribution to best value in the public or third sector
		3.4	Evaluate how customer service values and ethics are demonstrated and maintained
		3.5	Appraise the key features of a customer service culture within an organisation
		3.6	Analyse how technology can be used to improve customer service delivery
4	Understand the value of monitoring, evaluating and continuous improvement in customer service delivery	4.1	Explain the importance of monitoring the delivery of customer service within the organisation
		4.2	Evaluate the methods for monitoring customer service performance
		4.3	Explain how risk assessment is applied within customer service delivery
		4.4	Evaluate ways in which an organisation can seek continuous improvement in customer service
		4.5	Explain the importance of establishing collaborative partnerships in customer service

Title:		Principles of management and leadership in organisations L/506/4478	
Level:		4	
Credit value:		6	
Guided learning hours:		20	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand the concept of leadership in organisations	1.1	Compare the different levels of leadership in organisations
		1.2	Compare the concepts of assigned leadership and emergent leadership
		1.3	Distinguish between responsibility and accountability in leadership
		1.4	Analyse the relationship between organisational vision, values and goals and leadership
2	Understand the development of managerial effectiveness in organisations	2.1	Describe the skills, attitudes and behaviours of effective leaders
		2.2	Analyse different models and styles of leadership used in organisations
		2.3	Analyse the practices of effective leaders and managers
		2.4	Evaluate the role of delegation and empowerment in managerial effectiveness
		2.5	Assess the impact of organisational structure, culture and climate on managerial effectiveness
3	Understand the principles and practices of managing the performance of individuals in organisations	3.1	Analyse the concept of performance management
		3.2	Analyse the main tools used in performance management in organisations
		3.3	Assess the value of mentoring and coaching in managing the performance of individuals in an organisation

		3.4	Evaluate the role of effective communication in managing the performance of individuals in an organisation
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Title:		Managing Information and Knowledge F/506/4218	
Level:		4	
Credit value:		15	
Guided learning hours:		72	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand the need to manage information and knowledge within organisations	1.1	Analyse the main features of information management
		1.2	Explain the relationship between data, information and knowledge
		1.3	Analyse the concept of knowledge management
		1.4	Analyse the benefits information and knowledge management brings to organisations
2	Understand the role of ICT in managing information and knowledge	2.1	Describe the types and nature of organisational information systems
		2.2	Explain how information and communication technology (ICT) affects organisational communication
		2.3	Evaluate how ICT can be used to disseminate knowledge throughout the organisation
3	Understand the links between knowledge management strategy and competitive advantage	3.1	Explain the role and importance of knowledge for organisations
		3.2	Analyse the importance of maintaining a learning culture in a changing environment
		3.3	Evaluate how knowledge management strategies and processes facilitate and support organisational learning

		3.4	Evaluate the relationship between organisational learning and competitive advantage
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Title:		Collaborating with Other Departments J/506/4219	
Level:		3	
Credit value:		4	
Guided learning hours:		18	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand how to collaborate with other departments	1.1	Explain the need for collaborating with other departments
		1.2	Explain the nature of the interaction between their own team and other departments
		1.3	Explain the features of effective collaboration
		1.4	Explain the potential implications of ineffective collaboration with other departments
		1.5	Explain the factors relating to knowledge management that should be considered when collaborating with other departments
2	Understand how to collaborate effectively	2.1	Analyse the importance of listening to, valuing and respecting the contributions of others
		2.2	Explain the importance of using language and body language that demonstrates respect and trust for others
		2.3	Explain the importance of moving on from initial positions and ideas

Title:		Principles of business strategic planning and development F/506/4459	
Level:		4	
Credit value:		5	
Guided learning hours:		17	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand the benefits and process of strategic planning	1.1	Analyse the relationship between 'strategy' and 'tactics'
		1.2	Analyse the benefits of strategic planning to an organisation
		1.3	Discuss strategic planning as a tool for formulating and implementing business strategy
		1.4	Evaluate the role of stakeholders in developing organisational strategy
2	Understand the different frameworks and models used in a strategy audit	2.1	Analyse the different techniques used to conduct a strategic analysis of the business environment
		2.2	Explain how a SWOT analysis is generated from a strategy audit
		2.3	Interpret SWOT and PEST analyses in particular contexts
		2.4	Evaluate the use of Porter's Five Forces Analysis in strategic analysis
3	Understand the use of different models in strategy formulation	3.1	Assess how product portfolio analysis supports the formulation of a product strategy
		3.2	Analyse different growth strategies in strategy formulation
		3.3	Apply strategies for the growth of an organisation in differing contexts

Title:		Understand How to Manage Work Activities to Improve Business Performance A/506/4220	
Level:		4	
Credit value:		11	
Guided learning hours:		43	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand the importance of business processes in delivering outcomes based on business goals and objectives	1.1	Analyse the effect of the mission, aims and objectives of an organisation on its structure and culture
		1.2	Explain the methodology used to map processes to the organisation's goals and objectives
2	Understand how work plans are developed	2.1	Explain the importance of identifying and prioritising outcomes for work plans
		2.2	Explain the purpose of agreeing SMART objectives that align people and other resources in an effective and efficient way
		2.3	Evaluate the usefulness of techniques used to manage activities
		2.4	Assess factors to be taken into account when allocating and agreeing work with team members
		2.5	Explain how to produce a work plan which promotes goals and objectives
3	Understand how to monitor work plans and systems to improve organisational performance	3.1	Assess the importance of implementing quality audit systems/practice to manage and monitor quality standards
		3.2	Explain the importance of embedding a quality culture to improve organisational performance
		3.3	Explain the importance of providing leadership and direction for own area of responsibility
		3.4	Evaluate methods used to monitor progress and provide feedback to team members

4	Understand health and safety requirements when managing business activities	4.1	Explain the impact of health and safety legislation on work activities
		4.2	Explain the purpose and benefits of carrying out a risk assessment when managing work activities
		4.3	Assess the importance of reviewing organisational health and safety policies and procedures