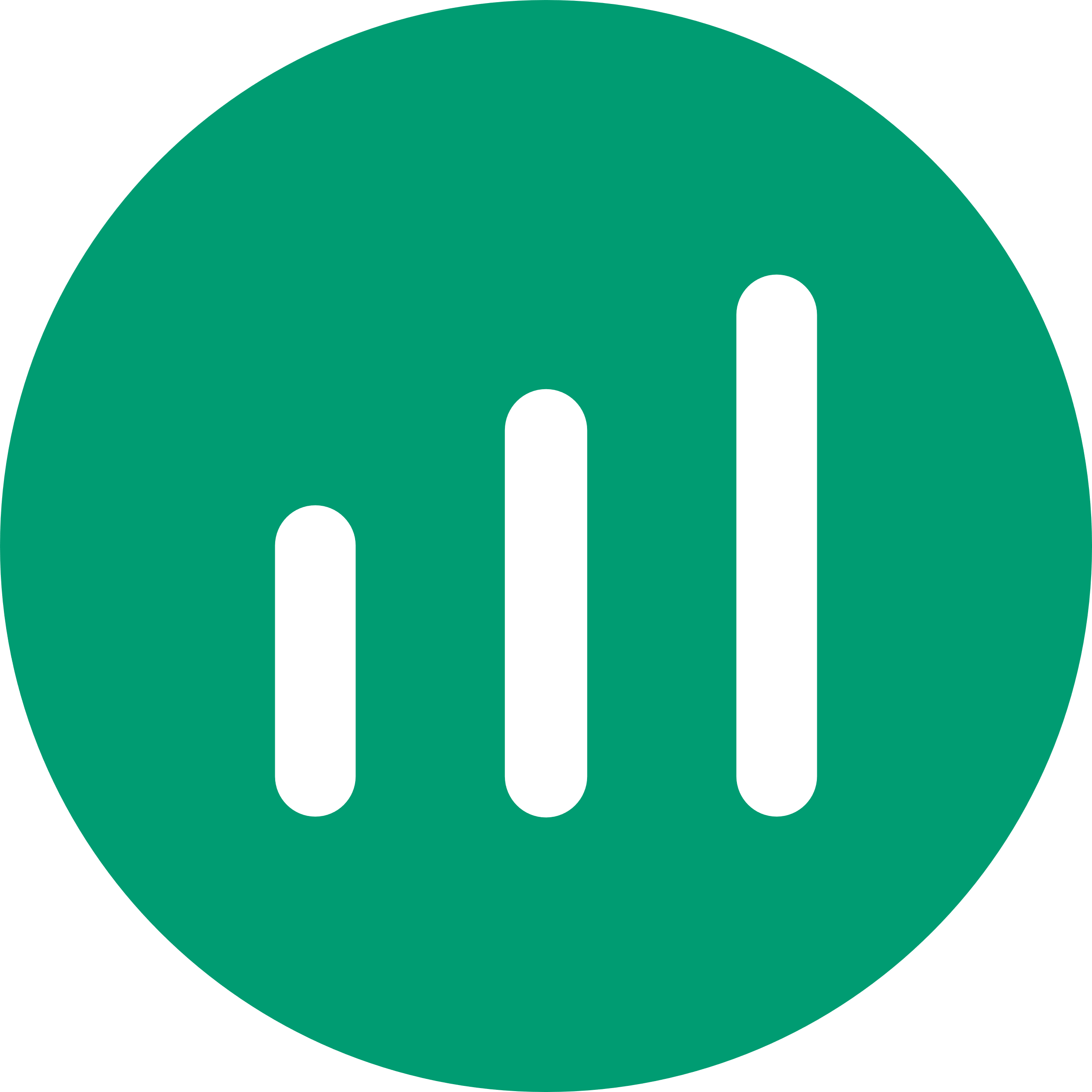
