IQ IAM Level 3 Certificate in Business and Administrative Management (VRQ)

Specification

Regulation Number: 601/5056/7

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IQB/0.2/278 | Version 3.0 | 06/10/2017 | Author DM

QMS: 601/5056/7 Specification

About Industry Qualifications (IQ)

Industry Qualifications' (IQ) founding principle is to provide qualifications that are responsive to the needs of the vocational sector to ensure that learners are provided with a learning experience relevant to their industry. We aim to provide qualifications that are valued and recognised as being best in class by ensuring the highest levels of assessment integrity and customer service. We are approved by UK's regulators of qualifications: Ofqual, CCEA, Qualification Wales and SQA Accreditation.

The IQ Group

IQ Group of Companies seek to provide an internationally recognised mark of quality assurance for skills, management systems, products and services. IQ promotes quality, partnership and integrity through its group of companies spanning education, professional membership and standards certification markets. Our focus is on high growth, highly specialised sectors with potential for international growth.

Contact Us

We are here to help if you need further guidance from us. The IQ customer service team can be contacted between 9am and 5pm Monday to Friday at:

Email: info@instam.org
Main Phone Switchboard: +44 (0) 1952 457 452
Head Office Address:
Coppice House
Halesfield 7
Telford Shropshire
TF7 4NA
For guidance on any fees we charge for the services we provide, please see the IQ Price Guide:
www.industryqualifications.org.uk/centre-portal/iq-price-guide

Introduction

This specification is intended for trainers, centres and learners. General information regarding centre approval, registration, IQR (IQ's candidate management system), assessment papers, certification, reasonable adjustments, special consideration, appeals procedures, are available from the website. This document should be read in conjunction with the IQ QMS Centre guide available from the website.

Version Number

Please ensure that you have the latest and most up to date version of documents. Please check the website for the most up to date version. To check which version you have please see the footer which will give you the version number

V2.0 updated February 2017: All pages re-formatted, updates to pages 3, 4 and 5

About this Qualification

The IQ IAM Level 3 Certificate in Business and Administrative Management (VRQ) provides an introduction to administrative management, covering organisations and how they are structured, their purpose and objectives, how they change as they grow and the cultures that exist within them as well as the place of administration within organisations and administrative systems. The role of the managers in organisations is explored so that learners can begin to see how their own roles or potential roles could affect organisations. They will learn about how to manage and motivate staff and teams effectively and about the personal skills required to work with people within organisations. Communication and organisational skills are also covered as well as looking at the importance of continuing professional development for managers. Administrative services are also covered, candidates will look at the scope of administrative services and develop an understanding of information as the core of the services offered. They will explore the management of information and the use of technology to manage the flow of information and communication through the organisation. Candidates will also look at the quality of administrative services and candidates will propose solutions to straightforward administrative problems.

This qualification is aimed at learners who wish to enter management or have recently entered management. It is a generic qualification for managers, newly appointed mangers or those aspiring to become mangers in all sectors. Examples of those aspiring to become mangers include: team leaders, section leaders, floor managers, help desk managers, supervisors, team co-ordinators, line managers, section managers, assistant managers etc. Learners can progress to the IQ IAM Level 4 Diploma in Business and Administrative Management (QCF), IQ IAM Level 5 Diploma in Business and Administrative Management (QCF) IQ IAM Level 6 Diploma in Business and Administrative Management (QCF).

Objective

Prepare learners to progress to a qualification in the same subject area but at a higher level or requiring more specific knowledge

Purpose

B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area
B1. Prepare for further learning or training

Sector

15.2 Administration.

Structure

To achieve this qualification learners have to successfully complete both mandatory units.

