SPECIFICATION

IAO LEVEL 2 CERTIFICATE FOR TRANSITION TO WORKING IN BUSINESS ADMINISTRATION

QUALIFICATION NUMBER: 603/6380/0

Change Control Sheet

Innovate Awarding will continuously review all support material to ensure its accuracy. All amendments will be recorded on the below change control table.

Version Number	Date Revised	Description of Revision	Page Affected
3	08.03.2021	**Unit T/601/2482 Produce documents in a business environment**, Learning Outcome 1, correction to numbering of Assessment Criteria	27
3	08.03.2021	**Unit T/601/2482 Produce documents in a business environment**, Learning Outcome 3, correction to wording of Assessment Criteria 3.6	28
3	08.03.2021	**Unit T/601/2482 Produce documents in a business environment**, Learning Outcome 3, correction to numbering of Assessment Criteria 3.7	28

Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing and we currently have qualifications in the following sectors:

Active Leisure	**Health and Social Care**
Business and Management	**Hospitality and Catering**
Childcare	**IT**
Employability	**Logistics**
Retail	**Education and Training**

We currently offer over 100 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up to date www.innovateawarding.org.

This document will be updated if there are any changes, so it is important to make sure you are working from the most up-to-date version, which is available to download from our website.

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is an Ofqual-regulated Awarding Organisation in England.

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800
Email: contactus@innovateawarding.org

"We work with a wide variety of organisations such as employers, training providers, FE colleges and
Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications."

Qualification summary

Qualification Accreditation Number (QAN)	603/6380/0
Qualification review date	31.07.2024
Guided Learning Hours (GLH)	87
Total Qualification Time (TQT)	130
RQF level	2
Qualification credit value	13 credits
Minimum credits at/above level	8 credits
Assessment requirements	Portfolio of Evidence, Multiple Choice Examination
	This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).
Aims and objectives of the qualification	The aim of this qualification is to prepare learners for work. It supports the development of knowledge and skills to enable learners to prepare for work and identify the skills and behaviours required within a professional environment. It provides an insight into the principles and processes of business and administration and has been designed to support transition into employment for those seeking to work in a business administration role.
Entry guidance	There are no formal entry requirements for this qualification.
	This qualification is suitable for those who are looking to work in a business administration role in range of sectors. It provides learners with an opportunity to demonstrate their readiness to move into a business administrative role within a range of organisations.
Progression opportunities	Learners who achieve this qualification could progress into further education or employment in a business administration role.
	On completion of this course, Learners may progress to:

- IAO Level 2 Certificate in Principles of Business and Administration
- IAO Level 2 Diploma in Business Administration
- IAO Level 3 Diploma in Business Administration

Funding   For details on eligibility for government funding please refer to the following websites:
http://www.education.gov.uk/section96/
https://www.gov.uk/government/organisations/education-and-skills-funding-agency

Innovate Awarding

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative…everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website www.innovateawarding.org.

Feedback

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at contactus@innovateawarding.org or call us on 0117 314 2800.

Complaints

If we do get things wrong, we'll make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint then we recommend you read our Complaints Procedure which can be found on our website.

Fees

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

Enquiries and appeals

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

Data Protection

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

Equality and Diversity

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

Reasonable Adjustment and Special Consideration

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

Malpractice and Maladministration

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

Recognition of Prior Learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website.

Please note the above is not a comprehensive guide to running qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.

The Regulated Qualifications Framework (RQF)

What is the RQF?

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

Qualification Level

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

Qualification Size

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

Rules of combination

To achieve this qualification, learners must gain 5 credits from the mandatory units and a minimum of 8 credits from units in the optional bank.

The minimum guided learning hours for this qualification is 87.

