

Business Administrator Level 3



Business Administrator Level 3 Apprenticeship

Business Administrator Level 3 Apprenticeship is designed for those developing their career within Business Administration.

Find out more today, by speaking with one of our highly professional and experienced team, to find the right solution for you:

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Business Administrator Level 3



Who is it for?

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.



Qualification

The administration role may be a gateway to further career opportunities, such as management or senior support roles.

Apprentices without Level 2 English and Math's will need to achieve this level prior to completion of their Apprenticeship. You do not need to have prior qualifications to participate on this course. If you have, or have had, any Education Health Care Plan, or have been diagnosed with any learning disability, please ensure we are made aware of this, so that we can arrange additional learning support for you; this **will not** preclude you from participating on any of our programs.



What is Required?

The Apprenticeship course will last for at least 18-months and will require the learner to demonstrate the Knowledge, Skills and Behaviours as follows:

Knowledge The Organisation	What is required? 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 and/or global market in which the employing organisation is placed.
Behaviours	What is Required?

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.



Off the Job (OTJ) Training Requirement

You will also be required to complete and record what is known as “Off the Job Training” (OTJ Training). This includes the employer allowing 20% of the learners contracted hours to be used as off the job training and will include a number of activities including:

- Off-the-job training is training received by the apprentice, during the apprentice’s paid hours, for the purpose of achieving their apprenticeship.
- It is not training delivered for the sole purpose of enabling the apprentice to perform the work for which they have been employed.
- Off-the-job training is a statutory requirement for an English apprenticeship.
- Off-the-job training must be directly relevant to the apprenticeship framework or standard, teaching new knowledge, skills and behaviours required to reach competence in the particular occupation.

CAN:

- Theory – such as lectures, role playing, online learning, simulation exercises or manufacturer training
- Practical training that apprentices would not normally complete during the week such as shadowing, mentoring, industry visit or competitions
- Learning support and time spent writing assignments

CAN'T:

- **Study or complete English and Maths which is funded separately**
- **Progress review or on-programme assessments that are required in the apprenticeship Standards**
- **Training that takes outside of the apprentices paid working hours**



How will the course be delivered?

At NEMA, we believe in empowering the learner and employer to identify what works best for them. The delivery of your course will therefore allow you to choose how you wish to learn, whether this is through face-to-face teaching, remote teaching, webinars, video content or written information.

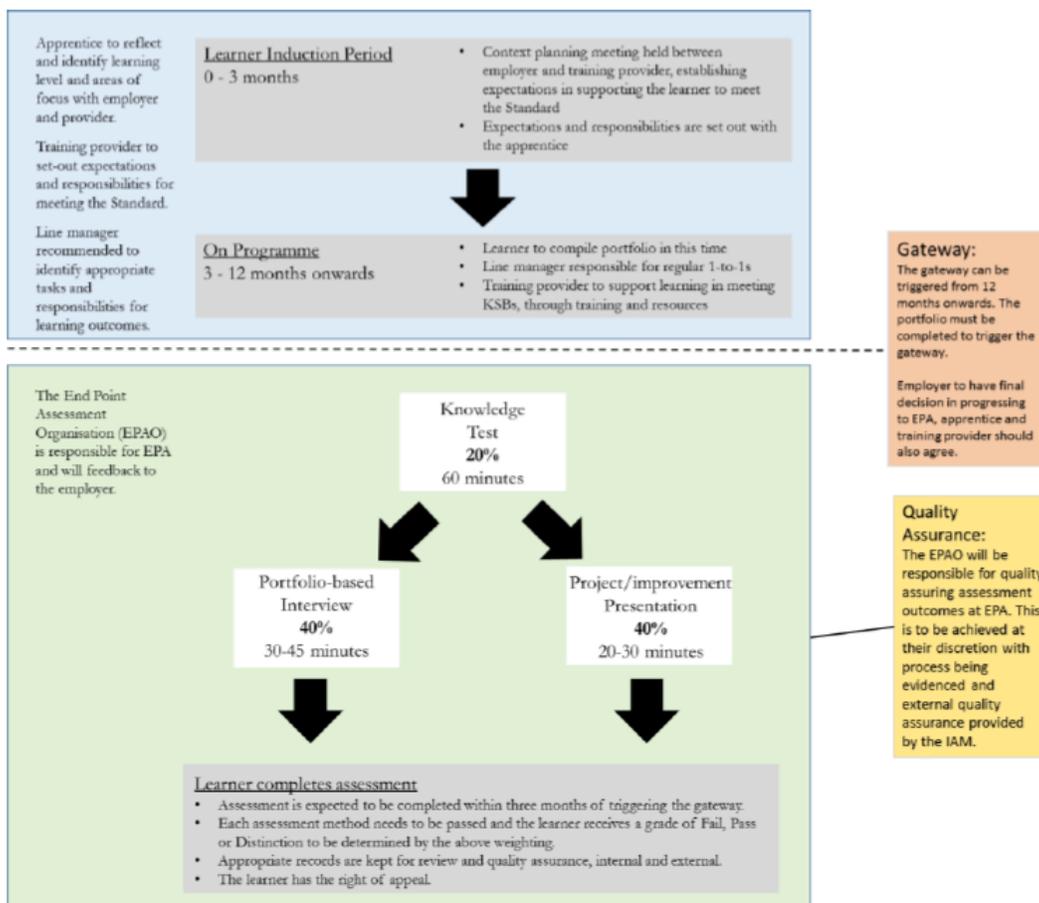
Our intent is to identify your existing knowledge and skills, map these to what is required under the course programme Standards, we will then empower you to identify how you will learn with using a single method of learning, or whether you select a mix of methods, this will ensure that you gain the Knowledge, Skills and Behaviours needed.

