

Level 1 Certificate in Business Administration (New 2012)



International
Qualifications from EDI

Syllabus

Effective from: May 2012

First on-demand examinations from 1 November 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 1 Business Administration (New 2012)

Aims

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

- an understanding of the office environment and their role and responsibilities within the administrative function
- an understanding of effective verbal and written communication
- the ability to produce written business communications in a professional manner
- an understanding of basic administrative activities, systems, and standards
- the ability to apply this knowledge and understanding in a business context.

This qualification is accredited in the UK as the EDI Level 1 Certificate in Business Administration (NQF) 600/6856/5.

Target Audience and Candidate Progression

This qualification is intended for candidates who are preparing to work or are already working in an administrative support role that requires them to carry out basic administrative tasks. It is suitable for those who are about to start their career in Administration.

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 1 Practical ICT Skills qualification to extend their knowledge and understanding to include the use of ICT software in an administrative role.

Structure of the Qualification

The Level 1 Certificate in Business Administration (New 2012) is a single unit qualification which consists of the syllabus topics detailed below.

Syllabus Topics

Topic 1: The Office Environment

Topic 2: Working in an Administrative Role

Topic 3: Verbal and Written Business Communications

Topic 4: Office Equipment and Machinery

Topic 5: Storage and Retrieval of Information

Topic 6: Maintaining and Issuing Stationery Stock

ASSESSMENT

Assessment Objectives

The examination will assess the candidate's ability to:

- demonstrate an understanding of the office environment in terms of layout, work area design and documentation
- demonstrate an understanding of how to work effectively within their own administrative role as well as in a team
- demonstrate an understanding of how to communicate effectively verbally, face-to-face and over the telephone, and in writing
- produce specified types of written communications for given situations in a professional manner
- demonstrate an understanding of the uses of different types of office equipment and machinery and guidelines for their safe and efficient use
- demonstrate an understanding of methods and systems used for storing and retrieving information
- demonstrate an understanding of how to maintain and issue stationery stock and the importance of doing this effectively.

Coverage of Syllabus Topics in Examinations

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

Topic Area	Approximate weighting of topic area within exam
1 The Office Environment	15% (15 marks)
2 Working in an Administrative Role	10% (10 marks)
3 Verbal and Written Business Communications	25% (25 marks)
4 Office Equipment and Machinery	20% (20 marks)
5 Storage and Retrieval of Information	20% (20 marks)
6 Maintaining and Issuing Stationery Stock	10% (10 marks)

Examination Format

The format of the examination is as follows:

- The time allowance for the examination is 1.5 hours
- Candidates will be required to complete all four questions which will cover all six 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 a specified written business communication
- 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 asked to produce either a letter, memo, email, Telephone Message or an Accident Report. Where a Telephone Message or an Accident Report is to be completed, a blank copy of the form will be provided in the examination paper. 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 or short notes.

Candidates may produce their answers on a word processor or computer but questions requiring form-filling will need to be completed by hand.

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 1 Certificate in Business Administration (New 2012) based on the achievement of the percentages and grades below:

Pass	50%
Merit	60%
Distinction	75%

Topic 1 The Office Environment

Learning outcome	
Learners will:	1.1 Know the different types of office layout
Assessment Criteria	Taught content
<p>Learners can:</p> <p>1.1.1 Describe the two main types of office layouts</p> <p>1.1.2 State the advantages and disadvantages of cellular office layouts</p> <p>1.1.3 State the advantages and disadvantages of open plan offices</p>	<p>The learner should be able to describe cellular and open plan office layouts.</p> <p>The learner should be able to state the advantages and disadvantages of cellular office layouts in terms of: degree of privacy; ability to supervise; communication between colleagues; collaborative working (meetings, team working); social interaction between colleagues; cost implications (building and resources); accessibility; control over physical environment (light, heating, noise).</p> <p>The learner should be able to state the advantages and disadvantages of open plan office layouts in terms of: degree of privacy; ability to supervise; communication between colleagues; collaborative working (meetings, team working); social interaction between colleagues; cost implications (building and resources); accessibility; control over physical environment (light, heating, noise).</p>

