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Curriculum Guidance for Centres
Business & Administration Technical Certificates

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Contents

Introduction	3
Awarding Bodies	4
Last Registration Dates	4
Last Certification Dates	4
Course Aims	5
Likely Duration (Guided Learning Hours)	6
Guidance on Entry Requirements	6
Anticipated Progression Opportunities	7
Competence and Experience of Teachers and Trainers	7
Schemes of Work	8
Key Skills	8
Resources	9
At a Glance Guide	11
Level 2 Course Outline	12
Level 3 Course Outline	17

Business & Administration Technical Certificates (TCs) Levels 2 and 3

Introduction

This guidance has been developed to support the curriculum design of Business & Administration Technical Certificates at levels 2 and 3.

The Business & Administration Technical Certificates have been rigorously designed to embrace all the underpinning knowledge for the NVQ level 2 or 3 core units, and a range of work skills needed by people in Business & Administration job roles at levels 2 and 3. As a result, the qualifications are suitable for a wide range of learners including:

- Learners on level 2 or 3 apprenticeship frameworks
- Returners to work
- Full or part time students in further education and training
- Pupils in vocational education programmes at school
- Administrators at work.

This work has been carried out in conjunction with the Apprenticeship and Advanced Apprenticeship reviews. Employers were anxious to simplify the structure of the apprenticeship frameworks without jeopardising the quality of content. After extensive research the CfA has been able to meet employers' requests by improving the design of the technical certificate and removing enhancements and separate ERR components from the frameworks. The apprenticeship frameworks are now streamlined and simply contain:

Apprenticeship

Level 2 Business & Administration NVQ
Level 2 Business & Administration TC
Level 1 Application of Number Key Skill
Level 2 Communication Key Skill

Advanced Apprenticeship

Level 3 Business & Administration NVQ
Level 3 Business & Administration TC
Level 2 Application of Number Key Skill
Level 2 Communication Key Skill

The CfA is confident this will make both the Business & Administration TCs as stand alone qualifications, and the apprenticeship frameworks, far more attractive to employers, employees and learners. While the TC will take longer to deliver as a stand-alone qualification, subsequent Business & Administration courses will take less time to achieve. This also applies to the August 2005 Business & Administration apprenticeship frameworks where delivery time for the entire programme has been reduced while quality and breadth of content has been improved.

Awarding Bodies

The following awarding bodies have sought accreditation of Business & Administration TCs:

City & Guilds - 1 Giltspur Street, London, EC1A 9DD

Tel: 020 7294 2800 Web: www.city-and-guilds.co.uk

Edexcel – 190 High Holborn, London, WC1V 7BH

Tel: 0870 240 9800 Web: www.edexcel.org.uk

EDI Plc – International House, Siskin Parkway East, Middlemarch Business Park, Coventry, CV3 4PE Tel: 02476 516500 Web: www.ediplc.com

OCR – Progress House, Westwood Way, Coventry, CV4 8JQ

Tel: 0121 628 2870 Web: www.ocr.org.uk

Visit the CfA website on www.cfa.uk.com to find out which TC qualifications are already accredited.

Last Registration Dates

From 1 August 2005 all students must be registered onto the revised Business & Administration TCs.

Last Certification Dates

Students registered as TC candidates on or before 31 July 2005 will have two years to complete their level 2 Business & Administration TC (last certification date 31 July 2007) and three years to complete their level 3 Business & Administration TC (last certification date 31 July 2008).

Course Aims

Business & Administration Technical Certificates will test:

- Generic knowledge and understanding of the Business & Administration NVQ/SVQ core units. These units address employment rights and responsibilities and support the application of effective administration in all UK sectors
- Specific knowledge and understanding needed by apprentices and candidates to work as an administrator in any UK sector. This includes:
 - application of number
 - communication
 - improving own learning and performance
 - information and communication technology
 - problem solving
 - working with others
 - researching information
 - managing information
 - using office equipment
 - using IT (IT systems, email and internet, word processing, presentations, spreadsheets and databases)
 - producing documents

This approach ensures Business & Administration Technical Certificates can be used as 'stand alone' qualifications for any learners interested in developing Business & Administration knowledge for the UK job market. It also ensures Business & Administration apprentices will acquire the knowledge they need to work as administrators in UK sectors. It should enhance the value of their work experience and ensure effective and efficient assessment by complementing and not duplicating their assessment of competence in the workplace.