	Unit	Unit Reference	Guided Learning Hours
1	Introduction to Business Organisations	R/506/8323	70 hours
2	Introduction to Administrative Management	Y/506/8324	50 hours
	Total		120 hours

Delivery

The number of Guided Learning Hours is 120. It is the responsibility of training centres to decide the appropriate course duration, based on their learners' ability and level of existing knowledge. It is possible, therefore, that the number of Guided Learning Hours can vary from one training centre to another according to learners' needs.
This qualification can be delivered using a variety of methods, centres should select methods most suited to the learner. Learners will have to carry out some research on an organisation, they can select the organisation that they work for or another organisation.

Assessment

Assessment for this qualification is externally set, internally marked and moderated and awarded by IQ.
Assessment consists of one assignment for each unit covering a minimum of 80% of the assessment criteria in that unit.

Unit	Assessment	Weighting
1	Assignment consisting of 5 tasks	60%
2	Assignment consisting of 4 tasks	40%

Assignment briefs and mark schemes, which include marking guidance, are available to download from the secure area of the website / on request. All the units in this qualification are knowledge-based. Evidence for this qualification must be the learners own work and learners must submit a signed statement confirming this.

Once the candidate has completed the assignment for each unit, this must be marked by the centre using the mark scheme and guidance provided. Assignments and the completed mark schemes must be submitted to IQ for moderation and awarding.

A timetable will be available to approved centres, this will state the dates that assignments and completed mark schemes must be submitted by and the dates that results are issued.

This qualification is graded, successful learners can achieve: pass, merit or distinction.

The UMS system is used to ensure that standards can be maintained within units across different assessments. Unit UMS scores are aggregated to arrive at a qualification UMS total, and a final grade is awarded accordingly, subject to a minimum cap that ensures that each unit must be achieved at Pass before the qualification can be achieved. A minimum score of 60% must be achieved in order to pass this qualification.

The design of this qualification uses a compensatory approach which means that better performance in some areas of the assessment can compensate for lesser performance in other areas, subject to the condition that **each unit must be passed in order to achieve an overall pass.**

Unit	Total UMS Marks	UMS pass/merit/distinction boundaries
1	~~150~~ 70	~~90/105/120~~ 42/49/56
2	~~100~~ 46	28/32/37 ~~60/70/80~~

Age range and Geographical Coverage

This qualification is approved for learners aged 16 plus in England and Northern Ireland.

Learner entry requirements

There are no formal entry requirements. However, learners should be able to work at level 2 or above and have sufficient command of the English language to work at this level.

Progression

Learners can progress to the IQ IAM Level 4 Diploma in Business and Administrative Management, IQ IAM Level 5 Diploma in Business and Administrative Management, IQ IAM Level 6 Diploma in Business and Administrative Management.

Tutor requirements

All trainers delivering this qualification must have
- Appropriate teaching qualification e.g. Level 3 Award in Education and Training
- Suitable qualifications in Administrative Management at level 4 or above
- Relevant CPD

Centre Requirements

Centres must be approved by IQ in order to offer this qualification.

Assessment terminology

The table below includes the terminology used in all types of assessment. It includes IQ's explanation of the meaning of these terms in the contexts of assessments.

Knowledge/Understanding	
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.	define describe list name outline state

Application	
Candidates must show an ability to demonstrate the understanding of the specified knowledge content in practical business contexts. Assessment tasks in this category require candidates, for example, to: • make a practical decision • demonstrate the required knowledge, understanding, and skills in organisational contexts.	apply calculate create (in an applied context) demonstrate/ demonstrate how design estimate investigate plan prepare propose use

Analysis	
Candidates must be able to break down situations, statements, theory, and numerical and non-numerical data into components or essential features. For higher level analysis candidates should incorporate relevant concepts and theory into their arguments. Assessment tasks in this category require candidates to: • select data relevant to tasks • organise data relevant to tasks • break down data/texts to their elements • respond to data/text that contains several elements	analyse clarify compare differentiate between examine explain identify why, how, reasons, characteristics investigate select summarise

Evaluation	
The most advanced cognitive skill is that of evaluation. At this level, candidates make connections, present judgements, and opinions and draw conclusions that are supported by valid reasons and evidence. Evaluation involves reflective thinking. Assessment tasks in this category require candidates to give detailed responses and while doing so: • provide supported decisions or conclusions • make a reasoned case • make comparisons based on valid and relevant reasons and evidence • set up arguments based on valid reasons and evidence	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?

