

# Apprenticeship Curriculum Intent and Implementation

## Business Administration L3

### Intent

The [Business Administrator Level 3 standard Apprenticeship](#) is designed for the following occupational profile:

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.

The KSBs are pre-set as is the final EPA assessment methods however the way in which the Apprenticeship is planned, delivered and sequenced is down to us as the provider. Each Apprentice will undergo initial assessment which in turn may result in a change in delivery schedule based on the needs of the individual and employer.

The intent for this Apprenticeship is that the apprenticeship will support either New Talent Apprentices or Upskill existing employees. The apprenticeship is designed to support learners to acquire the relevant skills to succeed in a Business Administrative role. The intent is to design a delivery plan that will support a complete novice as well as someone upskilling with limited experience and knowledge.

### Implementation

All sessions are delivered face to face and most effective in a group workshop setting. The nature of the training and the location of the Apprentices lends itself to face to face delivery. The face-to-face delivery allows the apprentices to improve their soft skills such as body language, communication skills and networking. The Training Plan was initially designed as follows (this was based on experience of delivering this standard since released in 2017):

Module	Session	Content	Intent
Module 2 Module 19 Module 14	CPD	SWOT analysis Development plans SMART target setting Feedback	Sequenced first to allow learners to reflect on their starting point and enable them to plan how to meet their skills gaps. The Development plan and SWOT analysis created will also be

			<p>forwarded to employers for input.</p> <p>This product evidence will be updated throughout the course and revisited at progress reviews and towards the end of the course</p>
<p>Module 1 Module 2 Module 8 Module 15</p>	<p>Organisational structure Career progression Minute taking PESTLE</p>	<p>Organisational structures Different types of meeting minute taking</p>	<p>To enable learners to understand the UOB hierarchy and that which exist in different businesses.</p>
<p>Module 3 Module 12</p>	<p>Stakeholders</p>	<p>Who are stakeholders Difference between internal and external stakeholders How to communicate with stakeholders</p>	<p>Stakeholders are a daily part of the job role so understanding their importance and how to meet their needs is integral to all roles.</p>
<p>Module 4</p>	<p>Legislation</p>	<p>What legislation is relevant to your industry: GDPR Health &amp; Safety Equality Act – protected characteristics</p>	<p>This is important to enable learners to understand expectations. The reason to put this a few months in is to enable them to complete all mandatory training and learn about their environment.</p>
<p>Module 12 Module 14 Module 15 Module 17 Module 18 Module 20</p>	<p>Professionalism</p>	<p>Dress code Communication standards Social professionalism Expected behaviour standards Etiquette Netiquette</p>	<p>This aids learners to be work ready. This session is informative to those new to a business work role. The session does use UOB examples and well as industry wide</p>
<p>Module 12 Module 18</p>	<p>Communication</p>	<p>Verbal Written Body Language Social media communication Proof reading techniques</p>	<p>This session is designed to explain communication requirements and expected standards. The intent is to support the Apprentice in their work role to be effective and clear.</p>
<p>Module 11 Module 12 Module 14 Module 18</p>	<p>Decision Making</p>	<p>5 Whys Root cause analysis Fishbone diagram Escalation Complaint handling</p>	<p>Enables learners to understand and utilise different problem-solving techniques. The intent is to provide learners with</p>

			more confidence in making decisions and the escalation routes available to deal with concerns or complaints.
Module 6 Module 15	Innovation	What is innovation How to innovate Advantages and Disadvantages	This is scheduled to coincide with project planning as this session will help the learner to be creative and think of project ideas.
Module 6 Module 15 Module 20 Module 21	Project Management	Project Management lifecycle Project Management tools	This session is planned for project start dates
Module 15	Project Management	Individual tutorial Project management tools	Planned once project ideas have been generated to ensure it will meet the requirements of the apprenticeship standard
Module 13	Presentation skills	How to plan Delivery Practice skills in pairs How to gather and utilise feedback	Planned to support EPA preparation Intended to improve confidence in communication.
Module 5 Module 7 Module 6	Policies and Processes	What is a policy and a procedure Different examples Why they exist How to adhere to them	This is intended to build on learners existing knowledge. Apprentices should have an understanding by this point of the course and this session will build on this preparing them for EPA.
Module 9 Module 10	Record & document production	Different types of documents Software Storage requirements Proof reading techniques	This is scheduled for later as it will build on knowledge to date and identify gaps in document creation so this can be understood and planned in
	Mock EPA	Individual basis 1 x presentation 1 x professional discussion 3/4 x MCQ mock tests (supplied by EPAO)	Enable learners to feel confident and be prepared for EPA
	Assessment x 4	Consisting of 2 x observation and 2 x professional discussion	These will be set on an individual basis as the employer/Apprentice circumstances dictate