Learning outcome	
Learners will:	1.2 Understand how good office design can create a safe, efficient and productive work environment
Assessment Criteria	Taught content
<p>Learners can:</p> <p>1.2.1 Describe how office furniture and equipment can be arranged to improve efficiency</p> <p>1.2.2 Describe how employees can organise their personal work area/workstation for comfort and productivity</p> <p>1.2.3 Describe ways in which office design has changed to reflect modern work practices</p> <p>1.2.4 Describe common hazards in the office environment</p> <p>1.2.5 Describe how common office hazards can be reduced</p>	<p>The learner should be able to describe how office furniture and equipment can be arranged to improve office efficiency including: dividing areas to keep noise to a minimum; locating equipment and machinery close to those who use them most; providing each worker with adequate space and resources to work safely and efficiently; positioning teams in order of how work flows and positioning individuals/teams close to those they need to collaborate with.</p> <p>The learner should be able to describe how individual employees can organise their work area so that they are comfortable and productive including: keeping area free from clutter; adjusting furniture and equipment to correct settings (chair, desk, PC screen); keep items used most often in an easily accessible place; position equipment, such as telephone, on the basis of whether right-handed or left-handed; storing small items of equipment in easily accessible drawer/container; tie back trailing leads.</p> <p>The learner should be able to describe ways in which office design has changed to reflect modern work practices including: hot-desking; touch-down areas; break out areas; hot rooms and carrels.</p> <p>The learner should be able to describe common hazards found in the office including: fire; accidents while using equipment or machinery; electric shocks from equipment or machinery; trips/falls; eyesight problems for staff using VDUs and Repetitive Strain Injury.</p> <p>The learner should be able to describe how to reduce the chances of common office hazards occurring including: following manual handling and lifting procedures; correct storage of combustible materials; training staff on correct operation of equipment and machinery; displaying guidelines for correct use adjacent to equipment and machinery; ensuring safety guards are always in place where required; ensuring walkways are clear of obstructions and trip hazards; using health and safety equipment designed for PC users (footrests; adjustable seats; screen risers; wrist rests); maintaining equipment properly to reduce noise levels; using curtains and blinds on windows to prevent glare.</p>

Learning outcome	
Learners will:	1.3 Understand the different types of documentation that are used in the office and their purpose
Assessment Criteria	Taught content
<p>Learners can:</p> <p>1.3.1 Identify the main documents used in buying and selling</p> <p>1.3.2 Describe the purpose of commercial documents and the information they contain</p> <p>1.3.3 Describe the main types of internal office forms and their uses</p>	<p>The learner should be able to identify the main documents that are used in the buying and selling process including: quotation; order form; delivery note; invoice; credit note; debit note; cheque and receipt.</p> <p>The learner should be able to describe the purpose of each of the commercial documents mentioned in 1.3.1 above and what information each contains.</p> <p>The learner should be able to describe the main types of internal office forms and their uses including: Telephone Message Form; Accident Report Form; Expense Claim Form; Requisition Form and a Purchase Order Form.</p>