*These units are assessed by multiple choice examination

Mandatory units

Unit ref	Unit title	Level	Credit value	GLH
H/501/5917	Preparing for an interview	2	1	10
J/501/5893	Applying for a job	2	1	10
J/618/3737	Effective skills, qualities and attitudes for learning and work	2	3	22

Optional units:

Unit ref	Unit title	Level	Credit value	GLH
J/618/3740	Teamworking skills	2	3	20
M/601/1508	Recognise and deal with customer queries, requests and problems	1	5	33
R/618/3739	Building working relationships with customers	2	2	20
F/600/7799	*Understanding the business environment	2	2	16
M/601/2447	Manage own performance in a business environment	1	2	14
D/506/1813	Handle mail	2	3	15
K/506/1796	Use a telephone and voicemail system	1	2	20
T/601/2482	Produce documents in a business environment	2	4	15

Mandatory units:

Title:	H/501/5917 Preparing for an interview
Level:	2
Credit Value:	1
GLH:	10

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to anticipate key questions that they might be asked at the interview	1.1 Suggest **key types of questions** that an interviewer might ask
2. Be able to prepare answers to anticipated interview questions	2.1 Prepare **appropriate answers to the key questions** most likely to be asked by an interviewer
3. Know how to use information about the job/course to identify questions to ask the interviewer	3.1 Find out key information about the employer/organisation/course and explain why it is useful for the interview 3.2 Identify what information they do not have about the job/placement/course which they could request at the interview

Additional information	
1.1 A minimum of 6 questions must be provided 2.1 A minimum of 6 answers must be provided	
Unit aim (s)	This unit focuses on the role of the learner in correctly anticipating and preparing key information, questions and answers for a potential interview.

Title:	J/501/5893 Applying for a job
Level:	2
Credit Value:	1
GLH:	10

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to access different methods of applying for a job	1.1 Investigate different **methods of applying for a job**
2. Be able to prepare a job application	2.1 Collate the appropriate information for a job application 2.2 Prepare a thorough job application
3. Be able to present the job application appropriately	3.1 Select and use the conventions, formats and styles of presenting job applications appropriately
4. Be able to reflect on the appropriateness of the job application	4.1 Evaluate the suitability of the style and information in the job application in relation to its intended audience

Additional information

1.1 At least 3 different methods of applying for a job must be provided

Unit aim (s)	This unit aims to equip learners with the skills to access and respond to different types of job application opportunities. Learners will gain an understanding of how to present a job application in an appropriate way.

Title:	J/618/3737 Effective skills, qualities and attitudes for learning and work
Level:	2
Credit Value:	3
GLH:	22

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand a range of positive qualities, attitudes and behaviours for learning and work	1.1 Explain the importance of positive qualities, attitudes and behaviours for employment 1.2 Describe appropriate codes of conduct 1.3 Describe the importance of: • adaptability and flexibility • motivation • enthusiasm • commitment • professionalism 1.4 Reflect on their **positive qualities, attitudes and behaviours** for learning and work
2. Understand why effective communication is important	2.1 Explain the importance of effective verbal and non-verbal communication 2.2 Describe how to communicate effectively face-to-face with colleagues or customers 2.3 Describe how to communicate effectively with colleagues or customers who are not present 2.4 Explain ideas using technical language where appropriate 2.5 Give examples of **different forms of written communication** and when they are used 2.6 Describe the possible impact of inappropriate use of social network sites
3. Be able to work effectively	3.1 Identify the tasks that need to be done and the deadlines 3.2 Produce a plan for the working day 3.3 Work safely following health and safety guidelines 3.4 Carry out multiple tasks or projects 3.5 Complete tasks to required standard and deadlines 3.6 Reflect on their work and identify ways of working more effectively
Additional information	

1.4 A minimum of 3 positive qualities, attitudes and behaviours must be provided 2.5 A minimum of 3 different forms of written communication must be provided	
Unit aim (s)	The aim of this unit is to help the learner to be able to demonstrate positive qualities, attitudes and behaviours for learning and work, and to communicate and work effectively.

