

## Level 2 Certificate in Business Administration (New 2012)



International  
Qualifications from EDI

### Syllabus

Effective from: May 2012

First examinations: Series 4 2012



## **INTRODUCTION**

EDI is a leading international awarding body that was formed through the merger of the London Chamber of Commerce and Industry Examinations Board (LCCI) and GOAL a leading online assessment provider. EDI now delivers LCCI International Qualifications (LCCI IQ) through a network of over 5000 registered centres in more than 120 countries worldwide. Our range of business-related qualifications are trusted and valued by employers worldwide and recognised by universities and professional bodies.

### **Level 2 Business Administration (New 2012)**

#### **Aims**

The aims of this qualification are to enable candidates to develop:

- an understanding of the types and structure of business organisations and the role of centralised support services
- an understanding of the personal characteristics, roles and responsibilities of administrative staff
- an understanding of the nature of written and face-to-face communications in business organisations
- the ability to produce written business communications in a professional manner
- an understanding of the core administrative support services and the related activities, systems and standards
- the ability to apply their knowledge, understanding and skills in a business context.

This qualification is accredited in the UK as the EDI Level 2 Certificate in Business Administration (NQF) 600/6855/3.

#### **Target Audience and Candidate Progression**

This qualification is intended for candidates who are preparing to work or already work in an administrative support role that requires them to carry out everyday administrative activities with some level of initiative and business awareness.

This qualification can be taken as a standalone qualification or as part of a range of Diplomas. Please see the LCCI International Qualification Guide for specific Diploma titles. Information is also available on the LCCI International Qualifications website.

It is recommended that candidates achieve the Level 2 Practical ICT Skills qualification to extend their knowledge, understanding and skills to include the use of ICT software in an administrative role.



## **Structure of the Qualification**

The Level 2 Certificate in Business Administration (New 2012) is a single unit qualification which consists of the syllabus topics detailed below.

### **Syllabus Topics**

Topic 1: Structure of Business Organisations

Topic 2: Working in an Administrative Role

Topic 3: Communication in Business Organisations

Topic 4: Reception and Mail Services

Topic 5: Business Procedures and Information Management

## **ASSESSMENT**

### **Assessment Objectives**

The examination will assess the candidate's ability to:

- demonstrate an understanding of the different types of business organisations, how their objectives differ and their functional areas and reporting relationships
- demonstrate an understanding of the roles of centralised support services, how they may be organised in different types of organisations and the benefits they provide to internal and external stakeholders
- demonstrate an understanding of the skills and qualities required to work in different administrative roles and how to manage their personal performance and work effectively in a team
- demonstrate an understanding of the different methods of written and verbal communication in business organisations and the use and benefits of ICT in business communications
- demonstrate an understanding of the features of meetings, the different types of meetings and the information and procedures used in organising meetings
- produce written business communications for given situations in a professional manner
- demonstrate an understanding of the importance of, and procedures and standards involved in operating reception and mail services
- demonstrate an understanding of the general need for policies and procedures and the different types of policies and procedures used within business organisations
- demonstrate an understanding of the need for information management and the systems and standards used in the storage and retrieval of information.

## Coverage of Syllabus Topics in Examinations

The written examination will cover the syllabus topic areas as follows:

Topic Area	Approximate weighting of topic area in exam
1 Structure of Business Organisations	15% (15 marks)
2 Working in an Administrative Role	20% (20 marks)
3 Communication in Business Organisations	20% (20 marks)
4 Reception and Mail Services	25% (25 marks)
5 Business Procedures and Information Management	20% (20 marks)

### Examination Format

The format of the examination is as follows:

- The time allowance for the examination is 2 hours
- Candidates will be required to complete all four questions and the questions will cover all five topic areas of the syllabus
- All questions will carry equal marks
- Question 1 will be presented as an 'in-tray' exercise with a series of tasks to complete; the main task will require the candidate to produce the appropriate written communication as required by the scenario.
- Questions 2, 3 and 4 will be presented as short answer questions consisting of a number of parts. The mark allocation for each part will be shown on the examination paper.

### Answer Formats

In Question 1, candidates will be required to produce either a letter, memo, email or information sheet, as appropriate to the situation in the given scenario. The content to be included will relate to any of the topic areas within the syllabus. For the other tasks in this question, candidates will be required to provide answers as short notes.

In questions 2, 3 and 4, candidates will be asked to provide answers in a format appropriate to the question. This is likely to be bullet points, short notes and short paragraphs.

Candidates may produce their answers on a word processor or computer.

The 'Examination Guidance for Candidates' provides further guidance on answering examination questions. This document can be downloaded from the qualification page of the website.

## **Mark Allocation**

A positive marking approach is used. Marks are not generally deducted for spelling and grammatical errors. However, as Question 1 is intended to assess the accuracy of the written communication produced, marks are allocated for accurately spelling names and key terms given in the scenario.

## **Certification**

Successful candidates will be awarded the Level 2 Certificate in Business Administration (New 2012) based on the achievement of the percentages and grades below:

Pass	50%
Merit	60%
Distinction	75%

## Topic 1      Structure of Business Organisations

<b>Learning outcome</b>	
<b>Learners will:</b>	1.1 Understand the main types of business organisation in the public and private sectors
<b>Assessment Criteria</b>	<b>Taught content</b>
<p><b>Learners can:</b></p> <p>1.1.1 Describe the features of the main types of business organisation</p> <p>1.1.2 State the aims of organisations in the public and private sectors</p>	<p>The learner should be able to describe the features (e.g. ownership, control, liability) of the main types of business organisation including sole trader; partnership; private limited company; public limited company and charity/not-for-profit.</p> <p>The learner should be able to state that the main aim of public sector organisations is to provide services to residents of the country and that they are funded through taxation.</p> <p>The learner should be able to state that the main aim of organisations in the private sector is to make a profit for the owners. The learner should be able to state that organisations in the private sector will have other aims such as: to increase profits; diversification; survival; innovation; to improve public image; to increase market share and enter new markets.</p>



