

Unit Title:	Business administration systems
OCR unit number:	5
Level:	4
Credit value:	5
Guided learning hours:	24
Unit reference number:	L/503/6146

Unit aim and purpose

The aim of this unit is to develop an understanding of administration systems to enable learners to critically analyse and evaluate the influence administration systems have on different aspects of an organisation.

Learning Outcomes	Assessment Criteria	Teaching Content
<p>The Learner will:</p> <p>1 Understand administrative systems</p>	<p>The Learner can:</p> <p>1.1 Describe the features of administrative systems employed in different types and sizes of organisation</p> <p>1.2 Explain how organisations manage information flows</p>	<p>Organisation types and sizes</p> <ul style="list-style-type: none"> • Influence on system design <p>Systems management</p> <ul style="list-style-type: none"> • Process • Management • Monitoring • Security <p>Types of information</p> <ul style="list-style-type: none"> • Electronic • Paper • Confidential <p>Information flow</p> <ul style="list-style-type: none"> • Format • Sender/receiver • Feedback loop <p>ICT</p> <ul style="list-style-type: none"> • Influence on system design • Impact on administration systems

Learning Outcomes	Assessment Criteria	Teaching Content
	1.3 Evaluate the role of information and communication technology (ICT) in supporting administration	Evaluating systems <ul style="list-style-type: none"> • Purpose of evaluation • Process of evaluation Outcomes of the evaluation process
2 Understand how systems thinking affects the administrative performance of organisations	2.1 Explain the contribution of systems thinking to efficient administrative performance 2.2 Clarify the role and purpose of administration in financial and non-financial systems 2.3 Identify the stages of systems development 2.4 Analyse the potential drawbacks to systems thinking in an organisational context 2.5 Evaluate the benefits of implementing systems change	Define systems thinking <ul style="list-style-type: none"> • Relationship to problem solving • Components of systems • Interaction between system components • System environment • Barriers to systems thinking • Organisational influence on systems thinking • Negative outcomes of systems thinking Financial v non-financial systems <ul style="list-style-type: none"> • Differences • Statutory requirements • Implementation Systems development <ul style="list-style-type: none"> • Lifecycle • Process • Meeting objectives Evaluation of positive and negative outcomes of systems thinking <ul style="list-style-type: none"> • Systems intelligence v systems thinking • Systemic systems Management of change Leadership of change
3 Understand the role and function of policies and procedures in meeting customer requirements	3.1 Differentiate between administrative policy and procedures	Policy and procedures <ul style="list-style-type: none"> • Differences • Purpose • Development of • Relationship to organisational needs

Learning Outcomes	Assessment Criteria	Teaching Content
	<p>3.2 Analyse the purposes of formal and informal administrative policies and procedures</p> <p>3.3 Identify methods for evaluating the effectiveness of procedures</p> <p>3.4 Analyse the relationship between formulating policy and preparing procedures</p> <p>3.5 Evaluate the extent to which the procedures meet customer requirements</p>	<p>Define formal and informal policies and procedures</p> <ul style="list-style-type: none"> • Purpose of formal policies and procedures • Purpose of informal policies and procedures • Compare espoused policy/procedure to enacted policy/procedure <p>Evaluation methods</p> <ul style="list-style-type: none"> • Questionnaires • Interviews • Surveys • Observation • Error analysis • Standard setting • Statistical analysis <p>Policy formulation</p> <ul style="list-style-type: none"> • Parameters • Requirements • Outcomes • Considerations (internal and external) <p>Procedure formulation</p> <ul style="list-style-type: none"> • Relationship to policy • Influence of organisational, culture, traditions and practice <p>Customer requirements</p> <ul style="list-style-type: none"> • Benchmarks • Quality • Functionality • Responsiveness of the system • Establishing requirements

Assessment

Centres may design their own assessment for this unit. However, a model assessment is available from the Level 4 Diploma in Business and Administration webpage:

<http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-business-and-administration-level-4-diploma-10337/>

The OCR model assessment includes:

- notes for tutors
- evidence requirements
- information on assessment expectations
- glossary for command verbs

Should centres design their own assessment, this **must be** accompanied by an Evidence Checklist to enable assessors and moderators to record and identify where, within the submitted assessment, each criterion and evidence requirement has been met.