Optional units:

Title:	J/618/3740 Teamworking skills
Level:	2
Credit Value:	3
GLH:	20

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand why effective teamwork is important	1.1 Define effective teamwork 1.2 Describe the advantages and disadvantages of teamwork for a given situation
2. Understand the roles people may take in a teamwork situation	2.1 Give examples of formally allocated roles 2.2 Give examples of less formal roles 2.3 Describe the impact these roles could have on the way a team works and on members of the team
3. Understand the role of conflict	3.1 List factors that could contribute to conflict in a team 3.2 Explain how conflicting views could be an advantage 3.3 Suggest ways to manage and resolve conflict
4. Understand what needs to be done to achieve a particular goal	4.1 Explain the overall goal and objectives of the team 4.2 Identify their own strengths, skills and experiences relevant to the teamwork situation 4.3 Describe their own role as part of the team
5. Be able to work with others towards achieving shared objectives	5.1 Agree an action plan of individual and group activities needed to achieve the objectives 5.2 Clarify action plan if necessary 5.3 Identify who to ask for help if needed 5.4 Carry out the individual and group activities as agreed 5.5 Motivate the team to achieve its objectives 5.6 Provide feedback in an appropriate and constructive manner 5.7 Receive and respond to constructive feedback

6. Be able to reflect on own performance and that of the team	6.1 Reflect on their own performance and the performance of the team 6.2 Suggest ways of improving own team working skills
Additional information	
Unit aim (s)	The aim of this unit is to help the learner understand the roles people may take within teams and be able to work with others towards achieving shared objectives.

Title:	M/601/1508 Recognise and deal with customer queries, requests and problems
Level:	1
Credit Value:	5
GLH:	33
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Recognise and deal with customer queries and requests	1.1 Deal with queries and requests from customers in a positive and professional way 1.2 Seek information or help from a colleague if they cannot answer their customer's query or request 1.3 Obtain help from a colleague if they are not able to deal with their customer's request 1.4 Always tell their customer what is happening
2. Recognise and deal with customer problems	2.1 Recognise when something is a problem from the customer's point of view 2.2 Avoid saying or doing anything which may make the problem worse 2.3 Deal with a difficult customer calmly and confidently 2.4 Recognise when to pass a problem onto an appropriate colleague 2.5 Pass the problem onto a colleague with the appropriate information 2.6 Check that the customer knows what is happening
3. Know how to recognise and deal with customer queries, requests and problems	3.1 List who in the organisation is able to give help and information 3.2 State the limits of what they are allowed to do 3.3 Identify what professional behaviour is 3.4 Describe how to speak to people who are dissatisfied 3.5 Describe how to deal with difficult people 3.6 State what customers normally expect 3.7 Identify how to recognise a problem from what a customer says or does 3.8 Describe what kinds of behaviours/actions would make situations worse 3.9 List the organisational procedures they must follow when they deal with problems or complaints

	3.10 Identify the types of behaviour that may make a problem worse
Additional information	
Unit aim (s)	No matter how good the learner is at providing consistent and reliable customer service, some of their customers will from time to time expect more. They can signal this in various ways and when they do the learner must know how to handle it. Sometimes customers ask different questions and request special treatment. The learner may be able to help them and they certainly need to know who to ask for help if necessary. Some customers may be dissatisfied with the service and may present a problem. The learner's job is to recognise that there is a problem and make sure that the appropriate person deals with it.

Title:	R/618/3739 Building working relationships with customers
Level:	2
Credit Value:	2
GLH:	20

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how a customer's or client's interactions with employees influence their opinion of an organisation as a whole	1.1 Explain how an employee's self-presentation can affect a customer's opinion of the individual and their organisation 1.2 Explain why keeping customers satisfied is important to organisations
2. Understand why organisations normally have protocols for dealing with customers	2.1 Describe the key areas likely to be contained in a customer service protocol 2.2 Explain why it is important for employees to follow customer service protocols
3. Be able to interact positively with customers in line with given protocols	3.1 Follow protocols to provide answers to commonly occurring customer query requests 3.2 Communicate appropriately with customers 3.3 Explain the procedures within an organisation for dealing with customer problems and complaints 3.4 Describe when it would be necessary to involve colleagues in assisting the customer
Additional information	
Unit aim (s)	In this unit the learner will be introduced to the concept of customer service standards and the way in which organisations ensure their delivery through the use of protocols.

