



## Focus Awards Level 3 Diploma in Business Administration (RQF)

601/8842/X

## Key Information

|                           |                            |
|---------------------------|----------------------------|
| Level:                    | 3                          |
| Sector:                   | Administration             |
| Qualification Type:       | Occupational Qualification |
| Total Qualification Time: | 580                        |
| Credit Value:             | 58                         |
| Guided Learning Hours:    | 302                        |
| Status:                   | Available to learners      |
| Methods of Assessment:    | Portfolio of evidence      |
| Minimum Age:              | 16                         |

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# Focus Awards Level 3 Diploma in Business Administration (RQF)

QRN: 601/5898/0

GLH: 302

TQT: 580

Credit: 58

## Qualification Purpose

The Focus Awards Level 3 Diploma in Business Administration (RQF) is aimed at learners in administrative roles, whether that involves working in a team environment or as a personal assistant. The qualification is also aimed at those learners working in a supervisory role or for those who may develop administrative systems as well as those in a customer facing role. It will provide learners with the skills, knowledge, understanding and competence to work in a business and administration environment.

Learners undertaking this qualification will gain an understanding of business communication, management of personal and professional development, administration, business and communication principles. Learners will also study business performance, negotiation, business skills, business document production, administrative support for businesses, equality and diversity, management and leadership, HR, and marketing.

## Age Ranges

Entry is at the discretion of the centres; however learners should be 16 to undertake this qualification.

## Geographical Coverage

This qualification has been accredited for use in England and Northern Ireland.

## Learner Entry Requirements

There are no specific entry requirements for this qualification, but you will need to be employed in a relevant job role. There is an element of communication (discussing, presenting, reading and writing) involved and learners should have basic communication skills at level 2.

## Reasonable Adjustments and Special Considerations

Please refer to the Focus Awards 'Reasonable Adjustments and Special Considerations Policy'. A copy is available for download from the Focus Awards website at the following url:

<https://focusawards.org.uk/wp-content/uploads/2026/08/Reasonable-Adjustments-and-Special-Considerations-Policy-V8.pdf>

## Assessment Methods

This qualification is Internally Assessed. Each learner must create a portfolio of evidence that demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include some or all of the following:

- Assessor observation
- Witness testimony
- Learner product
- Worksheets
- Assignments/projects/reports
- Record of oral and written questioning
- Learner and peer reports
- Recognition of prior learning (RPL)

## Progression Routes

Learners who wish to progress from this qualification may use this qualification as a basis for employment or alternatively may progress on to:

- Focus Awards Level 4 NVQ Diploma in Business Administration

## Supporting Material and Useful Websites

- <https://focusawards.org.uk/supportingmaterials>
- <https://ofqual.gov.uk>

## Qualification Structure

To achieve the Focus Awards Level 3 Diploma in Business Administration (RQF), learners must achieve a minimum of 58 credits. The credits must be achieved in accordance with the criteria set out below:

- 27 credits from the Mandatory units.
- 13 credits from Group B optional units.
- 10 credits from Group C optional units.
- 8 credits from Group D optional units.
- 40 credits must be achieved through the completion of units at Level 3 or above.

### Mandatory Units

| Unit Title                                           | Unit Reference | Level | Credit | Guided Learning Hours |
|------------------------------------------------------|----------------|-------|--------|-----------------------|
| Communicate in a business environment                | Y/506/1910     | 3     | 4      | 24                    |
| Manage personal and professional development         | F/506/1819     | 3     | 3      | 12                    |
| Principles of business communication and information | R/506/1940     | 3     | 4      | 27                    |
| Principles of administration                         | Y/506/1941     | 3     | 6      | 27                    |
| Principles of business                               | D/506/1942     | 3     | 10     | 74                    |

