



## **Business, Administration & Governance Qualification Strategy**

**August 2008**

## Contents

---

<b>1. Executive Summary .....</b>	<b>4</b>
<b>1.1 Scope of the QS .....</b>	<b>4</b>
<b>1.2 Priorities Within the Overall Scope .....</b>	<b>5</b>
<b>1.3 Sector Working Environment .....</b>	<b>5</b>
<b>1.4 Current Qualification and Learning Provision .....</b>	<b>6</b>
<b>1.5 Other Sector Uses of Qualifications .....</b>	<b>8</b>
<b>1.6 How the CfA Will Help to Realise the Future .....</b>	<b>8</b>
<b>2. Scope of the QS .....</b>	<b>9</b>
<b>2.1 Overall Scope of the QS .....</b>	<b>9</b>
2.1.1 Introduction .....	9
2.1.2 Occupational Coverage.....	9
2.1.3 Population of Learners .....	11
2.1.4 Learning Provision .....	11
<b>2.2 Priorities Within the Overall Scope .....</b>	<b>12</b>
2.2.1 Priorities .....	12
2.2.2 Synergies Between Reforms and UK-wide Government Policies and Initiatives.....	13
<b>3. Sector Working Environment .....</b>	<b>19</b>
<b>3.1 Special Features or Characteristics of the Working Environment... 19</b>	
<b>3.2 Sector Working Environment: Future Trends..... 19</b>	
3.2.1 Technological Change .....	20
3.2.2 Globalisation.....	20
3.2.3 Forecast Shifts in Patterns of Employment .....	21
<b>4. Current Qualification and Learning Provision .....</b>	<b>22</b>
<b>4.1 Main Types of Qualifications .....</b>	<b>22</b>
4.1.1 Progression Routes .....	22
4.1.2 General Qualifications .....	23
4.1.3 FE and HE .....	23
4.1.4 Vocational Qualifications.....	23
4.1.5 Apprenticeship Frameworks .....	24
4.1.6 Employer and Private Training.....	25
4.1.7 Professional Qualifications .....	25
<b>4.2 Current Volumes.....</b>	<b>25</b>
4.2.1 Provision Overview .....	25
4.2.2 N/SVQs.....	26
4.2.3 VRQs .....	27
4.2.4 Apprenticeship Programmes.....	29
4.2.6 HE Qualifications .....	31
4.2.5 FDs .....	32
4.2.7 HNCs and HNDs in Scotland .....	33
4.2.8 Employer and Private Training.....	33
<b>4.3 Match to Employers' Needs.....</b>	<b>34</b>
4.3.1 Overview .....	34
4.3.2 Current Use of Qualifications.....	34
4.3.3 Gaps Identified and Changes Required to Address Them .....	37

<b>5. Other Sector Uses of Qualifications .....</b>	<b>39</b>
<b>6: How the CfA Will Help to Realise the Future .....</b>	<b>40</b>
<b>6.1 The Vision of Future Qualifications .....</b>	<b>40</b>
<b>6.2 Past and Future Dialogues .....</b>	<b>46</b>
6.2.1 Engaging with Stakeholders in the Development of the QS .....	46
6.2.2 Engaging with Stakeholders in Conducting LMI Research.....	47
6.2.3 Future Engagements with Stakeholders .....	48
<b>6.3 Practical Help .....</b>	<b>49</b>
<b>6.4 Future Evolution of the QS.....</b>	<b>54</b>
<b>References .....</b>	<b>55</b>
<b>Appendices .....</b>	<b>57</b>
<i>Appendix 1: Online consultation responses .....</i>	<i>57</i>
<i>Appendix 2: Consultation Feedback Form.....</i>	<i>58</i>

## 1. Executive Summary

---

The Council for Administration (CfA) is the national pan-sector standard setting body (SSB) for Business, Administration and Governance (BA&G) skills in the UK. As such, it has carried out a range of labour market research and further consultation with employers, learning providers, awarding and professional bodies, sector skills councils (SSCs) and regulators across the UK to inform the development of this qualification strategy (QS). This has taken place against a backdrop of reforms and initiatives in each of the UK's home countries, including the emergence of credit and qualification frameworks in England, Northern Ireland, Scotland and Wales.

Once agreed, the BA&G QS will be followed by the development of action plans that will focus on implementation.

### 1.1 Scope of the QS

BA&G skills are essential for the UK economy as a whole. Labour market research indicates that over two thirds of the total workforce uses some BA&G skills as part of their jobs and 96% of UK employers believe these skills are critical to achieving business objectives.

There are four important groups within this workforce:

- **2.6 million designated administrators** whose jobs cover a range of generic administration and office skills, such as administration assistants, office managers, PAs, receptionists etc
- **1.5 million specialist administrators** whose jobs require specialist administration skills in areas such as law, medicine or education (specialist administrators often progress from designated roles)
- **A governance workforce** who make the strategic decisions of an organisation. This workforce includes 412,000 company and chartered secretaries and 7 million registered directorships<sup>1</sup>
- **Approximately 18 million 'self-administrators'** – mainly professionals, managers and technical specialists and the self-employed who are required to have a range of Business & Administration skills as part of their jobs

This workforce is distributed proportionally across the private, public and third (voluntary) sectors.

BA&G skills are currently developed through a range of qualification routes and related learning programmes. These include:

- General qualifications
- Occupational qualifications, such as National and Scottish Vocational Qualifications (N/SVQs)
- Other types of vocational qualifications, such as VRQs and Professional Development Awards (PDAs)
- (Modern) Apprenticeship programmes pre- and post-16<sup>2</sup>
- Higher National Certificates and Diplomas (HNCs and HNDs)
- Foundation degrees (FDs)<sup>3</sup>
- First degrees

---

<sup>1</sup> Company directors are often registered directors of multiple organisations, therefore 7 million registered directorships must not be confused with 7 million people.

<sup>2</sup> The title, as well as structure and content of apprenticeship programmes, varies between the UK nations.

<sup>3</sup> Foundation degrees are not available in Scotland.

- Masters degrees
- Professional-body qualifications
- Employer in-house or training provider programmes which lie outside the national frameworks

## 1.2 Priorities Within the Overall Scope

Through its labour market research and consultations with key stakeholders, the CfA has identified a number of priorities for qualification and delivery reform. These are outlined in Section 1.6, below, and align very closely with UK-wide government policies and initiatives, such as the *Leitch Review of Skills*, Qualification and Credit Framework (QCF),<sup>4</sup> Northern Ireland's *Success through Skills*, Scottish Credit and Qualifications Framework (SCQF), *Skills for Scotland*, Credit and Qualifications Framework for Wales (CQFW) and *Skills that Work for Wales*.

## 1.3 Sector Working Environment

Most, though not all, of those engaged in BA&G are office-based and have core 9am to 5pm, working hours. A minority are required to work shifts in order to provide 24/7 cover. The majority of the workforce is concentrated in cities and towns, but there are significant numbers in rural communities. Each of these factors has implications for the delivery of learning and development.

There are a number of current and future trends that impact on the entire workforce. These include:

- Technological change – in particular the continuing growth of sophisticated IT solutions which are now considered to be essential to effective administration
- Globalisation – in particular the growth of world-wide communications, trade and competition (which places a higher premium on language and cross-cultural skills) and the influx of immigrant workers from the EU and elsewhere
- An increasing net demand for skilled BA&G staff – whereas the overall size of the workforce is shrinking, probably due to the impact of technology, there is a high replacement demand suggesting that, between 2004 and 2014, there will be a net demand of as much as 1.2 million designated and specialist administrators across the UK
- Many current BA&G vacancies are 'hard-to-fill' (HtFVs), often because of skills shortages
- Changes in working patterns and the impact of technology also places higher expectations on the administrative skills of the self-administration workforce – research indicates that significant administrative skills gaps exist for managers, professionals and associate professionals in particular

Each of the above emphasises the need to reinforce BA&G learning and development opportunities across a wide front.

---

<sup>4</sup> References to the Qualifications and Credit Framework (QCF) are inclusive of the Foundation Learning Tier (FLT)

## 1.4 Current Qualification and Learning Provision

### Volume of Provision

The main types of qualification and learning provision in BA&G are outlined in Section 1.1, above. Reliable data on volumes of provision are available for some of these categories (for example, N/SVQ take-up). For others, (for example, provision of in-house/private training outside of the national frameworks and professional-body qualifications) data is very hard to access and collect.

N/SVQs achievements across the UK, although experiencing some decline between 2001 and 2005, have rebounded and remain relatively healthy, with over 20,000 level 2 and over 10,000 level 3 qualifications awarded in 2007.

As far as other types of vocational qualifications are concerned (mainly VRQs in England, Northern Ireland and Wales), data suggests that nearly 50,000 learners are engaged in BA&G programmes of learning at levels 1–3.

(Modern) Apprenticeship programmes at levels 2 and 3 (although only level 3 exists in Scotland) currently have around 18,000 learners across all countries in the UK.

In Higher Education (HE), there are around 310,000 students on BA&G-related programmes of study, and each year approximately 43,715 students attain first degrees and 40,835 achieve higher or postgraduate qualifications. Around 3,000 learners are registered for FDs in England, Northern Ireland and Wales. In Scotland, 1,500 students are studying for HNCs and HNDs.

### Match of Provision to Employers' Needs

The match of existing qualification and learning provision to employers' needs is currently uneven, as is employers' understanding of this provision. General Qualifications offered by schools, such as Standard Grades and GCSEs, are valued by employers when recruiting young applicants into BA&G posts. However, most employers would welcome better-developed administration skills among this cohort. There is evidence that new initiatives, such as the Young Apprenticeship (YA) scheme in England and Occupational Studies in Office Administration in Northern Ireland are able to address some of this shortfall.

Current occupational qualifications (N/SVQs) are broadly supported by the employers who have engaged with them. Learning is often seen as more relevant to immediate workplace needs, and the amount of time the learner is away from day-to-day duties is relatively slight. Assessment takes place under real working conditions and should confirm occupational competence. However, many employers would welcome a reduction in the amount of 'bureaucracy' associated with N/SVQs, and there is a lack of confidence in work-based learning (WBL) being able to promote skills and knowledge that can readily be transferred to other contexts.

Other types of vocational qualifications, mainly VRQs in England, Northern Ireland and Wales, and equivalents in Scotland, such as PDAs, are also seen to play a useful role. Employers value their ability to provide more structured learning, often in broader and more transferable areas of skill and knowledge, and more specialised content that can allow progression either to higher levels or specific posts at the same level. They are also seen as an important way of preparing learners for entry into the BA&G workforce. However, VRQs and PDAs do require a significant amount of learning to take place outside of the office environment – either disadvantaging the employer or the learner – and they lack the ability to assess 'on-the-job' and therefore deliver occupational competence.

The respective strengths and weaknesses of N/SVQs and VRQs help to explain the popularity of apprenticeship programmes where the weaknesses of one are offset by the strengths of the other.

However, there is a general criticism of both the current N/SVQs and VRQs – the assumption that ‘one size fits all’. Some of these qualifications are quite large, cover a considerable spread of BA&G functions or topics, and can often take more than a minimum of 12 months to complete. Both employers and learners would welcome the availability of qualifications and related learning that are more focused on one or two functions or topics at a time, and can be achieved in shorter periods of time while still having the capacity to build up to something bigger. There is also a view that the National Occupational Standards (NOS), on which both N/SVQs and other types of vocational qualifications are based, do not fully address BA&G functions, particularly in specialist areas and at the higher levels.

There is some evidence that HE qualifications, particularly the more academic types, are not always seen as immediately relevant to employers’ needs. However, qualifications such as Foundation Degree Forward (FDF) endorsed FDs (in England, Northern Ireland and Wales) and HNCs and HNDs (in Scotland) are mapped against NOS and are perceived as being more relevant.

Professional-body qualifications are very highly regarded. However, currently there is little immediate ‘fit’ between these and existing vocational qualifications, which may present a barrier for practitioners to move into professional status.

There is known to be a high volume of learning that takes place via employer in-house training or non-accredited training offered by private/commercial organisations. However, this volume is very difficult to quantify. The quality of learning may be high, but the outcomes are not recognised elsewhere and there is no credit into qualifications on the UK frameworks.

### **Gaps and Proposed Changes**

The research suggests that the following issues need to be addressed within the QS:

- More needs to be done to promote the value of BA&G skills, knowledge, qualifications and learning provision
- NOS need to be reviewed and updated to ensure full coverage of BA&G – and therefore appropriate qualifications and learning programmes
- Relevant BA&G skills and knowledge need to be more fully embedded in the formal learning contexts of school, FE and HE
- There needs to be a greater variety of vocational qualifications to meet the diverse needs of employers and learners and to facilitate horizontal and vertical progression and specialisation
- Smaller and more focused ‘credit-bearing’ qualifications are needed to enable more relevant learning to take place
- Account needs to be taken of the high volume of employer- and provider-led learning that is taking place outside of the national frameworks, and efforts need to be made to bring this into the frameworks
- More innovative and flexible methods of delivery are required to encourage both learners and employers to engage with learning, within and outside of the workplace

## 1.5 Other Sector Uses of Qualifications

The requirements of the Companies Act (2006) specify that company secretaries in public companies possess the necessary knowledge and experience to carry out the function of company secretary and meet at least one requirement of the Act, one of which is being a chartered secretary. Apart from this, there are no obvious instances where qualifications in BA&G are needed for public protection and/or promoting public confidence.

## 1.6 How the CfA Will Help to Realise the Future

Through its research and consultation, the CfA has agreed that the overall vision for its QS is to:

*Provide employment-led, high-quality, flexible qualifications, units and learning opportunities that help learners at all levels, in all sectors and specialisms, to achieve world-class standards in business, administration and governance.*

Six aims have been identified to achieve this vision.

### Aims

1. Promote the value of BA&G skills to key stakeholders, across all sectors and occupations.
2. Review the BA&G NOS to ensure they are fit for purpose and provide full coverage of all relevant functions at all levels in the national frameworks.
3. Promote the development of an inclusive framework of vocational units and qualifications that are clearly understood by employers and learners, address identified demand and enable both vertical and horizontal progression. Hallmarks of this framework are that it will be: diverse, progressive, rational, responsive and inclusive.
4. Engage with learning in schools, FE, HE and professional bodies.
5. Promote flexible and accessible, high-quality approaches to learning that meet the diverse needs of learners, employers and providers.
6. Influence relevant stakeholders to ensure that public funding is available for qualifications, units and related learning programmes that are responsive to employment needs.

A framework of practical help for awarding bodies and other stakeholders has been outlined in Section 6.3.