Title:	F/600/7799 Understanding the business environment
Level:	2
Credit Value:	2
GLH:	16

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand that there are different types of business	1.1 Define the private sector and give examples of types of private sector businesses 1.2 Define the public sector and give examples of public sector organisations 1.3 Define the voluntary sector and give examples of voluntary sector organisations 1.4 Explain possible advantages and disadvantages of working in one of the following sectors: • Private • Public • Voluntary
2. Understand how businesses function	2.1 Describe the following business functions: • Operations • People • Information • Research and development • Finance 2.2 Compare the possible advantages and disadvantages of working for a: • national organisation • small and medium sized enterprise (SME)
3. Understand changing patterns of employment	3.1 Outline some of the changes in patterns of employment locally 3.2 Outline some of the changes in patterns of employment nationally 3.3 Outline some of the changes in patterns of employment in Europe and Globally 3.4 Describe how changing patterns of employment may affect their choices for learning or work
4. Understand how business activity is affected by market forces	4.1 Explain the relationship between supply and demand in the business environment 4.2 Describe the relationship between price and profit 4.3 Identify the connections between markets and competition

Additional information about this unit	
Unit aim (s)	This unit provides learners with the knowledge and understanding of business environments. Learners will need to understand different types of business and how businesses function. Learners will also need to understand changing patterns of employment and how business activity affects market forces.

Title:	D/506/1813 Handle mail
Level:	2
Credit Value:	3
GLH:	15

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how to deal with mail	1.1 Explain how to deal with "junk" mail 1.2 Describe what to do in the event of problems arising when dealing with incoming or outgoing mail 1.3 Describe how to operate a franking machine 1.4 Explain how to prepare packages for distribution 1.5 State organisational policies and procedures on: • mail handling • security • use of courier services 1.6 Explain the process for reporting suspicious or damaged items in accordance with organisational procedures
2. Be able to deal with incoming mail	2.1 Sort incoming mail in line with organisational procedures 2.2 Distribute incoming mail and packages to the right people according to the agreed schedule 2.3 Deal with incorrectly addressed and "junk" mail in accordance with organisational procedures
3. Be able to deal with outgoing mail	3.1 Organise the collection of outgoing mail and packages on time 3.2 Identify the best option for dispatching mail according to the required degree of urgency, size and value of the item 3.3 Dispatch outgoing mail on time
Additional information about this unit	

Unit aim (s)	This unit aims to develop the knowledge and skills required to handle mail. Upon completion of this unit, learners will be able to deal with both incoming and outgoing mail.

Title:	K/506/1796 Use a telephone and voicemail system
Level:	1
Credit Value:	2
GLH:	20

Learning Outcomes The learner will:	Assessment Criteria The learner can:

1. Know how to use a telephone and voicemail system	1.1 Outline how a caller's experiences affect their view of an organisation
	1.2 Outline organisational:
	   • standards
	   • procedures
	   for communicating on the telephone
	1.3 State the importance of following organisational standards and procedures when making and receiving telephone calls
	1.4 State organisational fault reporting procedures
	1.5 Describe why it is important to follow security and data protection procedures when using a telephone system
	1.6 State the information to be given out when:
	   • transferring calls
	   • taking messages
	   • leaving messages
	1.7 State organisational guidelines for deleting voicemail messages

2. Be able to make telephone calls	2.1 Identify the reason for making a call 2.2 Obtain the name and number(s) of the person to be contacted 2.3 Communicate information to achieve the call objective(s) 2.4 Communicate in a way that meets organisational standards and guidelines
3. Be able to receive telephone calls	3.1 Identify the caller in accordance with organisational procedures 3.2 Deal with calls in accordance with organisational procedures

	3.3 Pass calls to the right person/department
	3.4 Take messages when the person to be contacted is unavailable
	3.5 Represent an organisation in a way that meets the required standards and guidelines
4. Be able to use voicemail systems	4.1 Use voicemail systems in accordance with manufacturers' instructions
	4.2 Keep the voicemail message system up to date
	4.3 Pass on accurate messages in accordance with organisational policies

Additional information about this unit

| Unit aim (s) | This unit aims to develop the knowledge and skills required to use a telephone and voicemail system. Upon completion of this unit, learners will be able to make telephone calls, receive telephone calls, and use voicemail systems. |

