



# **IAM Level 3 Certificate in Principles of Business and Administration**

**Qualification handbook**  
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# 1. Introduction to the Level 3 Certificate in Principles of Business and Administration

## Qualification aim

The IAM Level 3 Certificate in Principles of Business and Administration aims to develop candidates' knowledge and understanding across a range of administrative activities and practices.

The qualification enables the candidate to develop essential knowledge of how to undertake everyday and more complex administrative tasks such as supporting events and managing information.

The qualification is based on the business and administration national occupational standards developed by the Council for Administration (CFA) and can be used as the technical certificate component of the Level 3 Apprenticeship in Business and Administration.

## Qualification accreditation information

Accreditation number: 600/0434/4

Review date: 30/09/2013

### Qualification structure

The IAM Level 3 Certificate in Principles of Business and Administration is made up of a combination of mandatory and optional units.

Mandatory units				
Ofqual ref.	Unit no.	Unit title	GLH	Credit
D/601/7644	301	Principles of personal responsibilities and how to develop and evaluate own performance at work	32	4
H/601/7645	302	Principles of working with and supervising others in a business environment	24	3
M/601/7647	303	Principles of managing information and producing documents in a business environment	32	4
M/601/7650	304	Principles of providing and maintaining administrative services	32	4

Optional units				
Ofqual ref.	Unit no.	Unit title	GLH	Credit
L/601/7641	204	Principles of supporting change in a business environment	8	1
Y/601/7643	206	Principles of maintaining stationery stock	8	1
K/602/1535	207	Principles of working in the public sector	40	5
A/601/7652	305	Principles of project management	16	2
F/601/7653	306	Principles of budgets in a business environment	16	2
J/601/7654	307	Principles of contributing to innovation and change	16	2
M/602/1536	308	Principles of working in the public sector	56	7

### Rule of combination (RoC)

To achieve the IAM Level 3 Certificate in Principles of Business and Administration, candidates must achieve a minimum of 17 credits. Candidates must complete all **four** mandatory units, worth 15 credits and, in addition to this, achieve a minimum of **two** credits from the choice of optional units.

### Barred combinations

Candidates may only complete either **204 Principles of supporting change in a business environment** or **307 Principles of contributing to innovation and change**, but not both.

Candidates may only complete either **207 Principles of working in the public sector** or **308 Principles of working in the public sector**, but not both.

### Qualification assessment

**All units** are assessed through individual multiple-choice examinations. Each examination can be taken online, or as a paper-based examination.

The number of questions and the length of the examination is dependent on the credit value (size) of the particular unit.

#### Mandatory units

Unit no.	Unit title	Questions	Time
301	Principles of personal responsibilities and how to develop and evaluate own performance at work	20	40 mins
302	Principles of working with and supervising others in a business environment	20	40 mins
303	Principles of managing information and producing documents in a business environment	20	40 mins
304	Principles of providing and maintaining administrative services	20	40 mins

#### Optional units

Unit no.	Unit title	Questions	Time
204	Principles of supporting change in a business environment	15	30 mins
206	Principles of maintaining stationery stock	15	30 mins
207	Principles of working in the public sector	25	50 mins
305	Principles of project management	15	30 mins
306	Principles of budgets in a business environment	15	30 mins
307	Principles of contributing to innovation and change	15	30 mins
308	Principles of working in the public sector	25	50 mins

## IAM assessment terminology

The table below includes the terminology the IAM uses in all types of assessment at levels 2 to 5. It also includes the Institute's explanation of the meaning of these terms in the contexts of assessments.

Knowledge/understanding	
<p>These are foundation skills. Assessment tasks in this category require candidates to demonstrate their knowledge and understanding of the required subject content. They assess basic learning.</p>	<p>define describe list name outline state</p>
Application	
<p>Candidates must show an ability to demonstrate the understanding of the specified knowledge content in practical business contexts.</p> <p>Assessment tasks in this category require candidates, for example, to:</p> <ul style="list-style-type: none"> <li>• make a practical decision</li> <li>• demonstrate the required knowledge, understanding and skills in organisational contexts.</li> </ul>	<p>apply calculate create (in an applied context) demonstrate/ demonstrate how design estimate investigate plan prepare propose use</p>
Analysis	
<p>Candidates must be able to break down situations, statements, theory and numerical and non-numerical data into components or essential features.</p> <p>For higher level analysis candidates should incorporate relevant concepts and theory into their arguments.</p> <p>Assessment tasks in this category require candidates to:</p> <ul style="list-style-type: none"> <li>• select data relevant to tasks</li> <li>• organise data relevant to tasks</li> <li>• break down data/texts to their elements</li> <li>• respond to data/text that contains several elements</li> </ul>	<p>analyse / critically analyse clarify compare differentiate between examine explain identify why, how, reasons, characteristics investigate select summarise</p>
Evaluation	
<p>The most advanced cognitive skill is that of evaluation. At this level candidates make connections, present judgements, opinions and draw conclusions that are supported by valid reasons and evidence.</p> <p>Evaluation involves reflective thinking.</p> <p>Assessment tasks in this category require candidates to give detailed responses and while doing so:</p> <ul style="list-style-type: none"> <li>• provide supported decisions or conclusions</li> <li>• make a reasoned case</li> <li>• make comparisons based on valid and relevant reasons and evidence</li> <li>• set up arguments based on valid reasons and evidence</li> </ul>	<p>advise argue for and against compare, contrast and reach a judgement criticise discuss evaluate identify the most important interpret investigate e.g. the effectiveness of justify reason for and against recommend solve summarise ...to what extent?</p>



## 2. Information for candidates

### Candidate entry requirements

There are no formal entry requirements for this qualification. However, the IAM recommend that candidates should have a level 2 qualification or equivalent work experience in the business administration area.

### Language knowledge

The IAM recommend a language knowledge which satisfies B2 SELT requirements. It is the centre's responsibility to assess if candidates have the required level of English and if they wish, they could require formal certification.

