

## Level 3 Business Administration within the **Third Sector Apprenticeship Standard:**

During this programme learners will attend a workshop each month, complete three 30-minute webinars. After each session the learners will need to complete a reflective account looking at what they have taken from the workshop, and how this new knowledge has or could be used within their job role. This will be done using work-based examples and supporting product evidence, which will help build their portfolio and show the candidates' understanding of the criteria covered in the workshop.

### Occupation

Business administrators have a highly transferable set of knowledge, skills and behaviours that can be applied in all sectors. 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- especially a charity, 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.

**Key responsibilities** of a Business administrator are likely to include; managing employee and volunteer training, organising meetings and producing agendas and minutes, essential day-to-day business processes that keep the organisation operational, regular data maintenance and reporting activities, maintaining the quality of contact information, processing merchandise orders, contacting potential donors and account manage existing donor relationships, organising publicity and fundraising tasks, delivering operational plans, and advising and assisting the project team members in the application of project procedures.

**Roles/Occupations** may include: Project Officer, Volunteer Coordinator, Advice and Guidance Worker, Support Worker, and Programme Officer, Fundraising Coordinator, Administrator, Community Fundraising Assistant, Welfare Officer, HR Coordinator, L&D Administrator, Fundraising and Grants Assistant, Admin Officer, Executive Assistant, Personal Assistant, Digital Content Administrator, Office Assistant, Events Fundraising Assistant, Customer service Assistant, Member services and Data Assistant, Operations Support Coordinator and Programme Officer.

During the qualification and when writing the reflective accounts, the candidates will also need to consider the following behaviours, and where these fit within their aims and objectives:

- **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.
- **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
- **Managing performance:** Takes responsibility for their own work, accepts feedback in a positive way, uses initiative and shows resilience.
- **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.

**During the 13-month delivery all learners will have monthly mentor calls, this is to monitor their progress completing reflective journals; monitoring how the course has impacted on their behaviour and day to day practise; ensuring all learners are able to evidence the learning ahead of their EPA (End point Assessment).**

### Workshop / Webinar Schedule

Module	Content covered
<b>Induction session</b>	<ul style="list-style-type: none"> <li>➤ BKSB Maths and English</li> <li>➤ Unit assessment part one</li> <li>➤ EPA (Breakdown)</li> <li>➤ Reflective Journal (Breakdown)</li> <li>➤ CPD Log (Breakdown)</li> <li>➤ Eligibility</li> <li>➤ Feedback tools to support personal and professional development</li> <li>➤ Understands organisational purpose, activities, aims, values, vision for the future, resources and the way that the political/economic environment affects the organisation. (Knowledge)</li> <li>➤ 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. (Knowledge)</li> </ul> <p><i>This session will cover the course induction, looking at the individual needs and expectations of the learner and the management</i></p>

<p><b>Effective office management</b> <b>Session 1</b></p>	<ul style="list-style-type: none"> <li>• Supports the company in applying the regulations (Knowledge)</li> <li>• Understanding the role and responsibilities of a successful office manager</li> <li>• Motivating your staff to achieve their objectives</li> <li>• Giving constructive feedback to individuals</li> <li>• Prioritising the workload and minimising stress</li> <li>• Developing your people by delegating effectively</li> <li>• Using project management tools to plan a small project</li> <li>• Managing a simple budget</li> <li>• Working with others effectively</li> <li>• Dealing with change</li> <li>• Controlling meetings and briefings constructively and assertively</li> <li>• Understand the organisation’s internal policies and key business policies relating to sector (Knowledge)</li> <li>• Understands the applicability of business principles such as managing change, business finances and project management (Knowledge)</li> <li>• Understands the organisation's processes, e.g. making payments or processing customer data. (Knowledge)</li> </ul>
<p><b>Mentor session</b></p>	<p>Mentor session will be planned on individual learner needs and can be remote or face to face to meet requirements.</p>
<p><b>Presentation skills</b> <b>Session 2</b></p>	<ul style="list-style-type: none"> <li>• Select a communication media that is appropriate to the nature of a presentation, message and audience</li> <li>• Respond to questions in a way that meets the audience’s needs</li> <li>• Speak clearly and confidently, using language that is appropriate for the topic and the audience</li> <li>• Vary their voice tone, pace and volume appropriately when delivering a presentation</li> <li>• Use body language in a way that reinforces messages</li> <li>• Evaluate the effectiveness of a presentation</li> </ul>
<p><b>Mentor session</b></p>	<p>Mentor session will be planned on individual learner needs and can be remote or face to face to meet requirements.</p>
<p><b>Essential skills for administration</b> <b>Session 3</b></p>	<ul style="list-style-type: none"> <li>• Supporting your managers and other team members effectively</li> <li>• Managing your time, priorities and workload</li> <li>• Creating effective administrative systems</li> <li>• Communicating face to face with confidence</li> <li>• Presenting a professional and friendly image and providing good customer service for internal and external customers</li> <li>• Delegating to others and accepting delegation</li> <li>• Dealing with difficult situations</li> <li>• Top tips for writing effective emails and letters</li> </ul>