Candidate work for this unit will be assessed by the centre and externally-moderated by OCR.

Evidence requirements

Candidates are expected to evidence the application of knowledge in their own working environment. Where this is not possible candidates can choose an organisation in which to apply their knowledge, providing this will allow all assessment criteria to be met.

Details of evidence requirements can be found in the OCR model assessments which support this unit. If centre-developed assessments are used, they must allow candidates to cover all of the evidence requirements detailed on the Evidence Checklist.

Evidence can be presented in a number of ways which can be determined by the centre. These decisions should take into account the accessibility of the assessment requirements by individual candidates and the bespoke nature of a candidate or candidate group.

Evidence could be presented through assessed presentations, assessor observations, professional discussions or word processed documents. Recordings of professional discussions are an acceptable form of evidence. All evidence submitted must be legible.

Candidates may be able to draw on previous experiences to demonstrate they can meet the assessment criteria and evidence requirements. In this instance a professional discussion supported by applicable documentation could be accepted as suitable and adequate evidence, on the provision that all relevant requirements are met.

Where assessor observations or professional discussions are carried out, the content of these must be detailed on a Witness Statement form. The Witness Statement form must be submitted with the candidate evidence. Witness Statement forms can be downloaded from the OCR L4 Diploma in Business and Administration webpage:

<http://www.ocr.org.uk/qualifications/vocational-qualifications-gcf-business-and-administration-level-4-diploma-10337/>.

Whilst observation and professional discussion are acceptable forms of evidence, we would not expect these to be the sole methods employed for evidencing a complete unit.

Evidence from related Level 4 NVQ units can be used to infer understanding of this unit's content where appropriate.

Guidance on assessment and evidence requirements

Candidates should be advised that incomplete evidence **should not** be submitted.

All evidence **must** be assessed by the centre before submitting to OCR for moderation. This should be indicated through a tick and/or feedback comment on each marking point. Assessors should check that there are no gaps in the evidence.

Centres must have an internal moderation process in place to ensure consistency of assessment, especially where there is more than one assessor in the assessment team. The internal moderator should sign the front cover of those assessments which have been included in the internal sampling process.

If candidates require a scribe, further guidance can be found in the JCQ document: *Access Arrangements, Reasonable Adjustments and Special Consideration 2012-2013* available at:

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/access-arrangements-reasonable-adjustments-and-special-consideration-2012-2013>

Scribed work should be annotated with the scribe's initials.

OCR is unable to return candidate work to centres, so **centres should take a copy before submitting** work to OCR for moderation.

You should refer to the '*Admin Guide: Vocational Qualifications (A850)*' for *Notes on Preventing Computer-Assisted Malpractice*.

National Occupational Standards (NOS) mapping/signposting

The mapping in the table below provides an indication of where evidence might be available for assessment against some of the knowledge and understanding contained in the national occupational standards (NOS). It does not claim to guarantee that evidence will meet the NOS.

NOS can be viewed on the relevant Sector Skills Council's website or the occupational standards directory at www.ukstandards.co.uk.

Occupational standards	Unit number	Title
CFABAD111	NA	Support the design and development of information systems
CFABAD122	NA	Manage and evaluate information systems
CFABAA616	NA	Manage communications in a business environment

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening		Representing		Use ICT systems	
Reading	x	Analysing		Find and select information	x
Writing	x	Interpreting		Develop, present and communicate information	x

Resources

Curtis, G. and Cobham, D. (2008) *Business Information Systems: Analysis, Design and Practice* 6th Edition Prentice Hall

Jackson, M. C. (2003) *Systems Thinking: Creative Holism for Managers* Wiley

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website www.ocr.org.uk .