Title:	M/601/2447 Manage own performance in a business environment
Level:	1
Credit Value:	2
GLH:	14
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand how to be responsible for own work	1.1 Outline how to listen to and follow instructions 1.2 Outline how to plan own work 1.3 Describe the: • purpose • benefits of managing your time to plan work 1.4 State the purpose of keeping other people informed about progress 1.5 Outline ways of asking for help if needed 1.6 State the: • purpose • benefits of recognising and learning from mistakes 1.7 Outline guidelines, procedures and codes of practice that are relevant to own work
2. Understand how to behave in a way that supports effective working	2.1 Outline the purpose of setting achievable standards for own work 2.2 State the benefits of being ready to take on new challenges and adapt to change 2.3 Explain the: • purpose • benefits of treating others with honesty, respect and consideration 2.4 Outline types of behaviour at work that show honesty, respect and consideration and those that do not 2.5 Explain why own behaviour in the workplace is important
3. Be able to take responsibility for own work, supported by others	3.1 Accept and follow instructions for work checking any points, if required 3.2 Agree how to make best use of own time and the working methods to be used

	3.3	Report any problems, using the support of other people, when necessary
	3.4	Keep other people informed of progress
	3.5	Take responsibility for own work and accept responsibility for any mistakes made
	3.6	Follow agreed work guidelines, procedures and, where needed, codes of practice
4. Behave in a way that supports effective working	4.1	Set achievable standards for own work and show commitment in achieving these standards
	4.2	Show understanding of own needs and rights in work tasks
	4.3	Agree to take on new challenge(s), with support from others
	4.4	Make changes to own way of working, if required
	4.5	Complete own work, treating other people with honesty, respect and consideration
Additional information		
Unit aim (s)	This unit is about managing work in a way that makes sure you will be able to work effectively with other people in a business environment.	

Title:	T/601/2482 Produce documents in a business environment
Level:	**2**
Credit Value:	**4**
GLH:	**15**

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the purpose of producing high quality and attractive documents in a business environment	1.1 Outline **different types of documents** that may be produced 1.2 Outline different document styles that could be used 1.3 Describe different formats in which text may be presented 1.4 Explain the: • purpose • benefits of producing high quality and attractive documents
2. Know the resources and technology available and how to use them when producing documents in a business environment	2.1 Describe the **types of resources** available for producing high quality and attractive documents 2.2 Outline ways of using different resources to produce documents 2.3 Describe different types of technology available for inputting, formatting and editing text 2.4 Describe the main features of the main different types of technology available for inputting, formatting and editing text
3. Understand the purpose of following procedures when producing documents in a business environment	3.1 Explain the benefits of agreeing the purpose, content, style, and deadlines for producing documents 3.2 Outline different ways of organising content needed for documents 3.3 Outline ways of integrating and laying out text and non-text 3.4 Describe ways of checking finished documents for accuracy, including spelling, grammar and punctuation and correctness 3.5 Describe the purpose of checking finished documents for accuracy

		3.6	Explain the purpose of storing documents safely and securely
		3.7	Explain ways of storing documents safely and securely
		3.8	Explain the purpose of confidentiality and data protection when preparing documents
		3.9	Explain the purpose and benefits of meeting deadlines
4. Be able to prepare for tasks		4.1	Confirm the purpose, content, style and deadlines for documents
5. Be able to produce documents to agreed specifications		5.1	Prepare resources needed to produce **documents**
		5.2	Organise the content required to produce documents
		5.3	Make use of technology, as required
		5.4	Format and produce documents to an agreed style
		5.5	Integrate non-text objects into an agreed layout, if required
		5.6	Check texts for accuracy
		5.7	Edit and correct texts, as required
		5.8	Clarify document requirements, when necessary
		5.9	Store documents safely and securely following organisational procedures
		5.10	Present documents to the required format and within the agreed deadlines

Additional information

1.1 A minimum of 4 different types of documents must be provided

2.1 A minimum of 3 different types of resources must be provided

LO5 The learner must be able to produce a minimum of 4 different documents

| Unit aim (s) | This unit is about preparing high quality and attractive documents to agreed layouts, formats, styles to meet agreed deadlines. |