### Age restrictions and legal considerations

This qualification covers the business and administration sector at broadly the same level as GCSE A\* to C. Therefore, given the complexity of some of the content we believe that candidates will not have sufficient knowledge or experience below the age of 16.

### Progression

This qualification leads to studies in business and administrative management at level 4 and to higher education.

### Exemption policy

The Institute operates an exemption scheme which offers students recognition for other relevant academic or professional qualifications. For more information please refer to our exemption policy document, which can be found on our website, [www.instam.org](http://www.instam.org).

### Replacement documentation

In some circumstances candidates will require replacement copies of documents previously issued i.e. notifications of results, transcripts, certificates. For information on how to order replacements please refer to the information section of our website, [www.instam.org](http://www.instam.org).

### Independent candidates

Some candidates choose to prepare for IAM examinations by studying as an independent candidate, with no support from a tuition centre. The IAM does not recommend such a learning strategy because there is evidence to suggest that the quality of learning is greatly enhanced by tutor and peer group support at this level.

If a candidate still wishes to undertake any of the IAM qualifications as an independent candidate they will need to complete the appropriate registration forms, which can be found on the IAM website, [www.instam.org](http://www.instam.org).

### Important notice for independent candidates

It is important that all candidates are aware that IAM accredited centres are not permitted to provide tutorial or assessment support for independent candidates. If candidates are aware of any breach of these rules, they should immediately notify the IAM on [info@instam.org](mailto:info@instam.org).

## Membership

The IAM is the only professional body in the United Kingdom specialising in the promotion of Administrative Management.

Our membership includes directors, accountants and company secretaries, people concerned with specialist functions, general managers and executives with operational and administrative responsibilities in both the public and private sector.

There are two routes into professional membership of the IAM, based on:

- taking IAM professional qualifications
- previous experience and knowledge

Both routes have equal status and all members are encouraged to undertake Continuing Professional Development (CPD).

## Student membership

Level 3 Certificate in Principles of Business and Administration candidates registered with the IAM **do not** receive student membership of the Institute. However, they do receive access to the Student Members' Login area of the IAM website, which includes the course study and support materials.

## Technician (TInstAM)

Associate membership is open to individuals who:

- hold a qualification at level 2 or 3
- have been employed for **two** years or more in any business where their duties involve the management of business administration or professional administration
- have completed ten days' CPD in the past two years

Technician members of the Institute are eligible to use the designatory letters TInstAM. Upon successful completion of any IAM level 2 or 3 qualification, candidates may apply to become a technician member.

## Associate (AInstAM)

Associate membership is open to individuals who:

- have been employed for **four** years or more in any business where their duties involve the management of business administration
- hold a qualification at level 4 or 5
- have completed twenty days' CPD in the past three years

Associate members of the Institute are eligible to use the designatory letters AInstAM. Upon successful completion of any IAM level 4 or 5 qualification, candidates may apply to become an associate member.

## Member (MInstAM)

Full membership is open to individuals who:

- have been employed for **five** years or more in any business where their duties involve the management of business administration
- hold a qualification at level 6
- have completed thirty days' CPD in the past three years

Full members of the Institute are eligible to use the designatory letters MInstAM. Upon successful completion of any IAM level 6 qualification, candidates may apply to become a full member.

## Fellow (FInstAM)

Fellowship of the IAM is open to full members who:

- can demonstrate significant experience or contribution to the fields of business and administrative management or professional administration, assessed according to IAM Professional Standards
- hold a qualification at level 7 or above

Fellows of the Institute are eligible to use the designatory letters FInstAM. On occasion, the IAM will accept applications for direct entry to fellowship when the applicants experience and achievements merit the status of IAM fellow.

### **Companion (CInstAM)**

Companion is the highest grade attainable and is by invitation only. Only those most senior and experienced Fellows who have made a significant contribution to the institute or have increased the breadth of research and knowledge in business and administrative management, or professional administration, are eligible for this level.

Designatory letters can only be used while an associate member, member or fellow is a paid-up member of the IAM.

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## 3. Information for centres

### Obtaining IAM centre and qualification approval

IAM accredited centres must meet the required criteria and satisfy the IAM that their tutorial staff, learning resources and quality systems comply with IAM quality standards.

### Accredited centre status

- The potential of a centre to become an IAM accredited centre is assessed by reference to the quality and availability of appropriate:
  - academic track record
  - academic staff
  - premises
  - financial status
  - learning resources
  - information technology resources
  - administrative services and examination centre facilities
  - senior management commitment
  - marketing capability

In short, a centre seeking accreditation by the IAM is expected to demonstrate that:

- it is capable of sustaining an effective system for supporting IAM students
- it has appropriate premises
- it is committing sufficient academic staff to offer the required level of teaching
- it will provide staff with the qualifications and skills necessary for valid and reliable tuition of candidates
- sufficient learning resources are available to support candidates who study at the centre
- the teaching is backed up by effective administrative resources and processes
- examination accommodation and invigilation facilities meet the IAM's standards
- it complies with the IAM accredited centre code of practice, rules and regulations
- the centre will market the IAM programmes with integrity.

### Becoming an IAM accredited centre

Centres wishing to apply to become an IAM accredited centre are invited to submit a formal application for accreditation.

For further information or to find out more about how to apply to become an accredited IAM centre, please contact the IAM business sales managers on [info@instam.org](mailto:info@instam.org).

### Equal opportunities

When accrediting prospective and inspecting existing centres, the IAM will ensure that they:

- have equal opportunities policies incorporating processes in line with the above principles and that these adhere to current equal opportunities legislation
- are adhering to their own published equal opportunities policies in practice
- comply with the policies and processes set out in the IAM 'equal access, reasonable adjustments and special consideration' policy document

The IAM expects all centre staff to be aware of, and comply with, these policies.

### **Resource requirements**

A statement assuring the IAM that the centre has the appropriate accommodation and systems to support the IAM provision. This includes the IT system which must enable the centre to transmit to the IAM systems assessment and other personal data securely. Our sales managers will inspect prospective centre facilities and systems, including teaching rooms, libraries, teaching materials and IT systems in the course of the initial accreditation visit. If the centre is outside the UK, we will ask for photographic evidence of the facilities.

