



## NZQA Assessment Support Material

<b>Unit standard</b>	<b>29024</b>				
<b>Title</b>	Provide business administration support using business technology				
<b>Level</b>	3	<b>Credits</b>	15	<b>Version</b>	1

### Note

The following guidelines are supplied to enable assessors to carry out valid and consistent assessment using this internal assessment resource.

Assessors must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material. Use of this assessment resource without modification may mean that students' work is not authentic. The assessor will need to change figures, measurements or data sources or set a different context or topic.

While this resource exemplifies written assessments, there are other assessment activities and approaches that could be taken.

1. See Generic Resources and Guidelines at <https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/>

### Assessor guidelines

For authenticity purposes, sample answers have not been provided. These will need to be provided by the Assessment developer.

### Context/setting

This assessment activity contains six assessment tasks in which learners need to demonstrate their ability to provide business administration support using business technology.

This assessment is in the context of a fictional business entity called Zirconi Bags and are available from the Business Administration and Technology assessment support material page. The evidence that learners provide for the assessment must meet the requirements of this entity.

## AWARD OF CREDIT



To be awarded credit for this unit standard learners must demonstrate your ability to provide business administration support using business technology in accordance with the requirements of the entity.

## CONDITIONS OF ASSESSMENT



This is an **open book assessment** that will take place over a timeframe that you set. Learners' answers must be in their own words.



You will provide learners with information regarding timeframes for this assessment.

### Assessment activity

The assessment contains the following tasks:

1. Arrange a meeting.
2. Work in a team.
3. Manage records.
4. Give examples of behaviour.
5. Give examples of self-management.
6. Provide business administration (role play).

### Resource requirements

- The following documents were created for the fictional entity Zirconi Bags. You must supply these documents to the learner:
  - Advisory\_committee\_outline.docx
  - Catering\_approved\_suppliers.docx
  - Company\_style\_guide.docx
  - Harrys\_CateringOrderForm\_individual\_items.docx
  - Harrys\_CateringOrderForm\_set\_menus.docx
  - Head\_office\_location.docx
  - Letter\_layout.docx
  - Meeting\_agenda.docx
  - Meeting\_arrangement\_process.docx
  - Meeting\_participant\_information.docx
  - Meeting\_request\_form.docx
  - Organisational\_chart.xlsx
  - Store\_locations.docx
  - Travel\_approved\_suppliers.docx
  - Travel\_request\_form.docx
  - Zirconi\_retail\_structure.docx
  - Zirconi\_background\_information.docx
  - Zirconi\_logo1.jpg

- Zirconi\_logo2.jpg
- Zirconi\_logo3.jpg
- Zirconi\_logo4.jpg
- Role play cards were designed to enable the learner to provide the required evidence. You can adapt the suggested scenarios for your use.
  - A. Phone call – Customer complaint
  - B. Phone call – Wrong number
  - C. Phone call – Customer information request
  - D. Phone call – Personal telephone
  - E. Visit to desk by staff member – Personal visit
  - F. Visit to desk by staff member – For information
  - G. ‘Off the street’ visitor
  - H. Courier delivery
  - I. Email – Request to see manager
  - J. Technical issue – Printer does not work
- You will need to organise props for use during the role play, for example a telephone, mail packages and so on (see role play cards for scenarios and identify the props you will need).
- Learners will need access to a computer with Internet access, and a printer.

## Assessment Schedule

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ER	Task	Evidence	Judgement
ER 1.1 Business administration processes are undertaken using business technology Range Processes include: Mail processing, maintenance of office supplies and/or equipment, records management, visitor management, meeting arrangements and support, routine financial calculations	Task 1 Questions 1, 2, 3	Completed Meeting Request Form. Completed Travel Request Forms for committee members who are travelling. Copies of email correspondence to committee members, including attachments. Completed checklist of items learner needs to prepare to support the meeting. Copy of email to Bob Smith outlining arrangements for meeting. (ER 1.1, meeting arrangements and support)	Forms are consistent with 'Meeting arrangement process' document. Content of emails is consistent with 'Meeting arrangement process' document. Directions to Zirconi office included as required. Completion of Travel Request Form and email correspondence regarding travel is consistent with 'Travel Approved Suppliers' document.
	Task 3 Question 1	Screenshots showing the contents of each folder the learner has created. Email explaining how files are organised. (ER 1.1, records management)	Files are organised in a logical structure. Content of email is consistent with filing structure used.