IAM 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.

By being enrolled on an IQ IAM qualification learners are entitled to a year's free student membership of the Institute of Administrative Management (IAM). For more information on what this entails and how to claim your membership, contact the IAM or visit www.instam.org/

Plagiarism

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.

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 must:
• 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

The consequences of plagiarism?

Tutors should explain to candidates that if detected, plagiarism will lead to a zero mark and possible suspension from IQ registration.

Unit 1: Introduction to Business Organisations - R/506/8323

Guided Learning Hours: 70

Unit description: This unit introduces the candidates to organisations and how they are structured. They will learn about the purpose and objectives of organisations, how they change as they grow and the cultures that exist within organisations. The unit looks at the place of administration within organisations and at administrative systems. The role of the managers in organisations is explored so that learners can begin to see how their own roles or potential roles could affect organisations.

Learning Outcome - The learner will:	Assessment Criteria - The learner can:		Indicative Contents:
1. Understand the purpose, objectives and culture of an organisation	1.1	Explain the purpose of a Mission Statement for an organisation	Definition and examples of mission statement; purpose of mission statement – to state what organisation stands for.
	1.2	Explain the difference between long term aims and short term objectives of an organisation	Long term – broader, strategic aims; short term – more specific, tactical, operational, day to day objectives. Differences and examples of each.
	1.3	Describe the aims and objectives of administration within an organisation	To manage information and resources efficiently within the organisation; many roles of administration; examples of different functions.
	1.4	Define what organisational culture is	Commonly used definition 'the way we see and do things round here'; culture as the personality of the organisation; organisation values, vision, norms, language, systems, symbols, beliefs, behaviours, habits.
	1.5	Give an overview of the main types of organisational culture	Idea of different management theorists classifying cultures in different ways; some examples (e.g. Deal and Kennedy, Handy, Schein, Scholtz, Hampden-Turner, O'Reilly Chatman and Caldwell).
	1.6	Explain how the culture of an organisation affects how it operates	Effects of different types of cultures on operations; advantages and disadvantages on operations; examples from organisations of how culture affects operations.
2. Understand the importance of ethical management and social responsibility for organisations	2.1	Explain ethical management and social responsibility	Ethical management (operating in an ethical way including equal opportunities, equality and diversity, fair trading, fair sourcing of materials, acting ethically in relation to intellectual copyright); Social responsibility (the organisation's responsibility to society; effects on environment, sustainability, social welfare); Importance to organisation – relevant legislation, international, national and local expectation; business impact.
	2.2	Explain how organisations demonstrate social responsibility	Activities (e.g. investment in more environmentally friendly technology, programmes to reduce fuel use, alternative fuels, fair trading, ensuring fair deal for workers etc.); Quality marks e.g. fair trade mark, BSI14001; Corporate reporting.