Topic 2 Working in an Administrative Role

Learning outcome	
Learners will:	2.1 Understand own job role and responsibilities and how to work effectively within the role and the team
Assessment Criteria	Taught content
<p>Learners can:</p> <p>2.1.1 Identify a range of tasks usually carried out by administrative staff</p> <p>2.1.2 Describe ways of identifying own role and responsibilities</p> <p>2.1.3 Explain how prioritising tasks can help to meet deadlines</p> <p>2.1.4 Explain why it is important to follow organisation policies and procedures</p> <p>2.1.5 Identify the personal behaviours and attitudes required to work in an administrative role</p> <p>2.1.6 Explain why it is important to be able to work in a team</p>	<p>The learner should be able to identify a range of administrative tasks, including: answering the telephone; taking messages; filing; sending a fax; photocopying and collating documents; producing letters, emails, memos; filling in forms; sorting and distributing mail; greeting visitors.</p> <p>The learner should be able to describe ways of identifying their own role and responsibilities such as: using job descriptions; looking at the organisation chart; asking team leader or manager; discussing with HR department.</p> <p>The learner should be able to explain that prioritising tasks will help them to identify the more important tasks that should be completed first to ensure that deadlines are met and to enable smooth operation of business activities.</p> <p>The learner should be able to explain that it is important to follow policies and procedures because they are in place for a number of reasons including: legal or regulatory requirements; quality assurance purposes; to ensure the organisation meets corporate social responsibility expectations; to provide staff with the direction and consistency they need for business success and improvement.</p> <p>The learner should be able to identify the personal behaviours and attitudes required to work in an administrative role including: punctuality; being prepared; appropriate appearance/dress; positive attitude; willingness to learn; satisfactory attendance; honesty; integrity; reliability; flexibility; initiative; responsibility; confidentiality/trustworthiness and confidence.</p> <p>The learner should be able to explain that it is important to be able to work in a team because many administrative roles require team work or co-operation between colleagues or departments in order to complete tasks.</p>

<p>2.1.7 Describe ways of working effectively as part of a team</p>	<p>The learner should be able to describe ways of working effectively within a team, including: completing own tasks according to instructions and within agreed timescales; helping team members with tasks as necessary; asking for help when needed; sharing suggestions, ideas and solutions; dealing with feedback appropriately; not apportioning blame; empathising with team members if there is a problem; being entirely honest.</p>
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Topic 3 Verbal and Written Business Communications

Learning outcome	
Learners will:	3.1 Understand how to communicate effectively in face-to-face situations
Assessment Criteria	Taught content
<p>Learners can:</p> <p>3.1.1 Explain the difference between formal and informal language and when each is appropriate</p> <p>3.1.2 Describe the factors that affect the choice of language used to communicate</p> <p>3.1.3 State guidelines for effective face-to-face communication in the business environment</p> <p>3.1.4 Explain why it is important to be aware of body language and voice tones when communicating face-to-face</p>	<p>The learner should be able to explain that formal language has stricter grammar rules, uses more difficult vocabulary and is often used in official public notices, business/professional situations, and polite conversations with strangers. The learner should also be able to explain that informal language has less strict grammar rules, often uses slang and shortened sentences and is suitable for use when speaking to family, friends, co-workers, or service staff (at a restaurant for example).</p> <p>The learner should be able to describe the factors affecting the choice of language used when communicating including: the purpose of the communication; audience and situation.</p> <p>The learner should be able to state guidelines for communicating effectively in face-to-face communications including: thinking clearly about what to say before saying it; avoiding using language the listener would not understand e.g. jargon; speaking clearly and at a reasonable pace; listening attentively (learners need to understand the principle and methods of active listening); demonstrating honesty and respect by being open; asking and inviting questions; being tolerant of others; being aware of tone, expression and receptiveness; reading the other person's body language; showing empathy – understand how the other person feels.</p> <p>The learner should be able to explain that it is important to be aware of body language and voice tones when communicating face-to-face because non-verbal language can have either a negative or a positive affect on how the communication is received by others. The learner should understand that negative non-verbal signals could be interpreted as aggressive; overly assertive/dominant; intimidating; disrespectful; showing boredom or lack of interest or defensive and that positive non-verbal signals could be interpreted as passive; attentive; relaxed; respectful; submissive or sympathetic.</p>

