Administration (Business Professional)

Unit Title:	**Working in business and administration**
OCR unit number:	1
Level:	1
Credit value:	3
Guided learning hours:	30
Unit reference number:	F/502/4009

Unit aim

This unit gives learners an overview of what working in business administration can be like. In particular, understanding roles of those they are working with, how to carry out routine tasks and appropriate ways to present themselves.

Learning outcomes	Assessment criteria	Knowledge, understanding and skills
The Learner will:	**The Learner can:**	Typical administrative tasks e.g.:
1. Understand the role of an administrator within an office	1.1 Describe different activities carried out by administrators	- making and receiving telephone calls - reception activities - preparation of documents - filing (paper-based and electronic) - updating records (written and electronic) - opening and sorting mail - preparing items for mailing - using reprographic equipment - controlling stationery stock
	1.2 State how the work of an administrator helps a team achieve its goals	

Learning outcomes	Assessment criteria	Knowledge, understanding and skills
2. Be able to carry out routine administrative tasks	2.1. Follow instructions to complete routine administrative tasks	• Taking instructions – listening, writing down details, concentrating • Ways of checking requirements • Importance of seeking clarification if unsure • Obtaining all the resources needed to do the task
	2.2. Use key equipment according to organisational procedures	• Communication systems (telephones, voicemail, etc.) • Photocopiers • Computers • Scanners • Printers • Guillotines/rotary trimmers • Hole punches • Staplers and staple removers • Binders • Laminators • Filing system (paper-based and electronic) • Shredders • Post room equipment • Calculators • Whiteboards and flip charts • Multimedia projectors
3. Be able to present themselves positively	3.1. Dress appropriately	• Organisation's dress code if appropriate • Awareness of acceptable business dress
	3.2. Adopt a positive manner in dealings with colleagues and/or customers	• Importance of dealing with colleagues/customers politely • Need to think before speaking • Treat others as one would wish to be treated • Use appropriate language and tone • Adapting tone and manner to specific situations

Learning outcomes	Assessment criteria	Knowledge, understanding and skills
4. Be able to organise their work effectively	4.1. Use simple tools to organise their time 4.2. Prioritise tasks in discussion with supervisor or manager	• Keeping the work area neat and tidy • Organising materials and equipment to be used • Recognising work activities where resources are most frequently wasted, e.g. when using a copier, printing out documents, etc. • Identifying ways of minimising such waste • Identifying ways of minimising interruption/distraction by arranging all materials and resources in most efficient way • Fitting in regular jobs, such as filing, tidying desks, around more important tasks • Why it is important to use time efficiently • How to use time efficiently • Prioritising – selecting important and urgent tasks first • Meeting deadlines and coping with associated problems • Dealing with interruptions
5. Know the importance of confidentiality of information	5.1. State the reasons why it is important to keep some information confidential 5.2. Give examples of information that should be kept confidential	• Data Protection Act • Organisations' own security, competitiveness etc. • Financial details – departmental budgets, prices of products/services, salaries of staff • Staff personal details, e.g. address, disciplinary record • Negotiations with trades unions • Details about new products/services being developed – prevent these details from being seen by competitors

Assessment

This unit is assessed by the centre and sent to OCR for moderation.

Guidance on assessment and evidence requirements

This unit is assessed using a model assignment. OCR has produced a model assignment for each unit which centres may use for the purpose of assessment. The model assignment contains a scenario or real-life situation and related tasks which are based on the assessment criteria of the unit.

Centres may either use the model assignment as an entire, holistic assessment for an individual unit, adapt it to suit individual candidates' needs or devise their own assignment. If they choose to adapt the assignment or devise their own assignment they must ensure that the modified assignment will provide candidates with sufficient opportunity to demonstrate achievement of all the assessment criteria in the unit.

Please refer to the model assignment for this unit which can be found on the OCR website www.ocr.org.uk .

Additional information

For further information regarding administration for this qualification, please follow the link to OCR's Administration area.