3. Understand the structure of an organisation	3.1	Explain how different organisations are structured	Terminology (hierarchy, line management, subordinates, authority, span of control, chain of command, lines of communication); Tall, flat, centralised, decentralised; Types – hierarchical (organised around functions or divisions for example), matrix/network.
	3.2	Analyse an organisation in terms of structure	Analysis of one organisation; type of structure; organisation chart; defining span of control, chain of command, lines of communication.
	3.3	Explain the changes to structure that are likely to occur as organisations grow	Changes in spans of control, chains of command, complexity of organisations; increase in specialisation; increase in functions/departments; effects on organisation terms of efficiency.
	3.4	Explain different forms of ownership of organisations	Forms of ownership to include incorporation, partnership, sole trader, co-operative and other similar local forms of ownership (e.g. Friendly Societies), other forms of limited liability where available locally (e.g. Limited Liability Partnership); forms of public/national ownership; differences; stakeholders; advantages and disadvantages of different types of ownership.
	3.5	Explain the role of profit in organisations	Profit and non-profit sectors; importance of profit; dividends and owners' return; income for non-profit making organisations; simple concept of return on investment, importance of profit to current and potential investors.
	3.6	Explain the aims and objectives of a range of stakeholders in organisations	Range of stakeholders in organisations (owners, shareholders, managers, employees, customers, suppliers, public, government); objectives (profit, employment, products, continued business, tax receipts, strong economy, public welfare, sustainability, environmental issues etc.)
4. Understand the role of a manager	4.1	Explain the role of managers in organisations	Overall role to support organisations in achieving goals; involves controlling, co-ordinating, planning, motivating, organising and decision-making
	4.2	Describe the skills required to manage effectively in organisations	Interpersonal skills (networking, coaching/mentoring, delegating, motivating); Information skills (monitoring, prioritising, communicating); Decision making skills (managing change and conflict, allocating resources, negotiating, problem solving).
	4.3	Compare different management styles	Management styles (Autocratic, democratic, paternalistic, laissez-faire); differences between the styles; advantages and disadvantages of each; effect on people in organisation.
	4.4	Explain the importance to the manager of effective support	Support from subordinates/followers (to complete activities/tasks); support from colleagues (decision making, resource sharing/allocation etc.); support from senior management (e.g. additional resources, new initiatives); impact of lack of support

			(failure to achieve objectives).
	4.5	Describe how the actions of a manager can affect an organisation	Effects on morale, efficiency, achievement, culture, employee attitudes; consequences for business goals and objectives (reputation, customer base, profit etc.)
5. Understand administrative systems.	5.1	Describe the main features of administrative systems in organisations	Functions (sales, purchasing, accounts, payroll, human resources, stock control etc.); Purpose (business support, services); Types (paper based, IT based).
	5.2	Analyse administrative systems in terms of inputs and outputs	System made up of inputs, processes, outputs, feedback; analyse systems in specific organisations; inputs and outputs can be tangible (materials, products, reports) or intangibles (knowledge, information, customer satisfaction).
	5.3	Explain how organisations manage the flow of information	From generation of information to users; internal and external users of information; timing and frequency; volume; storage, retrieval and communication; formats (paper, audio, graphical etc.); usefulness of information; confidentiality; sensitivity.
	5.4	Compare methods of measuring the efficiency of administrative systems	Terminology - effectiveness (extent to which system achieve goals), efficiency (how well system achieves goals); indicators of efficiency include quicker information flow, fewer customer complaints, lower staff turnover.
	5.5	Explain the role of information technology in administration within organisations	Role of ICT in identifying, generating, analysing, manipulating, collating, storing, retrieving, formatting, presenting, communicating, protecting data; hardware and software used; security issues; main advantages and disadvantages.

Unit 1 Guidance on Delivery and Assessment

Delivery

This unit develops the learner's knowledge of: the purpose, objectives and culture of an organisation; the importance of ethical management and social responsibility for organisations; the structure of an organisation; the role of a manager and of understand administrative systems.

This is the largest unit in this qualification having 70 guided learning hours, it may be delivered in a variety of ways depending on what is most suitable for the learner. Learners will be required to carry out some research in order to be able to complete the assessment for this unit, this can be either the organisation they work for or an organisation on which they are able to research.

Assessment

This unit is about knowledge consequently, assessment is through an assignment consisting of 5 tasks. The assignment should be discussed with the tutor prior to commencement and the necessary research agreed. The learner should also submit their assignment plan to the tutor prior to commencement.