## Optional Group B

| Unit Title                                                                           | Unit Reference | Level | Credit | Guided Learning Hours |
|--------------------------------------------------------------------------------------|----------------|-------|--------|-----------------------|
| Contribute to the improvement of business performance                                | D/506/1911     | 3     | 6      | 33                    |
| Negotiate in a business environment                                                  | H/506/1912     | 3     | 4      | 18                    |
| Develop a presentation                                                               | K/506/1913     | 3     | 3      | 11                    |
| Deliver a presentation                                                               | M/506/1914     | 3     | 3      | 17                    |
| Create bespoke business documents                                                    | T/506/1915     | 3     | 4      | 23                    |
| Contribute to the development and implementation of an information system            | A/506/1916     | 3     | 6      | 21                    |
| Monitor information systems                                                          | F/506/1917     | 3     | 8      | 43                    |
| Evaluate the provision of business travel or accommodation                           | J/506/1918     | 3     | 5      | 30                    |
| Provide administrative support in schools                                            | L/506/1919     | 3     | 5      | 33                    |
| Administer parking and traffic challenges, representations and civil parking appeals | F/506/1920     | 3     | 5      | 31                    |
| Administer statutory parking and traffic appeals                                     | R/506/1923     | 3     | 6      | 42                    |
| Administer parking and traffic debt recovery                                         | T/506/1932     | 3     | 5      | 35                    |
| Administer legal files                                                               | J/506/1935     | 3     | 5      | 31                    |

|                                                  |            |   |   |    |
|--------------------------------------------------|------------|---|---|----|
| Build legal case files                           | L/506/1936 | 3 | 5 | 32 |
| Manage legal case files                          | Y/506/1938 | 3 | 5 | 32 |
| Manage an office facility                        | K/506/1944 | 3 | 4 | 21 |
| Analyse and present business data                | M/506/1945 | 3 | 6 | 24 |
| Produce business documents                       | Y/506/1809 | 2 | 3 | 24 |
| Store and retrieve information                   | R/506/1811 | 2 | 4 | 19 |
| Produce minutes of meetings                      | Y/506/1812 | 2 | 3 | 13 |
| Handle mail                                      | D/506/1813 | 2 | 3 | 15 |
| Prepare text from shorthand                      | M/506/1816 | 2 | 6 | 46 |
| Prepare text from recorded audio instruction     | T/506/1817 | 2 | 4 | 15 |
| Maintain and issue stationery and supplies       | Y/506/2295 | 2 | 3 | 18 |
| Contribute to the organisation of an event       | L/506/1869 | 2 | 3 | 23 |
| Organise business travel or accommodation        | D/506/1875 | 2 | 4 | 23 |
| Provide administrative support for meetings      | H/506/1876 | 2 | 4 | 28 |
| Administer human resource records                | T/506/1879 | 2 | 3 | 28 |
| Administer the recruitment and selection process | A/506/1883 | 2 | 3 | 25 |

|                                                                |            |   |   |    |
|----------------------------------------------------------------|------------|---|---|----|
| Administer parking dispensations                               | R/506/1887 | 2 | 3 | 25 |
| Administer finance                                             | R/506/1890 | 2 | 4 | 21 |
| Buddy a colleague to develop their skills                      | M/506/1895 | 2 | 3 | 19 |
| Employee rights and responsibilities                           | L/506/1905 | 2 | 2 | 16 |
| Support environmental sustainability in a business environment | R/506/1954 | 4 | 4 | 38 |
| Resolve administrative problems                                | D/506/1956 | 4 | 6 | 56 |
| Prepare specifications for contracts                           | H/506/1957 | 4 | 4 | 23 |
| Prepare text notes from touch typing                           | K/506/1815 | 2 | 4 | 26 |

## Optional Group C

### Administration

| Unit Title                                                     | Unit reference | Level | Credit | Guided Learning Hours |
|----------------------------------------------------------------|----------------|-------|--------|-----------------------|
| Promote equality, diversity and inclusion in the workplace     | T/506/1820     | 3     | 3      | 15                    |
| Manage team performance                                        | T/506/2952     | 3     | 4      | 21                    |
| Manage individuals' performance                                | J/506/1921     | 3     | 4      | 20                    |
| Manage individuals' development in the workplace               | L/506/1922     | 3     | 3      | 10                    |
| Chair and lead meetings                                        | Y/506/1924     | 3     | 3      | 10                    |
| Encourage innovation                                           | J/506/2292     | 3     | 4      | 14                    |
| Procure products and/or services                               | M/506/1928     | 3     | 5      | 35                    |
| Implement change                                               | T/506/1929     | 3     | 5      | 28                    |
| Implement and maintain business continuity plans and processes | K/506/1930     | 3     | 4      | 25                    |
| Participate in a project                                       | F/506/1934     | 3     | 3      | 19                    |
| Develop and maintain professional networks                     | J/506/1949     | 4     | 3      | 15                    |
| Develop and implement an operational plan                      | Y/506/1955     | 4     | 5      | 24                    |
| Manage physical resources                                      | K/506/1989     | 4     | 4      | 26                    |