<b>Learning outcome</b>	
<b>Learners will:</b>	1.2 Understand how business organisations are structured
<b>Assessment Criteria</b>	<b>Taught content</b>
<p><b>Learners can:</b></p> <p>1.2.1 Explain the importance of organisation charts</p> <p>1.2.2 Describe the role of the main functional areas in business organisations</p>	<p>The learner should be able to explain that organisation charts are a graphic portrayal of the structure of the organisation. The learner should be able to explain that an organisation chart identifies the functional areas, reporting relationships and job roles (sometimes with named members of staff) within the organisation and that it is an important reference for staff to identify each other.</p> <p>The learner should be able to describe the role of the main functional areas in business organisations including:</p> <ul style="list-style-type: none"> <li>▪ Purchasing – buying equipment/raw materials at competitive prices</li> <li>▪ Sales – developing new markets to increase sales; customer care; after-sales service</li> <li>▪ Marketing/Advertising/Communications – raising awareness of the organisation and its products</li> <li>▪ Human Resources/Personnel – recruiting and selecting new staff; training and development; employee relations (including handling grievances, disputes, claims and complaints and other HR procedures/policies); maintaining staff records; managing payroll and benefits; dealing with staff resignations and dismissals; leave/holiday arrangements</li> <li>▪ Production/Operations – manufacturing goods or providing a service to customers/clients; quality assurance</li> <li>▪ IT – maintaining IT systems and providing IT support to staff</li> <li>▪ Finance – processing income and expenditure transactions; preparing financial reports; preparing budgets</li> <li>▪ Warehousing/Distribution – storing raw materials/goods; arranging delivery of goods to customer/client; stock control</li> <li>▪ Research &amp; Development – researching, developing and testing new products.</li> </ul>

<b>Learning outcome</b>	
<b>Learners will:</b>	1.3 Understand the role of centralised/support services in business organisations
<b>Assessment Criteria</b>	<b>Taught content</b>
<p><b>Learners can:</b></p> <p>1.3.1 Identify the administrative activities performed by the main centralised/support services</p>	<p>The learner should be able to identify the activities carried out by those functions that provide support services and/or might be centralised in business organisations. These should include:</p> <ul style="list-style-type: none"> <li>▪ Print room – photocopying; printing; binding; laminating; producing leaflets and brochures</li> <li>▪ Stationery store – ordering stationery; checking deliveries; reporting shortages; appropriate storage of stationery; completion of stock record cards; issuing stationery; stock-taking; dealing with out-of-date and damaged stock in line with company policy</li> <li>▪ Mailing/post room – sorting mail; distributing incoming mail/packages to staff; preparing outgoing mail/packages for courier i.e. weighing and measuring mail/packages; calculating charges; using franking machine</li> <li>▪ Storing and retrieving information – locating/replacing files; keeping records of files borrowed and following up; following organisation’s confidentiality and security procedures; removing paper clips etc. before filing; repairing files; opening new files; cross-indexing; punching documents; archiving</li> <li>▪ Reception – welcoming visitors; explaining health and safety procedures; providing information; maintaining visitor records; managing identity badges; escorting visitors or contacting member of staff to collect visitors; making and receiving telephone calls (gathering all information prior to making calls, answering calls using organisation procedures, gathering caller identification and requirements, transferring calls, taking messages); maintaining reception area</li> <li>▪ Security – maintaining security of buildings, grounds and staff</li> <li>▪ Catering – providing food, drinks and refreshments for staff and visitors.</li> </ul>

<p>1.3.2 Explain how administrative duties might be organised in different types of organisations</p>	<p>The learner should be able to explain how administrative duties might be organised differently in large, medium and small organisations and in publicly-owned and privately-owned organisations. For example, in small and medium-sized business, the reception area is usually responsible for security. Similarly, smaller organisations may not have a separate mail/post room or print room.</p>
<p>1.3.3 Describe the benefit of the administrative function to business organisations</p>	<p>The learner should consider the range of typical administrative activities performed by the administrative function such as:</p> <ul style="list-style-type: none"> <li>▪ Organising information</li> <li>▪ Preparing communications</li> <li>▪ Using word processing, spreadsheet and database software</li> <li>▪ Storing and retrieving information, both paper-based and electronic</li> <li>▪ Researching information</li> <li>▪ Meeting and greeting visitors</li> <li>▪ Reprographics</li> <li>▪ Arranging formal and informal meetings</li> </ul> <p><b>The learner should be able to describe the benefits of these activities from the point of view of internal and external stakeholders.</b></p>

## Topic 2 Working in an Administrative Role

<b>Learning outcome</b>	
<b>Learners will:</b>	2.1 Understand the skills and personal qualities required of administrative staff
<b>Assessment Criteria</b>	<b>Taught content</b>
<p><b>Learners can:</b></p> <p>2.1.1 Describe the skills and personal qualities required to work effectively in an administrative role</p> <p>2.1.2 Explain why particular skills are important for different administrative roles</p>	<p>The learner should be able to describe skills required to work effectively in an administrative role including: interpersonal; time management; computer; communication; research; customer service; organisation; teamwork and multi-tasking.</p> <p>The learner should be able to describe personal qualities required to work effectively in an administrative role including: positive attitude; reliability; initiative; co-operation; attention to detail; confidentiality/trustworthiness; confidence; flexibility; responsibility and an open-minded attitude.</p> <p>The learner should be able to recognise that different skills are required of administrative staff depending on the role they perform. The learner should be able to explain why each of these skills are important in the varying roles an administrator might perform:</p> <ul style="list-style-type: none"> <li>▪ interpersonal skills – to deal with a diverse range of people, including supervisors, colleagues, customers/clients</li> <li>▪ time management skills – to prioritise tasks and complete work within agreed timeframes</li> <li>▪ computer skills – to prepare documents, research, handle databases</li> <li>▪ communication skills – to speak and write clearly, to communicate with colleagues at all levels in the organisation, to create a good impression of the organisation to external contacts/customers/clients, to adapt communications to meet the needs of a diverse or specific audience, to express oneself concisely and clearly</li> <li>▪ research skills – to find accurate information quickly as well as judge the reliability of sources</li> <li>▪ customer service skills – to deal effectively and professionally with queries, to create a good impression of the company</li> <li>▪ organisation skills – to organise physical environment and electronic files</li> <li>▪ teamwork skills – to build productive relationships with other team members</li> <li>▪ multi-tasking skills – to facilitate completion of a variety of tasks for a variety of people, all of which may need to be completed concurrently.</li> </ul>