## 2. Scope of the QS

---

### 2.1 Overall Scope of the QS

#### 2.1.1 Introduction

The key purpose of good BA&G within organisations is “to provide business support systems, processes and services that enable organisations to achieve their objectives and continuously improve their performance for customers”.<sup>5</sup>

The CfA is the national SSB for BA&G skills in the UK. It works with employers, unions, training providers and key stakeholders to define and promote the following NOS:

- Business & Administration
- Governance
- Self-administration

More than two thirds of the UK workforce use some BA&G skills to fulfil their job responsibilities at work. These skills are essential for the day-to-day operation, strategic direction and survival of every business in the UK, regardless of its size or the sector in which it operates.

Research carried out by the CfA, in 2007, found that:

- 98% of all UK employers believe their administration function is critical to organisational effectiveness
- 96% of all UK employers also state that the administration function is critical to meeting their business objectives

The CfA aims to ensure that the BA&G workforce, along with the wider workforce who do some or all of their own administration, possess the necessary skills and attributes to enable organisations in all sectors to work efficiently.

#### 2.1.2 Occupational Coverage

The CfA supports four distinct workforces. The primary market consists of designated administrators, specialist administrators and the governance workforce. The secondary market consists of self-administrators.

##### **Designated Administration**

Designated administrators perform the clerical, administrative, secretarial, office worker and administrative management functions in organisations. They require a broad range of generic administrative skills and knowledge, some of which is acquired either before entry to the workplace or on entering the workplace. These roles span from junior roles such as office juniors, to more senior roles such as office managers. Designated administration job roles include, but are not restricted to:

- Administration assistant
- Administration manager
- Administrator
- Clerical assistant
- Executive officer
- Filing clerk

---

<sup>5</sup> CfA (2008).

- Office junior
- Office manager
- Personal assistant
- Receptionist
- Secretary
- Senior secretary

### **Specialist Administration**

Specialist administrators are technical specialists. They need both the generic administration skills and knowledge of the designated administrator, plus specialist sector knowledge and skills. Specialist administration job roles include, but are not restricted to, the following:

- Bursar
- Finance administrator
- HR administrator
- Legal secretary/administrator
- Library assistant
- Medical secretary/administrator
- Practice manager
- Parking administrator
- Property administrator
- Registrar
- Sales/marketing administrator
- School secretary

### **Governance**

The governance workforce consists of strategic decision-makers, chartered secretaries and company secretaries. These personnel are responsible for directing organisations, ensuring their survival and success and compliance with regulatory and legislative requirements.

These senior governance job roles include:

- Managing director
- Chief executive
- Executive director
- Non-executive director
- Chair
- Public sector executive
- Company and chartered secretary

Further information on the role of the governance workforce is available in the *Essential Skills Demand Assessment*.

### **Self-administration**

The CfA recognises that, with the exception of elementary occupations, all employees are likely to need some Business & Administration skills at work. However, there is an important group of workers who need well-developed Business & Administration skills to carry out their own job roles competently. This group consists of managers, professional personnel, technical specialists and the self-employed.

The depth of skill development will depend on the amount of secretarial or administrative support offered to these workers and how IT solutions drive

information management requirements from within individual organisations. However, evidence shows that as the number of administrative job roles slowly declines, and the application of in-house IT solutions increases, more and more managers, professionals, technical specialists and self-employed personnel have to undertake a larger proportion of their own administration.

### 2.1.3 Population of Learners

The primary market consists of 4.5 million employees who are responsible for the BA&G functions of organisations in the private, public and third (not-for-profit) sectors. Broken down, this workforce includes:

- 2.6 million designated administrators
- 1.5 million specialist administrators
- 412,000 company and chartered secretaries

The specialist and designated administration workforce accounts for approximately 13.7% of the entire UK workforce, although, as shown in the *Essential Skills Demand Assessment*, there is slight variation between countries.

In addition, at the most senior level, there are 7 million directorships registered with Companies House, who are also part of the primary administration workforce. It is important to note that the actual number of people is fewer than this, as most directors hold registered directorships at more than one company.

The secondary market consists of up to 18 million people. This group includes 14.4 million people who work as professionals, managers and technical specialists in the public, private and third sectors, and 3.7 million self-employed people who all require a range of Business & Administration skills.

Through developing the QS, the CfA aims to support individuals in both the primary and secondary market, to develop the BA&G skills they require to carry out their jobs effectively. In addition, the CfA aims to assist those wanting to enter both the primary and secondary administration market, to ensure they can find and maintain employment.

### 2.1.4 Learning Provision

BA&G skills are developed through a broad range of qualifications and learning provisions. Table 1 summarises the qualifications and provision currently available on the National Qualifications Framework (NQF), QCF (including the Foundation Learning Tier (FLT)), CQFW and SCQF. It is important to note that, in addition to provision on these frameworks, much of the provision shown is non-accredited, and therefore falls outside of the CfA's direct control. As stated in Section 6.1, where the CfA does not have direct responsibility or control over provision, it seeks to work with and influence stakeholders to ensure all provision is meeting the needs of employers and learners. Further discussion of qualifications and learning provision is provided in Section 4.

Table 1: Learning Provision

Provision	England	Northern Ireland	Scotland	Wales
N/SVQs	NVQ	NVQ	SVQ and NVQ	NVQ
Other Vocational Qualifications	VRQs (including FLT provision)	VRQs	e.g. PDAs, National Certificates or NPAs <sup>6</sup>	VRQs
Post-16 Apprenticeship Programmes at QCF Level 2, SCQF Level 5	Apprenticeship	Level 2 Apprenticeship		Foundation Modern Apprenticeship
Post-16 Apprenticeship Programmes at QCF Level 3, SCQF Level 6, and Above	Advanced Apprenticeship	Level 3 Apprenticeship	Modern Apprenticeship	Modern Apprenticeship and Modern Skills Diploma
14-16 Vocational Qualifications/ Programmes	Young Apprenticeship and 14-19 Diploma	Occupational Studies in Office Administration		
HNCs and HNDs	Yes	Yes	Yes	Yes
FDs	Yes	Yes		Yes
Undergraduate Degrees	Yes	Yes	Yes	Yes
MBA	Yes	Yes	Yes	Yes
Professional Qualifications	Yes	Yes	Yes	Yes
Private Training Provision and Employer In-house Training	Yes	Yes	Yes	Yes

## 2.2 Priorities Within the Overall Scope

This section highlights Cfa's priorities for work on qualifications in the areas of BA&G, and sets out the synergies between the required actions described in Section 6.1 and relevant UK-wide government policies and initiatives.

### 2.2.1 Priorities

The vision of the Cfa's QS is to:

*Provide employment-led, high-quality, flexible qualifications, units and learning opportunities that help learners at all levels, in all sectors and specialisms, to achieve world-class standards in business, administration and governance.*

<sup>6</sup> VRQs can now be accredited by SQA Accreditation in Scotland, although, at time of writing, no awarding bodies have requested SQA to accredit VRQs.

Section 6.1 identifies six priority aims that must be achieved in order to make this vision a reality:

1. Promote the value of BA&G skills to key stakeholders across all sectors and occupations.
2. Review the BA&G NOS to ensure they are fit for purpose and provide full coverage of all relevant functions at all levels in the national frameworks.
3. Promote the development of an inclusive framework of vocational units and qualifications that are clearly understood by employers and learners, address identified demand and enable both vertical and horizontal progression.
4. Engage with learning in schools, FE, HE and professional bodies.
5. Promote flexible, high-quality approaches to learning that meet the diverse needs of learners, employers and providers.
6. Influence relevant stakeholders to ensure that public funding is available for units, qualifications and related learning programmes that are responsive to employment needs.

### **2.2.2 Synergies Between Reforms and UK-wide Government Policies and Initiatives**

The following section sets out the key policies in each of the four UK nations that are relevant to the delivery of CfA's QS, and indicate how each of the aims identified in Section 6.1 link to and support them. Tables 2–5 focus on the key educational policies that will impact all sectors in each UK nation. It should, however, be noted that there may be other more sector-specific policies in each nation (e.g. for the health sector, the introduction of a maximum 18-week wait in the NHS in England<sup>7</sup>) that would need to be taken into account when working with specific sectors.

---

<sup>7</sup> Information about the 18-week initiative is available at:  
<http://www.18weeks.nhs.uk/Content.aspx?path=/What-is-18-weeks/About-the-programme/>

Table 2: Links Between Key Policy Initiatives in England and QS Aims

QS Aims (from Section 6.1)	Leitch Review	QCF Development	Other Relevant Policies
Promote the value of BA&G skills to key stakeholders, across all sectors and occupations	BA&G skills essential to employers		
Review the BA&G NOS to ensure they are fit for purpose and provide full coverage of all relevant functions at all levels in the national frameworks	Increase relevance of NOS to employers and ensure full coverage of specialist areas	Increases range of qualifications to support the needs of the full BA&G workforce	
Promote the development of an inclusive framework of vocational units and qualifications that are clearly understood by employers and learners, address identified demand and enable vertical and horizontal progression	Ensures that qualifications and units are relevant to employers and meet a wide range of diverse needs	Consistent with aims of the QCF and development of the FLT  Consistent with QCA's employer and provider recognition pilot <sup>8</sup>	
Engage with learning in schools, FE, HE and professional bodies	Aims to ensure the skills that employers require are developed in all these contexts  Facilitates greater HE engagement with employers		Consistent with continuing development of the BA&F Diploma, as defined in the 14-19 Education & Skills (implementation plan)
Promote flexible, high-quality approaches to learning that meet the diverse needs of learners, employers and providers	Increases relevance to employers and responsiveness to employer needs	Consistent with aims of the QCF	Consistent with <i>World-class Apprenticeships: Unlocking Talent, Building Skills for All</i> <sup>9</sup>
Influence relevant stakeholders to ensure that public funding is available for units, qualifications and related learning programmes that are responsive to employer and learner need	Increases relevance to employers and responsiveness to employer needs		

<sup>8</sup> QCA & Pricewaterhouse Coopers (2008)

<sup>9</sup> Department for Children, Schools and Families & Department for Innovation, Universities and Skills (2008a)

Table 3: Links Between Key Policy Initiatives in Northern Ireland and QS Aims

QS Aims (from Section 6.1)	QCF Development	Success Through Skills
Promote the value of BA&G skills to key stakeholders, across all sectors and occupations		Consistent with the analysis of employer skill needs and with overall goal of economic success
Review the BA&G NOS to ensure they are fit for purpose and provide full coverage of all relevant functions at all levels in the national frameworks	Increases range of qualifications to support the needs of the full BA&G workforce	Consistent with improving the quality and relevance of education and training and improving the skills levels of the workforce
Promote the development of an inclusive framework of vocational units and qualifications that are clearly understood by employers and learners, address identified demand and enable vertical and horizontal progression	Consistent with aims of the QCF	Consistent with the Vocational Qualifications Reform Programme, and improving the skills levels of the workforce
Engage with learning in schools, FE, HE and professional bodies		Consistent with <i>Review of HE in FE</i> , <sup>10</sup> re meeting skills needs of employers
Promote flexible, high-quality approaches to learning that meet the diverse needs of learners, employers and providers	Consistent with aims of the QCF	Consistent with the <i>Success Through Excellence</i> , <sup>11</sup> re securing better outcomes for employers and learners
Influence relevant stakeholders to ensure that public funding is available for units, qualifications and related learning programmes that are responsive to employer and learner need		Consistent with creating a funding system that is responsive to the needs of individuals, employers and the wider economy

<sup>10</sup> DELNI (2007a)

<sup>11</sup> DELNI (2007b)

Table 4: Links Between Key Policy Initiatives in Scotland and QS Aims

QS Aims (from Section 6.1)	SCQF Development	Skills for Scotland: A Lifelong Skills Strategy <sup>12</sup>
Promote the value of BA&G skills to key stakeholders, across all sectors and occupations		BA&G skills are consistent with those described within the strategy, as needed by employers
Review the BA&G NOS to ensure they are fit for purpose and provide full coverage of all relevant functions at all levels in the national frameworks	Increases range of qualifications to support the needs of the full BA&G workforce	Consistent with listening to employers and with encouraging employer demand for skills and asking them to clearly articulate their needs
Promote the development of an inclusive framework of vocational units and qualifications that are clearly understood by employers and learners, address identified demand and enable vertical and horizontal progression	Consistent with aims of the SCQF	Consistent with ensuring flexible provision which is increasingly responsive to the needs of individuals, employers and the wider economy and with improving transition and progression
Engage with learning in schools, FE, HE and professional bodies		A Business & Administration route within Skills for Work, or equivalent, would be consistent with providing more opportunities for vocational learning and the development of an enterprise culture as outlined in a 'Curriculum for Excellence'
Promote flexible, high-quality approaches to learning that meet the diverse needs of learners, employers and providers	Consistent with aims of the SCQF	Consistent with employer access to affordable, flexible and relevant training, with valuing skills acquired at work and with listening to employees and encouraging learning  Also consistent with ensuring that national training programmes (e.g. Modern Apprenticeships) meet the needs of individuals and employers
Influence relevant stakeholders to ensure that public funding is available for units, qualifications and related learning programmes that are responsive to employer and learner need		Consistent with creating a funding system that is responsive to the needs of individuals, employers and the wider economy <sup>13</sup>

<sup>12</sup> 'Skills for Scotland: A Lifelong Skills Strategy' is the main current policy document that has relevance to the CfA QS. However, the CfA's six aims are also consistent with 'Determined to Succeed' and 'A Smart Successful Scotland', which were published by the previous administration in Scotland, and which have shaped the activities of stakeholders in Scottish education in recent years.

<sup>13</sup> Skills Development Scotland (SDS) is in discussion with the Alliance of SSCs concerning the future of funding in Scotland. SDS intends to direct funding to priority provision in each sector, depending on sector employment needs.

Table 5: Links Between Key Policy Initiatives in Wales and QS Aims

QS Aims (from Section 6.1)	CQFW Development	Skills that Work for Wales: A Skills and Employment Strategy and Action Plan <sup>14</sup>	Other Relevant Policies
Promote the value of BA&G skills to key stakeholders, across all sectors and occupations		Consistent with strengthening the employer voice in decisions on skills provision	
Review the BA&G NOS to ensure they are fit for purpose and provide full coverage of all relevant functions at all levels in the national frameworks	Increases range of qualifications to support the needs of the full BA&G workforce	Consistent with strengthening the employer voice in decisions on skills provision and being responsive to needs as they are identified	Consistent with vision set out in <i>One Wales</i> <sup>15</sup> Consistent with <i>Iaith Pawb – A National Action Plan for Bi-Lingual Wales</i>
Promote the development of an inclusive framework of vocational units and qualifications that are clearly understood by employers and learners, address identified demand and enable vertical and horizontal progression	Consistent with aims of the CQFW	Consistent with responsiveness to employers' needs and with qualification reform and credit	Consistent with vision set out in <i>One Wales</i> Administration a priority for Welsh medium/bilingual delivery

Table 5 continued over page

<sup>14</sup> WAG (2008) This document is a new skills and employment strategy and action plan. It builds on and replaces the *Skills and Employment Action Plan 2005*, and provides a response to both the *Leitch Review of Skills* in the UK and to the independent review on mission and purpose of FE (*Promise and Performance*). It relates to a number of other policy documents, including *The Learning Country: Vision into Action, Wales: A Vibrant Economy* and *Words Talk – Numbers Count* (the Basic Skills Strategy).