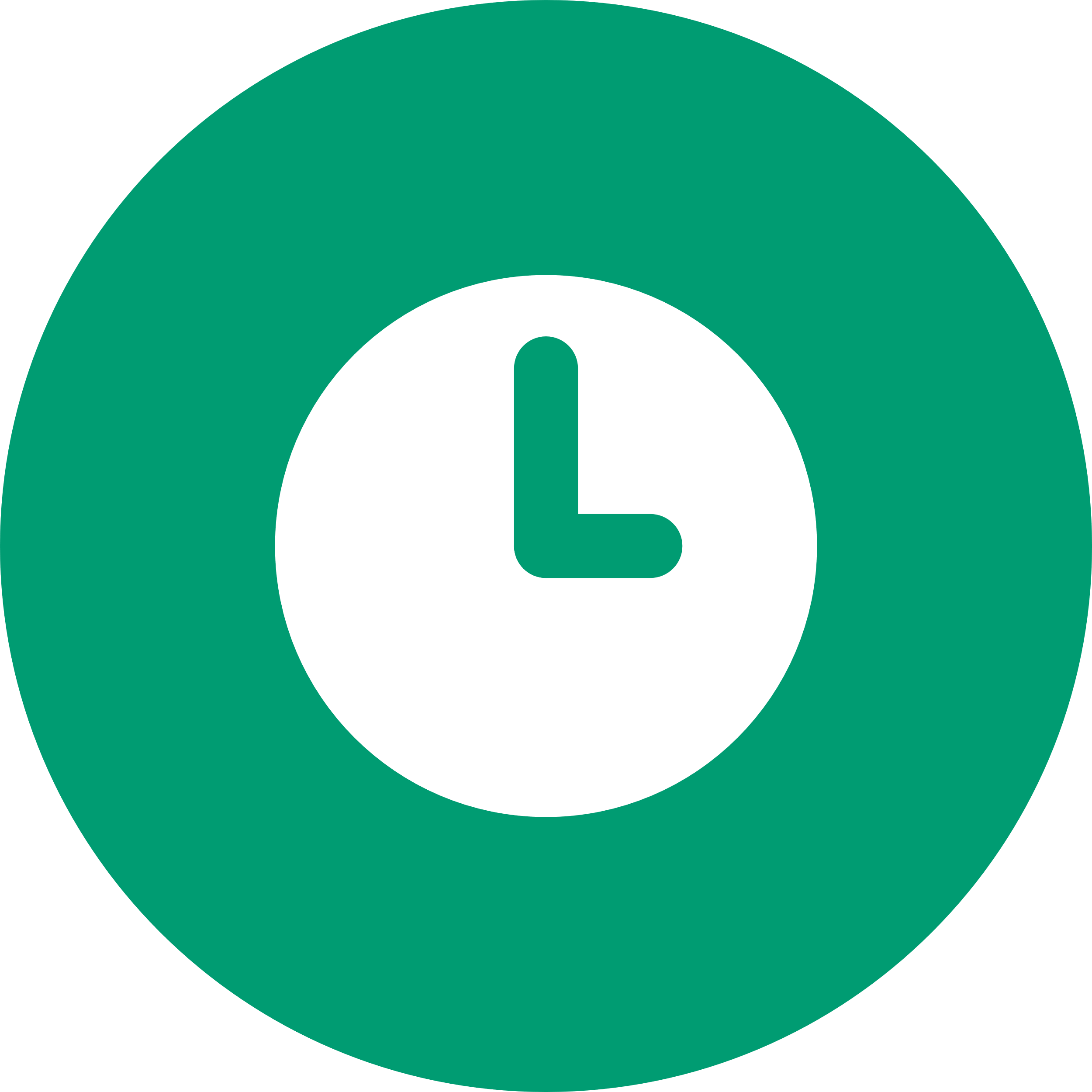
# Apprenticeship Programme Plan