	Career Advice	Attend a Career Support session with the careers service (Booked by the individual when appropriate)	Improved CV Job Interview techniques Job search techniques
	NAW Team project	This will be delivered in February each year whilst on-course	3-day set team exercise this may change each year: Create a video for social media Speak to local school children

However, following the delivery to the first Apprentice upon reflection I decided following feedback from the learner to change the sequencing of the modules to make the following modules sooner in the delivery:

- Presentation skills
- Policies and Processes
- Professionalism

The above modules support the Apprentices to understand the employer expectations and supported them to become 'work ready' sooner.

I also include a flipped learning approach setting tasks in advance for example:

For the legislation training session I give each apprentice a piece of legislation to research and then create slides which they will then present to the group this allows them to take ownership of their learning whilst also practicing their presentation and communication skills.

Generally at the start of each session I embed a quiz of previous sessions to check learning and encourage/embed understanding of the topics.

With the following 2 learners who have enrolled onto the apprenticeship the new sequence has been put to the test and the feedback from both learners and Line Managers has been positive. Learners have improved in confidence and have improved their communication skills quicker. This has helped them to settle into their work roles faster.

In addition, all employees will also as part of induction undertake the following Mandatory training:

- PREVENT – online and workbook (inc ETF resources)
- Health & Safety
- Safeguarding – Report & Support
- Equality and Diversity/British values – on-line and workbook

All Line Managers have access to the standards and are briefed on the delivery timetable through the Training Plan which is issued at Induction. The Line Manager then allows for opportunity to learn and undertake tasks to compliment the learning and enable portfolio build.

In addition to the above taught lessons learners also have the following:

- LinkedIn learning account
- Laser learning lesson per module
- Access University lectures within the Business School and Innovation Hub

## Impact

The proposed impact is to train Apprentices to become confident and competent Business Administrators. The learning material and content will be general but contextualised to UOB with some examples.

The goal is to ensure learners are confident and fully prepared to complete and pass the EPA which consists of the following:

### Knowledge test

The knowledge test will cover the following modules of the standard:

<b>MODULE</b>	<b>COVERAGE</b>
The Organisation	K5
Relevant Regulations	K1
Business Fundamentals	K1 - K3
External Environmental Factors	K1 - K2
Project Management	K1 - K5

### Portfolio-based interview

The portfolio-based interview will cover the following modules of the standard:

<b>MODULE</b>	<b>COVERAGE</b>
The Organisation	K1 - K5
Value of their skills	K1 - K4
Relevant Regulations	K1, S1 - S2
Policies	K1, S1
External Environmental Factors	K1 - K2
IT	K1, S1 - S5
Record and document production	K1 - K2, S1 - S5
Interpersonal skills	S5
Communication	K1, S1 - S7
Quality	S1 - S5
Professionalism	B1 - B5
Personal Qualities	B1 - B5
Managing Performance	B1 - B6
Adaptability	B1 - B2

## Project/improvement presentation

The project/improvement presentation will cover the following modules of the standard:

<b>MODULE</b>	<b>COVERAGE</b>
Stakeholders	K1, K2, S1 – S3
Processes	K1 – K4, S1 – S3
Decision Making	S1 – S3
Interpersonal skills	S1 – S4
Communication	K1, S1 – S5
Planning and organisation	S1 – S9
Project Management	S1 – S5
Personal qualities	B1 – B5
Adaptability	B1 – B2
Responsibility	B1 – B5

The aim is for all Apprentices to feel they have gained new knowledge, skills and behaviours and have improved career prospects through this achievement.

The UOB plan is to create vacancies for apprentices to apply for upon completion and should they choose to move on support them in finding employment/further studies elsewhere.