<sup>15</sup> WAG (2007)

Table 5 (continued): Links Between Key Policy Initiatives in Wales and QS Aims

QS Aims (from Section 6.1)	CQFW Development	Skills that Work for Wales: A Skills and Employment Strategy and Action Plan	Other Relevant Policies
Engage with learning in schools, FE, HE and professional bodies		Consistent with investing in high-level skills and the development of employment-related FDs <sup>16</sup>	<p>Consistent with vision set out in <i>One Wales</i></p> <p>Consistent with commitment to include relevant employer-linked elements of English diplomas and apprenticeships within the Welsh Baccalaureate as stated in <i>Promise and Performance</i> and <i>Skills that Work for Wales</i></p> <p>Administration is a priority for Welsh medium/bilingual delivery</p>
Promote flexible, high-quality approaches to learning that meet the diverse needs of learners, employers and providers	Consistent with aims of the CQFW	Consistent with drive for high-quality providers and with investing in the apprenticeship system	Consistent with vision set out in <i>One Wales</i> and <i>Iaith Pawb</i>
Influence relevant stakeholders to ensure that public funding is available for units, qualifications and related learning programmes that are responsive to employer and learner need		Consistent with targeting funding on qualifications identified as priority by SSCs/SSBs	Consistent with vision set out in <i>One Wales</i>

<sup>16</sup> Also consistent with Webb (2007) *Promise and Performance*, which recommends investing in the development of FDs in FEIs and HEIs.

## 3. Sector Working Environment

---

### 3.1 Special Features or Characteristics of the Working Environment

The purpose of this section is to highlight characteristics of the working environment that will impact on qualification designs.

The primary and secondary BA&G workforces are not homogenous.

While strategic decision-makers and administrators work across the UK public, private and not-for-profit sectors, the majority are still office-based, and provide business support functions for their organisations. Consequently, these workers support the shift patterns peculiar to each organisation and are required to be at work for the duration of those shifts.

The working hours of 9–5 is still a common shift pattern. In the most recent research from Gordon Yates<sup>17</sup>, 35% of employers were reported as having no support staff who work non-standard hours or days. A further 35% of employers were reported as having less than 10% of their support staff working non-standard hours.

That said, there are some notable exceptions, for example:

- In the health sector, where administrators attached to accident and emergency departments work in shifts to provide 24-hour support
- In the hospitality industry, where hotel receptionists also provide 24-hour shift cover
- In the legal sector, where large practices operate a 24-hour administration service to produce documents and manage information

As a result, many employers are often reluctant, or even find it impossible, to release support staff for training during office hours when the remainder of their operational staff need support from the administrative teams.

In addition, the workforce is truly national. Administrators are based at locations across the UK, including rural communities in the four nations. Access to centrally delivered classroom-based programmes is therefore problematic in some parts of the UK.

This provides an argument for designing qualifications that can be delivered flexibly to maximise access opportunities (for example via e-learning, distance learning, blended learning rather than traditional classroom delivery). Employers also favour qualifications that can be built up over time in 'bite-sized' pieces, minimising the amount of time administrative staff are away from their day-to-day duties.

### 3.2 Sector Working Environment: Future Trends

In developing this QS, the CfA has identified future trends that impact on the BA&G workforces. In this way, it aims to 'future proof' qualification design, content and delivery.

---

<sup>17</sup> Gordon Yates (2007–2008).

### 3.2.1 Technological Change

Most office equipment is IT-based and now extremely sophisticated. The pace of change in office IT solutions is very fast. Research carried out by Felstead et al (2007), showed that 97% of administrative and secretarial staff use computerised and automated equipment in their job, compared to 81% in 1992 and only 62% in 1986. In 2007, 82% of office workers regard the use of computerised equipment as essential in their job.

The *Essential Skills Demand Assessment* illustrated the importance of IT skills for administrators at all levels. The use of IT applications, such as word processing, spreadsheets, databases, presentations, email and Internet browsers, has become central to the role of the administrator. As administrators become more senior, they are expected to have a greater level of IT competency, and often will have to use an increasingly wide range of different IT applications. IT changes and updates happen quickly, and it is essential that administrators ensure that their IT skills are continually kept up to date.

While the situation is somewhat different with the self-administration workforce, advances in IT also contribute to the increase in the amount of administration work managers, professionals, technical specialists and the self-employed have to do for themselves.

Advances in IT and communication technologies have given rise to a relatively new concept of the 'virtual administration'. As a new concept, virtual administration is not, yet at least, widely known. Virtual assistants provide remote administrative support to businesses of all sizes. The CfA will continue to monitor developments in this area.

### 3.2.2 Globalisation

Globalisation continues to have a major impact on the BA&G workforces. In particular, improved world communications, enhanced information flows, increased travel and migration, more cross-border trade and economic competition, brings increased benefits and greater risks to this area of work<sup>18</sup>.

Administrators who work for global organisations often need to learn additional language skills.

Between May 2004 and March 2007, over a third (37%) of immigrants from the accession countries, who were registered to work in the UK, applied for positions in administration, business and management.<sup>19</sup> In 2006, 99,125 registered workers from the accession countries were employed in administration, business and management, up from 74,480 in the previous year. As well as growing in number, the proportion of registered workers working in administration, business and management was also seen to increase from an estimated 25% in 2004 to 44% in 2006. With large numbers of foreign workers entering the workforce, it is essential that they possess an adequate level of English language skills to work effectively in administration.

<sup>18</sup> Tomorrow Project (2006).

<sup>19</sup> Border and Immigration Agency et al (2007): p.14.

### 3.2.3 Forecast Shifts in Patterns of Employment

Table 6: Forecast Changes in the Size of the Designated and Specialist Administration Workforce, 2004–2014

	Expansion Demand (000s)	Replacement Demand (000s)	Net Demand (000s)
<b>England</b>	-312	1,010	698
<b>Northern Ireland</b>	-2	31	29
<b>Scotland</b>	-8	107	98
<b>Wales</b>	-4	46	42
<b>UK</b>	-326	1,194	868

Source: A. Green, K. Homenidou, R. White and R. Wilson (2006)

The *Working Futures: Spatial Report* suggests that while the overall size of the administration workforce is decreasing in size, there is a significant replacement demand, resulting in a still large demand for skilled administrators in the UK. The *Working Futures: National Report*, in fact, estimates the net demand for administrators in the UK to be larger still than suggested in Table 6, reporting an estimated net demand for 1.2 million skilled administrators between 2004 and 2014. Similarly, the *Labour Market Projections 2007–2017* report, published by Future Skills Scotland, estimates the net demand for skilled administrators in Scotland between 2007 and 2017 to be 140,000 – higher than suggested by the *Working Futures: Spatial Report*.

The *Essential Skills Demand Assessment* showed that currently many administration vacancies are HtFVs, due to a lack of the required skills among applicants – known as skill-shortage vacancies (SSVs). In England 73%, and in Scotland 71% of HtFVs are SSVs. SSVs appear to be less of a problem in Northern Ireland, where 45% of HtFVs are SSVs. It was also shown that skills gaps exist among 5% of administrators in England and Wales, and 8% of administrators in Scotland (accurate figures were not available for Northern Ireland).

If the large demand for administrators is to be met, it is essential that learners and employers are able to access training and qualifications that effectively develop the required skills.

In addition to changes in the size of the designated and specialist administration workforce, the Labour Market Information (LMI) research also identified significant growth in the secondary self-administration market. The *Working Futures: National Report* forecast (due to large expansion and replacement demands) a total demand of 8.7 million workers between 2004 and 2014. As mentioned previously, with advances in IT, the proportion of these individuals who will be required to carry out some or all of their own administration is going to continue to increase.

The extent to which these individuals will have to carry out their own administration varies from person to person and between occupations. A lack of general office and administration skills contributes, to varying degrees, to SSVs and skills gaps in all occupations. SSVs and skills gaps caused by a lack of office and administration were found to be particularly high in managerial, professional and sales occupations.

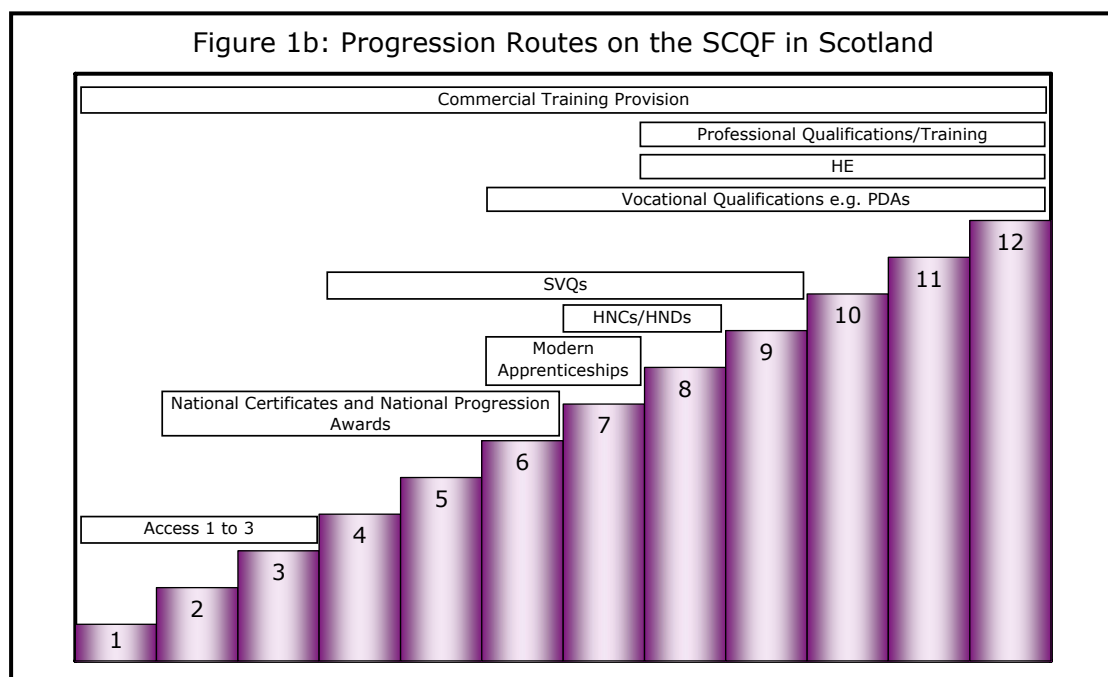
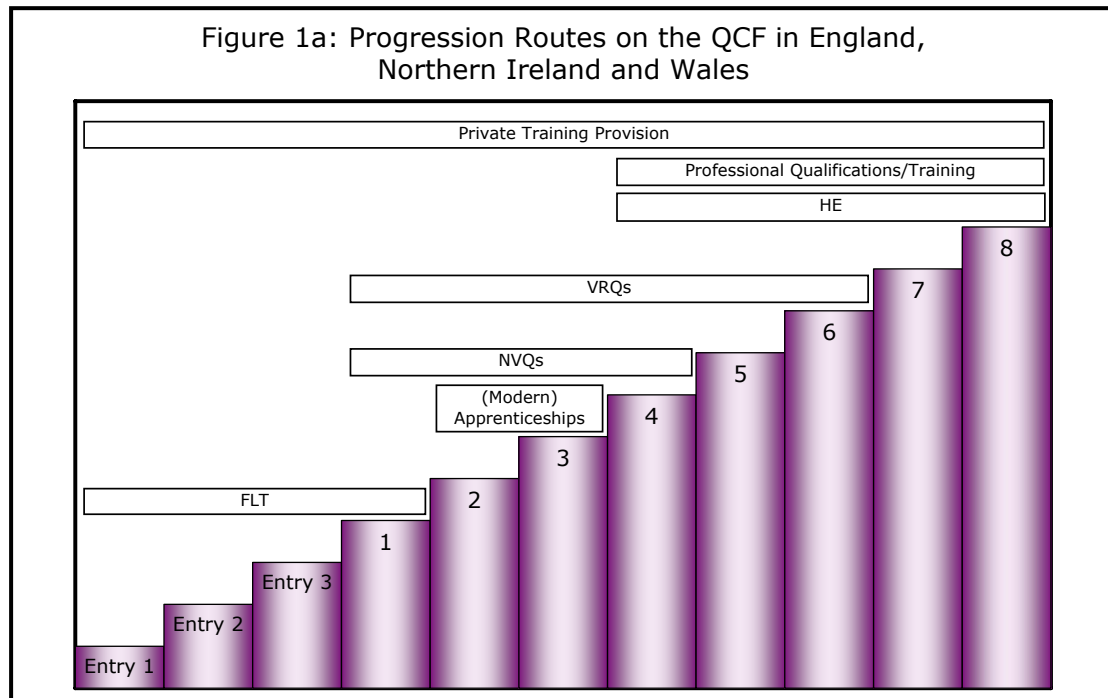
The CfA must ensure that the BA&G skills needs of this expanding workforce are met and the importance of BA&G skills must be promoted within *all* occupations.

## 4. Current Qualification and Learning Provision

### 4.1 Main Types of Qualifications

#### 4.1.1 Progression Routes

Figure 1, below, show how the main types of qualifications and learning provision are used to progress vertically in England, Northern Ireland and Wales (1a) and Scotland (1b).



### 4.1.2 General Qualifications

General qualifications include GCSEs, Standard Grades, A-levels, Intermediate 1 and 2, Highers, Advanced Highers and the Welsh Baccalaureate. GCSEs in England, Northern Ireland and Wales, and Standard Grades in Scotland, provide learners with QCF levels 1 and 2, or SCQF levels 3, 4 and 5, literacy and numeracy, which have been identified as essential skills in administration roles.

In Northern Ireland, there is also Occupational Studies in Office Administration, which is designed to prepare 14–16 year olds for work in an office environment.

The CfA has had close involvement in the development of the YA programme, which is available to 14–16 year olds in England. The basic requirements of the programme are that learners complete 50 days' work experience and a level 2 qualification in Business & Administration.