|                                               |            |   |   |    |
|-----------------------------------------------|------------|---|---|----|
| Prepare for and support quality audits        | K/506/1992 | 4 | 3 | 17 |
| Manage a budget                               | A/506/1995 | 4 | 4 | 26 |
| Manage a project                              | R/506/1999 | 4 | 7 | 38 |
| Manage business risk                          | L/506/2004 | 4 | 6 | 27 |
| Recruitment, selection and induction practice | H/506/2042 | 4 | 6 | 33 |
| Organise and deliver customer service         | L/506/2150 | 3 | 5 | 27 |
| Resolve customers' complaints                 | R/506/2151 | 3 | 4 | 22 |
| Using email                                   | T/502/4301 | 3 | 3 | 20 |
| Word processing software                      | Y/502/4629 | 3 | 6 | 45 |
| Website software                              | Y/502/4632 | 3 | 5 | 40 |
| Spreadsheet software                          | J/502/4626 | 3 | 6 | 45 |
| Presentation software                         | T/502/4623 | 3 | 6 | 45 |
| Bespoke software                              | J/502/4397 | 3 | 4 | 30 |
| Database software                             | T/502/4556 | 3 | 6 | 45 |

## Optional Group D

### Administration

| Unit Title                                        | Unit Reference | Level | Credit | Guided Learning Hours |
|---------------------------------------------------|----------------|-------|--------|-----------------------|
| Principles of leadership and management           | D/506/1925     | 3     | 8      | 50                    |
| Principles of market research                     | K/502/9933     | 3     | 5      | 40                    |
| Principles of marketing and evaluation            | T/502/9935     | 3     | 7      | 50                    |
| Principles of digital marketing and research      | F/502/9937     | 3     | 7      | 50                    |
| Principles of marketing stakeholder relationships | J/502/9938     | 3     | 3      | 16                    |
| Understand the customer service environment       | Y/506/2152     | 3     | 5      | 40                    |
| Understand the legal context of business          | D/506/1939     | 3     | 6      | 44                    |
| Principles of social media within a business      | R/503/9324     | 3     | 6      | 42                    |

# Staff Requirements

## Requirements for Tutors/Instructors

Tutors delivering the qualification will be required to hold or be working towards a teaching qualification. This may include qualifications such as the Levels 3, 4 or 5 in Education and Training, or a Certificate in Education. Focus Awards will however; consider other teaching qualifications upon submission. Tutors must also be able to demonstrate that they are occupationally competent within the sector area.

## Requirements for Assessors

Assessors will be required to hold, or be working towards, a relevant assessing qualification. This includes qualifications such as:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement

Focus Awards will however; consider other relevant assessing qualifications upon submission.

Assessors who only hold the Level 3 Award in Understanding the Principles and Processes of Assessment will be required to complete an additional programme of study to achieve the relevant competency units required for one of the qualifications listed above.

Trainee assessors who do not hold an assessment qualification will require their decisions to be countersigned by a suitably qualified assessor.

Assessors must also be able to show they are occupationally competent within the sector area

## Requirements for Internal Quality Assurers (IQA)

Internal Quality Assurers should hold or be working towards the following IQA qualification. This may include qualifications such as the V1 (previously D34), or the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice. Focus Awards will however; consider other relevant IQA qualifications upon submission. Trainee IQAs who do not hold an IQA qualification will require their decisions to be countersigned by a suitably qualified IQA. IQAs must be able to demonstrate occupational competence.