<b>Mentor session</b>	Mentor session will be planned on individual learner needs and can be remote or face to face to meet requirements.
<b>Review</b>	The Mentor will book a convenient date and time with the candidate and their direct line manager to complete a review on progression, attendance, development plans and the next quarter for the apprenticeship.
<b>Webinar 1: GDPR and Data Management</b>	<ul style="list-style-type: none"> <li>• Data management and protection</li> <li>• Regulation</li> <li>• Governance</li> </ul>
<b>Effective communication in the workplace Session 4</b>	<ul style="list-style-type: none"> <li>• Communicating effectively with clients and donors</li> <li>• How communication works within the organisation</li> <li>• The problems and pitfalls of poor communication</li> <li>• The importance of two-way communication</li> <li>• Written communication skills</li> <li>• Choosing the most effective communication route</li> <li>• Assertive communication</li> <li>• Presenting a positive image</li> </ul>
<b>Mentor session</b>	Mentor session will be planned on individual learner needs and can be remote or face to face to meet requirements.
<b>Report writing skills Session 5</b>	<ul style="list-style-type: none"> <li>• Planning your report</li> <li>• Different types of reports, such as impact reports or annual reports, and what they are used for, getting a good brief, deadlines and their implications and research skills.</li> <li>• Structuring your report</li> <li>• Structuring for success, titles, sub-headings and numbering systems and templates for reports</li> <li>• Design and layout</li> <li>• Dealing with technical or specialist information, graphics, illustrations and photos, case studies and giving and receiving feedback</li> </ul>
<b>Mentor session</b>	Mentor session will be planned on individual learner needs and can be remote or face to face to meet requirements.
<b>Business planning and continuous improvement Session 6</b>	<ul style="list-style-type: none"> <li>• Where the business plan fits in the organisational planning horizon</li> <li>• The link with strategy - meeting the needs of customers, users and beneficiaries in a changing environment</li> <li>• Understanding the 'sweet spot' where the idea, the people and the business case come together</li> <li>• Making difficult choices</li> </ul>

	<ul style="list-style-type: none"> <li>• Managing risks</li> <li>• The contents of a typical plan</li> <li>• Communicating your plan</li> </ul>
<b>Mentor session</b>	Mentor session will be planned on individual learner needs and can be remote or face to face to meet requirements.
<b>Project management Session 7</b>	<ul style="list-style-type: none"> <li>• Understand the project lifecycle and roles</li> <li>• Describe a range of project management tools</li> <li>• Explain the roles of people involved in a project</li> <li>• Explain the uses of project-related information to manage resources and identify risks and issues</li> <li>• Explain the advantages and limitations of different project monitoring techniques</li> </ul>
<b>Mentor session</b>	Mentor session will be planned on individual learner needs and can be remote or face to face to meet requirements.
<b>Review</b>	The Mentor will book a convenient date and time with the candidate and their direct line manager to complete a review on progression, attendance, development plans and the next quarter for the apprenticeship.
<b>Webinar 2: Time Management and Delegation</b>	<ul style="list-style-type: none"> <li>• Time management tools and techniques</li> <li>• Planning and prioritising workload</li> <li>• Delegation skills and task allocation based on team skills and abilities.</li> </ul>
<b>Multiple choice and project planning preparation session Session</b>	<p>This workshop will look at the multiply choice test to be completed as part of the EPA, covering the knowledge, layout and revision techniques.</p> <ul style="list-style-type: none"> <li>• We will also complete a practice paper under exam conditions for EPA preparation</li> <li>• Plan, layout and overview for planned portfolio project for end point assessment</li> </ul>
<b>Problem solving, creative thinking and making effective decisions Session 9</b>	<ul style="list-style-type: none"> <li>• Use of effective problem solving techniques to make decisions, whilst acting in interest of the charity to help deliver its purposes</li> <li>• Managing risks within the charity where known, and making appropriate statements</li> <li>• Understanding the nature of problems and how they arise</li> <li>• Gaining a disciplined approach to setting objectives / outcomes to increase personal effectiveness</li> <li>• Overcoming problems through effective communication</li> <li>• New techniques to overcome difficulties and 'road-blocks' in your relationships</li> <li>• Using creative thinking to arrive at good solutions</li> </ul>