	<p>Task 6 Card e, f; checklist 6 Card g; checklist 7</p>	<p>Verification that the learner dealt appropriately with staff member wanting to have a personal discussion (Card E).</p> <p>Verification that the learner gave the staff member the information they required (Card F).</p> <p>Verification that student dealt appropriately with a visitor to the office 'off the street' who asked for directions. (Card G).</p> <p>(ER 1.1, visitor management)</p>	<p>Comments given in verification confirm competency of learner to manage visitors appropriately.</p> <p>Task 1 Question 4 can provide further evidence of visitor management.</p>
	<p>Task 6 Card h; checklist 8</p>	<p>Verification that learner dealt appropriately with courier delivery of 3 items.</p> <p>Verification that learner dealt appropriately with sending parcel with the courier, including labels, etc.</p> <p>(ER 1.1, mail processing)</p>	<p>Learner dealt with 2 of 3 courier items correctly.</p>
	<p>Task 6 Questions 1b, 1c</p>	<p>Screenshots of shopping carts from two suppliers.</p> <p>Comparison of costs for 5 diaries from two suppliers.</p> <p>Calculations to find the best deal.</p> <p>Email communicating findings to manager.</p> <p>(ER 1.1, maintenance of office supplies and/or equipment)</p>	<p>Costs in calculations consistent with screenshots of shopping carts.</p> <p>Calculations must be accurate.</p> <p>Email content consistent with calculations.</p>

	Task 6 Question 1a	Calculations to find the best deal for 5 diaries.  (ER 1.1, routine financial calculations)	Calculations must be accurate.  <b>Sufficiency for ER 1.1: Evidence of all processes required.</b>
ER 1.2  Communication with stakeholders in the provision of administration support is effective in terms of the intention, medium, and audience.  Range  Communication – written and oral with both internal and external stakeholders to the entity.	Task 6 Across all cards; checklist 4	Verification that oral communication with external stakeholders was effective.  Verification that oral communication with internal stakeholders was effective.  (ER 1.2, oral, internal and external)	Comments given confirm ability to communicate effectively.  Appropriate oral communication with two external stakeholders and two internal stakeholders is required.
	Task 6 Question 1c	Email to manager outlining best deal for 5 diaries.  (ER 1.2, written, internal)	Communication with manager was clear and provided the comparative costs and a recommendation for the best deal.
	Task 1 Question 4	Completed table.	Stakeholders identified.  Intention, medium and audience are clear.
	Task 1 Question 1	Email communications with committee members.  (ER 1.2, written, external)	Communication with committee members was clear and provided the information they required.  Email correspondence consistent with answers to Task 1 Question 3.
	Task 1 Question 3	Email to Bob Smith outlining arrangements for meeting.  (ER 1.2, written, internal)	Communication with Bob Smith was clear and provided the information required.  Email correspondence consistent with answers to Task 1 Question 1.  <b>Sufficiency for ER 1.2: communication must be both written and oral, with both internal and external stakeholders.</b>

<p>ER 1.3</p> <p>Customer service techniques are selected and applied to provide administration support that meet stakeholder and operational expectations.</p>	<p>Task 6</p> <p>Question 3</p>	<p>Description of two different situations from the role play where the learner used customer service techniques.</p> <p>Description of how learner used customer service techniques in each situation.</p>	<p>Description must clearly show how the learner used the customer service techniques.</p> <p>Techniques described must be suitable for the situation and the entity.</p>
	<p>Task 6</p> <p>Card A, C;</p> <p>Checklist 5</p> <p>Card F; checklist 6</p>	<p>Verification that the learner selected and applied appropriate customer service techniques for the situation.</p> <p>Comments on the techniques used during the role play.</p>	<p>Techniques applied must be suitable for the situation and the entity.</p>
		<p>Verification that the techniques applied met stakeholder expectations.</p> <p>Comment on how the techniques used met stakeholder expectations.</p>	<p>Comment must show that the learner addressed any questions or concerns of the customer or staff member.</p>
		<p>Verification that the techniques applied met operational expectations.</p> <p>Comment on how the techniques used met operational expectations.</p>	<p>Comment must be consistent with goals of organisation and any policy requirements.</p>
<p>ER 1.4</p> <p>Administration support is provided by working with team members to meet team objectives.</p>	<p>Task 2</p> <p>Questions 1, 2, 4</p>	<p>Minutes of team meeting to discuss guidelines for 'no-email' day.</p> <p>Poster with guidelines on 'no-email' day.</p> <p>Verification by another team member that learner worked with team members to meet team objectives.</p>	<p>Minutes show that learner took part in the meeting and decisions on guidelines.</p> <p>Poster is consistent with the decisions made in the meeting.</p> <p>Two examples given by team member confirming that learner worked with team to meet objectives.</p>