The CfA no longer requires the completion of their Induction Workbook as a compulsory component of the Business & Administration apprenticeship frameworks. However the CfA recommends the use of the CfA Induction Workbook as best practise. Apprentices or candidates completing the CfA Induction Workbook will have an opportunity to confirm their learning about employment responsibilities and rights as well as their expected behaviour and job responsibilities at work.

Likely Duration (Guided Learning Hours)

The CfA expects the Technical Certificate to be equivalent to

- 200 GLHs at Level 2
- 320 GLHs at Level 3

and can include time spent on:

- Induction
- NVQ planning and assessment
- Key skills development and assessment
- Portfolio building
- Review meetings
- Practical skills development
- Learning and development at work
- Formal or informal in-house training
- Off-the-job training
- E-learning
- Distance learning

The flexible design of this template means the Technical Certificate can be studied in full-time education or completely at work, without any off-the-job training, depending on the needs of the candidate and the opportunities available to them at work.

Examples of Technical Certificate Delivery:

- Full-time at college
- At work
- At college supported by work experience
- At work with E-learning
- At work with some off-the-job provision.

Guidance on Entry Requirements

Any guidance that is provided must be consistent with the guidance given for recruitment to the relevant Business & Administration Apprenticeship frameworks. A Technical Certificate must not impose any additional entry requirements other than those required by the framework.

Anticipated Progression Opportunities

The CfA's view is that the inclusion of a Technical Certificate within frameworks should ensure that apprentices have received a range of learning experiences and demonstrated their ability to acquire knowledge as well as skill. Apprentices and candidates should therefore be provided with information about how the achievement of the Technical Certificate supports progression:

- within the work based qualification framework (i.e. to a higher level NVQ)
- or if the Technical Certificate is a sub-set of a VRQ, the opportunities to achieve the full VRQ and the benefits of doing that
- or at Level 3, opportunities for progression into higher education
- or at Level 3, opportunities for progression into professional qualifications or improved opportunities at work.

Competence and Experience of Teachers and Trainers

In publicly funded provision, all teachers and trainers should possess the appropriate occupational competence to deliver learning programmes for the Technical Certificate in Business & Administration. Centres should maintain continuous professional development records for all teachers and trainers showing how Business & Administration competence was originally acquired and is maintained and upgraded over time. This information is supplied for guidance to assessment centres.

Teacher and trainer competence and qualifications at a glance: (E=essential)

Delivering Business & Administration technical certificates	BA N/SVQ 3 or =	BA N/SVQ 4 or =	LD NVQ 3 or =	LD NVQ 4 or =	O/C	CPD
Teaching level 1-3	E			E	E	E
Teaching level 4		E		E	E	E
Off the job training level 1-3	E		E		E	E
Off the job training level 4		E	E		E	E

Schemes of Work

The Business & Administration TC Level 2 course outline is based on two curriculum areas (see course outline attached as Appendix 1).

- Personal Skills including Health & Safety, personal responsibilities at work, working in a business environment, working effectively with other people and customer relations.
- Work Skills including Health & Safety, responsibilities at work, working in a business environment, customer relations, diary systems, organizing travel and accommodation, dealing with visitors, managing information, meetings, using IT hardware and software, using office equipment and producing text documents.

The Business & Administration TC Level 3 course outline is based on two curriculum areas (see course outline attached in Appendix 2).

- Personal Skills including Health & Safety, personal responsibilities at work, working in a business environment and developing productive working relationships.
- Work Skills including Health & Safety, responsibilities at work, working in a business environment, innovation and change, leadership, supervising an office, managing and evaluating customer relations, running projects, presentations, organizing events, using software and designing documents.

