

Unit Title:	Provide administrative support in schools
OCR unit number	332
Sector unit number	D/601/7787
Level:	3
Credit value:	8
Guided learning hours:	53

Unit purpose and aim

This unit is about the application of knowledge and understanding of administrative support services in schools.

Learning Outcomes	Assessment Criteria	Exemplification
<p>The Learner will:</p> <p>1. Understand how to develop and maintain contacts in a school environment</p>	<p>The Learner can:</p> <p>1.1 Explain why it is important to build positive working relationships with contacts</p> <p>1.2 Describe how to build positive working relationships with contacts</p> <p>1.3 Clarify why it is important for the school to have a friendly and efficient way of dealing with contacts</p> <p>1.4 Describe the types of contacts they deal with and the requirements that they have</p> <p>1.5 Explain how to meet the needs of contacts</p> <p>1.6 Explain why it is important to present a positive image of themselves and their school</p> <p>1.7 Describe the types of problems that may occur with contacts – including conflict and aggression –</p> <p>1.8 Explain the procedures for dealing with the types of problems that may occur with contacts – including conflict and aggression</p> <p>1.9 Describe the types of administrative and</p>	<p>Learning outcomes 1, 2, 3, 4, 5, 6 and 7 must be assessed using methods appropriate to the assessment of knowledge and understanding. A holistic approach to assessment should be adopted so that one piece of evidence covers more than one learning outcome and several assessment criteria and where appropriate, can be evidenced across units.</p>

	organisational support that they may be required to provide to school contacts and the wider community	
2. Understand the environment in which the school operates	<p>2.1 Describe the social context in which the school operates, including the cultural diversity of the community</p> <p>2.2 Explain how the social context in which the school operates impacts on the school environment</p>	
3. Understand how their own role contributes to the work of the school	<p>3.1 Explain how their own role contributes to the school's goals</p> <p>3.2 Explain how their own role contributes to the school's improvement or development priorities</p> <p>3.3 Explain how their own role supports teaching and learning</p> <p>3.4 Clarify the limits of their own authority</p> <p>3.5 Explain why it important to act within the limits of own authority</p> <p>3.6 Clarify when to refer issues to a higher authority</p> <p>3.7 Identify who to refer issues to</p>	
4. Understand the policies and procedures they should follow in a school environment	<p>4.1 Describe the policy context, wider issues and initiatives that affect the work of the school, (e.g. relevant authority policies; government standards, legislation and regulations; government initiatives; etc)</p> <p>4.2 Explain the school's policy and administrative procedures for dealing with parents, guardians and carers</p> <p>4.3 Clarify their roles and responsibilities in relation to the school's policy and administrative procedures for dealing with parents, guardians and carers</p>	

	<p>4.4 Explain their school's policy and administrative procedures for dealing with pupils and students</p> <p>4.5 Clarify their roles and responsibilities in relation to their school's policy and administrative procedures for dealing with pupils and students</p> <p>4.6 Explain the school's policy and administrative procedures for dealing with the wider community</p> <p>4.7 Clarify their roles and responsibilities in relation to their school's policy and administrative procedures for dealing with the wider community</p>	
5. Understand policies and procedures in relation to child protection and student welfare in a school environment	<p>5.1 Explain how to comply with policies and procedures relating to child protection and student welfare</p> <p>5.2 Explain how to report concerns about child protection and student welfare to an appropriate person</p>	
6. Understand the school's administrative systems and procedures	<p>6.1 Explain the purpose of school administration systems and procedures</p> <p>6.2 Clarify why the school's administrative systems and procedures are important</p> <p>6.3 Describe the school's administrative and organisational systems and procedures in relation to own role</p> <p>6.4 Explain methods of analysing and evaluating information</p> <p>6.4 Clarify the school's procedures for producing reports</p>	
7. Understand how to handle confidential information in a school environment	7.1 Explain to identify confidential information in line with the school's procedures and relevant data protection	

	<p>legislation</p> <p>7.2 Explain why confidential information should be safeguarded</p> <p>7.3 Explain how to safeguard confidential information</p> <p>7.5 Explain the limits of their authority in relation to confidential information</p> <p>7.5 Clarify when to refer confidential information to the relative authority or appropriate person</p> <p>7.6 Explain who to refer confidential information to (e.g. where concerns for a child's safety override confidentiality)</p>	
8. Be able to develop and maintain contacts in a school environment	<p>8.1 Build positive working relationships</p> <p>8.2 Present a positive image of themselves and their school</p> <p>8.3 Communicate effectively with contacts</p>	
9. Be able to follow school procedures for relationships with other people	<p>9.1 Follow school policies and procedures for dealing with parents, guardians and carers</p> <p>9.2 Follow school policies and procedures for dealing with pupils and students</p> <p>9.3 Follow school policies and procedures for dealing with colleagues and the wider community</p>	
10. Be able to implement school administrative systems and procedures	<p>10.1 Provide effective administrative and organisational support to school contacts and the wider community</p> <p>10.2 Operate school administration systems</p> <p>10.3 Analyse and evaluate information</p> <p>10.4 Produce reports in line with school procedures</p>	
11. Be able to handle confidential information in a school environment	<p>11.1 Safeguard confidential information</p> <p>11.2 Act within the limits of their</p>	

	authority 11.3 Refer issues beyond their authority to the appropriate person	
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Assessment

This unit is centre assessed and externally verified. Your assessor will use a range of assessment methods which may include:

- observation of performance in the work environment
- examination work products
- questioning the learner
- discussing with the learner
- use of others (witness testimony)
- looking at learner statements
- recognising prior learning

Evidence requirements

A range of evidence should be gathered to cover the Learning Outcomes and Assessment Criteria. Examples may include:

- Records of communication with various contacts
- Annotated school procedures
- Records of administrative support provided
- Examples of data analysis and evaluation
- Completed reports
- Correspondence referring issues beyond the authority of the candidate

National Occupational Standards (NOS) mapping/signposting

This unit is based on the NOS BAB141 Provide Administrative Support in Schools

NOS can be viewed on the CfA website at <http://www.cfa.uk.com> or the Occupational standards directory at www.ukstandards.co.uk.

Functional skills signposting

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

Link to functional skills standards <http://www.qcda.gov.uk/15565.aspx>

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

Resources

Access to a working environment with associated equipment and resources

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 .