



**The British Institute  
of Recruiters**



**Accredited  
Course** ✓

# **Business Administrator**

Level 3

ST0070/AP01



## About Us

The British Institute of Recruiters (BloR) is a British Institute representing the highest standard mark in British recruitment. As the professional body for HR, Agency & In-House recruiters, it is the voice of people working in the recruitment and retention process that fall into the areas of agency recruitment, corporate (in-house) recruitment and HR.

## What we do

The BloR provides British Recruitment Best Practice Guidance, Training, Education & Networking to Agency Recruiters, In-House Recruiters & HR teams with unrivalled services and innovation. Bringing HR, Agency & In-House specialists under a single body is essential for positive collaboration towards the common goal of an efficient, seamless process.

## Why choose the BloR for your apprenticeships?

- Content specific to managing in a recruitment environment – real life recruitment case studies and examples
- Practical tools and techniques that are proven to transform results and increase agency revenue
- Supported by a team of experts from the recruitment industry with experience of managing recruitment teams

## Our professional industry accreditations include

Recruitment Director Accreditation  
**mBloR DIR**

Individual Professional Accreditations  
**mBloR, Cert PRP, Cert HR, Dip BloR**

Company Accreditations  
**Certified Recruitment Business & Professional Recruitment Business**

## Our professional courses are delivered in many ways to suit you

Private Distance Learning, Blended Classroom Learning, Apprenticeships, Government Loan Funded.

Course Prospectus includes Recruitment, Management, HR, Sales & Marketing, Back Office & Finance.

## Chartered status

The British Institute of Recruiters is actively lobbying to introduce Chartered Status in British Recruitment, creating Chartered Recruitment Businesses.

# How Apprenticeships Are Delivered

# 1

## Discussions

With the employer to assess their needs and advise on the right program to fit the business needs. Discussion with the apprentice to advise and guide on the appropriate course and levels.

# 2

## Enrolment & Agreements

Paperwork that is signed and sets out all expectations. At this stage, we advertise the apprenticeship roles on the government site if the business needs to hire.

# 3

## Initial Assessments & Diagnostics

To establish levels of competency and needs including functional skills support and the favoured learning style.

# 4

## Plan the Program

Create an individual learning plan that meets the needs of the learner and business. Include where needed components such as bespoke content (including existing client training materials), on site training, webinars, face to face tutorials and virtual visits.

# 5

## Technology

Get your own bespoke study area on our professional learning platform. The British Institute of Recruiters runs the state of the art learning platform called StudyCourse. Use StudyCourse to access learning materials, resources, assignments, upload achievements and more. Employers can also track learner progress.

# 6

## Monthly Tutor Visits

Each month the tutor will visit the learner to teach, support and advise, making the learning experience exciting and individual. Visits can be face to face or virtual using GoToMeeting and other technologies.

# 7

## End Point Assessment (EPA)

For Apprenticeship Standards, End Point Assessment is carried out by an independent organisation. Our professional tutors will get you ready for EPA.

# 8

## Achievement

Our achievement success rates are excellent as we ensure we provide a quality learning experience that is highly valued by employers.

# 9

## Professional Registration & Progression

For recruitment, The British Institute of Recruiters is the body that provides Professional registration and post-nominal letters as well as professional membership - mBIoR.

# Level 3 Business Administrator

## Role / Occupation:

Business Administrator

## 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.

Skills	What is required (advancing key skills to support progression to management)
IT	Skilled in the use of multiple IT packages and systems relevant to the organisation in order to: write letters or emails, create proposals, perform financial processes, record and analyse data. Examples include MS Office or equivalent packages. Able to choose the most appropriate IT solution to suit the business problem. Able to update and review databases, record information and produce data analysis where required.
Record and document production	Produces accurate records and documents including: emails, letters, files, payments, reports and proposals. Makes recommendations for improvements and present solutions to management. Drafts correspondence, writes reports and able to review others' work. Maintains records and files, handles confidential information in compliance with the organisation's procedures. Coaches others in the processes required to complete these tasks.