Good practice suggests that scheme providers should consider:

1. which topics are most likely to be relevant to the immediate interests of candidates and apprentices at the beginning of their programme.
2. what makes for a logical order of topics so that the learning achieved in one topic supports the learning to be achieved in the next.
3. the nature of the resources and teaching methods to be used, so that the scheme supports variety in approach.
4. how further variety can be built into the programme by interspersing topics and activities that focus on individual effort with topics that lend themselves to group work.
5. giving authenticity to the work creating some real purpose to group work (even if this is only organizing an event or outing).

Key Skills

Embedded Key Skills are identified in Appendix 1 for Level 2 and Appendix 2 for Level 3. Good practice suggests providers should plan to integrate Key Skills training required for the TCs as early as possible in the candidate/apprentice programme.

Resources

In Summer 2005, the CfA launched their own textbooks, which covers each unit in detail on what the learner needs to know and how they can provide the evidence needed for the NVQ element of their apprenticeship. The textbook is presented in an easy to read format with numerous hint and tips to assist learners on how to identify evidence in their daily work tasks.

The CfA have also launched an online e-portfolio called Forward. This resource will allow learners to gather and present information to their assessor in an online environment. The assessor can instantly retrieve information that the learner has sent and can accept or defer this information. With this constant communication between learner and assessor in forward, the need for multiple visits is reduced and the NVQ element of the framework being completed in and more cost and time efficient manner.

For more information on both of these products please visit www.cfa.uk.com

The CfA website also contains many online materials to support delivery of the Technical Certificate such as the Induction Workbook and various learning materials and study guides for both Level 2 and 3.

There are a number of websites that could provide material relevant to the needs of candidates for the TC, and could help providers who want to develop their own resources to enhance any resources made available by publishers.

	Topic	<u>Web Reference</u>
1	Administrative processes	www.dfee.gov.uk/burden/vision.htm#principles
2	Business Processes, workflow	www.o2consulting.co.uk/solutions.htm
3	Business Studies Materials Alphabetical Listing	www.bized.ac.uk/stafsup/options/alphalist.htm
4	Continuous Improvement	www.lmu.ac.uk/lis/imgtserf/tools/kaizen.htm
5	Copyright	www.ahds.ac.uk/copyrightfaq.htm
6	Copyright	www.copyrightservice.co.uk/copyright/intellectual-property.htm
7	Copyright and the Internet	www.cla.co.uk/copyrightvillage/internet.html
8	Data privacy, security and the Data Protection Act	www.school-resources.co.uk/DataPrivacyandSecurity.htm
9	Data privacy, security and the Data Protection Act	www.school-resources.co.uk/DataPrivacyandSecurity.htm
10	Data protection	www.dataprotection.gov.uk/
11	Data Protection Act 1998 (PD 0012)	www.bsi-global.com/DISC/Working+Withyou/DataProtection+Guides.xalter
12	Data protection-freedom of Information	www.dataprotection.gov.uk/
13	DTI Employment Relations Home Page	www.dti.gov.uk/er/

14	Employment law	www.lawontheweb.co.uk/basics/employment.htm
15	Employment Rights	www.tiger.gov.uk/
16	Equal Opportunities	www.eoc.org.uk
17	Equal Opportunities	www.get.hobsons.com/equal_opps.html
18	Equal Opportunities	www.bized.ac.uk/compfact/tuc/tuc42.htm
19	Fire Safety at Work and Health and Safety Products	www.fastguides.co.uk/fire-safety-work.htm
20	Health & Safety	www.here4business.co.uk/BLNY/operations/health_safety/h_s_w.asp
21	Health and Safety	www.hse.gov.uk/
22	Health and Safety at work	content.monster.co.uk/issues/articles2/health/
23	House Style	www.ucisa.ac.uk/TLIG/docs/handbook/writing_hou_sestyle.html
24	House Styles	www.coventry.ac.uk
25	Ideas and Training – Business Articles	www.ideasandtraining.com/Articles.html
26	Internet Catalogue Home Page BizEd	catalogue.bized.ac.uk/
27	Knowledge Management	www.lmu.ac.uk/lis/imgtserv/topics/knowledgemgt.htm
28	Learning to Learn, Learning Styles, The Sternberg-Wagner Thinking Styles Inventory	snow.utoronto.ca/Learn2/mod3/tsinventory.html
29	Motivation	www.accel-team.com/motivation/
30	Personal Development	www.bbc.co.uk/radio1/essentials/work/
31	Personal Development/ Self Managed Learning -	www.selfmanagedlearning.org/
32	Processes	www.motivation123.com/free-kit.html
33	Workflow	www.lmu.ac.uk/lis/imgtserv/topics/workflow.htm
34	Workplace Bullying, Stress	www.workplacebullying.co.uk/
35	Powerpoint – History and Tips for 2000	www.bitbetter.com/powertips.htm
36	Training resources (Videos etc)	www.progressivetraining.co.uk/index.html
41	Free Clip art downloads	http://dgl.microsoft.com/
37	Using Publisher	http://www.microsoft.com/office/publisher/using/default.htm
38	Excellent introductory tutorials in using all Microsoft products	http://www.bcschools.net/staff/home.html
44	Publisher tutorial	http://www.chalksoft.com/school/mspub/
45	HSE (Health & Safety Executive)	http://www.hse.gov.uk/