### **Tutor Conference**

The IAM holds a centre conference once a year. It is part of the centre accreditation contract that the centre ensures its participation at this event.

### **Registration and certification**

It is the responsibility of the centre to ensure that their candidates' registrations are up-to-date.

### **Equal access and reasonable adjustments**

When developing qualifications and designing assessments, the IAM makes every effort to consider the needs of all candidates, including those with disabilities or specific difficulties.

Despite careful design it is possible that some candidates require reasonable adjustments to assessment methods or arrangements in order to ensure that they can access the assessment.

Candidates may apply for special consideration at the time of the assessment because they have been disadvantaged by temporary illness, injury, indisposition or other adverse circumstances.

### **Appeals**

Centres must have their own auditable appeals procedure that they must explain to candidates during the induction to the courses.

## 4. Plagiarism

### Guide to Centres, Assessors, Examiners and Candidates

#### What is plagiarism?

Candidates commit plagiarism when they copy, very closely imitate, paraphrase or cut and paste someone else's work, ideas and/or language and present it as their own.

How could tutors and centres prevent plagiarism in assessments?

First of all tutors should assess if the groups and individuals they teach are likely to commit plagiarism. They should also establish why this could happen, for example for linguistic, cultural reasons or because of simple ignorance or misunderstanding of the concept.

Tutors and centres then should:

- explain what plagiarism is and why it is wrong to plagiarise
- explain the concept of intellectual property; the ownership of words, concepts, electronic materials, etc.
- develop centre policies to prevent plagiarism
- explain the consequences of committing plagiarism
- explain the importance of referencing and teach the use of referencing systems
- set differentiated, individual assignments for each candidate

#### What are the consequences of plagiarism?

Tutors should explain to candidates that those who commit plagiarism achieve lower academic results than those who do not.

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## 5. Useful resources

### IAM learning resources

Learning resources, including revision aids, can be found within the **learning resources** section of the Student Members' Login area, accessible via the IAM website, [www.instam.org](http://www.instam.org).

### Other resources

The following websites are useful in undertaking the units within the Level 3 Certificate in Principles of Business and Administration:

Website	Web address
Advisory, Conciliation and Arbitration Service	<a href="http://www.acas.org.uk">www.acas.org.uk</a>
Association of Project Management	<a href="http://www.apm.org.uk">www.apm.org.uk</a>
Audit Commission	<a href="http://www.audit-commission.gov.uk">www.audit-commission.gov.uk</a>
Belbin theory on team roles	<a href="http://www.belbin.com">www.belbin.com</a>
Business Link	<a href="http://www.businesslink.gov.uk">www.businesslink.gov.uk</a>
Cabinet Office	<a href="http://www.cabinetoffice.gov.uk">www.cabinetoffice.gov.uk</a>
Chartered Institute of Personnel and Development	<a href="http://www.cipd.co.uk">www.cipd.co.uk</a>
Committee for Standards in Public Life	<a href="http://www.public-standards.gov.uk">www.public-standards.gov.uk</a>
Connexions (the advice service for careers)	<a href="http://www.connexions-direct.com">www.connexions-direct.com</a>
Control of Substances Hazardous to Health (COSHH)	<a href="http://www.hse.gov.uk/coshh">www.hse.gov.uk/coshh</a>
Council for Administration	<a href="http://www.cfa.uk.com">www.cfa.uk.com</a>
Data Protection Act	<a href="http://www.ico.gov.uk/for_organisations/data_protection.aspx">www.ico.gov.uk/for_organisations/data_protection.aspx</a>
Disability Discrimination Act	<a href="http://www.dwp.gov.uk/employer/disability-discrimination-act">www.dwp.gov.uk/employer/disability-discrimination-act</a>
Equality Act	<a href="http://www.equalities.gov.uk/equality_act_2010.aspx">www.equalities.gov.uk/equality_act_2010.aspx</a>
Foreign and Commonwealth Office (FCO)	<a href="http://www.fco.gov.uk/en">www.fco.gov.uk/en</a>
Freedom of Information Act	<a href="http://www.ico.gov.uk/for_organisations/freedom_of_information.aspx">www.ico.gov.uk/for_organisations/freedom_of_information.aspx</a>
Health and Safety at Work Act	<a href="http://www.hse.gov.uk/legislation/hswa.htm">www.hse.gov.uk/legislation/hswa.htm</a>
Health and Safety Executive	<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>
Local Government Association	<a href="http://www.lga.gov.uk/lga/core/page.do?pageId=1">www.lga.gov.uk/lga/core/page.do?pageId=1</a>
Public services information	<a href="http://www.direct.gov.uk">www.direct.gov.uk</a>
Reporting of Injuries, Diseases and Dangerous Occurrences Regulations	<a href="http://www.hse.gov.uk/riddor">www.hse.gov.uk/riddor</a>

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## 6. Mandatory units

**Principles of personal responsibilities and how to develop and evaluate own performance at work**

**Principles of working with and supervising others in a business environment**

**Principles of managing information and producing documents in a business environment**

**Principles of providing and maintaining administrative services**

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## 301 Principles of personal responsibilities and how to develop and evaluate own performance at work

**Level: 3**

**Credit: 4**

**GLH: 32**

### Unit aim

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This unit is about understanding one's own responsibilities for action in a business environment, including legislative and contractual responsibilities and ways of managing and evaluating own work effectively.

This unit gives candidates a chance to understand their own responsibilities at work and the organisational procedures that take place in a business environment. It explores the employer and employees legal responsibilities in relation to health, safety and security of the business environment and the importance of maintaining the safety of equipment and preventing risks.

The unit also looks at clauses contained within contracts of employment and the legislation that relates to equal opportunities, equality and diversity and employee rights and responsibilities.

Candidates will also gain an understanding the importance of managing their own work through planning, prioritising and keeping others informed of progress in order to meet deadlines. It also examines how individuals can assess their own performance through an organisational feedback processes and how to develop new skills where weaknesses are identified. The unit also looks at the career paths open into administrators.