<b>Learning outcome</b>	
<b>Learners will:</b>	2.2 Understand how to manage personal workload and performance in a business environment and why this is important
<b>Assessment Criteria</b>	<b>Taught content</b>
<p><b>Learners can:</b></p> <p>2.2.1 Explain why it is important to meet agreed targets and deadlines</p> <p>2.2.2 Describe techniques that can be used to plan and manage personal workload</p> <p>2.2.3 Explain the need for individual performance monitoring</p> <p>2.2.4 Identify the different ways of monitoring and reporting progress towards targets</p> <p>2.2.5 Describe how to improve personal performance in a business environment</p>	<p>The learner should be able to explain why it is important to meet agreed targets and deadlines, including: building trust and confidence; to be reliable; to reduce the need for close supervision and checking; to improve efficiency; to build a positive reputation for the organisation. They should also be able to explain the negative impact on their colleagues, managers and the organisation as a whole of not meeting targets and deadlines. The learner should understand that their personal targets relate to team targets and, therefore, achieving targets is important to maintain consistent standards across the team. They should also understand the link between team targets and departmental/functional and business targets.</p> <p>The learner should be able to describe techniques for planning and managing their workload including: writing to do lists or action lists in order of priority; allocating time using schedulers, planners, diaries or organisers; agreeing realistic deadlines; avoiding distractions; being assertive; scheduling work tasks to make the best use of personal concentration and energy levels; requesting help/support when required; allowing for contingencies; monitoring work against deadlines.</p> <p>The learner should be able to explain why performance monitoring is necessary including: to assess progress towards achieving targets; to provide individualised feedback and support; to identify personal training and development needs.</p> <p>The learner should be able to identify the different ways of monitoring and reporting progress towards targets which include: progress reports; one-to-one meetings; team meetings; shared project planners. The learner should also be able to identify when each would be most appropriate to use.</p> <p>The learner should understand that to improve their performance they need to first identify areas for improvement. Therefore, they should be able to describe ways of identifying their development needs, including: informal feedback from colleagues; performance appraisal feedback; skills audit; personal development planning. Learners should also be able to describe learning activities that can be used to improve their performance, including: mentoring; work shadowing; coaching; job rotation; formal courses and qualifications through elearning, distance learning or local college/training institutions.</p>

Learning outcome	
<b>Learners will:</b>	2.3 Understand how to work as part of a team
Assessment Criteria	Taught content
<p><b>Learners can:</b></p> <p>2.3.1 Explain the importance of recognising strengths and weaknesses of self and others within a team</p> <p>2.3.2 Explain the importance of giving and accepting constructive feedback within a team</p> <p>2.3.3 Explain how to treat team members with honesty and respect and the importance of doing so</p> <p>2.3.4 Describe how to work with others to achieve team targets and standards</p>	<p>The learner should be able to explain how identifying the strengths and weaknesses of individuals can contribute to the effective allocation of tasks within the team as well as identify areas where team members might require additional training or support and where this can be offered by other members of the team. The learner should understand the value of diversity in a team in terms of how the range of skills, experience and ideas can enhance the performance of the team.</p> <p>The learner should be able to explain the importance of feedback in building relationships, improving team performance and identifying areas that meet required standards and those which do not. The learner should understand the importance of positive and polite language, tone of voice and non-verbal communication when giving and accepting feedback. The learner should understand that constructive feedback identifies areas for development, how and when to improve and what support will be given. The learner should understand how they can make use of feedback to improve their own performance as well as that of the team.</p> <p>The learner should be able to explain ways in which they could show honesty and respect for others, including: being open about mistakes and personal performance; openly admitting to areas where they lack skills/knowledge; being polite and sensitive to the diverse needs of others; not claiming other peoples' ideas as their own; following organisational policies for handling valuables and gifts from customers; notifying relevant departments promptly if mistakes are made in own favour (e.g. overpaid wages and salaries). Learners should be able to explain why this is important, including: creates better work atmosphere; helps to maintain work flow and achieve team objectives; helps to make the work more manageable (getting help where needed); gets the job done quicker.</p> <p>The learner should understand that all team members are working towards the same targets and standards and so it is important to share and agree work standards. The learner should be able to describe ways of doing so, including: asking appropriate questions to get the right information; clarifying instructions and work requirements with colleagues or team leader; following agreed team procedures for carrying out specific activities; seeking guidance from team members when needed; working within limits of own responsibility.</p>