Learning outcome	
Learners will:	3.2 Understand how to receive and make telephone calls in the business environment
Assessment Criteria	Taught content
<p>Learners can:</p> <p>3.2.1 Describe the features of telephone systems and their purposes</p> <p>3.2.2 Explain why it is important to apply organisation procedures and scripts when dealing with telephone calls</p> <p>3.2.3 Describe general principles of communicating effectively using the telephone</p> <p>3.2.4 State guidelines for dealing with incoming calls</p>	<p>The learner should be able to describe features of telephone systems and what they are used for, including: call holding; call waiting; redirecting calls; answer phones; teleconferencing; text messaging; call logs; internal directory; digital displays; redial; call barring; voicemail and call transfer.</p> <p>The learner should be able to explain that it is important to apply organisation procedures when dealing with telephone calls in the business environment so that there is consistency in approach and to maintain organisational standards.</p> <p>The learner should be able to describe general principles of effective telephone communication such as: using formal language; listening to understand the message (verbal expression) and listening for vocal expression (e.g. hesitation); focusing on the conversation to avoid thoughts wandering; using questioning techniques appropriately to gather necessary information; speaking clearly and distinctly with moderate pitch, speed and volume; making use of phonetic alphabet to check spelling and addresses. The learner should be able to provide appropriate examples of each of these principles. The learner should also understand that what is said, and how it is said, become more important in telephone communications because there is no visual communication such as body language.</p> <p>The learner should be able to state guidelines for dealing with incoming calls such as: answering promptly (normally within three rings) using organisation's greeting guidelines (usually your name and department/organisation's name); having pen and paper/message pad ready; sounding pleasant and helpful; finding out who is calling, to whom the person wishes to speak and what the call is about; transferring to appropriate person; if necessary, taking messages with appropriate details; reading back important details at the end of the call, spelling out unusual names and double checking numbers; making use of phonetic alphabet to check spelling and addresses, if necessary; remaining calm with hostile/difficult callers; escalating calls as necessary.</p>

<p>3.2.5 Explain the importance of presenting a positive image of self and the organisation</p>	<p>The learner should be able to explain why it is important to present a positive image of themselves and the organisation including: attracting customers; retaining customers; ensuring customer satisfaction; promoting a positive image of the organisation; developing good relationships with suppliers; securing cheaper supplies; securing faster delivery times; becoming a priority customer of suppliers.</p>
<p>3.2.6 State guidelines for transferring calls</p>	<p>The learner should be able to state guidelines for transferring calls including: asking the caller to hold while being transferred; ringing extension of the appropriate person; identifying the caller and the reason for the call and transferring the call using the appropriate functions.</p>
<p>3.2.7 Identify the information that should be included in a telephone message</p>	<p>The learner should be able to identify the information that should be included in a telephone message including: the time of the call; name of the caller; reason for the call and action to be taken (e.g. ring the caller). The learner should also understand that questioning skills will need to be used to get some of this information from the caller.</p> <p>This links to producing written communications in Learning Outcome 3.3. The learner should know how to complete a Telephone Message Form.</p>
<p>3.2.8 State guidelines for making outgoing calls</p>	<p>The learner should be able to state guidelines for making outgoing calls including: knowing the name, telephone number and extension number of the person being called; writing down the main points to be covered during the call; having pen and paper ready to make notes; giving your name and reason for calling; clearly asking for the person/extension required; if the person is not available, asking when the person required will be back; being prepared to leave a short message on an answering machine; making notes of information required by the person and concluding the call by thanking the person for their help.</p>

Learning outcome	
Learners will:	3.3 Be able to produce written business communications for a range of purposes
Assessment Criteria	Taught content
<p>Learners can:</p> <p>3.3.1 Justify a particular method of written communication</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 justify why a particular method of written communication e.g. letter; memo; email; Accident Report Form or Telephone Message Form is the most appropriate in a given context in terms of the type of written communication used; audience; layout of document; content and fitness for purpose. The learner should understand the purpose of each of these and when each is most likely to be used.</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 a given text to use in the documents 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. The learner should know how to format written communications including: font styles; white space; graphics; line spacing; borders etc. appropriately in each type of written communication mentioned in 3.3.1 above. The learner should understand the purpose of templates and 'house style' when producing documents. See the Appendix for guidance regarding 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; checking with colleague or document originator if uncertain about anything; using ruler under numbers and checking individually; asking a colleague to help with long documents; printing a copy rather than proofreading from the screen. The learner should understand that checks should be made for spelling, grammar, fitness for purpose, house style, professional image and accuracy of information.</p>

