

Business Administrator Level 3 Apprenticeship Standard Programme Outline

Overview of the Programme

This programme is designed for apprentices who want to further develop their skills, knowledge and behaviours for a job role involving Supporting and engaging with different parts of the organisation and interact with internal or external customers. Successful completion of the programme will lead to an Apprenticeship Certificate as a Business Administrator

What types of activities are covered as part of the Business Administrator Apprenticeship Standard

Business administrators have a highly transferable set of knowledge, skills and behaviours that can be applied in all sectors. This includes small and large businesses alike; from the public sector, private sector and charitable sector. The role may involve working independently or as part of a team and will involve developing, implementing, maintaining and improving administrative services. Business administrators develop key skills and behaviours to support their own progression towards management responsibilities.

The responsibilities of the role are to support and engage with different parts of the organisation and interact with internal or external customers. With a focus on adding value, the role of business administrator contributes to the efficiency of an organisation, through support of functional areas, working across teams and resolving issues as requested. The flexibility and responsiveness required allows the apprentice to develop a wide range of skills.

The business administrator is expected to deliver their responsibilities efficiently and with integrity – showing a positive attitude. The role involves demonstrating strong communication skills (both written and verbal) and adopting a proactive approach to developing skills. The business administrator is also expected to show initiative, managing priorities and own time, problem-solving skills, decision-making and the potential for people management responsibilities through mentoring or coaching others.

What does the Business Administrator Apprenticeship Standard consist of?

Skills What is required (advancing key skills to support progression to management)

IT: Skilled in the use of multiple IT packages and systems relevant to the organisation in order to: write letters or emails, create proposals, perform financial processes, record and analyse data. Examples include MS Office or equivalent packages. Able to choose the most appropriate IT solution to suit the business problem. Able to update and review databases, record information and produce data analysis where required.

Record and document production: Produces accurate records and documents including: emails, letters, files, payments, reports and proposals. Makes recommendations for improvements and present solutions to management. Drafts correspondence, writes reports and able to review others' work. Maintains records and files, handles confidential information in compliance with the organisation's procedures. Coaches others in the processes required to complete these tasks.

Decision making: Exercises proactivity and good judgement. Makes effective decisions based on sound reasoning and is able to deal with challenges in a mature way. Seeks advice of more experienced team members when appropriate.

Interpersonal skills: Builds and maintains positive relationships within their own team and across the organisation. Demonstrates ability to influence and challenge appropriately. Becomes a role model to peers and team members, developing coaching skills as they gain area knowledge.

Communications: Demonstrates good communication skills, whether face-to-face, on the telephone, in writing or on digital platforms. Uses the most appropriate channels to communicate effectively. Demonstrates agility and confidence in communications, carrying authority appropriately. Understands and applies social media solutions appropriately. Answers questions from inside and outside of the organisation, representing the organisation or department.

Quality: Completes tasks to a high standard. Demonstrates the necessary level of expertise required to complete tasks and applies themselves to continuously improve their work. Is able to review processes autonomously and make suggestions for improvements. Shares administrative best-practice across the organisation e.g. coaches others to perform tasks correctly. Applies problem-solving skills to resolve challenging or complex complaints and is a key point of contact for addressing issues.

Planning and organisation: Takes responsibility for initiating and completing tasks, manages priorities and time in order to successfully meet deadlines. Positively manages the expectations of colleagues at all levels and sets a positive example for others in the workplace. Makes suggestions for improvements to working practice, showing understanding of implications beyond the immediate environment (e.g. impact on clients, suppliers, other parts of the organisation). Manages resources e.g. equipment or facilities. Organises meetings and events, takes minutes during meetings and creates action logs as appropriate. Takes responsibility for logistics e.g. travel and accommodation.

Project management: Uses relevant project management principles and tools to scope, plan, monitor and report. Plans required resources to successfully deliver projects. Undertakes and leads projects as and when required.

Knowledge What is required (in-depth knowledge of organisation and wider business environment).

The organisation: Understands organisational purpose, activities, aims, values, vision for the future, resources and the way that the political/economic environment affects the organisation.

Value of their skills: Knows organisational structure and demonstrates understanding of how their work benefits the organisation. Knows how they fit within their team and recognises how their skills can help them to progress their career.

Stakeholders: Has a practical knowledge of managing stakeholders and their differing relationships to an organisation. This includes internal and external customers, clients and/or suppliers. Liaises with internal/external customers, suppliers or stakeholders from inside or outside the UK. Engages and fosters relationships with suppliers and partner organisations.

Relevant regulation: Understands laws and regulations that apply to their role including data protection, health & safety, compliance etc. Supports the company in applying the regulations.

Policies: Understands the organisation's internal policies and key business policies relating to sector.

Business fundamentals: Understands the applicability of business principles such as managing change, business finances and project management.

Processes: Understands the organisation's processes, e.g. making payments or processing customer data. Is able to review processes autonomously and make suggestions for improvements. Applying a solutions-based approach to improve business processes and helping define procedures. Understands how to administer billing, process invoices and purchase orders.

External environment factors: Understands relevant external factors e.g. market forces, policy & regulatory changes, supply chain etc. and the wider business impact). Where necessary understands the international/global market in which the employing organisation is placed.

Behaviours What is required (Role-model behaviours and positive contribution to culture).

Professionalism: Behaves in a professional way. This includes: personal presentation, respect, respecting and encouraging diversity to cater for wider audiences, punctuality and attitude to colleagues,

customers and key stakeholders. Adheres to the organisation's code of conduct for professional use of social media. Acts as a role model, contributing to team cohesion and productivity – representing the positive aspects of team culture and respectfully challenging inappropriate prevailing cultures.