### **Business Administrator**

** Level 3**  **12 Months Plus 3 Months End Point Assessment**

### **Steps To Success Journey**

**First Six Weeks**

### **Overview**

Apprentices complete their induction, set learning goals, and gain a clear understanding of their apprenticeship journey.

### **Deadline**

Week 6

### **Key Tasks**

* Complete all induction modules
* Set personal learning and development goals
* Skills Scan and Recognised Prior Learning (RPL)
* Create Individual Training Plan including SWOT
* Agree off-the-job training plan

### **Safeguarding Journey**

**Weeks 7 – 10**

**Overview**Apprentices gain essential safeguarding knowledge and understand their responsibilities.

**Deadline**Week 10

**Key Tasks**

* Complete safeguarding training modules
* Prevent Introduction

### **Programme Structure & Sessions**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Timeframes | Session Title | Objectives | Assessment Method | Submission Deadline | Off-The-Job Activity |
| Week 1 | **Induction** | Understand the role of an apprentice and portfolio building.  Introduction to English & Maths expectations.  Off-the-Job explained.  OneFile login and steps to success.  Complete Individual Training Plan & SWOT.  Complete Cognassist assessment. | Steps to Success record via OneFile | 6 weeks. | N/A |
| 2-4 weeks | **Planning meeting** | Review skills scan and identify RPL.  Agree off-the-job training activities.  Complete ALS plan if required.  Confirm functional skills requirements.  Confirm session dates. | record via OneFile e-portfolio system. | 4 weeks. | Read your safeguarding and whistleblowing policies and procedures. |
| 4-6 weeks | **Orientation session** | Use Learner Portal and MS Teams.  OneFile deeper dive (journals, OTJ logging, FPRs).  Accessibility functions.  Reflective practice, plagiarism & policies.  Career Information, Advice & Guidance (CIAG). | Reflective account in OneFile journal | 2 weeks | * Digital Skills Boost: Complete a short online module (Excel formulas, Teams functionality, or SharePoint organisation) and note how it can be applied to the role. * Observation/Shadowing**:** Sit in on a management meeting, paying attention to how decisions are recorded and followed up. Reflect on what you’d do if you were chairing or minute-taking. |
|  |  |  |  |  | Suggested off the job 29 hours |
| Month 2-9 | **Core Session – The Organisation and Value of Skills** | Explore organisational structures, aims, values, purpose, sector, resources.  Understand external influences on organisations.  Explore how apprentices’ skills add value and link to career goals.  British Values & inclusion at work. | Discussion, Written Assignments, PowerPoint Presentation, Reflection, Quiz | 4 weeks | Skills audit & gap analysis, interview a senior colleague. Research organisation’s aims, values, and priorities. Apprentices will write piece: “How my admin role supports the organisation’s values.” Create a personal skills map: current vs future skills. Learners should identify the key skills valued in their role and department. Afterward, they should write a reflection on how their current skills align with these expectations and where they see opportunities for further development.  Reading Relevant Policies Learners to read any organisational policy related to professional development or skills management. They should summarise how the policy supports skill development within the organisation and suggest any potential improvements. |
|  |  |  |  |  | Suggested off the job 29 hours |
| Month 2-9 | **Core Session 2: Communication & Personal Development** | * Understand communication methods, barriers, cultural awareness * Develop written, verbal, body language skills * Explore personal development planning and progression | Discussion, Written Assignments, Workbook, Reflection, Quiz | 4 Weeks | Reflective blog, Personal Development Plan update, review organisation communication strategy.  1-Learners should review their organisation’s internal communication strategy or guidelines. They should identify the communication channels used and the key messages promoted within the organisation.  2-Learners to update their Personal Development Plan based on the session. They should include specific communication skills they aim to develop. |
|  |  |  |  |  | Suggested off the job 29 hours |
| Month 2-9 | **Core Session 3: External Factors** | * Understand external influences (market forces, policy, regulation, supply chain, global markets) * Conduct PESTLE analysis * Analyse impact of external events on business | Discussion, Written Assignments, PowerPoint Presentation, Reflection, Quiz | 4 weeks | PESTLE analysis report, summarise industry white papers.  1-Learners to conduct a PESTLE analysis specifically for their organisation, focusing on one or more external factors that are currently impacting or could impact the business. They should present their findings in a report and suggest ways the organisation could respond to these factors.  2-Learners to read industry reports or white papers relevant to their organisation’s sector. They should summarise the key external factors highlighted in the report and discuss how these could influence their organisation’s strategy. |
|  |  |  |  |  | Suggested off the job 29 hours |
| Month 2-9 | **Core Session 4: Regulations, Policies & Processes** | * Understand workplace policies and processes * Recognise importance of quality and effective processes * Identify improvement opportunities * Explore complaints and coaching models | Discussion, Written Assignments, PowerPoint Presentation, Reflection, Quiz | 4 weeks | Shadow colleagues, research outdated policy/process and propose improvements.  Shadowing Colleagues: The apprentice can spend time observing and learning from more experienced colleagues in different departments. This helps them understand how various roles contribute to the overall business operations.  Attending Workshops or Training Sessions: The apprentice can attend external or internal workshops on topics like project management, customer service, or data analysis. These sessions build specific skills that are directly relevant to their role.  Identify a policy or process in your department that feels outdated or inefficient. Write a short proposal explaining how it could be improved and what benefits this change might bring. |