Finally the unit examines the types of problems that may develop in a working environment and how these can be resolved through decision-making and their role in doing this.

### Learning outcomes

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This unit has **six** learning outcomes.

*The candidate will:*

- 01 Understand the employment rights and responsibilities of the employee and employer and their purpose
- 02 Understand the purpose of health, safety and security procedures in a business environment
- 03 Understand how to manage own work
- 04 Understand how to evaluate and improve own performance in a business environment
- 05 Understand the types of problems that may occur with own work and how to deal with them
- 06 Understand the decision-making process

## 301 Principles of personal responsibilities and how to develop and evaluate own performance at work

### Outcome 01: Understand the employment rights and responsibilities of the employee and employer and their purpose

#### Assessment criteria

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*The candidate can:*

- 1.1 Identify the main points of contracts of employment and their purpose
- 1.2 Outline the main points of legislation affecting employers and employees and their purpose, including anti-discrimination and entitlement legislation
- 1.3 Identify where to find information on employment rights and responsibilities both internally and externally
- 1.4 Explain the purpose and functions of representative bodies that support employees
- 1.5 Explain employer and employee responsibilities for equality and diversity in a business environment
- 1.6 Explain the benefits of making sure equality and diversity procedures are followed in a business environment

### Outcome 02: Understand the purpose of health, safety and security procedures in a business environment

#### Assessment criteria

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*The candidate can:*

- 2.1 Explain employer and employee responsibilities for health, safety and security in a business environment
- 2.2 Explain the purpose of following health, safety and security procedures in a business environment

### Outcome 03: Understand how to manage own work

#### Assessment criteria

---

*The candidate can:*

- 3.1 Explain the reasons for planning and prioritising own work
- 3.2 Identify ways of planning and prioritising own work
- 3.3 Explain the purpose of keeping other people informed about progress
- 3.4 Describe methods of dealing with pressure in a business environment

## Outcome 04: Understand how to evaluate and improve own performance in a business

### Assessment criteria

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*The candidate can:*

- 4.1 Explain the purpose of continuously evaluating and improving own performance in a business environment
- 4.2 Describe ways of evaluating and improving own performance in a business environment
- 4.3 Explain the purpose of encouraging and accepting feedback from others
- 4.4 Explain different types of career pathways and roles available

## Outcome 05: Understand the types of problems that may occur with own work and how to deal with them

### Assessment criteria

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*The candidate can:*

- 5.1 Describe the types of problems that may occur with own work
- 5.2 Explain ways of dealing with problems that may occur with own work
- 5.3 Explain how and when to refer problems to relevant colleagues

## Outcome 06: Understand the decision making process

### Assessment criteria

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*The candidate can:*

- 6.1 Explain key stages in the decision-making process
- 6.2 Explain the purpose of not exceeding own limits of authority in making decisions

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## 302 Principles of working with and supervising others in

**Level: 3**

**Credit: 3**

**GLH: 24**

### Unit aim

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This unit is about the knowledge and understanding needed to work effectively with other in a business environment, including communication, working in and supervising a team, and providing customer service.

This unit explores the importance of working with others in a team and the behaviours that support this. It examines what is meant by, and the need for, effective communication within a team and how to build and maintain good working relationships with others. The unit also examines the need to agree and to set standards in order to improve performance and how team work can be important in achieving agreed standards and goals. Candidates will also look at ways of assessing the work of team in order to ensure that the best use is being made of individuals' strengths and abilities. Finally the unit explores the ways of assessing own performance and that of others and the role that feedback has in improving performance.

### Learning outcomes

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This unit has **four** learning outcomes.

*The candidate will:*

- 01 Understand the purpose of working with others in a team
- 02 Understand how to behave in a way that supports positive working with others
- 03 Understand the purpose and methods of communicating effectively with others in a team
- 04 Understand how to assess own work and the work of a team follow reception procedures

## 302 Principles of working with and supervising others in a business environment

### Outcome 01: Understand the purpose of working with others in a team

#### Assessment criteria

---

*The candidate can:*

- 1.1 Describe how team working can help to achieve goals and objectives
- 1.2 Explain the purpose of sharing work goals and plans when working in a team

### Outcome 02: Understand how to behave in a way that supports positive working with others

#### Assessment criteria

---

*The candidate can:*

- 2.1 Explain the purpose of agreeing and setting standards for own work and the work of a team
- 2.2 Identify how to allocate work to a team so the best use is made of strengths and abilities
- 2.3 Explain the purpose of treating others with honesty and consideration

### Outcome 03: Understand the purpose and methods of communicating effectively with others in a team

#### Assessment criteria

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*The candidate can:*

- 3.1 Explain the purpose of effective communication with other people in a team
- 3.2 Compare different methods of communication within and to teams and when to use them
- 3.3 Explain the purpose of encouraging contributions from others

### Outcome 04: Understand how to assess own work and the work of a team

#### Assessment criteria

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*The candidate can:*

- 4.1 Explain the purpose of assessing own work and the work of a team
- 4.2 Describe ways of assessing own work and the work of a team
- 4.3 Explain the purpose of giving and receiving constructive feedback
- 4.4 Describe ways of giving and receiving constructive feedback

## 303 Principles of managing information and producing documents in a business environment

**Level: 3**

**Credit: 4**

**GLH: 32**

### Unit aim

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This unit is about knowing and understanding how to manage information and design and produce documents securely when working in a business environment.

This unit looks at how to design and monitor information systems and how to research, organise, evaluate, report and store information. It then examines how individuals can design and produce high quality documents.

### Learning outcomes

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This unit has **six** learning outcomes.