Unit 2: Introduction to Administrative Management - Y/506/8324

Guided Learning Hours: 50

Unit description: This unit introduces candidates to administrative management, administrative services and to the role of the administrative manager. They will learn about how to manage and motivate staff and teams effectively and about the personal skills required to work with people within organisations. The unit covers communication and organisation skills as well as looking at the importance of continuing professional development for managers. Candidates will also look at the scope of administrative services and develop and understanding of information as the core of the services offered. They will explore the management of information and the use of technology to manage the flow of information and communication through the organisation and candidates will propose solutions to straightforward administrative problems

Learning Outcome - The learner will:	Assessment Criteria - The learner can:		Indicative Contents:
1. Understand the role of the administrative manager	1.1	Analyse the role of the manager in terms of allocating tasks, monitoring performance, and providing feedback	Planning; allocating tasks; target setting; managing resources for tasks; monitoring quality of work; monitoring progress on tasks; monitoring behaviour/ performance; motivating staff; coaching/mentoring; giving feedback; making improvements.
	1.2	Explain the importance of motivating staff and the manager's role in this	Importance of motivation – e.g. energises individuals; creates willingness to work; helps to achieve organisational goals; improves efficiency of organisation; builds relationships with employees; builds loyalty. Ways managers can motivate (praise, reward, positive attitude etc.)
2. Understand personal skills required as an administrative manager	2.1	Explain the importance of effective communication skills	To build relationships, motivate employees, give professional image, communicate information, give and receive feedback etc.
	2.2	Describe how to communicate effectively	Effective speaking and listening skills, non-verbal skills, speaking to groups, discussions, written communications, barriers to communication.
	2..3	Explain how to manage time and workloads effectively	Importance of managing time and prioritising; how to manage time and prioritise effectively; effective delegation; to do lists; setting goals.
	2.4	Explain how to use problem solving and decision making techniques	Different techniques, their advantages and disadvantages. Stages – definition, gather information/causes, identify options, analyse and compare options, select best option, explain/recommend/decide.
	2.5	Explain how to use negotiating skills	Stages (e.g. clarify interests, identify areas of agreement, formulate options, discuss options, agree best options, refine options, agree); importance of compromise.
	2.6	Explain the importance of continuing professional development	Keep up to date; enhance knowledge and skills; stay effective at work; develop understanding; supports professional image.

3. Understand how to manage effective teams	3.1	Explain the importance of team working	Efficiency; improved employee relations; improved accountability; learning opportunities; flexibility; necessity (where range of skills required).
	3.2	Describe how to build an effective team	The team-building process; team roles; empowering team members; setting team goals.
	3.3	Describe the skills required for effective team working	team-working skills, communication, co-operation and support, decision-making and problem-solving skills
	3.4	Explain how meetings contribute to effective team work	Build team relationships; share information, problems; find solutions; share achievements; re-allocate, re-prioritise, re-plan.
	3.5	Explain how to manage team meetings	Preparing/planning, chairing, running, documenting, follow up and evaluation.
4. Understand change in organisations	4.1	Explain the need to manage change in organisations	Need - effects of change can be negative (e.g. de-motivating), reasons for this (misunderstood, people resistant to change); impact of change, effect on employees.
	4.2	Identify the causes of change in an administrative environment	Any changes to organisation may cause changes to administrative environment; External causes (legislation, market changes, tax changes, economic, political, changes in supply etc.); Internal causes (systems changes; changes to IT, management changes, procedural changes, changes to ways of working).
	4.3	Describe ways that change can be managed within area of responsibility	Communication (making people aware of change); consultation (involving people in decisions about change).
5. Understand the scope of administrative management	5.1	State the main administrative services in an organisation	To include sales, purchasing, payroll, accounts, human resources, general office support, other areas depending on type of organisation. Examples of specific organisations.
	5.2	Explain the importance of administrative management within an organisation	Central to effective running of organisation; support to main functions of organisation; management of people, information and resources.
6. Understand management of information within organisations	6.1	Explain how the management of information is central to administrative management	Many administrative functions based on receiving, analysing, assessing, storing, retrieving and providing information. Examples (e.g. human resources, accounting).
	6.2	Explain good practice in managing information	Filing systems, databases, data security and protection storing in accessible way; confidentiality issues; quality of information; quantity of information.
	6.3	Analyse issues of quantity and quality of information within organisations	Information searching; evaluating information; using valid sources; validating information sources; presenting quality data; written, graphical and diagrammatic data; issues of quantity (relevance, levels of detail, executive summaries, exception reporting).