|  |  |  |  |  | Suggested off the job 29 hours |
| Month 2-9 | **Core Session 5: Quality, Planning & Organising, Decision Making, Business Fundamentals** | * Understand quality principles and how to maintain them * Explore planning and organising methods * Analyse decision making and problem solving tools * Learn fundamentals of finance, change, and business principles | Discussion, Written Assignments, PowerPoint Presentation, Reflection, Quiz | 4 Weeks | Project SWOT & Gantt chart, time management workshop, design new starter toolkit  Participate in a workshop or online training session about quality management standards or best practices for maintaining quality in administrative tasks.  Spend time with the quality control team in the company (if available) to understand how they monitor and maintain quality standards across different departments.  Create SWOT of a project and compete Gantt chart & WBS for their project  Design a checklist or toolkit that could help a new starter plan their day, prioritise tasks, and maintain quality in their work. Share it with a colleague and ask for feedback. |
|  |  |  |  |  | Suggested off the job 29 hours |
| Month 2-9 | **Core Session 6: Stakeholder Management** | * Understand stakeholder types and relationships * Power vs Interest grid * Explore engagement methods and feedback strategies * Analyse impact of stakeholder engagement | Discussion, Written Assignments, PowerPoint Presentation, Reflection, Quiz | 4 weeks | Stakeholder mapping exercise, shadow manager engaging stakeholders, draft stakeholder engagement plan  Shadowing a senior colleague or manager who regularly interacts with key stakeholders to observe best practices in action.  Conducting a stakeholder mapping exercise to identify key stakeholders, their influence, and interest levels in a specific project or organisational change.  Organising feedback sessions to receive input on communication styles or stakeholder engagement approaches from mentors or peers |
|  |  |  |  |  | Suggested off the job 29 hours |
| Month 9-12 | **Core Session 7: Project Management** | * Understand project role, development, delivery, monitoring * Create project scope, WBS, Gantt chart * Prepare for EPA project presentation | Discussion, Written Assignments, PowerPoint Presentation, Reflection, Quiz | 8 – 12 Weeks | Create project plan, research project case study, simulation activity.  Participating in project management simulations to practice planning, executing, monitoring, and closing projects in a controlled environment.  Creating and analysing Gantt charts or other project planning tools to understand how to effectively schedule and allocate resources for a project.  Developing a mock project plan, including a project scope, timeline, budget, and risk management plan, to demonstrate understanding of project management principles. |
|  |  |  |  |  | Suggested off the job 29 hours |
| Month 9 | **Career Development & Support** | Career Information, Advice & Guidance | completed at 75% progress  Formal Progress Reviews: every 10 weeks  1-to-1 Coaching: every 4–6 weeks (more if needed) |  | Progression Route   * Level 4 Associate Project Manager Apprenticeship * Edward Jenner NHS Leadership Programme * Other management or leadership qualifications |
| Month 10 | **EPA Preparation Session 1** | * Mock knowledge test * Mock professional discussion * Portfolio review and feedback | Mock assessments & feedback | 4 Weeks | * Stakeholder engagement activity – organise or contribute to a cross-departmental meeting and then reflect on how information was shared and decisions made. * Digital skills enhancement – short course or workshop in Excel automation, document templates, or scheduling tools to demonstrate tech development.   Reflection log, improvements plan. |
|  |  |  |  |  | Suggested off the job 29 hours |
| Month 11 | **EPA Preparation Session 2** | * Second mock knowledge test * Present project to coach * Complete mapping grid * Feedback with line manager | Mock assessments, Portfolio review | 2 weeks | * Mentoring or buddying – supporting a new apprentice or colleague, focusing on building their confidence with admin systems. The act of mentoring really underlines leadership growth. * SOP (Standard Operating Procedure) drafting – pick a routine task that could be streamlined (like onboarding, filing, reporting) and create a clear SOP.   Present project for feedback |
|  |  |  |  |  | Suggested off the job 29 hours |
| Month 12 | **Gateway Meeting** | * Final portfolio and functional skills check * Confirm EPA readiness * Sign gateway documentation | Sign-off with coach & manager | **N/A** | * Mini research project – compare best practices in administration from another organisation or sector and reflect on how your own workplace measures up. * Knowledge sharing session – design a short workshop or guidance note for colleagues, e.g. “Top 5 time-saving tips in Outlook.”   EPA readiness checks |
|  |  |  |  |  | Suggested off the job 29 hours |
| Month 12 - 15 | **End Point Assessment (EPA)** | 1. 60-minute knowledge test (50 questions) 2. 15-minute project presentation + 15 minutes Q&A 3. 45-minute portfolio-based interview | 1. 60-minute knowledge test (50 questions) 2. 15-minute project presentation + 15 minutes Q&A 3. 45-minute portfolio-based interview | NA | N/A |
|  |  |  |  |  | Total off the job hours = 348 |