*The candidate will:*

- 01 Understand how to design and monitor information systems
- 02 Understand how to research information
- 03 Understand how to organise, report and evaluate the relevance of information
- 04 Understand how to store information
- 05 Understand how to design and produce documents
- 06 Understand how to maintain security and confidentiality in a business environment

## 303 Principles of managing information and producing documents in a business environment

### Outcome 01: Understand how to design and monitor information systems

#### Assessment criteria

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*The candidate can:*

- 1.1 Describe the types of information that need to be managed in a business environment
- 1.2 Describe ways of contributing to the design and development of an information system
- 1.3 Explain the purpose and benefits of monitoring the use of an information system and ways of doing so

### Outcome 02: Understand how to research information

#### Assessment criteria

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*The candidate can:*

- 2.1 Explain the purpose of agreeing objectives and deadlines for researching information
- 2.2 Explain how to identify and select sources of information
- 2.3 Identify methods of checking information for reliability and accuracy
- 2.4 Identify restrictions that apply to the use of researched information

### Outcome 03: Understand how to organise, report and evaluate the relevance of information

#### Assessment criteria

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*The candidate can:*

- 3.1 Explain different ways of organising and reporting information
- 3.2 Explain how to evaluate the relevance of information

### Outcome 04: Understand how to store information

#### Assessment criteria

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*The candidate can:*

- 4.1 Explain different ways of storing information and the purpose of doing so
- 4.2 Compare different information storage and archive systems and their main features

### Outcome 05: Understand how to design and produce documents

#### Assessment criteria

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*The candidate can:*

- 5.1 Identify reasons for designing and producing high quality and attractive documents
- 5.2 Compare different types and styles of documents that may be designed and produced and ways of doing so
- 5.3 Describe reasons for agreeing the purpose, content, layout, style, quality standards and deadlines for the design and production of documents
- 5.4 Describe ways of researching, organising and checking content needed for documents

## Outcome 06: Know the procedures to be followed when producing documents

### Assessment criteria

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*The candidate can:*

- 6.1 Explain the purpose of maintaining security and confidentiality in a business environment
- 6.2 Describe ways of maintaining security and confidentiality in a business environment

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## 304 Principles of providing and maintaining administrative services

**Level: 3**

**Credit: 4**

**GLH: 32**

### Unit aim

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This unit is about providing and maintaining specific administrative services, including ordering goods and services, minimising waste and delivering effective customer service.

All business organisations require administrative support in order for them to operate efficiently and effectively therefore administrators need to understand the business environment in which they work and the knowledge and skills required to offer administrative services. In this unit candidates explore the process of procurement and how to write a specification for procuring a product or service. Candidates will also examine how to deal with waste in a business environment.

Providing good customer service is vital in building relationships. This unit explores how effective communication, interpersonal skills, a knowledge of the product or service provided by the organisation and the monitoring, evaluation and the improvement of the customer service provided helps to build these relationships.

This unit also looks at how to take minutes and the responsibilities of administrators in planning and organising meetings and events. Finally the unit examines the importance of planning and managing activities to the success and efficiency of a business and how the information stored in various diary systems can be used to do this.

### Learning outcomes

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This unit has **seven** learning outcomes.

*The candidate will:*

- 01 Understand how to order products and services
- 02 Understand how to keep waste to a minimum in a business environment
- 03 Understand the purpose of delivering effective customer service
- 04 Know how to take minutes
- 05 Understand how to organise meetings
- 06 Understand how to organise events
- 07 Understand how to manage diary systems

## 304 Principles of providing and maintaining administrative services

### Outcome 01: Understand how to order products and services

#### Assessment criteria

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*The candidate can:*

- 1.1 Describe procedures for the ordering and supply of products and services for an organisation
- 1.2 Describe how to write a specification for a product or service
- 1.3 Explain the purpose of selecting products and services that represent best value for money
- 1.4 Explain the benefits of reviewing procedures for ordering products and services

### Outcome 02: Understand how to keep waste to a minimum in a business environment

#### Assessment criteria

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*The candidate can:*

- 2.1 Explain the main causes of waste that may occur in a business environment
- 2.2 Explain ways of keeping waste to a minimum in a business environment

### Outcome 03: Understand the purpose of delivering effective customer service

#### Assessment criteria

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*The candidate can:*

- 3.1 Explain why customer service should meet or exceed customer expectations
- 3.2 Explain the purpose of building positive working relationships with customers
- 3.3 Explain the purpose of identifying customer needs and expectations
- 3.4 Explain the purpose of agreeing quality standards and timescales with customers
- 3.5 Describe methods of reviewing customer service provision within a business environment

### Outcome 04: Know how to take minutes

#### Assessment criteria

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*The candidate can:*

- 4.1 Explain the purpose of minutes as an accurate record of discussions and decisions
- 4.2 Describe legal and organisational requirements that may apply to minute taking
- 4.3 Describe how to take notes during discussions held at meetings
- 4.4 Explain the purpose of, and how to, listen actively when taking minutes
- 4.5 Describe different types and styles of minutes and their purpose

### Outcome 05: Understand how to organise meetings

#### Assessment criteria

---

*The candidate can:*

- 5.1 Describe different types of meetings and their main features
- 5.2 Describe the sources and types of information needed to organise meetings
- 5.3 Describe the types of information needed by individuals before, during and after meetings



## Outcome 06: Understand how to organise events

### Assessment criteria

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*The candidate can:*

- 6.1 Describe different types of events and their main features
- 6.2 Explain how to select appropriate types of venues and resources
- 6.3 Examine the sources and types of information needed to organise events
- 6.4 Describe the types of information needed by individuals before, during and after events

## Outcome 07: Understand how to organise events

### Assessment criteria

---

*The candidate can:*

- 7.1 Explain the purpose of managing diary systems to plan and co-ordinate activities and resources
- 7.2 Compare different types of diary systems and the situations for which they are appropriate
- 7.3 Describe the information needed to maintain diary systems

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## 7. Optional units

**Principles of supporting change in a business environment**

**Principles of maintaining stationery stock**

**Principles of working in the public sector**

**Principles of project management**

**Principles of budgets in a business environment**

**Principles of contributing to innovation and change**

**Principles of working in the public sector**

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## 204 Principles of supporting change in a business environment

**Level: 2**

**Credit: 1**

**GLH: 8**

### Unit aim

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This unit is about the reasons for change in working methods, products or services in a business environment and the knowledge and understanding needed to support change in a positive way.