13. At a Glance Guide

This section has been designed to help you find out more about the TC course outlines.

The Technical Certificate should assess knowledge and understanding of	Level 2 unit source and teaching opportunity to combine outcomes	Progression (APL from Level 1)	Progression (APL into Level 3)	Key Skills opportunities	GLH	Approx weighting
Health and Safety Employees' legal responsibilities (HASAWA) Scope and limits of personal responsibility Maintaining own and others' health and safety	1 10, 16, 17 14, 15	Yes Yes Yes	Yes Yes Yes		10	10%
(201) Personal responsibilities at work Techniques for communicating with others Techniques for personal development Importance of personal behaviour: setting and maintaining standards, challenges Importance of personal behaviour: working with others	5, 6, 7, 8 18, 20, 21 25, 26, 27 28, 29, 30	Yes Yes Yes Yes	To unit 301	Com 2.1a, 2.1b, 2.2, 2.3 AON 1.1	25	25%

Summarises knowledge to be assessed from each NVQ Unit

Identifies individual knowledge items and ERR to be assessed

Identifies how previous knowledge can be built upon

Shows progression opportunities

Identifies opportunities for integrating key skills into the TC programme

Suggested guided learning hours

Approximate weighting given by ABs to discrete sections of the template

14. Level 2 Technical Certificate Course Outline

Curriculum Area 1 - Personal skills

The Technical Certificate should assess knowledge and understanding of	Level 2 unit source and teaching opportunity to combine outcomes	Progression (APL from Level 1)	Progression (APL into Level 3)	Key Skills opportunities	GLH	Approx weighting
Health and Safety Employees' legal responsibilities(HASAWA) Scope and limits of personal responsibility Maintaining own and others' h & s	1 10, 16, 17 14, 15	Yes Yes Yes	Yes Yes Yes		10	10%
(201) Personal responsibilities at work Techniques for communicating with others Techniques for personal development Importance of personal behaviour: setting and maintaining standards, challenges Importance of personal behaviour: working with others	5, 6, 7, 8 18, 20, 21 25, 26, 27 28, 29, 30	Yes Yes Yes Yes	To unit 301	Com 2.1a, 2.1b, 2.2, 2.3 AON 1.1	25	25%
(202) Working in a business environment Rights, responsibilities and legislation Purpose of contracts and personnel procedures Sources for dealing with grievance and discrimination Respecting other people Sources of employment rights information Role of Business & Administration within industry Typical career pathways and sources of career information Main types of representative bodies and role Purpose of principles and codes of practice within the sector	11 (<i>ERR Target 1</i>) 12, 15, 16 (<i>ERR Target 2</i>) 13, 14 (<i>ERR Target 2</i>) 17, 18, 19 (<i>ERR Target 3</i>) (<i>ERR Target 4</i>) (<i>ERR Target 5 and 7</i>) (<i>ERR Target 6</i>) (<i>ERR Target 8</i>)	Yes Yes Yes Yes	To unit 302	Com 2.1a Com L3 3.1a	25	25%