## Topic 3      Communication in Business Organisations

<b>Learning outcome</b>	
<b>Learners will:</b>	3.1 Understand methods of communication in business organisations and the importance of communicating effectively
<b>Assessment Criteria</b>	<b>Taught content</b>
<p><b>Learners can:</b></p> <p>3.1.1 Compare the different methods of communication used in the business environment</p> <p>3.1.2 Describe how Information Communication Technology (ICT) is used in business communication and the benefits it provides</p> <p>3.1.3 Explain the need for effective communication in a business organisation</p>	<p>The learner should be able to compare the advantages and disadvantages of methods of communication and be able to identify the most appropriate method to use in a given context. Methods of communication should include letter; memo; email; fax; newsletter; teleconference; videoconference; web conferencing; telephone; notice board; face-to-face.</p> <p>The learner should be able to describe how Information Communication Technology is used for internal and external communication in business organisations. The learner should be able to describe situations when a business might use Internet (websites); intranet; email and calendar software; social media (Facebook and Twitter); videoconferencing; teleconferencing; web conferencing; mobile phones; use of software packages such as word processing, spreadsheets, databases and presentation software; multi-purpose printers; electronic data interchange. The learner should also be able to describe how the use of each of the above, benefits the business.</p> <p>The learner should be able to explain that communication is effective when the message transmitted is received and understood in the way it was intended. This includes written, oral, verbal, electronic and non-verbal communication. The learner should be able to explain that businesses rely on effective communication to operate efficiently and effectively and the consequences of not communicating effectively include: poor relationships with colleagues and customers; work not being completed properly; loss of business and revenue; poor decision-making; wastage of time and resources.</p>

<b>Learning outcome</b>	
<b>Learners will:</b>	3.2 Understand the features of meetings and how to organise meetings
<b>Assessment Criteria</b>	<b>Taught content</b>
<p><b>Learners can:</b></p> <p>3.2.1 Distinguish between different types of formal and informal meetings</p> <p>3.2.2 Describe the main features of a meeting</p> <p>3.2.3 Identify the type of information required when organising meetings</p> <p>3.2.4 State typical processes involved in order to finalise meeting arrangements</p>	<p>The learner should be able to explain the differences between types of formal and informal meetings in terms of their purpose. Formal meetings include: Annual General Meetings (AGM); Executive; Advisory; Standing; Ad Hoc; Joint Committee; Sub-Committee. Informal meetings include: weekly or monthly team meetings; briefing meeting; staff training; external meetings with suppliers or customers.</p> <p>The learner should be able to describe the basic features of a meeting in terms of the proceedings, key personnel and documentation. Proceedings include: apologies for absence; confirming minutes of the last meeting; follow-up on actions from last meeting; agenda items; agreeing actions; any other business. Key personnel include: Chairperson (Chair) and Minute-taker. Documentation includes: Agenda and minutes.</p> <p>The learner should be able to identify the information they would need in order to organise meetings including the purpose of the meeting; attendees (who to invite and any particular requirements such as disabled facilities or dietary requirements); date; time; venue (internal/external, health and safety, security, accommodation, facilities, provision for disabled); resources required (audioconferencing, videoconferencing, web conferencing, ICT facilities, guest speakers and documentation) and whether refreshments will be required.</p> <p>The learner should be able to state the typical processes to be carried out by the meeting organiser in order to finalise meeting arrangements such as: inviting attendees and confirming attendance; ensuring special requirements of any attendees can be met; collating and dispatching required paperwork within agreed timeframe; booking any resources which are required; checking layouts of room; liaising with guest speakers; liaising with caterers; planning and coordinating activities and resources.</p>



<p>3.2.5 Explain how electronic diary systems are beneficial when organising meetings</p>	<p>The learner should be able to explain the benefits of using electronic diary systems to manage time for themselves and colleagues. They should know that electronic diary systems facilitate calendar sharing amongst colleagues; viewing multiple calendars at one time; ability to send invitations to multiple attendees; a variety of viewing options e.g. day, week, month; task scheduling; printing of diary pages; contact lists.</p>
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<b>Learning outcome</b>	
<b>Learners will:</b>	3.3 Be able to produce written communications for a range of purposes
<b>Assessment Criteria</b>	<b>Taught content</b>
<p><b>Learners can:</b></p> <p>3.3.1 Choose the most appropriate method of written communication to use in a variety of contexts</p> <p>3.3.2 Extract and adapt relevant information for use in a specific situation</p> <p>3.3.3 Produce a range of written communications using correct layout, tone and vocabulary</p> <p>3.3.4 Check that written communications are accurate and correct</p>	<p>The learner should be able to identify the most appropriate method of written communication to use in a variety of contexts in terms of the written communication used; audience; layout and style; content and fitness for purpose. The learner should know which method of written communication is appropriate in a given context e.g. letter; memo; email; information sheet and how to produce each.</p> <p>The learner should be able to extract and adapt relevant information from a range of sources for use in written communications e.g. select information from the given scenario to use in the written communications mentioned in 3.3.1 above.</p> <p>The learner should be able to produce a range of written communications using the correct layout, tone and vocabulary as appropriate to a variety of formal and informal contexts and the purpose of the communication. This includes 'netiquette' in relation to emails. They should know how to format documents; font styles; white space; graphics; line spacing; borders etc. appropriately in each type of document mentioned in 3.3.1 above. See the Appendix for guidance on expected layout of each type of written communication.</p> <p>The learner should be able to use a combination of techniques to check the accuracy of written communications including: reading carefully rather than scan reading; using a dictionary or original information/document to check spelling; check with colleague or document originator if uncertain about anything; use ruler under numbers and check individually; ask colleague to help with long documents; print a copy rather than proofread from the screen. Learners should understand that checks should be made for spelling, grammar, fitness for purpose, house style, professional image and accuracy of information.</p>

## Topic 4 Reception and Mail Services

<b>Learning outcome</b>	
<b>Learners will:</b>	4.1 Understand the importance and value of reception services
<b>Assessment Criteria</b>	<b>Taught content</b>
<p><b>Learners can:</b></p> <p>4.1.1 Explain the importance and value of the reception function to business organisations</p> <p>4.1.2 Describe ways in which the receptionist can present a positive image of own self and the organisation</p>	<p>The learner should be able to explain that the receptionist is often the first point of contact for customers/clients and so it is important to create an excellent first impression and positive image of the organisation. The learner should be able to explain that the receptionist provides a valuable service for both internal and external customers by performing the duties mentioned in Assessment Criteria 1.3.1.</p> <p>The learner should be able to describe how the receptionist can present a positive image of themselves and the organisation by always having a smart personal appearance; keeping reception area clean and tidy; using positive body language; being responsive to the needs of customers and colleagues; demonstrating good communication skills face-to-face and over the telephone; transferring calls to the correct persons; taking accurate messages; following organisational procedures to maintain standards; ensuring required resources are available to enable them to complete tasks efficiently.</p>