We will also be looking to work with the employer to ensure that we deliver the course content in an order that meets your business needs first. Whether we start with Employment Law or end with Employment Law, the delivery will be agreed with the learner and employer to allow the impact to be identified and benefitted from.



How will I be Assessed?

This apprenticeship is covered under what is called "Apprenticeship Standards", as such the course will be assessed through what is known as the End Point Assessment (EPA). This section is designed to identify how the EPA will be completed and what the requirements of the EPA are.



End point Assessment – this contains three main components which are described in more detail in the next section:

- Knowledge Test
- Portfolio-based Interview
- Project Presentation

END POINT ASSESSMENT

1. What is being assessed

The End Point Assessment (EPA) can only be triggered after 12 months of starting the apprenticeship and is dependent on when the employer and training provider decide the apprentice is ready. EPA is typically expected to conclude within 3 months. The employer has the final decision to progress the apprentice to EPA. The apprentice and training provider should feel confident the learning outcomes have been achieved.

2. How will assessment be carried out

The EPA consists of three elements, all of which may be completed online. All assessment methods need to be passed. Each assessment method should directly assess the knowledge, skills and behaviours of the Standard. The assessor has the final decision.

2.1. Knowledge Test

The apprentice undertakes a multi-choice test to last a maximum of 60 minutes and include 50 equally weighted multi-choice questions with four possible answers each. The assessment should typically be passed before the apprentice progresses to the interview and presentation. The test is to be completed online and requires invigilating.

Responsibilities: The EPAO is responsible for creating a question bank.

Core KSBs: The test predominantly focuses on non-organisation specific knowledge outlined in the Standard. This includes relevant regulation and laws, business fundamentals and project management principles. Please view annexed table for the minimum KSBs to be assessed.

2.2 Portfolio-based Interview

The interview is for 30-45 minutes and scored out of 100 by the Independent End-point Assessment Organisation (EPAO). The Portfolio of Learning provides a structure for this conversation. The Portfolio should provide at least one piece of evidence for each of the minimum KSBs outlined in the Assessment Methods and Grading annexed table. This should be submitted to the EPAO a month prior to interview. Evidence is gathered on-programme and the employer should facilitate this through relevant tasks and support, as outlined in the annexed table. The training provider should support where needed.

The employer and training provider should review the Portfolio with the apprentice and make a judgement on whether they should be progressed to EPA. The interview assesses understanding and learning shown in the Portfolio; the Portfolio is not directly assessed. The interview assesses:

- understanding of the portfolio to validate competence shown
- self-reflection of performance, demonstrating knowledge and how appropriate skills and behaviours have been applied
- judgement and understanding to explain appropriate examples.

The Portfolio of Learning contains evidence of:

- a minimum of 8-12 pages is expected for consistency
- at least one of each of the minimum knowledge, skills and behaviours as outlined in the annexed Methods and Grading table
- practical observation and/or evaluation by the employer to be included, such as acknowledgement of a skill shown or evidencing work completed on a particular project with manager comments, which is then discussed at interview
- **Note:** the portfolio is not directly assessed; it is used to frame discussion at interview, where KSBs are to be demonstrated.

Responsibilities: knowledge of the portfolio is to be assessed at interview by the EPAO. The training provider is responsible for providing guidance on compiling the portfolio on-programme, which is to be reviewed by the employer and training provider prior to triggering EPA. The employer should provide suitable work for the apprentice to apply themselves to and discuss at interview.