The CfA, as a member of the Diploma Development Partnership (DPP) is also developing a 14–19 Diploma in Business, Administration and Finance (BAF), which begins in September 2009. It aims to prepare learners in school and college for employment in administration and finance roles, the BAF Diploma will develop learners' theoretical and practical skills in business, administration and finance, as well as functional English, Maths and ICT, and also their personal, learning and thinking skills.

### 4.1.3 FE and HE

In FE and HE, learners can complete FDs (in England, Northern Ireland and Wales), National Certificates (in Scotland), HNCs/HNDs, Bachelor degrees in Business & Administration and Masters of Business Administration.

FDs, available in England, Northern Ireland and Wales, encompass both vocational and academic learning. Employers, and either HE or FE institutes, work in partnership to design a qualification which develops the learner's knowledge, skills and experience in Business & Administration. The CfA has developed a Foundation Degree Framework which presents recommended guidance for the development, content and delivery of Business & Administration FDs.<sup>20</sup>

In Scotland, learners in FE can complete National Certificates and may then choose to progress to a HNC.

HNCs and HNDs are similar to FDs, in that they are structured learning programmes delivered at college or university that can lead to progression into HE, usually year 2 or 3 of a degree. They are generally undertaken by those who are not in work but need preparation for work in a particular area, such as Business & Administration. The current system is that there is a 'local' arrangement between a college and university that will accept learners into HE if they complete a HNC/HND undertaken at a particular college.

### 4.1.4 Vocational Qualifications

National Vocational Qualifications (NVQs) and Scottish Vocational Qualifications (SVQs) in Business & Administration assess learners' practical skills and competencies in the workplace at QCF levels 1 to 4, and SCQF levels 4 to 9. They are offered by FEs, WBL providers in England, Northern Ireland and Wales, or

<sup>20</sup> Development of the Foundation Degree Framework was funded by FDF, the national body for FDs in England. However, as a guidance document, the framework can be used for any UK BA&G-related Foundation degree.

private training providers<sup>21</sup> in Scotland, and employers. Learners' competencies are assessed in the workplace.

Vocationally related qualifications (VRQs) in Business & Administration subjects develop the underpinning knowledge that the learner requires to work in an office environment. In England, Northern Ireland and Wales, apprenticeship frameworks (discussed below) include a VRQ as the technical certificate.

In Scotland, other vocational qualifications include PDAs, HNCs and HNDs.

In England, Northern Ireland and Wales, FDs, mentioned previously, are also partly vocational in their design, combining both vocational and academic learning.

The FLT and Progression Pathways in England present an important opportunity for CfA to engage in an important initiative for the 14–90 cohort.

#### 4.1.5 Apprenticeship Frameworks

Apprenticeship frameworks are offered at QCF level 2 in England, Northern Ireland and Wales only – called the Apprenticeship, Level 2 Apprenticeship and Foundation Modern Apprenticeship, respectively. All four countries offer level 3 apprenticeship frameworks – the Advanced Apprenticeship in England, the Level 3 Apprenticeship in Northern Ireland and the Modern Apprenticeship in Scotland and Wales.

In England, Northern Ireland and Wales, these frameworks use the NVQ and VRQ (a technical certificate) to assess the learner's practical skills, competencies and underpinning knowledge in Business & Administration. The frameworks also include key skills in England and Wales, and essential skills in Northern Ireland. While the (Foundation) Modern Apprenticeships in Wales still develop key skills through the development of a portfolio, as of December 2003 they are no longer assessed through external key skill tests.

In aiming to achieve the requirement for all young people in England to be in education or training until 18, by 2015,<sup>22</sup> the government are reviewing and heavily promoting the apprenticeship programme in England.<sup>23</sup>

Also, QCA is currently piloting Functional Skills which, if implemented in 2010, will replace key skills in England.

In Scotland, the Modern Apprenticeship uses the SVQ, enhancements and core skills to also assess the learner's practical skills, competencies and underpinning knowledge in Business & Administration.

In England, the YA programme in Business & Administration, which has been running since 2002, is an apprenticeship programme for 14–16 year olds, which is taken alongside their GCSEs. As with the post-16 apprenticeship scheme, the CfA recommends that the YA includes a Business & Administration NVQ Level 1, a Level 2 Technical Certificate and 50 days' work experience.

<sup>21</sup> In England, Northern Ireland and Wales, institutes offering WBL are called 'WBL providers'. In Scotland they are called 'private training providers'. In England, Northern Ireland and Wales, a private training provider is a private organisation offering their own qualifications and training courses. In Scotland, these private organisations are called 'commercial training providers'.

<sup>22</sup> Department for Children, Schools and Families, and Department for Innovation, Universities and Skills (2008a).

<sup>23</sup> Department for Children, Schools and Families, and Department for Innovation, Universities and Skills (2008b).

#### 4.1.6 Employer and Private Training

By far the largest amount of BA&G skills development is undertaken in house or supplied by private, competitive and commercial provision. This includes private providers; recruitment companies; college, university, professional and awarding body commercial units; and business school provision. Some in house and private provision leads to certification (attendance or achievement recognition) but most falls outside the regulated qualification frameworks.

The CfA estimates the annual spend on this provision exceeds £1 billion. Consequently a systematic investigation of these solutions has not been possible.

To date evidence provided by employers indicates in house provision includes:

- Induction programmes
- IT development
- On the job training
- Personal development programmes
- Management development
- Coaching and mentoring
- Planning and organising
- Governance
- Customer service.

With the exception of induction programmes which generally appear to be delivered internally, any of the other identified training may in different circumstances also be delivered by private, competitive and commercial providers.

The drivers for selecting in house or private provision over development for regulated qualification pathways currently rely on anecdotal evidence which indicates cost, just in time, flexibility, bespoke training and bite size solutions are perceived by employers to meet needs more effectively than bureaucratic qualifications that focus more on the individual employee than the business as a whole.

The CfA needs to gain a fuller understanding of exactly what range of provision lies beyond the funded and regulated offers, how it is used by employers and what benefits it brings them.

#### 4.1.7 Professional Qualifications

A number of professional bodies provide training and qualifications for administrators. Professional bodies, such as the Institute of Administrative Management (IAM), the Institute of Chartered Secretaries and Administrators (ICSA), and the Institute of Directors (IoD), offer qualifications and training courses for administrators working at higher levels (from management through to strategic decision-makers). Other professional bodies offer qualifications and training courses to specialist administrators. Examples include the Institute of Legal Executives (ILEX) and the Association of Medical Secretaries, Practice Managers, Administrators and Receptionists (AMSPAR).

## 4.2 Current Volumes

### 4.2.1 Provision Overview

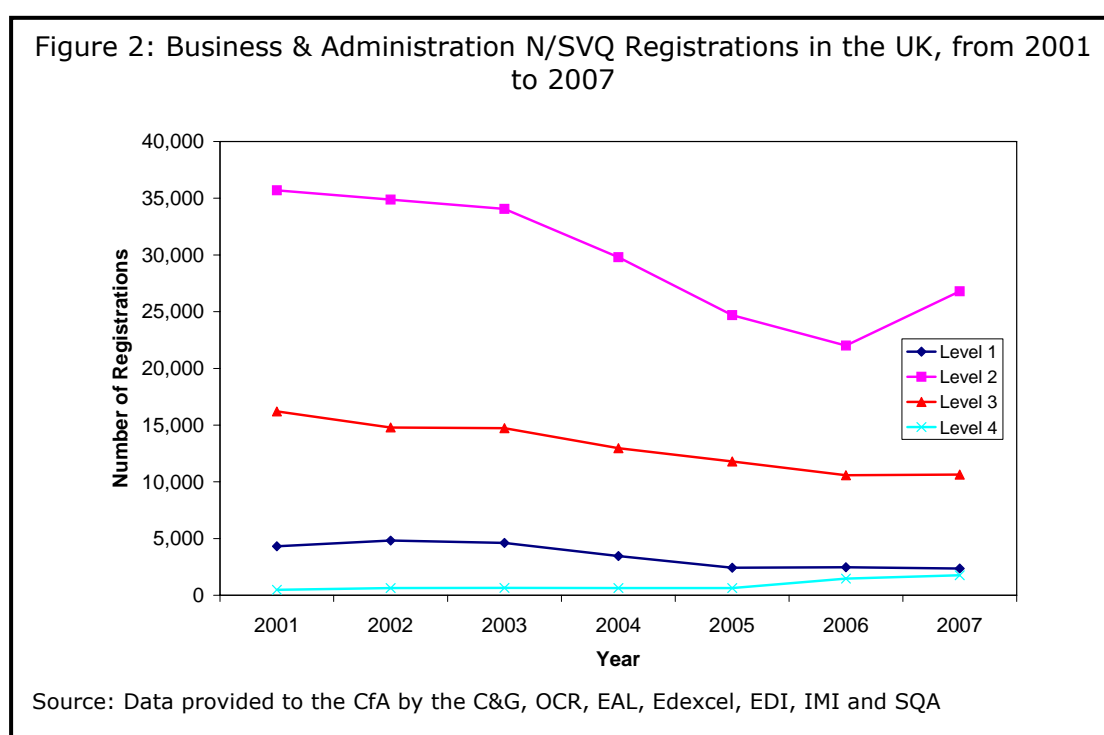
Sections 2.1 and 4.1 have given an overview of the range of provision that is available for administrators. This section presents data on the current volumes of

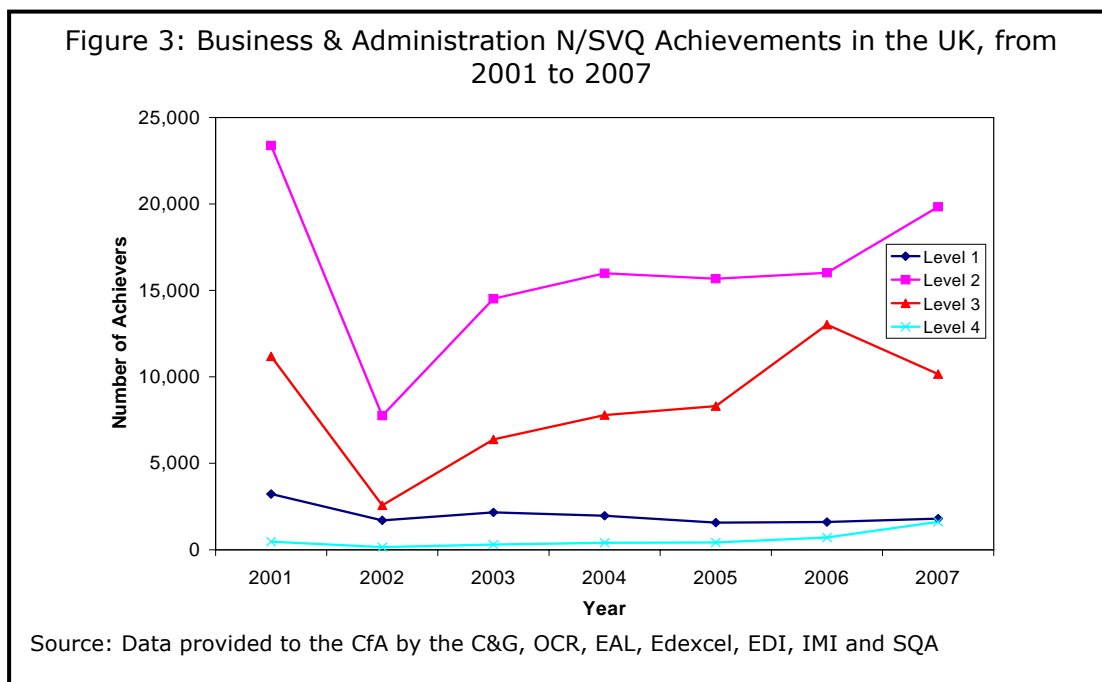
learners using these provisions. However, in some cases, available data was either found to be limited and/or difficult or impossible to access.

Data on the volumes of learners is presented for N/SVQs, VRQs, (Modern) Apprenticeship programmes, FDs, and HE Qualifications.

Unfortunately, the CfA has been unable to access information on the volumes of learners using private and in-house training, or professional qualifications. The CfA would like to work more closely with professional bodies in the future, so that a better understanding of the volumes of learners using professional qualifications can be gained. The prospect of working more closely with private training providers and employers who develop in-house training is unrealistic, as the number of organisations is too great.

#### 4.2.2 N/SVQs





Most Business & Administration N/SVQ registrations and achievements are at levels 2 and 3, level 2 being the most popular. Registrations have been in decline between 2001 and 2007, although between 2006 and 2007 there appears to have been a considerable increase, both in the number of registrations and achievements, at level 2. Similarly, although numbers remain low in comparison to the level 2 N/SVQ, there has been an increase in the number of registrations and achievements for level 4 Business & Administration N/SVQs.

#### 4.2.3 VRQs

##### England

Table 7: Number of Learners on LSC-funded VRQs at FE and WBL Providers in England, in 2005/2006

Level	Under 19	19-24	25-59	Over 60	Total
1	1,350	1,390	1,760	130	4,630
2	16,830	8,990	2,350	50	28,220
3	2,670	5,200	1,440	10	9,320
4	60	110	130	0	300
Unknown	280	240	410	20	950
<b>Total</b>	<b>21,190</b>	<b>15,930</b>	<b>6,090</b>	<b>210</b>	<b>43,420</b>

Source: LSC VRQ funding data, 2005/2006

There are 65 Business & Administration-related VRQs funded by the LSC, ranging from more generic qualifications, such as certificates in administration, to more specialist qualifications, such as certificates for medical secretaries. There are 24 at level 2, 17 at level 3, 15 at level 1 and nine at level 4. The remaining 11 are at either unknown or unassigned levels.

Almost half (49%) of all learners in 2005/2006 taking VRQs were under the age of 19. Another 37% of learners were between the age of 19 and 24.

### Northern Ireland

Table 8: Number of Learners on Funded VRQs in Northern Ireland, 2005/2006

Subject Area	19 and Under	20–24	25 and Over	Total
Secretarial and Typing Skills	0	0	1	1
Secretaries	88	57	242	387
Secretarial Studies	95	24	26	145
Personal Assistants	3	4	1	8
Shorthand and Shorthand Transcription	2	7	44	53
Typewriting and Audio Typewriting	13	16	89	118
Others in Secretarial and Typing Skills	17	19	188	224
<b>Total</b>	<b>218</b>	<b>127</b>	<b>591</b>	<b>936</b>

Source: DELNI statistics requested by the Cfa

The majority of learners taking Business & Administration-related VRQs in Northern Ireland are over the age of 25. The most popular VRQs are those aimed at secretaries.