<b>Learning outcome</b>	
<b>Learners will:</b>	4.2 Understand how to maintain security, health, safety and confidentiality in the reception area and the importance of doing so
<b>Assessment Criteria</b>	<b>Taught content</b>
<p><b>Learners can:</b></p> <p>4.2.1 Explain why it is important to follow health and safety and security procedures in the reception area</p> <p>4.2.2 Explain the need for confidentiality of visitor and organisation information in the reception area</p> <p>4.2.3 Describe how the receptionist can maintain health and safety, and protect confidentiality in the reception area</p>	<p>The learner should be able to explain the importance of following health and safety and security procedures in the reception area in order to protect the health, safety and security of visitors, employees, employers, personal property, buildings, company assets and sensitive or confidential information. The learner should also be able to explain the negative impact of not following procedures such as damage to the organisation's reputation through possible liability claims.</p> <p>The learner should be able to explain the need to ensure confidentiality of visitor information particularly in an organisation where personal information about visitors is held in the reception area such as doctors; dentists; hospitals and banks. The learner should also be able to explain the need to ensure confidentiality of organisation information particularly where information could be exploited by competitors or personal information is held about individuals.</p> <p>Reasons should include: to comply with the relevant data protection laws; protect the privacy of visitors; avoid confidential information getting into the wrong hands which may lead to identity theft and fraud; prevent leakage of business sensitive information.</p> <p>Learners should be able to describe ways in which the receptionist can maintain health and safety in the reception area, including: putting in place safety notices (wet floor, out of use lift, fire alarm testing times); arranging for spills to be cleaned as quickly as possible; directing visitors to exits in the event of a fire alarm; reporting any issues with seating and tables for them to be replaced/removed.</p> <p>Learners should be able to describe ways of protecting confidentiality, including: turning computer screens away from public view; keeping confidential documents out of the reception area, wherever possible; destroying confidential documents appropriately instead of putting in waste bins; keeping drawers and cabinets locked; not discussing confidential or sensitive information in the reception area.</p>

<p>4.2.4 State procedures that can be used within the reception area to maintain security</p>	<p>Learners should be able to state procedures used in the reception area to maintain security, including: security procedures for visitors (signing in and out procedures and visitors badges); key holder entry procedures (unlocking doors, checking property, deactivating overnight alarm, turning on indoor lights as necessary, checking CCTV recordings and resetting); key holder departure procedures (checking lights for timed switch-ons, activating security alarms, locking doors); emergency contact procedures and policy.</p>
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<b>Learning outcome</b>	
<b>Learners will:</b>	4.3 Understand how to manage visitors in the reception area and the importance of doing so effectively
<b>Assessment Criteria</b>	<b>Taught content</b>
<p><b>Learners can:</b></p> <p>4.3.1 Explain why it is important to deal with visitors promptly</p> <p>4.3.2 State guidelines for dealing with visitors</p> <p>4.3.3 Describe the differing needs visitors may have and how to meet these needs</p> <p>4.3.4 Describe how to deal with challenging visitor behaviour</p>	<p>The learner should be able to explain why visitors should be dealt with promptly including: to create a positive image of the organisation; to ensure correct procedures are followed; to ensure visitors and colleagues can continue with their business as quickly as possible; because visitors may have had a long journey.</p> <p>The learner should be able to state guidelines for dealing with visitors including: acting in a professional and capable manner; smiling to make them feel welcome; greeting visitors in a clear and audible voice; asking visitors whom their appointment is with; asking for visitors name and pronunciation; issuing visitor and security badges; updating visitor records; explaining health and safety procedures; informing colleagues of arrival of visitor; giving information and directions to facilities; keeping visitors informed; offering refreshments; keeping calm if multiple visitors arrive at the same time; asking for help if the situation gets stressful.</p> <p>The learner should be able to describe the differing needs visitors may have including: disability; religion; language; culture; diet and special needs.</p> <p>The learner should also be able to describe how visitor needs could be met. Strategies to deal with special requirements could include: determining special requirements prior to visit; directing to specially adapted entrances/exits, lifts and other facilities for visitors with physical disabilities; providing a quiet prayer room for religious observance; providing an interpreter or finding a colleague who speaks the visitors language; addressing visitors in a particular manner; provision of refreshments to meet dietary requirements; providing key documents in a special format (e.g. bigger font size, Braille).</p> <p>They learner should be able to describe how they would deal with visitors who display challenging behaviour. Strategies should include: stay calm and polite; listen carefully to what they are saying without interrupting; empathise – put yourself in the visitor’s position; apologise sincerely without blaming any particular individual; explain what they can do but not promise what they cannot deliver; seek help from a colleague if they cannot resolve the problem; ask if there is anything that they can help with.</p>