Change is always happening and it is probable that it will affect most people in working in a business environment at some point in time. Change can be viewed as either as a positive or negative experience and the way an individual responds to change is important. This unit looks at the reasons for change and how this can affect organisations and those who work in those organisations. Candidates will also look at the need to support change by explaining why an organisation should review the working methods, products or services it provides.

### Learning outcomes

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This unit has **three** learning outcomes.

*The candidate will:*

- 01 Understand why change happens in a business environment
- 02 Understand the purpose of supporting change in a business environment
- 03 Understand how to respond to change in a business environment

## 204 Principles of supporting change in a business environment

### Outcome 01: Understand why change happens in a business environment

#### Assessment criteria

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*The candidate can:*

- 1.1 Explain reasons for change in a business environment

### Outcome 02: Understand the purpose of supporting change in a business environment

#### Assessment criteria

---

*The candidate can:*

- 2.1 Identify reasons for reviewing working methods, products or services
- 2.2 Describe types of support that people may need during change
- 2.3 Explain the benefits of working with others during change

### Outcome 03: Understand how to respond to change in a business environment

#### Assessment criteria

---

*The candidate can:*

- 3.1 Explain the purpose of responding positively to changes in working methods, products or services
- 3.2 Identify ways of responding positively to change

## 206 Principles of maintaining stationery stock

**Level: 2**

**Credit: 1**

**GLH: 8**

### **Unit aim**

---

This unit provides candidates with an understanding of how to maintain stationery stock.

Administration soon stops without stationery and if stationery stocks are not controlled then it may be lost or damaged. This unit examines why stationery stocks should be maintained and controlled and the factors that can influence the demand for stationery items within an organisation. The unit also examines why it is important to obtain value for money when ordering stock and the consequences of poor purchasing for an organisation. Candidates will also explore how to make and receive a stationery order and how to undertake a stock-take.

### **Learning outcomes**

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This unit has **two** learning outcomes.

*The candidate will:*

- 01 Understand why stationery stock needs to be available
- 02 Understand how to maintain stationery stock levels

## 206 Principles of maintaining stationery stock

### Outcome 01: Understand why stationery stock needs to be available

#### Assessment criteria

---

*The candidate can:*

- 1.1 Explain the purpose of making sure stationery stock is maintained and controlled
- 1.2 Describe factors that may affect the future level of demand
- 1.3 Explain the purpose of making sure value for money is obtained when ordering stock
- 1.4

### Outcome 02: Understand how to maintain stationery stock levels

#### Assessment criteria

---

*The candidate can:*

- 2.1 Describe how to order, receive, store and dispose of stationery items
- 2.2 Explain how to carry out a stock-take of stationery stock items



## 207 Principles of working in the public sector

**Level: 2**

**Credit: 5**

**GLH: 40**

### Unit aim

---

The unit provides candidates with the knowledge and understanding needed to operate in a public sector environment, covering the aims, role, finances, monitoring and working mechanisms of the public sector and service delivery.

This unit gives candidates an understanding of the types of organisations that make up public services at a local and national level. It looks at how public services work with other organisations, including those in the private sector, to deliver good quality public services. It examines the framework that underpins public service work, how public services are funded and how the performance of these organisations is monitored and measured and by whom.

### Learning outcomes

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This unit has **six** learning outcomes.

*The candidate will:*

01 Know the features of the public sector

02 Understand how the public sector is structured

03 Understand the role of the public sector in providing services and how individual roles contribute to service provision

04 Understand finances in the public sector

05 Understand how public sector organisations work together and with other organisations

06 Understand how performance is monitored and measured in the public sector and the purpose of doing so

### Mandatory reading

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Benedict, A. and Elliott, B. (2008) *Financial Accounting: An Introduction*. Harlow, FT Prentice Hall

Business Essentials (2010) *Management Accounting and Financial Reporting*. BPP Learning Media

### Further reading

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Atrill, P. and McLaney, E. (2009) *Management Accounting for Decision Makers*. 6th edition. FT Prentice Hall

Lucey, T. (2009) *Costing*. 7th edition. Andover, Cengage Learning

Thomas, R. (1997) *Quantitative methods for business studies*. Prentice Hall

For further learning resources, please consult the **learning resources** section in the Student Members' Login area of the IAM website.

## 207 Principles of working in the public sector

### Outcome 01: Know the features of the public sector

#### Assessment criteria

---

*The candidate can:*

- 1.1 Identify the types of organisations that operate within the public sector
- 1.2 Identify the main differences between types of organisations that operate within the public sector
- 1.3 Describe the aims of a chosen public sector organisation and the wider objectives of the public sector
- 1.4 Identify how local and central government work together to provide public services
- 1.5 State the major differences between the public, private and not-for-profit sectors
- 1.6 Identify the key areas of legislation relating to a chosen public sector organisation

### Outcome 02: Understand how the public sector is structured

#### Assessment criteria

---

*The candidate can:*

- 2.1 Describe the organisational structure of a chosen public sector organisation
- 2.2 Explain how a chosen public sector organisation fits into the overall public sector

### Outcome 03: Understand the role of the public sector in providing services and how individual roles contribute to service provision

#### Assessment criteria

---

*The candidate can:*

- 3.1 Identify different types of customer for a public sector organisation
- 3.2 Explain why it is important to understand the needs of a public sector organisation's customers
- 3.3 Describe how public service provision can adapt to changes in customer needs and type
- 3.4 Explain the purpose of ensuring equality and diversity is reflected when providing public services
- 3.5 Explain how individuals contribute to the work of their organisation and the wider public sector

### Outcome 04: Understand finances in the public sector

#### Assessment criteria

---

*The candidate can:*

- 4.1 Identify where money to pay for public services comes from
- 4.2 Identify how a chosen public sector organisation is financed
- 4.3 Explain why it is important not to waste money and resources in the public sector
- 4.4 Explain why prioritisation of public service provision must take place when resources are limited

## Outcome 05: Understand how public sector organisations work together and with other organisations

### Assessment criteria

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*The candidate can:*

- 5.1 Explain the benefits of working with other organisations within and outside the public sector
- 5.2 Identify organisations that a public sector organisation works with to provide public services
- 5.3 Explain how a public sector organisation works with other public and non-public sector organisations

## Outcome 06: Understand how performance is monitored and measured in the public sector and the purpose of doing so

### Assessment criteria

---

*The candidate can:*

- 6.1 Explain why performance is monitored and measured in the public sector
- 6.2 Outline how the performance of a chosen public sector organisation or department can be measured
- 6.3 Explain how individual performance is monitored within a public sector organisation

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## 305 Principles of project management

**Level: 3**

**Credit: 2**

**GLH: 16**

### Unit aim

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This unit is about the background knowledge and understanding needed to take part in or run a project in a business environment.