### Wales

Table 9: Number of Learners on Funded VRQs at FE and WBL Providers in Wales, in 2005/2006

Under 19	19–24	25–59	60+	Total
1,189	1,009	1,914	17	4,129

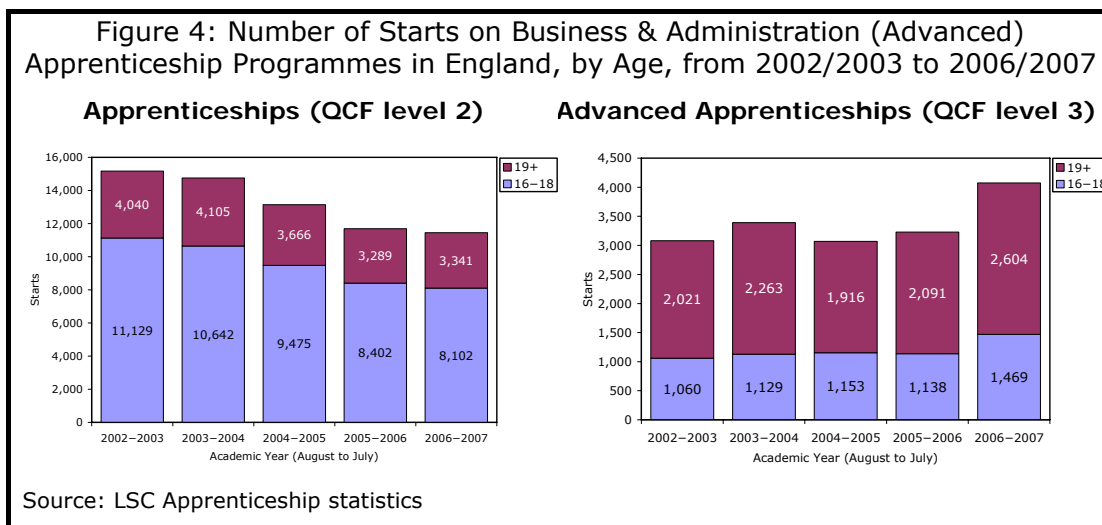
Source: Lifelong Learning Wales Record, 2005/2006

VRQs in Wales are taken across all age groups. The majority of learners (53%) are under the age of 24.

## 4.2.4 Apprenticeship Programmes

### England

#### *(Advanced) Apprenticeship*



In the 2006-2007 academic year, 11,443 learners registered on the Business & Administration Apprenticeship programme, although registrations have decreased slightly in recent years. The Business & Administration Advanced Apprenticeship programme, on the other hand, appears to have increased in popularity slightly in recent years. Whereas learners registering on the apprenticeship programme are predominantly aged between 16 and 18, the majority of learners registering on Advanced Apprenticeship programmes are aged 19 or over.

#### *Young Apprenticeship*

During the third cohort it was one of the most widely represented sectors with 14% of partnerships specialising in B&A. It was also shown to be one of the greatest supported areas by employers.<sup>24</sup> The CfA is currently unable to determine absolute numbers of learners taking the B&A YA.

### Northern Ireland

**Table 10: Number of Learners on, and Starting on, the Business & Administration Level 2 Apprenticeship in Northern Ireland, for the Period 2005/2006**

Starts	In Learning	Achievers*
347	277	4

Source: DELNI Business & Administration apprenticeship statistics

\*Due to administrative procedures, not all achievements had been certificated at March 2006, so these figures may be higher

<sup>24</sup> National Foundation for Educational Research (2007)

Table 11: Number of Learners on, and Starting on, the Business & Administration Level 3 Apprenticeship in Northern Ireland, for the Period 2007

Starts	In Learning	Achievers*
150	126	0

Source: DELNI Business & Administration apprenticeship statistics

\*Due to administrative procedures, not all achievements had been certificated at March 2006, so these figures may be higher

As is also the case in England, the Level 2 Apprenticeship in Business & Administration is far more popular than the level 3 programme.

### Scotland

Table 12: Number of Learners on the Business & Administration Modern Apprenticeship (SCQF Level 6) in the Scottish Enterprise Area, from 30 December 2005 to 30 March 2007

	Aged 16-24	Aged 25+	Total
30/12/2005	1,574	100	1,674
30/06/2006	1,375	43	1,418
30/03/2007	1,310	13	1,323
<b>Total % Change</b>	-17%	-87%	-21

Source: Scottish Enterprise Modern Apprenticeship Statistics

Table 13: Number of Learners on the Business & Administration Modern Apprenticeship (SCQF Level 6) in the Scottish Highlands and Islands Area, from April 2006 to September 2007

	Aged 16-24	Aged 25+	Total
<b>April to September 2006</b>	44 (69%)	20 (31%)	64
	B&A 16-19	B&A 20+	Total
<b>April to September 2007</b>	25 (38%)	40 (62%)	65

Source: Scottish Enterprise Modern Apprenticeship Statistics

Note: Due to availability, data for 2007 is presented for 16-19 and 20+ age groups, while 2006 data is presented for 16-24 and 25+ age groups. This makes comparison between 2006 and 2007 data difficult

There are very few learners in the Scottish Highlands and Islands on the Modern Apprenticeship in Business & Administration. There are considerably more learners on the programme in the rest of Scotland, although numbers are in decline – a trend also seen for Modern Apprenticeships in general (which decreased by 11% between 30/12/2005 and 30/03/2007).

## Wales

Table 14: Number of Learners on, and Starting on, the Business & Administration Foundation Modern Apprenticeship (QCF level 2) in Wales, for the Period 1 August 2006 to 31 July 2007

Average Monthly in Learning	Learners Starting on B&A Foundation Modern Apprenticeship Programmes				
	Aged 16–18	Aged 19+	Male	Female	Total
1,345	334	712	243	803	1,046

Source: Business & Administration Apprenticeship Statistics provided by the Welsh Assembly Government (WAG), Education and Lifelong Learning Statistics Unit

Table 15: Number of Learners on, and Starting on, the Business & Administration Modern Apprenticeship (QCF level 3) in Wales, for the Period 1 August 2006 to 31 July 2007

Average Monthly in Learning	Learners Starting on B&A Foundation Modern Apprenticeship Programmes				
	Aged 16–18	Aged 19+	Male	Female	Total
963	27	571	91	507	598

Source: B&A Apprenticeship Statistics provided by WAG, Education and Lifelong Learning Statistics Unit

In Wales, the Foundation Modern Apprenticeship in Business & Administration is more popular with learners than the Modern Apprenticeship (as is also the case in England and Northern Ireland). The majority of learners are aged 19 or over and female.

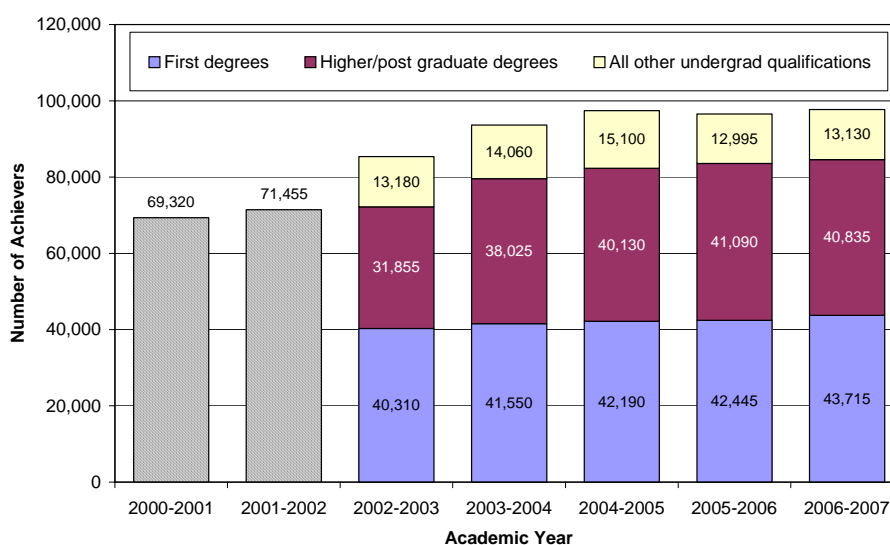
### 4.2.6 HE Qualifications

Table 16: Number of UK Students Studying Business & Administration-related Programmes in HE Each Year

Subject Area	Year				
	2002–2003	2003–2004	2004–2005	2005–2006	2006–2007
<b>All B&amp;A Studies</b>	284,550	300,065	299,310	304,405	310,255
<b>Office Skills</b>	515	855	890	1,235	1,240

HESA (2006) HE Numbers in Learning 2005–2006

Figure 5: Number of HE Business & Administration Qualifications Achieved, 2000/2001 to 2006/2007



Source: HESA (2006) HE Numbers in Learning 2005–2006

Note: Data for 2000–2001 and 2001/2002 was only available for Business & Administration HE qualifications overall, therefore the figure for these years include first degrees, higher/post graduate degrees and all other undergraduate qualifications

HE qualifications in Business & Administration have very high numbers of achievers each year, and achievements, both in first degrees and higher/postgraduate degrees (MBAs etc), have risen in recent years.

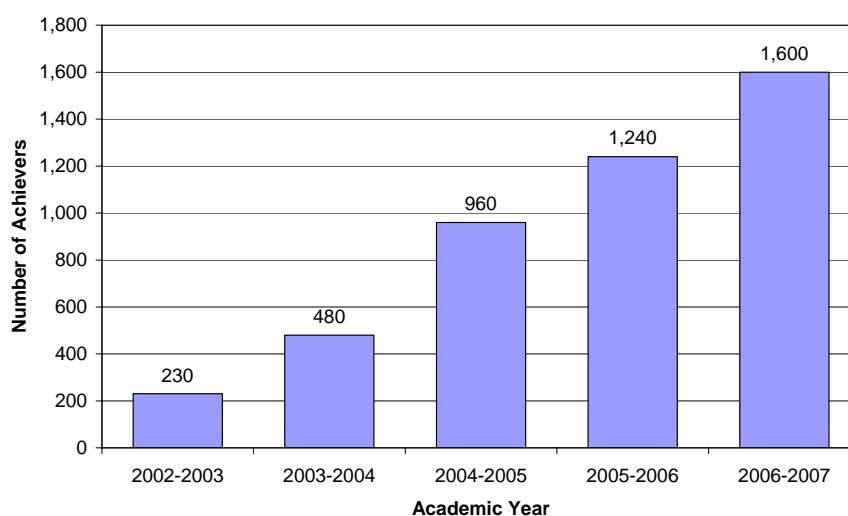
#### 4.2.5 FDs

Table 17: Entrant Numbers for Business & Administration FDs in England, 2004–2005

	Full Time		Part Time		Total	
	Number	%	Number	%	Number	%
<b>Business</b>	840	45	365	35	1,205	42
<b>Management</b>	665	36	605	58	1,270	44
<b>Finance and Accounting</b>	55	3	20	2	75	3
<b>Tourism, Transport and Travel</b>	290	16	50	5	335	12
<b>Business &amp; Administration</b>	<b>1,850</b>	<b>100</b>	<b>1,035</b>	<b>100</b>	<b>2,885</b>	<b>100</b>

HEFCE (2007) *Foundation Degrees: Key Statistics 2001–2002 to 2006–2007*

Figure 6: Number of Business & Administration FDs Obtained in England, for the Period 2002/2003 to 2006/2007



Source: HEFCE (2007) *Foundation Degrees: Key Statistics 2001–2002 to 2006–2007*

FDs in Business & Administration are becoming increasingly popular, achievements having increased by almost 600% between 2002/2003 and 2006/2007.

#### 4.2.7 HNCs and HNDs in Scotland

Table 18: Number of Learners Studying Business & Administration HNCs and HNDs in Scotland, in 2006/2007

	HNC	HND
<b>Business/finance</b>	864	1,185
<b>Office skills</b>	774	279
<b>Typing/shorthand/secretarial skills</b>	145	19
<b>Total</b>	1,783	1,483

Source: SFC Infact Database available online: [http://www.sfc.ac.uk/statistics/stats\\_infact.htm](http://www.sfc.ac.uk/statistics/stats_infact.htm)

Note: Available statistics grouped business with finance, and it was not possible to access data specific to just business

A large number of learners study towards HNCs and HNDs in Scotland. HNCs in office skills are especially popular.

#### 4.2.8 Employer and Private Training

Due to the vastness of employers and private providers offering Business & Administration training, the CfA has, to date, been unable to access accurate

data. While accessing such information will always remain problematic, the CfA is continuously looking to increase its understanding of this large area of provision.

## 4.3 Match to Employers' Needs

### 4.3.1 Overview

Having provided information on the volume of learners taking qualifications in Section 4.2, this section looks at the current use of qualifications by employers, the gaps between qualifications/learning provision available and what employers want/need and the changes to qualifications/learning provision that are needed.

### 4.3.2 Current Use of Qualifications

Employers generally tend to use or seek a wide range of qualifications and other learning provision to develop the BA&G skills of their employees, including informal induction, formal in-house training, private training and accredited qualifications. Each of these is discussed, in turn, below.

However, one of the clear messages from several strands of research is that there is a very uneven level of understanding across employers regarding vocational qualifications and training, what they represent and what value they offer their businesses. Among employers who have engaged, for example, with N/SVQs and apprenticeships *over a period of time*, there is a very high level of understanding and support. Many others, however, remain confused or unclear and place more confidence in qualifications such as Standard Grades, GCSEs or degrees in general. However, there is also evidence that employer understanding is slowly increasing.

#### 4.3.2.1 Qualifications

##### *General Qualifications*

General qualifications, as described in Section 4.1.1, above, are used by employers for recruitment into administration posts. Research suggests that employers would welcome school leaver applicants with better-developed administration skills. The introduction of FLT qualifications and the BAF Diploma, in England, and Occupational Studies in Office Administration, in Northern Ireland, are valuable starting points. However, there is also evidence that, like ICT, for example, basic administration is an important study skill in its own right and that business and administrative tasks or projects are powerful vehicles for the development of broader skills, such as research, problem solving, numeracy, literacy and self-organisation, which research suggests employers prize very highly in young recruits.

The YA scheme in England has been very successful in engaging school-based learners in Business & Administration, and appears to provide a very helpful bridge from school to work, through its use of a Level 1 NVQ and a Level 2 Technical Certificate. This combination provides for a wide range of practical activity and the opportunity to progress to a level 2 NVQ when employed.

In Scotland, there is a Skills for Work initiative in schools (similar in some ways to the English 14–19 Diploma), but there is no Business & Administration route within it. Research in Scotland suggests that employers would welcome such a route.