<p>4.3.5 Explain the importance of communicating effectively with visitors and how this may be done</p>	<p>The learner should also be able to describe the skills the receptionist will need including: active listening; empathy; self-control techniques; assertive communication; conflict management.</p> <p>The learner should be able to explain that it is important that communication from the receptionist is done in an effective way to ensure that the information is understood, it is not misleading, and avoids any conflicts which may occur from the wrong information being given. This also helps to portray a positive, professional, polite and helpful image. The learner should understand that good communication promotes customer satisfaction, repeat business, increased sales and the overall reputation of the organisation.</p> <p>The learner should be able to explain that when communicating with visitors, the receptionist should: maintain eye contact and a pleasant tone of voice; avoid fiddling with things which could be a sign of boredom; not speak too loudly or quickly but use a clear and regular tone of voice, varying the pitch so it is not boring and pronouncing words clearly; use the visitors name at every opportunity and smile.</p>
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<b>Learning outcome</b>	
<b>Learners will:</b>	4.4 Understand how to organise the distribution and collection of incoming and outgoing mail and packages and the need to do so efficiently
<b>Assessment Criteria</b>	<b>Taught content</b>
<p><b>Learners can:</b></p> <p>4.4.1 Explain why it is important to distribute and dispatch mail and packages efficiently</p> <p>4.4.2 Describe a range of internal and external mail services available</p> <p>4.4.3 Explain criteria for choosing a mail handling service in specific circumstances</p> <p>4.4.4 State the documents, records and specialised equipment used for processing incoming and outgoing mail and packages</p> <p>4.4.5 State guidelines for checking and sorting incoming mail and packages</p>	<p>The learner should be able to explain that it is important to distribute and dispatch mail efficiently to maintain confidentiality of business sensitive information; to avoid delays and to ensure mail reaches recipient in good condition.</p> <p>The learner should be able to describe a range of external mail services including: different rates for different services; pre-paid services; same day delivery; services requiring signature from recipient; tracking services; Airmail; organisation's own courier and external courier.</p> <p>The learner should also be able to describe a range of internal services including: pigeon holes; inter-branch mail (couriers – organisation's own or external courier); internal envelopes.</p> <p>The learner should be able to explain how to choose a particular mail handling service in specific circumstances. The learner should understand that choice should be based on: destination; speed of service; weight of mail/package; robustness of material to be delivered/collected; cost of service; replacement value of documents/package; security of service.</p> <p>The learner should be able to state the documents and records used for processing incoming and outgoing mail and packages including: incoming mail register; remittance book; postage book; routing/circulation slip; Airway Bill.</p> <p>The learner should also be able to state the equipment used for processing incoming and outgoing mail and packages including: postal scales; franking machine; date stamp; addressing machine; folding and inserting machine; labelling machine.</p> <p>The learner should be able to state guidelines for checking and sorting incoming mail and packages. Guidelines should include: extracting personal, private and confidential items for distribution directly to the recipient; opening parcels and checking contents against delivery note; date stamping items before distribution; recording any monetary items; sorting into recipient/team/department/branch; disposing of 'junk mail' and how to deal with damaged items and suspicious packages.</p>



<p>4.4.6 State guidelines for processing outgoing mail and packages</p>	<p>The learner should be able to state guidelines for processing outgoing mail and packages. Guidelines should include: sorting into first class, second class, international, courier delivery; weighing letters and parcels; calculating the cost; franking mail or labels for packages; arranging collection or taking to distributor.</p>
<p>4.4.7 Describe methods of calculating postage charges for outgoing mail or packages</p>	<p>The learner should be able to describe methods of calculating postage charges for outgoing mail or packages including: weighing mail and packages on postal scales; referring to price guides from mail service providers/couriers; requesting cost from courier; referring to on-line cost information.</p>

## Topic 5 Business Procedures and Information Management

<b>Learning outcome</b>	
<b>Learners will:</b>	5.1 Understand the need for policies, procedures and standards in business organisations
<b>Assessment Criteria</b>	<b>Taught content</b>
<p><b>Learners can:</b></p> <p>5.1.1 Explain why it is important for business organisations to have established policies and procedures</p> <p>5.1.2 Describe types of policies and procedures a business organisation could have and the need for each of these</p> <p>5.1.3 Explain the importance of following health, safety and security procedures in business environments</p>	<p>The learner should be able to explain that together, policies and procedures, define an organisation and provide staff with the direction and consistency they need for business success and improvement. The learner should be able to give specific examples to show why policies and procedures are important.</p> <p>The learner should be able to describe policies and procedures a business organisation could have including: Health and Safety; Waste Management; Document/File Retention; Version Control; Employment (e.g. grievance procedures, disciplinary policy; leave and sickness policy); Data/Information Recovery; Quality and Process Improvement (procedures showing how to carry out daily work activities to meet agreed standards) and Financial. Learners should be able to explain why it is necessary to have each of these procedures.</p> <p>The learner should be able to explain why it is important that all staff follow health, safety and security procedures in business environments. It is not necessary for learners to know the detail of health and safety legislation but they should understand that health and safety legislation exists to protect all stakeholders in a business including employees; customers/clients; visitors and employers, and that procedures must be put in place by all organisations in order to comply with legislation.</p>

<b>Learning outcome</b>	
<b>Learners will:</b>	5.2 Understand the purpose of information management and the methods used to manage information in business organisations
<b>Assessment Criteria</b>	<b>Taught content</b>
<p><b>Learners can:</b></p> <p>5.2.1 Describe the types of information found in business organisations</p> <p>5.2.2 Explain the need for storage and efficient retrieval of information</p> <p>5.2.3 Compare manual-based with electronic-based systems for the storage and retrieval of information</p> <p>5.2.4 Explain the importance of protecting confidential business information</p>	<p>The learner should be able to describe the types of information found in business organisations including personnel records; financial information; statistical information; information about customers; product or service information and that much of this information is confidential or sensitive.</p> <p>The learner should be able to explain that storage and retrieval of information is necessary to enable documents to be found easily, to ensure that they are safe and kept in good condition for future reference and to comply with legal requirements.</p> <p>The learner should be able to compare manual-based systems with electronic-based systems in terms of advantages and disadvantages; equipment used; methods of filing and features particular to each system.</p> <p>For manual-based, the learner should know the equipment used such as sorters, filing trays and filing cabinets; methods of filing such as alphabetical, numerical, alphanumerical, geographical and chronological and features such as absent cards and index cards.</p> <p>For electronic-based, the learner should know the equipment used such as PC, floppy disk, CD-ROMs, flash drives and zip disks; methods of filing including file and directory management; scanning and downloading and features such as file naming conventions, back-up files and passwords.</p> <p>The learner should be able to state the advantages and disadvantages of both systems and the factors (e.g. cost, space, training required, security and benefits to business) to be considered when deciding on the system to use.</p> <p>The learner should be able to explain the importance of protecting confidential business information. The learner should understand why information should be protected (e.g. legal requirements) and the possible consequences of not protecting the types of information covered in 5.2.1 above.</p>

## **ADDITIONAL INFORMATION**

### **Diversity, access and inclusion**

EDI qualifications address diversity, access and inclusion issues through a) guidance provided to authors of assessment material, b) assessment arrangements and c) guidance to centres.