Project management is widely used in the business environment. In this unit candidates will gain an understanding of the differences between routine and project work and why it is vital to understand the purpose, scope and timescales of a project in order to be able to plan the resourcing requirements and budget. The unit also covers how to reduce the risk of project failure through careful planning and by taking appropriate action when a project encounters problems.

The unit also looks at how to monitor, and report on, the progress of a project and the purpose and ways of evaluating a project at the end of its life.

### Learning outcomes

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This unit has **four** learning outcomes.

*The candidate will:*

- 01 Know the difference between routine work and taking part in a project
- 02 Understand how to prepare for and plan a project
- 03 Understand how to monitor a project
- 04 Understand the purpose of evaluating a project and ways of doing so

## 305 Principles of project management

### Outcome 01: Know the difference between routine work and taking part in a project

#### Assessment criteria

---

*The candidate can:*

- 1.1 Describe the difference between routine work and taking part in a project

### Outcome 02: Understand how to prepare for and plan a project

#### Assessment criteria

---

*The candidate can:*

- 2.1 Explain why it is important to agree the purpose, scope, timescale, resource requirements, budget, aims and objectives of a project
- 2.2 Describe how to identify and plan for project issues and risks in an area of work

### Outcome 03: Understand how to monitor a project

#### Assessment criteria

---

*The candidate can:*

- 3.1 Identify methods that can be used to monitor the progress of a project
- 3.2 Explain the purpose of reporting progress during a project
- 3.3 Explain the purpose of meeting agreed targets within a project

### Outcome 04: Understand the purpose of evaluating a project and ways of doing so

#### Assessment criteria

---

*The candidate can:*

- 4.1 Explain the purpose of evaluating a project
- 4.2 Identify ways of evaluating a project

#### Amplification of assessment criteria

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- 4.1 Explain the purpose of evaluating a project
  - 4.1.1 Purpose of evaluation; allows an assessment to be made of project's effectiveness, lessons learned, successes and shortcomings, information recorded for reference in relation to future work
- 4.2 Identify ways of evaluating a project
  - 4.2.1 Ways of evaluating a project; collection of information, evaluation meetings, employer independent body to review success of project, gain feedback from project sponsor, performance reviews of individual involved

## 306 Principles of budgets in a business environment

**Level: 3**

**Credit: 2**

**GLH: 16**

### Unit aim

---

This unit gives the background knowledge and understanding needed to develop, manage and monitor a budget within an organisation.

This unit gives candidates an understanding of the use of budgets in a business by firstly looking at what a budget is. It then examines how budgets are used as a tool for planning and managing financial resources. The unit covers the different formats that budgets can be presented in and how and why timescales, priorities and financial resources should all be worked out before the budget is as agreed by all those involved in using it.

The unit also looks at how budgets can be monitored and controlled and the reasons why a budget and accompanying plans may need to be altered.

### Learning outcomes

---

This unit has **three** learning outcomes.

*The candidate will:*

- 01 Understand the purpose of budgets in a business environment
- 02 Understand how to develop budgets
- 03 Understand how to manage budgets

## 306 Principles of budgets in a business environment

### Outcome 01: Understand the purpose of budgets in a business environment

#### Assessment criteria

---

*The candidate can:*

- 1.1 Explain the purpose of budgets for managing financial resources to meet business requirements

### Outcome 02: Understand how to develop budgets

#### Assessment criteria

---

*The candidate can:*

- 2.1 Explain the purpose of agreeing the format in which a budget will be presented
- 2.2 Explain the purpose of using estimations when developing a budget and ways of doing so
- 2.3 Explain the purpose of identifying timescales, priorities and financial resources needed when preparing a budget and ways of doing so
- 2.4 Describe the purpose of negotiating and agreeing a budget

### Outcome 03: Understand how to manage budgets

#### Assessment criteria

---

*The candidate can:*

- 3.1 Explain the purpose of monitoring, controlling and recording income and expenditure
- 3.2 Describe situations in which revisions to the budget and/or plans may be needed



## 307 Principles of contributing to innovation and change

**Level: 3**

**Credit: 2**

**GLH: 16**

### Unit aim

---

This unit is about understanding how to make contributions to improving ways of working and the reasons for change occurring in a business environment.

This unit examines the need for continuously pushing for innovation and change in order to meet organisational objectives. It looks at how individuals can support the process of improvement by contributing to and supporting innovations. The unit looks at the reasons for reviewing the working methods, products or services that an organisation offers. The unit explores the reasons for and the implications of change and the importance of working together and communicating effectively when change is happening. Finally the unit examines the type of problems that may arise during a period of change and the ways that can be resolved.

### Learning outcomes

---

This unit has **four** learning outcomes.