	<ul style="list-style-type: none"> <li>• Improving problem solving through effective negotiation</li> <li>• Systems thinking and how you can use it to improve performance</li> <li>• How to make brilliant decisions</li> <li>• Building trust and credibility with others</li> <li>• Making decisions whilst ensuring successful delivery of the charity’s aims and purposes</li> <li>• Understand problem solving and decision-making techniques and how to analyse data to support decision making.</li> <li>• Explain a range of problem solving and decision-making techniques</li> <li>• Describe methods that can be used to analyse data to support decision making</li> <li>• Identify the choices that can be taken in response to a problem and when to escalate</li> <li>• Use of effective problem-solving techniques to make decisions relating to delivery using information from the team and others and able to escalate issues when required.</li> </ul>
<p><b>Mentor session</b></p>	<ul style="list-style-type: none"> <li>• Mentor session will be planned on individual learner needs and can be remote or face to face to meet requirements.</li> </ul>
<p><b>Equality, Diversity and Inclusion</b></p> <p><b>Session 11</b></p>	<ul style="list-style-type: none"> <li>• What equality, diversity and inclusion mean to you and your current concerns and issues</li> <li>• The Law and how it applies to you</li> <li>• The protected characteristics (such as ethnicity, disability and sexual orientation) and issues associated with them</li> <li>• Everyday equality situations and how to handle them</li> <li>• Common myths, misunderstandings and mistakes to avoid</li> <li>• How to make your work and workplace more inclusive</li> <li>• When and how to challenge behaviour and assumptions</li> <li>• How to use language appropriately</li> <li>• Toolkit of practical hints and tips to give you the confidence to get it right</li> <li>•</li> </ul>
<p><b>Mentor session</b></p>	<p>Mentor session will be planned on individual learner needs and can be remote or face to face to meet requirements.</p>
<p><b>Team leader skills</b></p> <p><b>Session 12</b></p>	<ul style="list-style-type: none"> <li>• Coaches others in the processes required to complete these tasks. (Skills)</li> <li>• Builds and maintains positive relationships within their own team and across the organisation. Demonstrates ability to influence and challenge appropriately. (Skills)</li> <li>• Becomes a role model to peers and team members, developing coaching skills as they gain area knowledge. (Skills)</li> <li>• Acts as a role model, contributing to team cohesion and productivity– representing the positive aspects of team culture and respectfully challenging inappropriate prevailing cultures. (Behaviour)</li> <li>• Takes responsibility for their own work, accepts feedback in a positive way, uses initiative and shows resilience. (Behaviours)</li> </ul>

	<ul style="list-style-type: none"> <li>• 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. (Behaviours)</li> <li>• Positively manages the expectations of colleagues at all levels and sets a positive example for others in the workplace. (Skills)</li> </ul>
<b>Mentor session</b>	Mentor session will be planned on individual learner needs and can be remote or face to face to meet requirements.
<b>Final review and EPA check</b>	The Mentor will book a convenient date and time with the candidate and their direct line manager to complete a review on progression and EPA.

**To be completed for The End Point Assessment**

<b>Assessment method</b>	To be completed	% of EPA	Will be covered by
Multiple choice questionnaire	This assessment features 50 MCQs carrying one mark each. The test will last for 60 minutes and will be in the form of scenario-based questions that align to all knowledge requirements of the standard.	20%	Mentor / practice test
Competency based interview and portfolio	The Portfolio, which is not directly assessed, provides a structure for the Interview. The completed Portfolio is to be uploaded to our platform one month prior to the Interview and should contain up to a maximum of 20 documents covering each of the minimum knowledge, skills and behaviours as outlined in the assessment plan. The 30-45-minute Interview assesses the understanding and learning shown in the Portfolio and how knowledge is demonstrated, and appropriate skills and behaviours are applied.	40%	Knowledge from workshops and one to one visits
Project Presentation	The apprentice begins the work- based project 3 months before the end of the apprenticeship, the apprentice produces a Presentation on a project they have completed or process they have improved, incorporating scoping, planning, managing, communicating to stakeholders, monitoring and reporting results. The IEPA will provide a question for the apprentice to answer in the Presentation. The presentation lasts 10-15 minutes with a further 10-15 minutes for a Q&A session.	40%	Work based project for EPA presentation.