The assessments generated by EDI are designed to be inclusive and free from bias. This is built into the test setting specifications on which the assessments are based. EDI administers external assessments in line with the latest recommended procedures for ensuring accessibility and fair treatment of all.

EDI has procedures in place for making reasonable adjustments to assessments for those learners with particular assessment requirements, provided that this does not invalidate the assessment requirements of the qualification. For guidance on reasonable adjustments, please refer to the Access Arrangements, Reasonable Adjustments and Special Consideration document which can be downloaded by EDI approved centres from the Centre Administration area of the LCCI website [www.lcci.org.uk](http://www.lcci.org.uk).

### **Level of English Required**

Candidates should have a standard of business English equivalent to LCCI IQ Level 2 English for Business.

### **Guided Learning Hours**

EDI recommends that 140-160 Guided Learning Hours (GLHs) provide a suitable course duration for an 'average' candidate at this level. This figure includes direct contact hours as well as other time when candidates' work is being supervised by teachers. Ultimately, however, it is the responsibility of training centres to determine the appropriate course duration based on their candidates' ability and level of existing knowledge. EDI experience indicates that the number of GLHs can vary significantly from one training centre to another.

## **Recommended Reading List and Support Material**

### **Reading List**

<b>Title</b>	<b>Author (s)</b>	<b>Publisher</b>	<b>ISBN Code</b>
Level 2 NVQ/SVQ Business and Administration	Bernadette Watkins, Karen Trimarchi, Parras Majithia and Nigel Parton	Heinemann	978-0-435-04690-3
Level 3 NVQ/SVQ Business and Administration	Nigel Parton and Bernadette Watkins	Heinemann	978-0-435-04688-0

## **Support Material**

A sample paper and answers are available on the qualification page of the LCCI website, [www.lcci.org.uk](http://www.lcci.org.uk). There is also an 'Examination Guidance for Candidates' document available for download from the qualification page of the website.

Further support and specific guidance on the layout and format of the written communication methods included in the assessment criteria is attached as an Appendix to this document – Page 27.

## **How to Offer this Qualification**

To offer this qualification you must be an LCCI IQ registered examination centre. To gain centre approval please contact International Enquiries on +44 (0) 24 7651 8951 between the hours of 0830 and 1700 (GMT) Monday to Friday or by email on [Internationalenquiries@ediplc.com](mailto:Internationalenquiries@ediplc.com)

Alternatively you may contact your Regional LCCI Office or Co-ordinating Authority.

## **Appendix**

### **DOCUMENT LAYOUT GUIDANCE FOR RESPONSES IN ANSWER TO QUESTION 1**

#### **LEVEL 2 BUSINESS ADMINISTRATION (NEW 2012)**

#### **WITH EFFECT FROM MAY 2012**

The following documents are intended to guide candidates and tutors as to the layout required when producing various responses to Question 1 within the new examination format for this qualification.

Centres should note that these documents are **not** Model Answers and should not be interpreted as such.

The notes in italics following each sample document are intended to give additional help and guidance.

Whilst it is appreciated that the majority of candidates will handwrite answers, good display of documents in answer to Question 1 is still expected. Candidates will not gain full marks in Question 1 for handwritten documents if display fails to comply broadly with the layout guidance given here.

## LETTER

*SK/Candidate's initials*

1 March 2012

Ms Ruth Lau  
Operations Manager  
Rodway Training Ltd  
295 Regent Street  
LONDON  
W1 2AC

Dear Ms Lau

### CONTINUING PROFESSIONAL DEVELOPMENT

Thank you for coming along to our office last week to provide information on the courses that Rodway Training can offer for our staff. Continuing professional development is something very important to us here at Bella Trading Ltd. We want to see our staff progress on a personal level and, of course, well-trained staff can only enhance the service we offer our customers.

We have now agreed that we should like you to run the following one-day courses for our staff during April this year:

- 'Presentation Skills' for members of our sales force
- 'Dealing with Difficult People' for members of our Customer Service team
- 'Presenting a Positive Image' for our sales force and our Customer Service team.

We look forward to hearing from you with the dates you propose but ask that you avoid Mondays and Fridays which are particularly busy for our Customer Service staff. We should also appreciate confirmation of your fees for these training days as discussed at our meeting and the name of the trainer for each course.

Yours sincerely

Sophie Khan  
Human Resources Manager

## **Notes – Letter**

- 1 *Include a reference if you have the details.*
- 2 *Always include the date, i.e. the date of the examination.*
- 3 *Include the full address, each part on a separate line.*
- 4 *If letter is to be a circular letter, candidates will be guided in the question as to space for an address or not.*
- 5 *Heading and/or opening paragraph are important. Omission of heading acceptable if the opening paragraph contains the relevant information. A heading should be emphasised by emboldening or underlining or use of capital letters and followed by a clear line space.*
- 6 *Bulleted/numbered points should have a clear line space between them. However, if the text within bulleted/numbered items is really brief, omission of a clear line space between is acceptable.*
- 7 *A clear line space is necessary between paragraphs.*
- 8 *Leave sufficient space for a signature and don't forget **Enc** if it applies.*



## MEMO

### MEMORANDUM

To Sophie Khan, Human Resources Manager

From *Candidate's name/Job title*

Ref *Candidate's initials*

Date 1 March 2012

#### ANNUAL CONFERENCE – FRIDAY 14 SEPTEMBER 2012

I refer to your request for an update on how arrangements are progressing for this conference. A booking has been made for the large conference room at the Grange Hotel, Haven Green, Ealing, London W5 2TL from 8.00 am until 6.00 pm and I am currently preparing the invitations for the list of attendees you gave me.