Personal qualities: Shows exemplary qualities that are valued including integrity, reliability, self-motivation, being pro-active and a positive attitude. Motivates others where responsibility is shared.

Managing performance: Takes responsibility for their own work, accepts feedback in a positive way, uses initiative and shows resilience. Also takes responsibility for their own development, knows when to ask questions to complete a task and informs their line manager when a task is complete. Performs thorough self-assessments of their work and complies with the organisation's procedures.

Adaptability: Is able to accept and deal with changing priorities related to both their own work and to the organisation.

Responsibility: Demonstrates taking responsibility for team performance and quality of projects delivered. Takes a clear interest in seeing that projects are successfully completed and customer requests handled appropriately. Takes initiative to develop own and others' skills and behaviours.

Functional Skills Units

Functional Skills in English Level 2	credit value 5
Functional Skills in Maths Level 2	credit value 5

Programme of Study

The period of learning, development and continuous assessment is managed by the employer, in most cases with the support of a training provider. The on-programme pace will be driven by apprentice as well as by the breadth of experience an employer can offer, but will typically be a minimum of 15 months, prior to the end-point assessment taking place.

Off-the-job guided learning hours – This will equate to 20% of the apprentices working hours and could include:

- Workshops
- Meetings with Tutor
- Online Learning
- Learning about a new product/service/resource
- Supervised learning – knowledge or practical skill
- Attending a review or appraisal

This equates to approximately 6/7 learning hours a week over the duration of the programme based on a 35/40 hour working week.

Delivery by Quest Training and the Employer

Activity	Delivery Method	Location	Duration
Initial assessment <ul style="list-style-type: none"> • Target Skills • Learning Styles Questionnaire • Application/enrolment/ILR • Recognition of prior learning • ILP 	Via computer package Paper-based questionnaire Checking GCSE/other qualifications gained	Workplace	2 hours per learner

Activity	Delivery Method	Location	Duration
Induction <ul style="list-style-type: none"> • Quest Training Apprentice Handbook • Apprenticeship Programme • Skills Scan • Functional Skills • Health & Safety • Health & Wellbeing • Equality & Diversity • Safeguarding • British Values 	Tutor input using a range of methods including: <ul style="list-style-type: none"> • Theory input • Handouts • Workbooks • Presentations • Discussions • Question & answer sessions • Practical activities 	Workplace	Flexible arrangements e.g. 1 day 2 half days 3 x 2 hour sessions
Tutorials/teaching delivery <ul style="list-style-type: none"> • Skills, Knowledge & Behaviours • Functional Skills 	One-to-one and/or group learning sessions with Tutor <ul style="list-style-type: none"> • 4 Learning modules using a range of Blended Learning for the Knowledge Skills and Behaviours This will include regular revision and assessment of learning	Workplace and/or agreed venue	According to individual apprentice needs
Progress reviews	Every 8 weeks with the apprentice, tutor and employer to review progress towards “Gateway Readiness”	Workplace	30 minutes
Mock End-Point Assessment	Practice assessments in line with the End-Point Assessment Plan throughout the programme	Workplace and/or agreed venue	According to individual apprentice needs
Functional Skills Qualifications <ul style="list-style-type: none"> • Practice • Exams 	One-to-one with tutor English reading English writing English speaking, listening & communicating Maths	Workplace and/or agreed venue Quest Training or employer venue	 75 minutes 75 minutes 30 minutes 90 minutes

End-Point Assessment Plan

The End-Point Assessment is planned with the Independent End-Point Assessor, Employer and Apprentice. The end-point assessment is synoptic and takes place at the end of the apprentice's learning and development. The requirement is that the end-point assessment is completed within 3 months from the start of the end-point assessment period.

Assessment Method	Duration	To Achieve a Pass, Merit or Distinction
Knowledge Test	Maximum 1 hour	Judgement made against grading criteria Pass, Fail or Distinction
Portfolio Based interview.	30 – 40 Minutes	Judgement made against grading criteria Pass, Merit or Distinction
Project Presentation	Within 3 months and includes a 10 – 15 minute Presentation and 10 – 15 minutes Q&A	Judgement made against grading criteria Pass, Merit or Distinction

The following grade boundaries apply to the knowledge test

Grade	Minimum score	Maximum score
Distinction	40	50
Pass	30	39
Fail	0	29

Any fail within any assessment will result in an overall fail.

As part of the apprenticeship, there is opportunity to access teaching and support sessions via a variety of methods. Please see below the different topics that are covered in the apprenticeship:

Learning journey steps	TAL sessions
Induction	British Values, Ecordia Training, Century training
Learning portfolio topics With recommended optional units/pathways	Behaviours The organisation Value of their skills and communication (including IT) Decision making Stake holders Business fundamentals Processes Project management Policies Relevant regulation External environmental factors Interpersonal skills and quality of work
EPA Preparation	EPA Support, Expected Behaviours
Additional Sessions	

Wider Curriculum sessions	<p>Study Skills, Digital Skills, GDPR, LGBT Awareness, E-Safety, Sustainability in the workplace, Health and Safety in the workplace, Employment Rights and Responsibilities, Safeguarding, Equality, Diversity and Inclusion, E- Safety, Using Word, Using PowerPoint, Using Excel, Referencing and Plagiarising Work, Personal Skills, Exam Techniques, Prevent Duty, British values, Health and Wellbeing</p>