(225) Work effectively with other people Value of working with others Communication: purposes Value of team work Importance of respect for others Role in developing teams	1, 2 3, 4, 5 5, 6, 7, 9 8, 10, 11, 12	Yes Yes Yes	To units 319, 320, 321	Com 2.1a, 2.1b, 3.1a	25	25%
(203) Customer relations Customers (internal/external) Importance of building effective, efficient customer service and employees' role in developing, role of standards Principles of dealing with problems and complaints; role of procedures	1 2, 3, 5 7, 8		To unit 305	Com 2.1a	15	15%

Curriculum Area 2 - Work Skills

The Technical Certificate should assess knowledge and understanding of	Level 2 unit source and teaching opportunity to combine outcomes	Progression (APL from Level 1)	Progression (APL into Level 3)	Key Skills opportunities	GLH	Approx weighting
Health and Safety Safe working with people and equipment To be embedded within, eg units 202, 206, 211, 212 – 218, 219, 220	(<i>ERR Target 2</i>)	Yes	Yes			
(201) Responsibilities at work Importance of effective communication Handling information: clarifying, locating, selecting, Presenting information: structuring Techniques for planning work Techniques for monitoring work Purpose of guidelines: procedures	1, 2, 5, 6, 7, 3, 9, 10 4, 5 11 12, 13, 14 15, 16, 17 19	Yes Yes Yes Yes Yes Yes	To unit 301	Com 2.1a, 2.1b, 2.2, 2.3 AON 1.1	25	20%

(202) Working in a business environment Different sectors in Business & Administration Personal responsibilities: individual role in an organisational structure; Personal responsibilities: impact of procedures, systems, regulations, legislation on work Personal responsibilities: security, types and role of guidelines in organisations	1 5 6, 9, 10 20, 21, 22	Yes Yes Yes Yes	To unit 302	Com 2.1a, 3.1a	25	20%
(203) Customer relations Techniques: identification, confirmation, agreeing timescales and standards	4, 6		To unit 305	Com 2.1a	25	30%
(204) Diary systems Purpose and types of systems - appropriateness, Information needed Prioritisation: importance and techniques Techniques for communication and security	1, 2 4, 5 6, 7, 8, 9, 10 11, 12, 13, 14	Application of Unit 105	Common unit			
(205) Organising travel and accommodation Types, sources of information, role of procedures, Information needed Problems, techniques to resolve Purposes of records and evaluation	2, 4 3, 6 8 5, 9	Application of Unit 105	Common unit	Com L2 2.1a, 2.3 AON 1.1, 1.2, 1.3 ICT 2.1, 2.2, 2.3		
(206) Dealing with visitors Importance and role of receptionist Types of visitor and needs Purpose of communication and security when dealing with visitors	1, 2 4 5, 7	Yes Yes		Com 2.1a		

(209) Store, retrieve and archive information Information systems and their main features Techniques for processing, retrieving and archiving information Importance of security and confidentiality of information	2 1, 4 - 10 3	Yes	To unit 308	ICT 2.1, 2.3 ICT 3.1, 3.2, 3.3		
(210) Research and report information Techniques for finding information Types of information and sources Good practice in presenting information, appropriateness of formats	1, 3 2, 4 5, 6, 7	Application of Unit 105	To units 309, 312	Com 2.1b, 2.2, 2.3 Com 3.1b, 3.2 AON 1.1, 2.1 ICT 2.1, 2.2, 2.3		
(211) Organise and support meetings Types of meetings Techniques for setting up meetings Types of information needed: set up, at meeting, after meeting Purpose of records: content, accuracy	3 2, 4 5 – 9 10, 11	Application of Unit 105	To unit 313	Com 2.1a, 2.1b, 3.1a AON 1.1, 1.2, 2.1 ICT 2.1, 2.2, 2.3		
(212) Use IT systems Common types of hardware and storage media Risks and hazards: to self, to others, guidelines and regulations, minimising Potential risks to data: people, hardware and software External risks Sources of information and advice	1, 2 6, 7, 8, 9, 10 11, 12 13, 14 15		Common unit		15	15%
(213) IT to exchange information Purposes of e-mail Resources and limitations Principles for dealing with: unknown senders, unwanted mail, viruses Security Laws and guidelines	1 7, 8 9, 10, 11, 12, 13 14 19, 20	Yes Yes Yes Yes	Common unit			