**Skills** What is required (advancing key skills to support progression to management)

Decision making	Exercises proactivity and good judgement. Makes effective decisions based on sound reasoning and is able to deal with challenges in a mature way. Seeks advice of more experienced team members when appropriate.
Interpersonal skills	Builds and maintains positive relationships within their own team and across the organisation. Demonstrates ability to influence and challenge appropriately. Becomes a role model to peers and team members, developing coaching skills as they gain area knowledge.
Communications	Demonstrates good communication skills, whether face-to-face, on the telephone, in writing or on digital platforms. Uses the most appropriate channels to communicate effectively. Demonstrates agility and confidence in communications, carrying authority appropriately. Understands and applies social media solutions appropriately. Answers questions from inside and outside of the organisation, representing the organisation or department.
Quality	Completes tasks to a high standard. Demonstrates the necessary level of expertise required to complete tasks and applies themselves to continuously improve their work. Is able to review processes autonomously and make suggestions for improvements. Shares administrative best-practice across the organisation e.g. coaches others to perform tasks correctly. Applies problem-solving skills to resolve challenging or complex complaints and is a key point of contact for addressing issues.
Planning and organisation	Takes responsibility for initiating and completing tasks, manages priorities and time in order to successfully meet deadlines. Positively manages the expectations of colleagues at all levels and sets a positive example for others in the workplace. Makes suggestions for improvements to working practice, showing understanding of implications beyond the immediate environment (e.g. impact on clients, suppliers, other parts of the organisation). Manages resources e.g. equipment or facilities. Organises meetings and events, takes minutes during meetings and creates action logs as appropriate. Takes responsibility for logistics e.g. travel and accommodation.
Project management	Uses relevant project management principles and tools to scope, plan, monitor and report. Plans required resources to successfully deliver projects. Undertakes and leads projects as and when required.

**Knowledge** What is required (in-depth knowledge of organisation and wider business environment).

The organisation	Understands organisational purpose, activities, aims, values, vision for the future, resources and the way that the political/economic environment affects the organisation.
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**Knowledge**      What is required (in-depth knowledge of organisation and wider business environment).

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/global market in which the employing organisation is placed.

**Behaviours**      What is required (Role-model behaviours and positive contribution to culture).

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.





**Behaviours**      What is required (Role-model behaviours and positive contribution to culture).

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.



## Duration

The apprenticeship will typically take between 12 and 18 months to complete.

## Level

This is a Level 3 apprenticeship.

## Qualifications

Where a business administrator has not already achieved Level 2 English and Maths, they must do so before taking the end-point assessment.

## Career progression

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

## Review date

The apprenticeship should be reviewed after 3 years.





## Level 3 Standard Assessment Plan

### Introduction

The Business Administrator apprenticeship is a minimum of 12 months and should typically be completed within 18 months. The apprenticeship provides a highly transferable set of knowledge, skills and behaviours, which can be gained working across an organisation and its processes. The apprenticeship is a firm grounding in organisational operations and functional processes, as well as the wider working environment.

Key responsibilities include developing, implementing, maintaining and improving administrative services. In doing so, the apprentice is expected to work independently and take responsibility for the outcomes of their work, with support of the employer and the training provider. Through working across functional areas, apprentices build team relationships quickly and learn from others to develop specific skill sets. The need to communicate and represent their work clearly is reflected in the assessment methods of End Point Assessment (EPA).

The assessment methodology provides fair, valid and rigorous assessment across the learning outcomes of the Standard and guidelines on completing assessment.

In developing the Assessment Plan, the following principles have been applied:

- **applicability of this apprenticeship role to the administrative services of any organisation**
- **equal opportunities across apprenticeships, where expectations of assessment should be met irrespective of employer size, sector or functional area**
- **'continuous learning' emphasis to be met throughout the programme in working towards EPA, such as with the portfolio being prepared on-programme for discussion at interview**

## Assessment Methodology

Apprentice to reflect and identify learning level and areas of focus with employer and provider

Training provider to set-out expectations and responsibilities for meeting the standard

Line manager recommended to identify appropriate tasks and responsibilities for learning outcomes

### Learner Induction Period 0-3 months

- Context planning meeting help between employer and training provider, establishing expectations in supporting the learner to meet the Standard
- Expectations and responsibilities are set out with the apprentice



### On Programme 3-12 months onwards

- Learner to compile portfolio in this time
- Line manager responsible for regular 1-to-1s
- Training provider to support learning in meeting KSBs, though training and resources

### Gateway:

The gateway can be triggered from 12 months onwards. The portfolio must be completed to trigger the gateway.

Employer to have final decision in progressing to EPA, apprentice and training provider should also agree.

The End Point Assessment Organisation (EPAO) is responsible for EPA and will feedback to the employer.