In Wales, for those wishing to enter or return to employment, Skill Build can provide help in areas such as basic skills, signposting to relevant training and

coaching in areas such as teamwork, IT and problem solving. The programme is to be reviewed and improved as part of the action plan for *Skills that Work for Wales*.

### *Vocational Qualifications*

N/SVQs are directly based on NOS. The LMI report examined how well current N/SVQs in Business & Administration develop essential Business & Administration skills. It was shown that through mandatory and optional units, N/SVQs sufficiently address the skills demanded by employers. The use of optional units also provides some flexibility in their content.

The LMI research reported positive feedback from both learners and employers, following the 2005 review of Business & Administration N/SVQ structures. Also, as mentioned in Section 4.2.2, between 2006 and 2007, there was a large increase in the number of registrations at level 2. Similarly, at level 4, while still low, registrations are on the increase. This suggests a recent turnaround in employers' opinion of Business & Administration N/SVQs at these levels.

However, further research with employers indicates that there could be room for including more specialist routes within BA&G qualifications, to cater for sectors such as finance or education.

Discussions with employers and training providers, both as part of the QS research and more generally, have shown that there is substantial support for the continuation of WBL through NVQs and SVQs, or similar qualifications. Increasing levels of understanding also suggests that these brand names should be retained. There are concerns, however, about the perceived amount of bureaucracy involved in N/SVQ delivery. Generally speaking, employers want qualifications that are easy to use, develop the skills of their employees and require minimum work on their part. In an interview with one employer, the employer felt that "... the principle [of N/SVQs] is good, but they've got bogged down in developing portfolios." The CfA has been aware of this problem for some time and has tried to address it through the development of a web-based e-portfolio.

Associated with this is the view that N/SVQs do not promote the acquisition of skills and knowledge, but instead provide a mechanism to demonstrate and confirm level of competence. Again, opinion is divided. However, there is evidence from consultations with engaged employers, that N/SVQ delivery does involve quite a lot of learning and development, mainly through coaching and mentoring, often on a one-to-one basis and over a period of time. The benefits of this may be less obvious than sending a group of employees on a course of some kind.

Generally, employers see two main advantages to WBL. First, learning is often more relevant to the employer's needs and context. Second, the employer loses less of the employee's time, since most learning and assessment can take place at work.

The LMI and other associated research show that employers also value VRQs. These are indirectly based on NOS. The technical certificates, for example, which feature in the apprenticeship programmes in England, Wales and Northern Ireland and PDAs in Scotland, are well thought of. These qualifications cover a broader range of knowledge, understanding and skills across the whole of the designated administration role, as well as the knowledge and understanding that underpin the N/SVQs and can also provide opportunities for specialisation (horizontal progression) and progression to higher levels.

VRQs and PDAs, however, are usually more structured programmes of learning than N/SVQs, and often require learning to happen outside the workplace. This

either disadvantages the business by taking employees away for a period of time or requires a higher commitment on the part of the learner in terms of study in their own time.

VRQs and similar qualifications are more compatible with delivery through full-time education and are more appropriate to the needs of young learners who are seeking a broad preparation for entry into the sector.

However, one of the main criticisms of current vocational qualifications of all kinds is their 'one size fits all' approach. There is a huge diversity of needs and circumstances in the learning population, and current provision is not responsive to this. The current 'full fat' qualifications are very appropriate, for example, for new entrants to Business & Administration. However, employers and employees often need much more narrowly targeted qualifications, consisting of a cluster of units that address particular, sometimes immediate, learning needs. In many cases, these needs are currently addressed by training which is designed and delivered either by employers themselves or by private training providers. See Section 4.3.2.2 below on Learning Provision.

The CfA is working in close partnership with key stakeholders to prepare for the implementation of the QCF. Working closely with other pan-sector SSBs, SSCs and awarding bodies, the CfA has developed a cross-sector *Business Skills* qualification, which is on the QCF as part of test and trials. Also, the CfA are working closely with awarding bodies to develop common units for the FLT.

#### *FDs and HE Qualifications*

As mentioned in Section 2.2, above, FDs (offered in England, Northern Ireland and Wales) are increasing in popularity, and HE qualifications have very high number of achievers each year.

Unlike England, where FDs receive funding from the Higher Education Funding Council for England (HEFCE), FDs in Wales currently receive no direct funding from the Higher Education Funding Council for Wales (HEFCW). However, the *Webb Review*<sup>25</sup> shows there is great support for FDs in Wales, and recommends that the HEFCW funds HEIs and FEIs specifically to deliver FDs.

In addition to FDs, many HEIs also offer HNCs and HNDs in all UK countries. Evidence suggests that employers find these qualifications attractive and actively recruit those who have achieved them (although FDs are very new qualifications and therefore employer views of these qualifications are harder to gauge). Like VRQs, they contain a large proportion of knowledge and understanding related to the occupational area and provide the opportunity for learners to take broader perspective on Business & Administration and the theories and principles that underpin practice. Employers also respond well to the academic status associated with these qualifications.

However, the relevance of these qualifications is sometimes questionable. HNCs and HNDs in England, Northern Ireland and Wales sometimes have no close relationship with NOS. However, in Scotland, HNCs and HNDs are closely aligned with NOS. Currently, very few FDs are compliant with the CfA's FD framework. More could be done both to promote the relevance of NOS to HE, at least in regard to HNCs and HNDs, and through the endorsement of FDs which are compliant.

---

<sup>25</sup> Webb (2007).

### *Professional Qualifications*

There are also professional bodies which offer professional qualifications in administration, for example the IAM and the ICSA. Other professional bodies offer qualifications and training courses to specialist administrators, e.g. the ILEX and the AMSPAR. These qualifications are highly valued by both employers and practitioners alike. However, currently, while many of these professional qualifications are now integrated with current vocational qualifications, some still are not. Bringing the remaining professional qualifications into closer alignment or integration with vocational qualifications could be very helpful to both vertical and horizontal progression.

#### **4.3.2.2 Learning Provision**

A large amount of BA&G skills development uses private and in-house provision, some of which is 'bespoke' i.e. developed specifically for a particular organisation. While these training courses appear to be very popular with employers, as shown by the large amount spent, they currently fall outside of regulated qualifications frameworks. This has made it difficult for the CfA to access information on the use of this type of provision.

One of the reasons for the popularity of unaccredited provision over accredited qualifications is likely to be due to the large size of current accredited qualifications. Accredited qualifications often take longer to achieve and have a broader coverage than employer and private provision. Employer and private provision allows particular skill areas which require development to be addressed immediately, and can be easily customised to the employers or learners own needs. It is likely this flexibility and diversity, in both content and delivery modes, that make non-accredited private provision highly desirable to employers and learners.

Research suggests that both employers and learners are looking for diversity, which includes e-learning and other types of distance learning, blended learning, WBL, part-time and full-time study.

#### **4.3.3 Gaps Identified and Changes Required to Address Them**

The LMI and more general research suggests that the following gaps exist between what is available and what employers want/need, and that a number of changes should be made to address them:

**4.3.3.1.** More needs to be done to promote the value of administration qualifications and to foster a greater understanding among employers, other sectors and stakeholders. Retaining existing brand names may be important to this.

**4.3.3.2.** Qualifications based on NOS are well received by employers and learners, but the NOS need to be reviewed to ensure full coverage of BA&G and establish possible specialist linkages with other sectors.

**4.3.3.3.** There is evidence that more could be done to embed administration skills within the school curriculum, so that school leavers progressing directly to employment have more of the skills that employers require. Programmes like YAs, which have a significant component of work experience, appear to be very effective. In particular, in Scotland, there is no programme for Business & Administration within the Skills for Work initiative, and the CfA would

propose to lobby for the inclusion of Business & Administration in this, or an equivalent route. In Wales, the CfA would propose to lobby for the recognition of Business & Administration within programmes such as the Welsh Baccalaureate, Skill Build and Skill Build+.

**4.3.3.4.** Similarly, more needs to be done to influence the content of HE provision. Bringing more HNCs and HNDs into closer alignment with the NOS and promoting greater use of the CfA's FD framework, are two medium-term initiatives to take this forward. In Scotland, HNCs and HNDs are already aligned to the NOS.

**4.3.3.5.** There is a need for a variety of different vocational qualifications to meet the needs of different employers and learners. The CfA would propose to work with awarding bodies and regulators, to build on current provision and to capitalise on the opportunities presented by the credit and qualifications frameworks in each of the four UK countries, to achieve this. Enabling vertical and horizontal progression will be an important feature of this.

**4.3.3.6.** There is a need for smaller qualifications to address particular employer/learner needs. The CfA would propose to support awarding bodies in the development of smaller qualifications that are responsive to employment needs.

**4.3.3.7.** There is a need for recognition of the high volume of learning and development undertaken via in-house training courses. The CfA will work to develop ways to enable learners to have these achievements formally recognised.

**4.3.3.8.** The CfA needs to support awarding bodies in researching and promoting more innovative and flexible methods of learning to meet the needs of employers and learners.

## 5. Other Sector Uses of Qualifications

---

The purpose of this section of the QS is to describe other uses of qualifications, such as their role in ensuring customer/public protection and/or promoting customer confidence. With one exception, this section of the QS does not apply in the case of administration due to the occupations' nature.

The exception to this is company and chartered secretaries. The Companies Act (2006) states that the company secretaries of public companies (but not private companies) must have the necessary knowledge and experience required to carry out the function of company secretary and also meet at least one of four requirements laid down by the Companies Act (2006).<sup>26</sup> One of these four requirements is that they be a chartered secretary.

To become a chartered secretary, an individual must achieve membership with the ICSA. Chartered secretaries are qualified in company secretaryship, corporate law, finance, governance and management.

Chartered secretaries work as chairs, chief executives, non-executive directors, executives and company secretaries, and they are highly valued as a primary source of advice on best business practice. ICSA qualifications assure employers of the broad base of training and business knowledge that chartered secretaries possess, giving them confidence that their business can run smoothly and move forward.<sup>27</sup>

---

<sup>26</sup> Armour (2008).

<sup>27</sup> ICSA (2005).

## 6: How the CfA Will Help to Realise the Future

### 6.1 The Vision of Future Qualifications

The vision of the CfA's QS is to:

*Provide employment-led, high-quality, flexible qualifications, units and learning opportunities that help learners at all levels, in all sectors and specialisms, to achieve world-class standards in business, administration and governance.*

This vision has evolved from the CfA's LMI research undertaken in 2007 and 2008 and subsequent dialogues with employers, training providers, awarding and professional bodies and SSCs. To make this vision a reality, the CfA has identified six key aims.

Each of these aims is developed in further detail later in this section. Section 6.3 outlines the practical steps that the CfA will seek to take in order to achieve these aims.

The CfA and its strategic partners will:

Aims
1. Promote the value of BA&G skills to key stakeholders, across all sectors and occupations
2. Review the BA&G NOS to ensure they are fit for purpose and provide full coverage of all relevant functions at all levels in the national frameworks
3. Promote the development of an inclusive framework of vocational units and qualifications that are clearly understood by employers and learners, address identified demand and enable both vertical and horizontal progression
4. Engage with learning in schools, FE, HE and professional bodies
5. Promote flexible and accessible, high-quality approaches to learning that meet the diverse needs of learners, employers and providers
6. Influence relevant stakeholders to ensure that public funding is available for qualifications, units and related learning programmes that are responsive to employment needs

The CfA's strategic partners include: awarding and professional bodies, SSCs and SSBs, UK regulators, UK funding agencies, and learning providers including schools, FEIs, WBL providers and HEIs. Details of how the CfA proposes to work with these stakeholders are presented in section 6.3.

#### 1. Promote the value of BA&G skills to key stakeholders across all sectors and occupations

The LMI research has highlighted the considerable size of the BA&G workforce, and the importance of BA&G skills across the UK. Enabling the BA&G workforce, and self-administrators, to achieve and maintain world-class standards in BA&G will have an enormous impact on the efficiency and competitiveness of UK employers.

Basic administrative skills, in the form of keyboarding, information management and reporting, document production, research and presentation, are important components in a wider set of study skills that underpin learner achievement in almost any area of study and at any level. These skills also provide an excellent foundation for entry into administrative occupations.

However, the workforce for whom BA&G skills are crucial is distributed across the footprints of all current SSCs, with only a pan-sector SSB to take the lead. The profile of some other all-sector skills, such as Management and Leadership and Customer Service, is evident in many Sector Skills Agreements (SSAs) and Sector Qualification Strategies (SQSs). However, BA&G receives far less attention.

As a clearly important skills set, it is essential that all key stakeholders across all sectors understand the importance and value of BA&G skills, and these skills must be promoted accordingly.

## **2. Review the BA&G NOS to ensure the NOS are fit for purpose and provide full coverage of all relevant functions at all levels in the national frameworks**

NOS are the bedrock of the UK's vocational qualification and learning systems. They play a vital role in the continued development of the BA&G workforce, and can potentially be used to:

- describe world-class practice in BA&G
- provide managers with tools for a wide variety of workforce recruitment, retention, management, quality control, and exit benchmarks
- provide statements of competence which bring together the skills, behaviours, knowledge and understanding necessary to work in BA&G
- offer a framework for training and development
- form the basis of vocational and occupational BA&G qualifications

The BA&G NOS are designed to be world-class, fit for purpose and responsive to need. As such, they must be suitable for use, in all of the ways outlined above, by the entire BA&G workforce at all levels and their employers in all sectors, as well as including the needs of 'self-administrators'. Their maintenance as being world-class and fit-for-purpose requires the BA&G NOS to also be responsive to the changing working environment.

Although the NOS have a plethora of uses, as outlined above, it is essential that they are appropriately structured and contain the level of detail required to support the design of units and qualifications in the UK's credit and qualifications frameworks.

Finally, the BA&G NOS must be made freely accessible to everyone in a format that is clear and easy to understand. This includes, for example, using the most of the internet to publicise and present the NOS in a user friendly format. In Wales this may also include making the NOS available in Welsh as well as English.

Achievement of these aims will require:

- a major NOS review to ensure the suite adequately caters to the needs of the BA&G workforce at all levels and across all sectors
- a process of incremental change to ensure the NOS are responsive to a continuously changing working environment
- expansion of the range of specialist NOS to cater for the needs of specialist administrators, through collaboration with SSCs/SSBs
- the importation of NOS from other SSCs/SSBs to ensure the BA&G suite of NOS accurately reflects the broad range of skills and knowledge required of the BA&G workforce

- ongoing international benchmarking to ensure the BA&G NOS are truly world class
- examination of how well the current form, structure and level of detail in the BA&G NOS, and the development process itself, supports the design of units and qualifications in the UK's credit and qualification frameworks
- determination of the credit and level value for SVQs for the SCQF and for units and qualifications developed for the QCF and CQFW
- development of the performance-based aspect of the NOS and the knowledge and understanding components in separate units to facilitate the more flexible use of NOS within the QCF, SCQF and CQFW

Developing and maintaining the BA&G NOS through reviews and incremental change processes runs the risk of causing disruption to the qualifications based on NOS. These risks must be minimised by all relevant partners working collaboratively when developing and maintaining the BA&G NOS.