The Hotel Manager has confirmed that the majority of our requirements are in place and I was able to check on the following at the time of my last visit to the hotel:

- access and facilities for those attendees with disabilities
- special menus for those with dietary requirements
- adequate health and safety measures
- secure environment for our staff and guests
- adequate cloakroom facilities
- separate syndicate rooms for breakaway groups
- suitably placed screen for the showing of slides
- audio and video conferencing facilities available

Overnight accommodation is available if this is needed. I have advised the Hotel Manager that I will confirm any accommodation requirements nearer to the time of the conference.

## **Notes – Memo**

- 1 *MEMO or MEMORANDUM is acceptable as are closed capitals.*
- 2 *Names and job title (if this information is given) required against To and From.*
- 3 *Include a full reference if the name of the manager/sender appears in the question. The reference on this memo would show the candidate's initials only.*
- 4 *Always include the date, i.e. the date of the examination.*
- 5 *Again, heading and opening paragraph are important and any heading should be emphasised by emboldening, underlining or use of capital letters and followed by a clear line space. Omission of heading acceptable if the opening paragraph contains all the relevant details.*
- 6 *Bulleted and numbered points should have a clear line space between them. However, if text within bulleted/numbered items is really brief, omission of a clear line space between is acceptable.*
- 7 *Remember **Enc** if something enclosed or attached.*

## EMAIL

### Email Message

From: *Candidate's name* <candidate'sname@bellatrading.co.uk>  
To: Sophie Khan <sophiekh@bellatrading.co.uk>  
Date: 1 March 2012 1530  
Subject: Guidelines for safe use of the photocopier

Good afternoon Sophie

Thank you for your email about some guidelines covering the use of the photocopier following the incident with Marie Cooper from the Accounts Department, who was overcome by fumes as she changed the toner cartridge. I suggest the following points for your notice:

- 1 All staff must be trained before using the photocopier. Current staff have received training from the supplier. The Human Resources Department will contact each new member of staff shortly after he/she starts work to arrange a short training session with the Machine Room Supervisor.
- 2 Staff should avoid wearing long necklaces when using the photocopier because these can become caught in the machine. Additionally, staff should either tie or clip back long hair as this can also become caught in the machine.
- 3 When trying to clear a paper jam, turn off the photocopier at the power point and unplug. If you are unable to clear a paper jam, seek help and advice from the Machine Room Supervisor.
- 4 If the toner cartridge needs changing, contact the Machine Room Supervisor who will change the cartridge adhering strictly to the manufacturer's instructions.

## **Notes – Email**

- 1 *Head the document Email Message or Email at the very least.*
- 2 *To and From are essential. It does not matter which comes first but inclusion of names is important as are email addresses here.*
- 3 *The date is essential.*
- 4 *This email includes numbered paragraphs. A clear line space between the numbered paragraphs is essential.*
- 5 *A subject heading is essential. It can appear under From/To/Date or is equally acceptable after the greeting, before start of the message text. If after the greeting, the heading should be emphasised by emboldening or underlining or use of capital letters followed by a clear line space.*
- 6 *An acceptable greeting is essential. Good morning ..../Good afternoon ..../Hello .... followed by the forename or even followed by Mr ..../Mrs .... if to someone not well known to you. Hi is not a good idea – too informal for an office.*
- 7 *Finish with your name if you wish, though not essential, as the recipient will know who the message is coming from. No need for **Enc** because an email would indicate any attachments.*

## **INFORMATION SHEET**

### ORDERING APPLIANCES FROM BELLA TRADING LTD

Bella Trading Ltd is the manufacturer and supplier of BELLA large and small kitchen appliances and accepts orders from authorised dealers and from private domestic customers.

Our range of large appliances includes:

- Washing machines
- Dishwashers
- Refrigerators
- Freezers

Our range of small appliances includes:

- Microwave ovens
- Kettles
- Toasters
- Irons

### AUTHORISED DEALERS

Authorised dealers should place orders for BELLA appliances through their local sales representative. A contact list for all sales representatives is available on our website: [www.bellatrading.com](http://www.bellatrading.com) and can also be obtained by telephoning our Customer Service team on 0845 123 456.

### DOMESTIC CUSTOMERS

The full range of BELLA appliances (both large and small) can be viewed in our showroom at Highbury House, 50 High Road, Tottenham, London N15 3ER and also on our website: [www.bellatrading.com](http://www.bellatrading.com). Orders may be placed in the following ways and payment is accepted by credit/debit card only:

- through our website
- by telephoning our Sales Department on 0845 233 233
- by fax on 020 7311 4599
- by emailing to: [orders@bellatrading.co.uk](mailto:orders@bellatrading.co.uk)

### OUR GUARANTEE

All appliances are guaranteed for 2 years. After-sales enquiries should be directed to our Sales Department on 0845 233 233 when customers can discuss service contracts and book appointments for service visits if necessary.

## **Notes – Information Sheet**

- 1 *Note the bulleted items; very brief text in this document and therefore acceptable in single line spacing.*
- 2 *Emphasised headings are appropriate and it could be appropriate to number the headings. A clear line space is necessary after each heading before the text and between sections.*
- 3 *An information sheet will quite frequently require telephone numbers, email addresses and website details to be included. Check these carefully for accuracy on your finished document.*
- 4 *Inclusion of the date is important.*

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and performance