**Knowledge Test**  
20%  
60 minutes

**Portfolio-Based Interview**  
40%  
30-45 minutes

**Project/Improvement Presentation**  
40%  
20-30 minutes

### Learner completes assessment

- Assessment is expected to be completed within three months of triggering the gateway.
- Each assessment method needs to be passed and the learner receives a grade of Fail, Pass or Distinction to be determined by the above weighting.
- Appropriate records are kept for review and quality assurance, internal and external.
- The learner has the right of appeal

### Quality Assurance:

The EPAO will be responsible for quality assuring assessment outcomes at EPA. This is to be achieved at their discretion with process being evidenced and external quality assurance provided by the IAM.

## Assessment structure

### a) Pre-gateway

Learning progress to be supported by regular 1-to-1s between the apprentice and the employer.

These sessions should:

- **set learning goals**
- **track apprentice progress**
- **create a forum for coaching and guidance**
- **co-ordinate 20% of apprentice time being spent in off-the-job training.**

It is recommended that the training provider should periodically make contact with the employer; typically for 15-30 minutes every 6 weeks, depending on requirements of the employer and the apprentice. Any gaps should be identified that may prevent the apprentice meeting the learning outcomes of the apprenticeship. For example, the training provider and employer can discuss types of work and responsibilities of the apprentice to assess whether this is suitable in meeting the Standard. The training provider should support with tutorials and appropriate resources.

### b) Gateway for the End Point Assessment

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.

#### Training provider:

Ahead of EPA, the training provider should support the apprentice in meeting the Standard and then judge whether the apprentice has successfully met those learning outcomes to trigger EPA. Level 2 English and maths will need to be completed before triggering EPA. In considering these factors, the training provider is able to advise the employer when the apprentice is ready for EPA for the employer to decide.

#### Employer:

The employer makes the final decision to progress the apprentice to EPA, by reviewing the Portfolio of Learning and performance of the apprentice in meeting the Standard. The employer confirms whether digital skills have been shown and the apprentice is recognised for on-the-job IT skills. If the employer feels that the apprentice has met the learning outcomes, and is competent in the apprenticeship role, they should progress the apprentice to EPA.

#### Apprentice:

The apprentice makes every effort to have gained the knowledge, skills and behaviour across the Standard, as demonstrated in their Portfolio of Learning and 1-to-1s. The project is to be completed before the gateway can be triggered. The apprentice must complete Level 2 English and maths before progressing to EPA, if not completed prior to the apprenticeship. The apprentice should be aware of the process for EPA and what should be specifically required of them, agreeing to undertake the EPA.

## c) Assessment methods

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.

### 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.

### 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.

#### **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.

## d) Weighting and grading of assessment methods

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.

## Manageability & Feasibility

The approach to assessment is to encourage manageability and feasibility for organisations of all sizes, such as SMEs and corporates, as well as organisations in the public and third sectors. The combination of assessment methods has been decided by the employer group to be the most relevant, manageable and feasible. There has been consultation with representatives from training providers and end-point assessment organisations.



The following guidance is specifically intended to encourage manageability and feasibility:

- EPA is triggered when there is consensus between the apprentice, employer and training provider to progress, with the employer having the final decision
- all assessment methods can be completed online to promote options that are affordable and flexible for assessment:
  - the knowledge test is best taken online and should be impartially invigilated
  - e-portfolios are recommended to support progress of the apprentice being monitored by relevant parties, it also limits work being lost and encourages evidence of progress to be gathered throughout the apprenticeship
  - interviews and presentations can be taken online to encourage affordable assessment, suitability for employers of varying size and further evidencing learning outcomes. Either being taken online is optional.
- final agreement should be made on the day of last assessment, with notes, rationale and grading being kept for appropriate quality assurance

## Affordability & Flexibility

The employer group estimates 3,000-5,000 total apprentice starts for Business Administrator Level 3 per annum, from their own organisations. The expected cost of EPA is estimated at 15% of the apprenticeship. The employer group have explored affordability and flexibility using their own organisations. Feedback and input from other employers, in addition to the consultation, has been encouraged by keeping a wider communication group.

## End-Point Assessment Organisations (Internal Quality Assurance)

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.

## Minimum requirements for the End-point Assessment Organisation

Knowledge and experience:

- **Health and Safety requirements in the workplace**
- **Knowledge of organisational structure and processes**
- **Experience working in or managing administrative functions**

Qualifications

- **Functional Skills at Level 2**
- **IQA Assessor Award**
- **TAQA Level 3 Assessors Award is also advantageous**

## External Quality Assurance

The Institute for Administrative Management (IAM) is to be the body for External Quality Assurance.