(214 -218) Using software Types of software and their suitability for purpose: type of information User needs: agreeing, clarifying Importance of file management: creating, handling, organising, saving Importance of accuracy: techniques	(214 – 218) 1, 2 (214 – 218) 1, 2 (214 – 218) 4/6 (214 – 218) 9/7/10/6	Yes Yes Yes Yes	216 – 218 Common units To units 314 and 315	ICT 2.1, 2.2, 2.3		
(219) Use a telephone system Types of telephone system Purpose of procedures Information handling: before call, from call, transferring calls, to callers Importance of security	1 7 2, 3, 6, 8, 9, 12, 13 10, 11	Yes Yes Yes			10	15%
(220) Operate office equipment Different types and their suitability for purpose Purpose of instructions: efficiency, faults, safety; Principles of handling equipment: managing waste, cleanliness, other users	1, 2 3, 6, 7 4, 5, 9	Yes Yes Yes				
(221 – 224) Producing text and documents Different types of documents and sources Importance of agreeing: purpose, format, quality standards, deadlines Importance of safe storage of text Importance of security and data protection Reasons for high quality, attractive documents	(221-224) 1, 2 (221-224) 2, 3, 4, 7, 8, 12 (221-224) 4, 5, 10 (221-224) 5, 6, 11 (221-224) 1	Application of Unit 105	To unit 318	ICT 2.2, 2.3		

15. Level 3 Technical Certificate Course Outline

Curriculum Area 1 - Personal skills

The Technical Certificate should assess knowledge and understanding of	Level 3 unit source and teaching opportunity to combine outcomes	Progression (APL from Level 2)	Progression (APL into Level 4)	Key Skills opportunities	GLH	Approx weighting
Health and Safety Employees' legal responsibilities Other legislation (use of IT) Role of supervisor/leader in maintaining own and others' health and safety:	1 2 5, 6, 12, 14, 15, 16	Yes Yes			15	10%
(301) Personal responsibilities at work Importance of adapting communication Accountability to others Purpose of negotiation, targets, prioritising Purpose of continuous improvement, leaning plans, setting standards Principles for dealing with pressure	4, 8 9 10, 11, 12 19, 20, 25 26	Yes Yes Yes	Unit 401	Com 2.1a, 2.1b, 2.2, .3, 3.1a, 3.1b, .3.2, 3.3 AON 1.1	45	30%
(302) Working in a business environment Role of supervisor/leader in developing systems and procedures Purpose of employment legislation and <i>implications for organisation, exclusions</i> Legislative frameworks in sector Principles for dealing with grievance and discrimination and implications Benefits to organisation of diversity <i>Impact of representative bodies and codes of practice on organisations</i> <i>Issues in the industry and their impact on individuals and organisations</i>	9 12 (<i>ERR Target 1</i>) (<i>ERR Target 1</i>) 14 18, 19 (<i>ERR Target 6 and 8</i>) (<i>ERR Target 9</i>)	Yes Yes Yes Yes	Unit 402	Com 3.1a	45	30%

(320) Develop productive working relationships Benefits to individual and organisation Techniques for effective communication when developing relationships Principles for identifying and resolving disagreement and conflicting interests Techniques for giving and receiving feedback	1 2, 5, 6 3, 4 7, 8	Yes Yes	Unit 414		45	30%
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Curriculum Area 2 - Work Skills

The Technical Certificate should assess knowledge and understanding of	Level 3 unit source and teaching opportunity to combine outcomes	Progression (APL from Level 2)	Progression (APL into Level 4)	Key Skills opportunities	GLH	Approx weighting
Health and Safety Developed within specific sections of the template		Yes	Yes			
(301) Personal responsibilities at work Techniques for adapting communication Importance of encouraging contributions Techniques for negotiation, agreeing targets, prioritising Techniques for evaluation, continuous improvement, Content of leaning plans, Typical challenges: resilience, assertiveness, adaptation and challenge	4 7 10, 11 19, 20 24 27, 28, 29	Yes Yes Yes	Unit 401	Com 2.1a, 2.1b, 2.2, .3, 3.1a, 3.1b, .3.2, 3.3 AON 1.1	30	20%