### **3. Promote the development of an inclusive framework of vocational units and qualifications that are clearly understood by employers and learners, address identified demand and enable both vertical and horizontal progression**

The launch of separate credit and qualification frameworks in the four nations of the UK is radically altering the qualifications landscape. Each framework is unitised, with credit and level attached to each unit; the potential to build qualifications from available units is almost limitless. These developments present both opportunities and risks. There will be far more opportunities, particularly for flexible design, progression, continuing professional development and credit accumulation. However, there is also a high risk that a plethora of units and qualifications will emerge with considerable duplication of content and little transparency for employers and learners regarding their purpose, what they represent and how they compare.

Best use must be made of the opportunities presented by the national frameworks for the benefit of learners and employers, with key stakeholders working together to ensure that attendant risks are managed.

Several strands of LMI research which examine current vocational qualification 'types' and learner, employer and provider responses to these, indicate that a BA&G qualification framework needs to be:

- Diverse
- Progressive
- Rational
- Responsive
- Inclusive

#### *Diverse*

It should be diverse in the sense that it embraces a range of qualifications with different purposes. There is a wide variety of learners, including:

- Those in full-time education
- Those in full-time education with substantial work experience opportunities
- Those in work wishing to gain a full range of skills, knowledge and behaviours appropriate to broad designated administrative roles
- Those in specialist roles
- Those seeking continuing professional development

The BA&G qualification frameworks must seek to meet the different needs and circumstances of all of these groups.

It is clear from the LMI reports that WBL and assessment in the form of occupational qualifications (N/SVQs) is a well-established and well-regarded route for many learners and employers in BA&G, particularly at levels 2 and 3. This suggests that SVQs should be retained in Scotland and NVQs (or equivalent occupational qualifications) should be available in other parts of the UK. These may, for example, provide the basis for 'Full' level 2 and level 3 qualifications in the English context.

It is important that learners acquire a structured understanding of their role, and the principles and skills that underpin competence. Research highlights the importance of certain qualifications in developing this underpinning knowledge; such as technical certificates in the UK's apprenticeship programmes, and VRQs or Scottish equivalents, such as PDAs, in other learning programmes. These types of qualifications, which develop the underpinning knowledge required for a job role, act as a useful 'stepping stone' either to specialist roles or to higher levels of competence. They also readily lend themselves to full-time education, preparing learners for entry into the workplace.

The BA&G framework should consist of qualifications with different purposes (for example, pre-entry and entry level, knowledge and skills, occupational competence and continuing professional development), addressing the diverse needs of learners, employers and providers. This will be reflected through the development of relevant assessment strategies.

#### *Progressive*

The framework will need to also be *progressive* in the sense that it will enable both learner entry into employment and progression to higher levels of job responsibility. The development of the FLT in England, for example, will be an essential part of this progressive framework. The framework must also ensure that learners are able to progress 'horizontally', i.e. acquire the knowledge and skills in further areas of expertise at the same level. A diverse qualification offer should provide clear learning and development pathways to enable this.

#### *Rational*

It must be *rational* in the sense that unnecessary duplication in both unit and qualification content and structure are minimised, or at least managed, and that the purpose and meaning of qualifications and units are transparent to learners and employers; to borrow a phrase, they should 'do what they say on the tin'.

#### *Responsive*

The BA&G framework needs to be *responsive* in several ways. First, it must be based on world-class standards by basing vocational qualifications, and the units that make them up, either directly or indirectly on the BA&G NOS ('indirectly' in the sense that they assist the learner to prepare for full occupational competence). However, account must also be taken of the impact of NOS reviews on existing qualifications by establishing a strategic approach to qualification revision.

Second, the size of qualifications must respond to employment needs. While often 'full' level 2 or 3 qualifications are appropriate, allowing a learner to develop a broad range of skills in one qualification, in other instances, bite-size qualifications are more appropriate. Bite-size provision is more responsive to

employer/learner demand, addressing an immediate demand to develop a particular skill area.

In addition, a responsive framework needs to be informed and driven by constantly updated labour market intelligence.

#### *Inclusive*

Finally, the BA&G framework should seek to be *inclusive*. A high volume of learning and development is designed and delivered by employers and training providers outside of the current national frameworks. Achievement here is largely unaccredited and carries no credit or wider recognition. This is not helpful to learners who could be gaining credits for their achievements, and potentially credits towards nationally recognised qualifications. The framework should therefore be open to employers and training providers, allowing them to map their learning programmes to NOS and assign them levelling and credit values.

It must also be inclusive in the sense that it will incorporate relevant vocational qualifications in all UK national frameworks.

The CfA will seek to work closely with its strategic partners to develop both an action plan and working protocols to foster the design and development of a BA&G framework based on these principles.

#### **4. Engage with learning in schools, FE, HE and professional bodies**

BA&G skills are important for both the BA&G workforce itself and the wider workforce. Evidence suggests that many learners leaving school, college or higher education do not possess the basic BA&G skills they need to work effectively in the workplace. To address this, BA&G skills need to be promoted within schools, FE, HE and professional bodies (aim 1) and embedded within the provision offered by these institutions.

Ideally, the content and structure of learning in general education should provide a valuable foundation for entry into employment and initiatives offered in school and FE should dovetail effectively with the content and structure of vocational qualifications. In this way, entry into the BA&G framework of vocational qualifications will be accelerated and valuable learning opportunities will not be wasted. Initiatives such as the YA programme and the BAF Diploma in England, and the Occupational Studies in Office Administration programme in Northern Ireland, while not always without their problems, are examples of how BA&G skills can be embedded within general education, and show the potential to integrate Business & Administration into general education in all home nations.

In HE, use of the wide range of undergraduate and postgraduate level BA&G qualifications and programmes is increasing. However, many graduates from other disciplines enter administrative posts as their first full-time job, having undergone no administrative learning. Equipping HE students with BA&G skills, based on NOS that reflect employer expectations could be an important way forward in enabling learners at this level to engage more effectively with BA&G vocational qualifications. The potential for mapping HE provision to NOS has been shown in England, Northern Ireland and Wales with FDs, and in Scotland with HNCs and HNDs.

There are a range of professional bodies whose primary focus is administration, for example the IAM and the ICSA. These offer professional qualification routes which are highly regarded and seen by many practitioners as important goals in their career development. It will be important that, wherever possible, higher-level vocational qualifications align to these at least at professional body

foundation level. This will increase the attractiveness of the higher-level vocational qualifications and enable progress beyond the scope of the BA&G vocational framework. Again, mapping the provision at this level to the BA&G NOS will allow for vocational and occupational qualifications to dovetail with professional qualifications.

#### **5. Promote flexible and accessible, high-quality approaches to learning that meet the diverse needs of learners, employers and providers**

The potential market for BA&G qualifications is diverse, with a wide range of learners with quite different circumstances and needs. Learning provision and assessment must address learner needs by being innovative, flexible, accessible, responsive and high-quality. Ensuring a choice of different types of learning and assessment provision, such as distance learning, e-learning and blended learning, is essential.

Apprenticeship programmes, although with their differences in each of the four home nations, have been found to be very successful and well regarded throughout the UK. They offer flexibility by allowing the learner to achieve while in the workplace, are accessible to a wide group of learners, and are of a high-quality. However, improvements can still be made. In particular, whereas apprenticeships (based on level 2 components) have proven more popular in England than the Advanced Apprenticeship (level 3), in Scotland there is no BA apprenticeship available based on a level 2 SVQ. Further work needs to be done to examine the need for a SVQ level 2 (SCQF level 5) Modern Apprenticeship in Scotland.

In addition, in England, *World-class Apprenticeships: Unlocking Talent, Building Skills for All*, signals some significant changes in apprenticeship design that will need to be addressed, and account will have to be taken of new developments in credit-based qualifications in the design of apprenticeship programmes.

#### **6. Influence relevant stakeholders to ensure that public funding is available for qualifications, units and related learning programmes that are responsive to employment needs**

LMI shows evidence of declining funding for BA&G qualifications and learning programmes across the UK. One possible reason for this is that BA&G has no body with SSC status with equivalent influence and authority. Raising the profile of BA&G skills across the Alliance of SSCs and other stakeholders may have a positive impact on this deficit, at least in some sectors.

In addition, current public funding for qualifications and related learning provision in each of the four nations tends to focus on certain qualification types and age groups. Research suggests that this approach is not always effective in targeting skills shortages across BA&G, particularly for older workers and for those for whom large and broadly scoped qualifications are not appropriate.

With a view to addressing identified skills gaps and skill-shortage vacancies, public funding should be informed by up-to-date labour market information, and directed towards priority qualifications based on employment needs, regardless of qualification types, purposes and target age groups.

As a pan-sector SSB, the CfA will assist this process by providing UK funding agencies with up-to-date labour market information to inform the funding of BA&G qualifications and provision.

Funding in the four home countries should also support vocational and occupational BA&G provision offered by HEIs, to encourage the use of such

programmes which allow learners to enter the workplace with the BA&G skills they require.

## 6.2 Past and Future Dialogues

The CfA consults with a broad range of employers and key stakeholder organisations to ensure that the portfolio of work it develops meets employment needs across sectors. It is always involved in primary and action research projects. The quality and depth of information that flows from these projects informs the CfA's body of work. It also supports the development of expertise in BA&G at the CfA. While research findings are used for the benefit of UK markets, the focus for research is frequently internationally based and, over time, the CfA has been involved in BA&G projects in FTSE Top 350 listed companies, 19 European countries, USA, Canada, Australia, New Zealand, South Africa and seven countries in the Middle East and Asia.

This section outlines how the CfA engaged with stakeholders in the development of the QS and will continue to engage with stakeholders in the future.

### 6.2.1 Engaging with Stakeholders in the Development of the QS

In developing the QS, the CfA consulted with a wide range of individuals and businesses, including employers and employees in micro, small, medium and large organisations in the private, public and third (not-for-profit) sectors. Other key stakeholders also participated in the consultations, and the CfA is particularly grateful to the contributions made by colleagues from government departments and agencies, the awarding and professional body community, the education and training sectors and SSC/SSBs.

#### National Steering Groups

The CfA holds national steering group meetings in England, Northern Ireland, Scotland and Wales every six months. Members include employers, training providers and other key stakeholders. Meetings are used to identify issues, plan and agree future work and steer existing projects.

#### National Consultation Events

The CfA held consultation events in England, Northern Ireland, Scotland and Wales. Consultation events were advertised in the CfA's April 2008 e-briefing, which was sent out to 3,500 CfA contacts, and emails were sent to 70 CfA steering group members and stakeholders in England, 129 in Northern Ireland, 70 in Scotland and 163 in Wales. Invitations were also sent to the CfA's 262 network members.

Of all those invited, 16 attended in England, 11 in Northern Ireland, 15 in Scotland and 15 in Wales.

#### Employer Interviews

The CfA has also conducted in-depth qualitative telephone and face-to-face interviews with 11 employers across the UK.

#### Awarding and Professional Body Consultation

The CfA holds a quarterly forum with awarding and professional bodies. The afternoon of the last awarding body forum, which took place on 26 June 2008, was dedicated to group discussions. Delegates discussed a number of proposals put forward by the CfA following the national consultation events.

## **Online Consultation**

Draft recommendations were published on the CfA website from mid July to mid August. Using an e-alert, sent out to 3,500 CfA contacts, and email invites, stakeholders were invited to review the recommendations and provide their comments. As time was limited, responses were analysed as they were received, allowing all stakeholders views to be considered before final submission. A breakdown of responses is provided in Appendix 1, and the consultation feedback form in Appendix 2.

## **Consulting CfA Members**

The CfA holds meetings with its members every 6 months. At the Extraordinary General Meeting (EGM), which took place on 5 August 2008, 15 CfA members were consulted on the draft vision and aims.

## **Stakeholder Review of the Draft QS**

All stakeholders who were consulted as part of the QS were very enthusiastic about the project, and they requested to review a draft before final submission. In mid July, the draft QS went out to all delegates who had participated in the QS consultation (employers, training providers and awarding bodies).

## **Regulator Engagement**

QCA, QCA Northern Ireland, CCEA, SQA Accreditation and WAG all reviewed drafts of the QS. Feedback was provided through one-to-one meetings, telephone conversations and email.

## **6.2.2 Engaging with Stakeholders in Conducting LMI Research**

Prior to developing the BA&G QS, the CfA conducted LMI research to gain an understanding of the demand and supply of BA&G skills, and the gaps that exist in the supply.

### **Telephone Surveys**

Telephone surveys were used to determine employers' and administrators' perspectives on current and future skills needs.

200 UK employers and 450 administrators, across all sectors, participated in the initial telephone consultation.

After analysis of these initial telephone interviews, a further telephone survey, with 250 senior administrators, was commissioned. This provided further depth into areas identified in the initial consultations.

### **Telephone Interviews**

28 learning providers (15 in England, 4 in Northern Ireland, 6 in Scotland and 3 in Wales) were telephoned to seek opinion on recommendations presented in the LMI research.

### **Electronic Consultation**

An email consultation with a group of 25 CfA advisors (a group of working administrators across the UK who are used for regular consultations) was undertaken to test the assumptions and views of the employers in the first consultation.

Also, all members of the CfA's four nation steering groups were invited to take part in an e-consultation. Members, who include employers and learning providers, were asked to comment on preliminary findings of the supply research.

### **6.2.3 Future Engagements with Stakeholders**

For the vision presented in the QS to be realised, it is essential that the CfA continues to engage with stakeholders.

#### **National Steering Groups**

When implementing the action plans that follow the QS, steering group meetings, which are held twice annually in England, Northern Ireland, Scotland and Wales, will continue to serve as an essential forum for ongoing discussions with stakeholders.

#### **Awarding and Professional Body Forum**

The CfA holds a quarterly awarding and professional body forum, allowing for frequent dialogue between the CfA and awarding and professional bodies. This will serve as an essential forum for realising the vision set out in the QS.

#### **SSCs and SSBs**

The CfA promotes the need for BA&G skills in all sectors. Good relations with SSCs and SSBs are essential in achieving this, and the CfA is continuously looking to work closely with other sectors and the Alliance of SSCs.