7. Understand the impact of information and communications technology (ICT) on administrative management in organisations	7.1	Assess the impact of ICT on administrative management in an organisation	Advantages (Improve information flow and business communication processes, efficiency, speed, tools for analysis, presentation tools, tools can be used by non-specialists, greater connectivity etc.); Disadvantages (information overload; communication overload; overuse of tools; use of invalid information sources etc.).
	7.2	Assess the impact of ICT on an administrative role in an organisation	Including document management systems - reduction of paper and therefore storage, postage costs etc.; reduction of staff costs; tele-conferencing – reduction in travel time/cost; Access to Internet – providing wider information sources but these need to be validated. Range of examples from specific organisations.
8. Understand ways to improve the efficiency and effectiveness of administrative services	8.1	Explain the importance of quality in administrative services	Definition of quality; needs to be efficient and effective; how quality of administrative services will impact on quality of organisation.
	8.2	Describe common performance measures used in administration	Including quantitative and qualitative measures, performance indicators (e.g. clerical, purchasing), quality assurance, quality control and managing performance.
	8.3	List common administrative problems	Common administrative problems including information overload, poor communication, low productivity; problems identified in specific organisations
	8.4	Propose solutions to administrative problems	Solutions to problems identified in specific organisations.

Unit 2 Guidance on Delivery and Assessment

Delivery

This unit develops the learner's knowledge of: understanding the scope of administrative management; management of information within organisations; the impact of information and communications technology (ICT) on administrative management in organisations, ways to improve the efficiency and effectiveness of administrative services, the role of the administrative manager; personal skills required as an administrative manager; how to manage effective teams and understand change in organisations. This unit has 50 guided learning hours, it may be delivered in a variety of ways depending on what is most suitable for the learner.

Assessment

This unit is about knowledge consequently, assessment is through an assignment consisting of 4 tasks. The assignment should be discussed with the tutor prior to commencement and the necessary research agreed. The learner should also submit their assignment plan to the tutor prior to commencement.

Resources

Training Resources

Centres may use their own, or published learner support materials in delivering the qualification. Whatever support materials centres choose to use, they should ensure that their delivery methodology adequately prepares the learner for assessment.

Resources and Useful websites

Health and Safety Executive   www.hse.gov.uk

The National Archives (For all UK legislation)   http://www.legislation.gov.uk

Equalities and Human Rights Commissions   http://www.equalityhumanrights.com
General business education website with some useful articles   www.bized.co.uk -
Useful news and business articles   www.bbc.co.uk
Useful case study examples   www.times100.co.uk
Business dictionary   www.small-business-dictionary.org
Various business sections offer business information plus
Various government departments have useful information   www.gov.uk

Websites of individual companies offer information about their structure, culture, management and systems. For example:
Business information including information about corporate responsibility   www.barclays.co.uk
                                                                             www.british-airways.com
Talk about their ethical stance   www.co-operativebank.co.uk
Case studies, company information, mission statements, aims and objectives   www.vodafonefoundation.org

Financial Times   www.FT.com
Relevant Ted Talks   http://www.ted.com

Further reading (Learners may find one or more of these useful however they suggested tests only)

Mullins, L J, *Management and Organisational Behaviour*, 10th edition.
(2013, FT Publishing International)

Clegg S.R., Kornberger, M., Pitsis, T.S. *Managing and Organizations: An introduction to Theory and Practice,* 2nd Edition (Sage Publications limited, 2011)

Martin, J, and Fellenz, M, *Organizational Behaviour and Management,* 4th Edition (Cengage 2010)