<p>(302) Working in a business environment Role of leader/supervisor in an organisational structure Techniques for improving systems and procedures Techniques for maintaining security and confidentiality Dealing with risk: sources, monitoring, managing</p>	<p>4 9 22 25, 26, 27</p>	<p>Yes Yes</p>	<p>Unit 402</p>	<p>Com 3.1a</p>	<p>30</p>	<p>20%</p>
<p>(319) Innovation and change Importance of change and innovation Techniques for encouraging change and innovation Reasons for planning and communication Importance of evaluation: techniques</p>	<p>1 2, 3, 4 5, 6 8</p>		<p>Unit 413</p>	<p>Com 2.1a, 2.1b, 2.2, 2.3, 3.1a, 3.1b, 3.2, 3.3</p>	<p>25</p>	<p>10%</p>
<p>(321) Provide leadership Different methods of communicating with teams SMART objectives Principles of agreeing objectives Principles of motivation: support, encouragement, recognition, Ways of dealing with challenges and conflict Importance of maximising benefits of team</p>	<p>1 2 3, 4 6 7 8, 9</p>		<p>Units 417 and 418</p>		<p>25</p>	<p>10%</p>
<p>(303) Supervise an office facility Importance and benefits of supervision Techniques for: reviewing needs of office users, building relationships Importance of informing others and providing guidance Importance of health and safety and main requirements in an office Types of problems and techniques for dealing with them</p>	<p>1 3, 7 6 8, 9 10</p>		<p>Units 403, 404 and 405</p>	<p>Com 2.1a, 2.1b, 3.1a</p>	<p>8</p>	

(305) Manage and evaluate customer relations Techniques for building relationships Importance of identifying/confirming needs Role of quality standards and techniques for achieving them Purpose of continuous improvement, monitoring and using feedback Techniques for problem solving	3 4 5, 6 7, 10, 11 8	Yes Yes Yes Yes		Com 2.1a, 2.2, 3.1a AON 1.1, 1.2, 1.3, 2.1, 2.3	8	40% (including 314 – 318)
(309) Run projects Value to organisations of projects Importance of defining project and timescales Techniques for planning and monitoring Problem solving Ways of reporting outcomes	1, 6 2, 3 4, 5 7	From unit 210	Unit 411	Com 2.1a, 3.1a AON 1.1, 1.2, 1.3, 2.1, 2.2	12	
(312) Make presentations Role in communicating information Importance of agreeing needs Techniques Suitable equipment and need for checking	1, 3, 6 2, 4, 7, 9, 10, 11 8	From unit 210		Com 2.1a, 2.1b, 2.2, 2.3, 3.1a, 3.1b AON 1.1, 1.2, 1.3, 2.1, 2.3 ICT – All	8	
(313) Organise and co-ordinate events Types of events and role of organiser Planning considerations Types of information needed: organiser, delegates Health, safety and security requirements Actions after an event	2, 3 1, 4, 16 5, 6, 7, 8, 11 9 13, 14, 15	From unit 211		Com 2.1a, 2.1b, 3.1a, 3.1b AON 1.1, 1.2, 1.3, 2.1, 2.2 ICT – All	8	
(314-315) Using software Types of software and their suitability for purpose: type of information, typical features Laws and guidelines affecting use of specialised software	(314-315) 1 (314-315) 9				8	

(318) Design and produce documents Importance of quality documents to organisation and role of specialist Typical documents requiring specialist knowledge Role of leader/supervisor and specialist in ensuring security and confidentiality	1 2 10, 11	Yes Yes		Com 2.2, 2.3, 3.2, 3.3 AON 1.1, 1.2, 1.3, ICT – All	8	weighting for 303 – 313)
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