ER 1.5 Behaviour is professional, ethical, and socially and culturally appropriate for the provision of business administration support.	Task 4	Examples of how learner demonstrated each of the types of behaviour.	Examples confirm that learner's behaviour met requirements.
	Task 6 Across all cards; checklist 1	Verification that the learner's interactions were professional with comment.  Verification that the learner's interactions were ethical with comment.  Verification that the learner's interactions were socially appropriate with comment.  Verification that the learner's interactions were culturally appropriate with comment.	Comments given by verifier confirms that learner's behaviour met requirements.
ER 1.6 Problem-solving and decision-making techniques are applied in the provision of administration support to meet stakeholder needs and requirements of the entity.	Task 1 Question 1	Completed checklist of items learner needs to prepare to support the meeting.  Completed Meeting Request Form.  Completed Travel Request Forms for committee members who are travelling.  Copies of email correspondence to committee members, including attachments.	Flights selected were at appropriate times to meet stakeholder needs and requirements for meeting.  Travel selected consistent with 'Meeting arrangement process' document.  Catering selected met committee members' needs and requirements for meeting.  Catering selected consistent with 'Meeting arrangement process' document.  Email identifies two options for both catering and travel, and learner's recommended solution.
	Task 6 Across all cards; checklist 2	Verification that the learner applied problem-solving and decision-making techniques, with comments.	Comments given by verifier confirms that learner solved a problem and made a decision.



			<b>Sufficiency for ER1.6: Require both Task 1 Q1 and Task 6 verification correct.</b>
<p>ER 1.7</p> <p>Self-management contributes to the provision of administration support and the achievement of the entity's operational requirements.</p> <p>Range</p> <p>Self-management includes being proactive and may include – time-management, goal setting, prioritisation, consultation, reliability, task follow-up, self-assessment/reflection on performance, managing progress; evidence of five is required.</p>	<p>Task 6</p> <p>Across all cards; checklist 3</p>	<p>Verification that the learner was proactive with comment. (ER 1.7, proactive)</p> <p>Verification that the learner used their time appropriately with comment. (ER 1.7, time-management)</p> <p>Verification that the learner prioritised the tasks required during the assessment. (ER 1.7, prioritisation)</p> <p>Verification that the learner consulted with others as required during the assessment. (ER 1.7, consultation)</p> <p>Verification that the learner followed up on tasks assigned to them. (ER 1.7, task follow-up)</p>	<p>Comments given confirm relevant attributes.</p>
	<p>Task 6</p> <p>Question 2</p>	<p>Description of at least two interruptions which took place during the role play.</p> <p>Description of how the learner dealt with each interruption.</p>	<p>The answer must be a full description of how the learner dealt with a minimum of two interruptions.</p> <p>The actions taken by the learner must be relevant and appropriate for the situation.</p>

	Task 6 Question 4	Statement of whether learner felt satisfied with their overall performance in the roleplay.  Two reasons why they were or were not satisfied, with explanation given.	Learner must state whether they were satisfied or not with their performance.  A full explanation of the reasons why the learner felt satisfied with their performance in the role play must be given.
	Task 5	Learner's example of they were proactive.  Learner's example of how they showed two other attributes of self-management, identifying skill.	
	Task 1 Question 2	Checklist of items the learner needs to prepare to support the meeting.  (ER 1.7, goal-setting)	
	Task 2 Question 3a	<ul style="list-style-type: none"> <li>a. Identification of team's objectives.</li> <li>b. Description of learner's contribution to team.</li> <li>c. Statement of what the learner would do differently the next time they engage in teamwork, with explanation.</li> <li>d. Statement on whether the team worked well together to meet its objective.</li> </ul> <p>Explanation of reasons the team did or didn't work well together.</p>	<p>The answer must include a full description of</p> <ul style="list-style-type: none"> <li>▪ what they would change next time they engaged in teamwork</li> <li>▪ the reasons the team worked well together or not.</li> </ul> <p>The explanation must be consistent with the team's objectives and the learner's contribution to the team.</p> <p><b>Sufficiency for ER 1.7: Answers must include a relevant example of how the learner showed proactivity AND a relevant example of each of at least four of the other listed attributes.</b></p>

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the unit standard.