*The candidate will:*

- 01 Understand the purpose of innovation in a business environment
- 02 Understand how to contribute to innovation
- 03 Understand the reasons for and implications of change in a business environment
- 04 Understand the process of change in a business environment

## 307 Principles of contributing to innovation and change

### Outcome 01: Understand the purpose of innovation in a business environment

#### Assessment criteria

---

*The candidate can:*

- 1.1 Explain the purpose of innovation in a business environment

### Outcome 02: Understand how to contribute to innovation

#### Assessment criteria

---

*The candidate can:*

- 2.1 Explain the purpose of reviewing existing ways of working and positive ways of doing so
- 2.2 Explain the benefits of working with others when contributing to innovation
- 2.3 Identify behaviours and attitudes which support innovation

### Outcome 03: Understand the reasons for and implications of change in a business environment

#### Assessment criteria

---

*The candidate can:*

- 3.1 Explain the reasons for change in a business environment
- 3.2 Examine the implications of change for an organisation, teams and individuals

### Outcome 04: Understand the process of change in a business environment

#### Assessment criteria

---

*The candidate can:*

- 4.1 Explain the purpose of planning change
- 4.2 Explain the purpose of effective communication when making changes
- 4.3 Describe types of problems that occur when making changes and ways of dealing with them
- 4.4 Explain the purpose of reviewing and evaluating change

## 308 Principles of working in the public sector

**Level: 3**

**Credit: 7**

**GLH: 56**

### Unit aim

---

The unit provides candidates with the knowledge and understanding needed to operate in a public sector environment, covering the aims, role, finances, monitoring and working mechanisms of the public sector and service delivery.

Candidates taking this unit will gain an understanding of the types of organisations that make up public services at a local, regional, national and EU based level and the aims and objectives of these organisations. It examines how public services are funded and how they work in partnership with private sector organisations to deliver public services.

The unit examines the role of elected members in the decision-making and budget process and the legal framework that underpins public service provision. It examines the concept of public sector accountability.

Candidates will also cover the needs of public service users and how the public sector meets those needs in the provision of services.

### Learning outcomes

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This unit has **six** learning outcomes.

*The candidate will:*

- 01 Understand the characteristics of the public sector
- 02 Understand how the public sector interacts with the UK political system and the purpose of accountability
- 03 Understand the role of the public sector in providing services and how an individual's role contributes to provision
- 04 Understand finances in the public sector
- 05 Understand how public sector organisations work together and with other organisations
- 06 Understand how performance is monitored and measured in the public sector and the purpose of doing so

## 308 Principles of working in the public sector

### Outcome 01: Understand the characteristics of the public sector

#### Assessment criteria

---

*The candidate can:*

- 1.1 Describe the types of organisations that operate within the public sector
- 1.2 Describe the main differences between organisations that operate within the public sector
- 1.3 Describe how a public sector organisation's aims feed into the wider objectives of the public sector
- 1.4 Describe how local and central government work together to provide public services
- 1.5 Compare the key features of public, private and not-for profit sectors
- 1.6 Explain the key points of legislation relating to a public sector organisation

### Outcome 02: Understand how the public sector interacts with the UK political system and the purpose of accountability

#### Assessment criteria

---

*The candidate can:*

- 2.1 Explain the role of elected members in determining public sector policy and activity
- 2.2 Explain how decisions of elected members affect a public sector organisation's activities
- 2.3 Explain the purpose of accountability in the public sector

### Outcome 03: Understand the role of the public sector in providing services and how an individual's role contributes to provision

#### Assessment criteria

---

*The candidate can:*

- 3.1 Describe the customers of the public sector and an individual public sector organisation
- 3.2 Describe how to identify the needs of a public sector organisation's customers
- 3.3 Explain the purpose of responding to the needs of a public sector organisation's customers
- 3.4 Explain how public service provision can adapt to changes in customer needs
- 3.5 Explain the difference between 'statutory' and 'non-statutory' requirements when providing public services
- 3.6 Describe how to take equality and diversity into account when providing public services
- 3.7 Explain the purpose of ensuring equality and diversity is reflected in public service provision and how to do so
- 3.8 Describe how a diverse workforce can contribute to the work of the public sector in providing public services
- 3.9 Explain how an individual's work contributes to the work of their organisation and the wider public sector

## Outcome 04: Understand finances in the public sector

### Assessment criteria

---

*The candidate can:*

- 4.1 Explain how the public sector and a chosen public sector organisation are financed
- 4.2 Explain the importance of ensuring money is spent efficiently in the public sector
- 4.3 Describe how budgets and limited resources impact upon planning decisions and service provision

## Outcome 05: Understand how public sector organisations work together and with other organisations

### Assessment criteria

---

*The candidate can:*

- 5.1 Explain the purposes of partnership working within the public sector and public-private partnerships
- 5.2 Describe the types of organisations that a public sector organisation works with to meet customer needs
- 5.3 Describe how a public sector organisation works with other public sector and non-public sector organisations and the purpose of doing so

## Outcome 06: Understand how performance is monitored and measured in the public sector and the purpose of doing so

### Assessment criteria

---

*The candidate can:*

- 6.1 Explain the purposes of measuring performance in the public sector
- 6.2 Explain how, and by which organisations, the performance of a chosen public sector organisation or department is monitored
- 6.3 Explain how individual performance can be monitored within a public sector organisation and the purpose of doing so
- 6.4 Explain how evaluation of service provision is used to drive improvements in a public sector organisation

### Amplification of assessment criteria

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- 6.1 Explain the purposes of measuring performance in the public sector
  - 6.1.1 Describe how performance can be measured by setting targets, auditing, performance standards, inspection and collection of information and data
  - 6.1.2 Outline the organisations involved in measuring performance standards; including the role of regulatory bodies such as OFTSED, HM inspectors, audit commission
  - 6.1.3 Purposes of measuring performance; to ensure services are delivered to the correct standard, to identify and resolve problems, improve performance, compliance with auditing and legal requirements

- 6.2 Explain how, and by which organisations, the performance of a chosen public sector organisation or department is monitored
  - 6.2.1 Provide examples of how performance is currently measured e.g. the setting of targets, through audits and inspections by organisation such as OFSTED, the Care Commission
  
- 6.3 Explain how individual performance can be monitored within a public sector organisation and the purpose of doing so
  - 6.3.1 Appraisal systems (identifying training needs, through Continuous Professional Development (CPD), career opportunities)
  - 6.3.2 Setting individual targets and use of performance measurement and monitoring techniques
  
- 6.4 Explain how evaluation of service provision is used to drive improvements in a public sector organisation
  - 6.4.1 Allows for targets to be set, sanctions to be imposed, etc.

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