## Vocabulary of Terms

This table explains how the terms used in Focus Awards' Qualification Specification content are applied. Not all terms are necessarily used in this qualification.

|                     |                                                                                                                                                                                                                             |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Apply               | Explain how existing knowledge can be used in new or different situations.                                                                                                                                                  |
| Analyse             | Break the subject down into individual parts. Examine each, show how they fit together, whether they support each other and why they're important. Reference to current research or theory may add weight to your analysis. |
| Clarify             | Clearly and concisely explain the information presented.                                                                                                                                                                    |
| Classify            | Organise in alignment with specified criteria.                                                                                                                                                                              |
| Collate             | Gather and organise information in a logical order (e.g., alphabetically, numerically, chronologically etc.).                                                                                                               |
| Compare             | Examine the subjects in detail to identify differences and similarities.                                                                                                                                                    |
| Critically compare  | Similar to 'compare' above, but consider any positive aspects and/or limitations/restrictions arising from identified differences and similarities.                                                                         |
| Consider            | Think critically about a presented situation, problem, action or decision, and explain it. Also see 'explain' below.                                                                                                        |
| Demonstrate         | Describe or explain knowledge or understanding by providing examples or illustrations.                                                                                                                                      |
| Describe            | Write about the subject, presenting detailed information logically.                                                                                                                                                         |
| Develop...          | Expand a plan or idea by adding more detail and/or depth of information.                                                                                                                                                    |
| Diagnose            | Collate and consider appropriate evidence to identify the cause or origin of a situation or problem.                                                                                                                        |
| Differentiate       | Identify the differences between 2 or more arguments, situations or subjects.                                                                                                                                               |
| Discuss             | Create a detailed account from a range of viewpoints, opinions or perspectives.                                                                                                                                             |
| Distinguish         | Explain the difference between 2 or more items, resources, pieces of information.                                                                                                                                           |
| Draw conclusions... | Derive a reason or logic based decision or judgement.                                                                                                                                                                       |

|                   |                                                                                                                                                                                                                                                                                                  |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Estimate          | Use existing knowledge, experience and other relevant information to arrive at an approximate or 'best guess' opinion or judgement.                                                                                                                                                              |
| Evaluate          | Examine strengths and weaknesses, consider arguments for and against, and/or similarities and differences. Assess any presented evidence from different perspectives and arrive at a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation. |
| Explain           | Present detailed information about the subject with reasons showing how or why it's included. Include examples to support these reasons where possible.                                                                                                                                          |
| Extrapolate       | Use existing knowledge and data to predict possible outcomes or results that might be outside the expected 'norm'.                                                                                                                                                                               |
| Identify          | Recognise and name the main points accurately. Additional description or explanation may be needed to aid clarity and attribute credibility.                                                                                                                                                     |
| Implement         | Explain how to put an idea or plan into action.                                                                                                                                                                                                                                                  |
| Interpret         | Explain the meaning of something.                                                                                                                                                                                                                                                                |
| Judge             | Form an opinion or make a decision.                                                                                                                                                                                                                                                              |
| Justify           | Provide a satisfactory explanation for actions or decisions.                                                                                                                                                                                                                                     |
| Perform           | Carry out a task or process to meet the requirements of the question.                                                                                                                                                                                                                            |
| Plan              | Create and record (list) a logical, organised sequence of information, required resources and actions/events that enable a concept or idea to be crystalised and communicated.                                                                                                                   |
| Provide           | Identify and deliver detailed and accurate information related to the subject.                                                                                                                                                                                                                   |
| Reflect           | Consider actions, experiences or learning and how these may impact practice and/or professional development.                                                                                                                                                                                     |
| Review and revise | Look back over the subject and make corrections or changes to improve clarity or better demonstrate understanding.                                                                                                                                                                               |
| Select            | Make an informed choice for a specific purpose or required outcome/result.                                                                                                                                                                                                                       |
| Show              | Supply evidence to demonstrate accurate knowledge and understanding.                                                                                                                                                                                                                             |
| State             | Provide the main points clearly in sentences or paragraphs.                                                                                                                                                                                                                                      |
| Summarise         | Convey the main ideas or facts concisely.                                                                                                                                                                                                                                                        |