#### **Employer Engagement**

The CfA engages with employers on an ongoing basis, and will continue to use established employer contacts. In addition, the CfA is always looking to expand the range and diversity of employers with whom it works.

#### **Regulators**

The CfA maintains close working relationships with regulators in England, Northern Ireland, Scotland and Wales. Continual and regular communication between CfA and UK regulators is essential in ensuring vocational BA&G provision is in-line with UK policies.

## 6.3 Practical Help

This section outlines the actions that CfA will take to achieve the six aims.

Aim	Actions. The CfA will:
<p><b>1. Promote the value of BA&amp;G skills to key stakeholders across all sectors and occupations</b></p>	<p>1.1. develop a marketing and promotion strategy for all SSCs and other key stakeholders (including regulators, funding agencies, learning providers) to raise the profile of BA&amp;G skills</p> <p>1.2. continue to promote the value of BA&amp;G skills through the Cross-Sector Skills Board and, wherever appropriate, encourage the use of BA&amp;G NOS and units of assessment by other SSC/SSBs</p> <p>1.3. establish and develop working relationships and arrangements with a sample of priority SSCs to ensure:</p> <ul style="list-style-type: none"> <li>• BA&amp;G skills gaps are identified</li> <li>• BA&amp;G skills are appropriately represented in their forward plans</li> <li>• New BA&amp;G NOS and units of assessment are developed in response to identified need</li> </ul>

Aim	Actions. The CfA will:
<p><b>2. Review the BA&amp;G NOS to ensure the NOS are fit for purpose and provide a full coverage of all relevant functions at all levels in the national frameworks</b></p>	<p>2.1. undertake a full review of BA&amp;G NOS to ensure:</p> <ul style="list-style-type: none"> <li>• Re-scoped occupational area to include, wherever possible, sector specialist functions</li> <li>• Appropriate coverage of all relevant levels</li> <li>• Development of appropriate specialist NOS with one or more SSC</li> <li>• Exploration of different approaches to disaggregating and presenting the NOS</li> <li>• Importing, where appropriate, NOS from other SSCs and SSBs</li> <li>• Credit and levelling within the development process</li> <li>• Ensure maintenance of the self administration standards</li> </ul> <p>2.2. promote collaborative working with the one or more SSCs, in (2.1), to the wider network as a potential model of good practice</p> <p>2.3. engage with employers and work with awarding and professional bodies, and learning providers to incrementally change the NOS where appropriate for the changing working environment</p> <p>2.4. work with awarding and professional bodies and other key stakeholders to agree a timetable for qualification change as a result of NOS review, which will minimise disruption to learners and provider</p> <p>2.5. continue to work with stakeholders to carry out international benchmarking of the BA&amp;G NOS</p> <p>2.6. identify a demand for the BA&amp;G NOS to be available in Welsh. If such a demand exists, ensure that the NOS are translated into Welsh</p>

Aim	Actions. The CfA will:
<p><b>3. Promote the development of an inclusive framework of vocational units and qualifications that are clearly understood by employers and learners, address identified demand and enable vertical and horizontal development</b></p>	<p>3.1. work with the awarding bodies and regulators to clarify and expand the key criteria for a BA&amp;G qualification framework: <i>diverse, progressive, rational, responsive and inclusive</i></p> <p>3.2. work with the awarding bodies to establish framework principles based on these criteria</p> <p>3.3. work with the awarding bodies and regulators to develop and agree a blueprint and protocols for qualification and unit development that follow these principles, in particular to minimise the multiplication of units and qualifications</p> <p>3.4. work with awarding bodies to develop new NOS-based units within the QCF (England, Northern Ireland and Wales)</p> <p>3.5. work with awarding bodies to development assessment strategies appropriate to each qualification purpose, minimising, wherever possible, unnecessary assessment burdens and bureaucracy</p> <p>3.6. establish mechanisms for the entry of qualifications into the national frameworks, taking account of potentially different approaches in England, Northern Ireland, Scotland and Wales</p> <p>3.7. evaluate the potential of 'Full' level 2 and level 3 qualifications and work with awarding body partners to ensure their availability in England</p> <p>3.8. establish methods of identifying and evaluating relevant employer and private training provider learning provision outside of the national frameworks</p> <p>3.9. establish mechanisms for mapping employer and training provider learning provision, currently outside of the national frameworks, to the NOS and assigning credit and level</p>

Aim	Actions. The CfA will:
<p><b>4. Engage with learning in schools, FE, HE and professional bodies</b></p>	<p>4.1. strengthen and deepen relationships with government education departments across the UK</p> <p>4.2. promote the value of administrative skills in the wider curriculum</p> <p>4.3. promote BA&amp;G as a valuable and interesting career route for young people</p> <p>4.4. lobby to establish a Business &amp; Administration route in the Scottish Skills for Work programme</p> <p>4.5. fully engage with the FLT and progression pathways in England</p> <p>4.6. continue to support Young Apprentices in England and Occupational Studies in Northern Ireland and promote these as models of good practice</p> <p>4.7. seek to ensure that schools-based provision throughout the UK 'dovetails' with BA&amp;G vocational qualifications</p> <p>4.8. promote the value of BA&amp;G skills to HE as a route to employer engagement</p> <p>4.9. establish mechanisms for mapping HNCs and HNDs to NOS and offer this as a fee-based service to HEIs (HNCs and HNDs are already aligned with NOS)</p> <p>4.10. continue to work in partnership with FDF to endorse FDs</p> <p>4.11. work with Welsh FEIs and HEIs to promote FDs to WAG and the HEFCW</p> <p>4.12. strengthen and deepen relationships with relevant professional bodies</p> <p>4.13. work with relevant professional bodies to ensure appropriate levels of 'join' and consistency with vocational qualifications and units</p>

Aim	Actions. The CfA will:
<p><b>5. Promote flexible, high-quality approaches to learning that meet diverse needs of learners, employers and providers</b></p>	<p>5.1. identify, evaluate and promote models of good practice in innovative and responsive learning provision</p> <p>5.2. work with learning providers and other key stakeholder to drive up quality of provision</p> <p>5.3. evaluate the potential for a SVQ level 2 (SCQF level 5) Modern Apprenticeship in Scotland and, if appropriate, work with employers and relevant stakeholders to establish one</p> <p>5.4. revise and update apprenticeship programmes across the UK as appropriate to take account of unit and credit-based qualifications, revised guidance and apprenticeship blueprints</p>
<p><b>6. Influence relevant stakeholders to ensure public funding is available for units, qualifications and related learning programmes that are responsive to employer and learner need</b></p>	<p>6.1. build on the outcomes of aim (1) to ensure that appropriate funding is made available to BA&amp;G units, qualifications and related learning provision across the UK</p> <p>6.2. build on the outcomes of aim (3) to ensure that appropriate funding priority is given to fit-for-purpose units and qualifications that meet employer and learner needs</p> <p>6.3. work in close partnership with funding agencies to inform them of employment needs</p>

## 6.4 Future Evolution of the QS

Development of the BA&G QS followed rigorous consultation with key stakeholders to ensure the QS accurately reflects employment needs. The result is a strategy which provides a vision and set of aims which the CfA and key stakeholders must aspire to when developing and influencing qualifications and learning provision in the future.

As the working environment changes, it is the CfA's responsibility to ensure that the QS continues to remain a current document, reflective of changing employment needs. The CfA plans to take a number of measures to achieve this.

Prior to commencing development of the BA&G QS, a dedicated QS steering group was set up to steer the project from the start. Members of this group include the CEO of the CfA, representatives from each UK nation, a CfA trustee, and CfA development staff. This group will continue to be provided with regular action plan progress updates, to ensure that action plans continue to align to the QS.

Prior to developing the BA&G QS, the CfA conducted labour market research. By ensuring that this research is undertaken regularly, the CfA and the QS steering group will regularly evaluate whether the QS remains current.

The CfA maintains regular engagement with stakeholders through various fora, and will continue to do so (see Section 6.2.3). These fora will be used to inform stakeholders of QS and action plan progress, and to receive stakeholder input.

After three years, following regular input from stakeholders and further LMI research, the CfA will assess whether a review of the QS is necessary.

## References

---

Armour, D. (2008) *The ICSA Company Secretary's Handbook*, 7<sup>th</sup> Edition, ICSA Information & Training Ltd: London

Council for Administration (CfA) (2008) *Business, Administration and Governance Functional Map*

Department for Education and Skills (2005) *14–19 Education & Skills Implementation Plan*

Department for Employment and Learning (DELNI) (2006) *Success Through Skills: Skills Strategy for Northern Ireland*

Department for Employment and Learning (DELNI) (2007a) *Review of Higher Education in Further Education*

Department for Employment and Learning (DELNI) (2007b) *Success Through Excellence: A Quality Improvement Strategy for the Further Education and Training System in Northern Ireland*

Department for Children, Schools and Families & Department for Innovation, Universities and Skills (2008a) *World-class Apprenticeships: Unlocking Talent, Building Skills for All: The Government's Strategy for the Future of Apprenticeships in England*

Department for Children, Schools and Families & Department for Innovation, Universities and Skills (2008b) *Raising Expectations: Enabling the System to Deliver*

Leitch (2007) *Leitch Review of Skills: Prosperity for all in the Global Economy – world class skills*, Final report, HM Treasury: Crown Copyright

National Foundation for Educational Research (2007) *Evaluation of the Young Apprenticeship Programme – Cohort 3: Profile of partnerships and students 2007*, Draft report, unpublished

Qualifications and Curriculum Authority (QCA) & Pricewaterhouse Cooper (2008) *Evaluation of the Employer and Provider Recognition Programme: Executive Summary*

The Scottish Executive (2001 and 2004) *A Smart Successful Scotland*

The Scottish Government (2007) *Skills for Scotland: A Lifelong Skills Strategy*

Stephen, N. (Chair of review group) (2002) *Determined to Succeed: A Review of Enterprise in Education*, The Scottish Executive

Webb (2007) *Promise and Performance: The Report of the Independent Review of the Mission and Purpose of Further Education in Wales in the Context of the Learning Country: Vision into Action*, Welsh Assembly Government

Welsh Assembly Government (WAG) (2003) *A National Action Plan for a Bilingual Wales – Iaith Pawb*

Welsh Assembly Government (WAG) (2005) *Wales: A Vibrant Economy*

Welsh Assembly Government (WAG): Department for Training and Education (2005a) *Skills and Employment Action Plan 2005*

Welsh Assembly Government (WAG): Department for Training and Education (2005b) *Words Talk – Numbers Count: The Welsh Assembly Government’s Strategy to Improve Basic Literacy and Numeracy in Wales*

Welsh Assembly Government (WAG): Department for Children, Education, Lifelong Learning and Skills (2006) *The Learning Country: Vision into Action*

Welsh Assembly Government (WAG) (2007) *One Wales: a progressive agenda for the government of Wales*

Welsh Assembly Government (WAG): Department for Children, Education, Lifelong Learning and Skills, (2008) *Skills that Work for Wales: A Skills and Employment Strategy and Action Plan*

## Appendices

### Appendix 1: Online consultation responses

Stakeholder responses to QS consultation					
Do you agree with the vision and aims?					
	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
<b>Vision</b>	73%	25%	0%	0%	2%
<b>Aim 1</b>	75%	25%	0%	0%	0%
<b>Aim 2</b>	65%	33%	2%	0%	0%
<b>Aim 3</b>	67%	31%	0%	0%	2%
<b>Aim 4</b>	50%	44%	2%	2%	2%
<b>Aim 5</b>	67%	33%	0%	0%	0%
<b>Aim 6</b>	71%	27%	0%	0%	2%

Having reviewed the vision and aims, do you think the draft Business, Administration & Governance QS provides a full and complete strategy for the area of Business, Administration and Governance?

	Yes	No
<b>Overview</b>	91.7%	8.3%

48 stakeholders responded to the online consultation

Responses to the draft vision and aims were positive, with no stakeholders disagreeing with the vision, and very little disagreement with the aims. Many stakeholder comments were very useful and led to some minor changes to be made to the vision and aims.

## Appendix 2: Consultation Feedback Form

Many thanks for taking the time to read the CfA's Business, Administration and Governance Qualification Strategy (QS) Consultation Document. Your feedback is gratefully appreciated.

**Please return this feedback form electronically to:**  
[james.rolstone@cfa.uk.com](mailto:james.rolstone@cfa.uk.com)

**Or by post to: James Rolstone, 6 Graphite Square, Vauxhall Walk, London, SE11 5EE**

The deadline for submission of feedback is **Friday 15<sup>th</sup> August 2008**

### 1. Personal Information

**Name** - please enter -

**Organisation name** - please enter -

**Stakeholder type** - please select one -

**Country** - please select one -

**Telephone number** - please enter -

**e-mail** - please enter -

All personal and organisation information is held confidentially and will not be shared with third parties.

### 2. The Vision

The Vision	Do you agree with the vision?			
	Strongly agree	Agree	Disagree	Strongly disagree
<i>To ensure the availability of high quality, employer-led, flexible qualifications, units and learning opportunities that help learners at all levels, and in all sectors and specialisms, to achieve world-class standards in business, administration and governance as relevant to their needs and potential.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you have any comments on the vision? - please add comments here -				

### 3. The Aims

Aim	Do you agree with this aim?			
	Strongly agree	Agree	Disagree	Strongly disagree
<b>1.</b> <i>Promote the value of Business, Administration and Governance skills to all stakeholders, across all sectors and occupations</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you have any comments? - please add comments here -				
<b>2.</b> <i>Review the Business, Administration and Governance NOS to ensure they are fit for purpose and provide full coverage of all relevant functions at all levels in the national frameworks</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you have any comments? - please add comments here -				
<b>3.</b> <i>Promote the development of an inclusive framework of vocational units and qualifications that are clearly understood by employers and learners, address identified demand, and enable both vertical and horizontal development</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you have any comments? - please add comments here -				
<b>4.</b> <i>Engage with learning in Schools, Higher Education and through Professional Bodies</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you have any comments? - please add comments here -				
<b>5.</b> <i>Promote flexible, high quality approaches to learning that meet the diverse needs of learners, employers and providers</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you have any comments? - please add comments here -				
<b>6.</b> <i>Influence relevant stakeholders to ensure that public funding is available for units, qualifications and related learning programmes that are responsive to employer and learner need</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you have any comments? - please add comments here -				

### 4. Overview

Having reviewed the vision and aims, do you think the draft Business, Administration & Governance QS provides a full and complete strategy for the area of Business, Administration and Governance?

Yes  No

If no, how does the Business, Administration & Governance QS fail to present a full and complete strategy? - please add comments here -

**Many thanks for taking the time to provide us with your feedback**