Core KSBs: Application of learning in the workplace is assessed by talking through examples and specific KSBs shown. Particular areas include the purpose of their organisation and value of their own role, quality in producing records or documents, and professional behaviours including respect and personal qualities. Please view annexed table for the minimum KSBs to be assessed.

2.3 Project Presentation

The apprentice delivers a presentation to the EPAO on a project they have completed or a process they have improved. The presentation lasts 10-15 minutes, with a further 10-15 minutes for a Q&A session. The presentation is out of 100. The project is completed from month 9 of the apprenticeship and should be completed prior to EPA being triggered. The project is submitted to the EPAO and they provide a question to answer in the presentation, for example:

- How have you improved a process or operating practice?
- What were the steps you took to implement the project?
- What worked well and how would you improve the results in future?

The presentation should summarise the aim, outcome and responsibilities of the KSBs shown in the project. The presentation should demonstrate how they approached a task and the skills shown in doing so, building towards how they would improve the results going forward.

The presentation is expected to be produced using Microsoft Office PowerPoint or Prezi, demonstrating a minimum level of IT skills. Further requirements:

- A project or process improvement should account for 21-35 working hours, over the apprenticeship, to adequately apply themselves
- Must be work-based; incorporating scoping, planning, managing, communicating to stakeholders, monitoring and reporting results
- The apprentice chooses the project/process improvement with the guidance of the employer and training provider

Responsibilities: The training provider and employer are responsible for supporting the apprentice on what could be a suitable project or process improvement, in line with guidance from the EPAO.

Core KSBs: The presentation focuses on the skills required to complete a project or process improvement include planning and organisation, project management, demonstrating quality standards and decision making in prioritising areas of focus. Evidencing these skills in the presentation is coupled with effective communication in delivery. Please view annexed table for the minimum KSBs to be assessed.

3. Who carries out the assessment

The independent end-point assessment organisation (EPAO) needs to be on the Education and Skills Funding Agency's Register of End-point Assessment Organisations (RoEPAO). In carrying out assessment, the EPAO is responsible for reliable judgements being made at EPA and is to be overseen by the Institute for Administrative Management (IAM) for external quality assurance. The EPAO is responsible for internal quality assurance, with the following guidance given:

- the implementation of detailed marking criteria, clearly explaining how the knowledge, skills and behaviours can be exhibited to achieve a certain level
- production of exemplar materials, which can be used to add further clarity and establish guidelines for assessment against the stated criteria of the Standard
- standardised assessment through use of online methods and accurate reporting of other methods used, evidencing requirements and reaching reliable judgements

- regional, pan-sectoral or national meetings should be held at least every 12 months to encourage standardisation and moderation of assessment process
- assessors are able to deliver reliable assessment through effective use of systems
- consistent internal quality checks on assessors in evidencing learning outcomes

The holistic-focus of the EPA is designed to deliver valid assessment of the apprentice, in meeting knowledge, skills and behavioural requirements across the Standard. These should be demonstrated and evidenced to achieve valid judgement. It is the responsibility of the EPAO to have assessors with relevant functional and sector knowledge. This is in order to undertake valid assessments, in-line with defined requirements of being on the RoEPAO, and follow expected process to achieve a valid assessment.

The knowledge test should typically be passed, before progressing to interview and presentation. Each part of the EPA has a pass mark of 60% and must be passed in order to pass the overall apprenticeship. Grade boundaries are provided below for each method. The percentage scored for each of the Assessment Methods is to be rolled-up into an overall percentage to decide the grade for the apprenticeship. The following weighting is to be used:

- Knowledge Test – 20%
- Portfolio Interview – 40%
- Project Presentation – 40%

The overall pass mark is 60% and a distinction can be awarded for higher levels of attainment. The below descriptions provide expectations for the grading levels and a further specified criteria is annexed in a table for each KSB.

Grading scale:

Fail = less than 60%

The apprentice has not sufficiently evidenced the knowledge, skills and behaviours to meet the Standard. There has been a shortfall in demonstrating the KSBs on at least one of the assessment methods.

Pass = 60-79%

The apprentice has shown an adequate level of performance across the Standard. They can evidence a basic level of knowledge, understanding and application in demonstrating the learning outcomes. In particular, use of basic IT packages, communicating with different stakeholders, producing accurate records and documentation, and demonstrating learning of the working environment.

Distinction = 80% and over

The apprentice has shown a high degree of expertise across the Standard. They can evidence knowledge, understanding and application of learning. They can reflect on their own learning, evaluate their own performance and improve their performance in demonstrating specific learning, especially in how their role supports the wider team. Sharing learning with others, and seeking to promote best practice, is likely to warrant a distinction in addition to the other requirements of the Standard.