### **Career Development & Support**

**Career Information, Advice and Guidance Assessment**Completed when apprentice reaches 75% progress on their e-portfolio.

**Formal Progress Reviews**Every 10 – 12 weeks with line manager, apprentice and coach.

**1-2-1 Coaching Sessions**Every 4-6 weeks (frequency increases for additional support needs).

### **Key Contacts & Support**

* [Safeguarding Contact](https://www.dynamictraining.org.uk/about-us/learner-safeguarding/)
* [General Support](https://www.dynamictraining.org.uk/)
* [Complaints & Concerns](https://www.dynamictraining.org.uk/contact-us/forms/report-a-complaint-or-concern/)
* [Learner Portal](https://www.dynamictraining.org.uk/learner-portal/)
* [Session Cancellations](https://www.dynamictraining.org.uk/contact-us/forms/unable-to-attend-a-workshop/)

### **Progression & Additional Notes**

Completing the Business Administrator Level 3 apprenticeship provides a strong foundation for a wide range of progression opportunities within business support, administration, and management roles across different sectors. This can lead to more senior roles such as project coordinator, office manager, team leader, or operations supervisor, depending on the organisation.

In addition to these management pathways, learners often use the knowledge gained from specific units to specialise in areas of interest. For example, developing strong skills in project management can support progression into project officer or project management roles, while a focus on stakeholder management and communication can open opportunities in HR, customer services, or external relations. Learners with a particular interest in business finance or data management may also choose to move into specialist administrative or analytical roles.

There is also the option to move into a training, mentoring, or coaching role, such as supporting new staff, apprentices, or junior administrators, sharing best practice and helping colleagues develop. The communication, organisational, and problem-solving skills developed throughout the apprenticeship are highly transferable, making it possible to shape a fulfilling career in a wide variety of industries including healthcare, local government, education, finance, and the private sector.

With continued professional development and the right support, this apprenticeship can act as a stepping stone into supervisory, project-focused, or leadership roles, or into further education such as business-related degrees or professional qualifications (e.g. CIPD, APM, ILM).

**Progression Routes:**

* Level 4 Associate Project Manager Apprenticeship
* Edward Jenner NHS Leadership Programme
* Other management or leadership qualifications

**Free External Learning Opportunities:**

* **Edward Jenner Programme – NHS Leadership Academy**  
  A free, fully online leadership development programme for those working in the NHS or health/care roles. Offers flexible learning to build confidence and leadership awareness. Recommended for learners looking to progress into senior admin or supervisory roles.  
  <https://www.leadershipacademy.nhs.uk/programmes/the-edward-jenner-programme/>