Topic 4 Office Equipment and Machinery

Learning outcome	
Learners will:	4.1 Understand how to use different types of office equipment and machinery safely and efficiently
Assessment Criteria	Taught content
<p>Learners can:</p> <p>4.1.1 Identify the types of equipment and machinery commonly used in the office environment</p> <p>4.1.2 Describe the main uses of the different types of office equipment and machinery</p> <p>4.1.3 State guidelines for using common office equipment and machinery</p> <p>4.1.4 Describe factors to be considered when choosing office equipment and machinery for specific tasks</p>	<p>The learner should be able to identify a range of office equipment and machinery commonly used for completing administrative tasks including: personal computers; laptops; printers; photocopiers; fax machines; telephones; binding equipment; scanners; shredders; audio equipment; guillotines and laminators.</p> <p>The learner should be able to describe what each item of office equipment and machinery mentioned in 4.1.1 is mainly used for but not how to operate each item of office equipment and machinery.</p> <p>The learner should be able to state a minimum of three guidelines that should be followed when using the office equipment and machinery identified in 4.1.1. These guidelines could possibly include other guidelines referred to elsewhere in the syllabus, for example, in areas such as making and receiving telephone calls and methods for minimising waste. Examples of guidelines include: Telephone – have paper and pen ready; prepare for the call; use organisational guidelines to introduce self or department. Photocopier – ensure platen is clean; run test copy; select size of paper. Scanner – wipe the glass with a smooth cloth; make sure scanner is connected to PC; run the scanner software; set the options for the image to be printed.</p> <p>The learner should be able to describe what factors should be considered when choosing which piece of office equipment or machinery should be used for a specific task. Factors to be considered should include: type of work; volume of work; time constraints; speed of equipment; cost; quality required and whether it is an internal or external document.</p>

<p>4.1.5 Explain the importance of following manufacturer's instructions when using office equipment and machinery</p>	<p>The learner should be able to explain why it is important to follow the manufacturer's instructions when using any type of office equipment and machinery in terms of reporting faults; following health and safety guidelines; maintaining the validity of manufacturer's warranty/guarantee; ensuring efficient operation and lifespan of equipment/machinery; minimising waste and reducing expenditure.</p>
<p>4.1.6 Explain the importance of reporting accidents involving office equipment and machinery and how this is done</p>	<p>The learner should be able to explain the reasons for reporting accidents involving office equipment and machinery including: so that machinery can be repaired, if necessary; to identify faults with machinery; to avoid similar accidents happening in the future; to comply with regulations; in case anyone has a subsequent claim for compensation and to maintain the organisations reputation.</p>
<p>4.1.7 Explain why waste should be kept to a minimum in a business environment</p>	<p>This links to knowledge of the Accident Report Form in Topic 1 and written communications in Topic 3. The learner should know how to complete an Accident Report Form as required in Topic 3.</p>
<p>4.1.8 Identify methods of minimising waste when using office equipment and machinery</p>	<p>The learner should be able to explain why it is important to minimise waste in a business environment including: financial (e.g. reducing costs/expenditure); environmental (e.g. avoiding unnecessary impact on the environment, reducing landfill material) and legal.</p>
<p>4.1.8 Identify methods of minimising waste when using office equipment and machinery</p>	<p>The learner should be able to identify how waste could be minimised when using office equipment and machinery including:</p> <p>Computers - set monitors to switch off after a certain period of inactivity; always switch off at the end of the day.</p> <p>Printers and photocopiers: set to print double sided; avoid unnecessary printing/copying; always switch off at the end of the day; use the most energy-efficient mode possible for the job (reduced quality, greyscale, black and white); enable all energy-saving standby features on photocopier; minimise the number of times the printer/photocopier needs to 'warm up' by batch printing/copying rather than printing/copying often; use refillable/recyclable fax, printer and photocopier cartridges; follow instructions when using equipment and machinery; reduce printing of graphics, images and pictures whenever possible.</p> <p>Fax machine: configure the machine so it does not print unnecessary activity reports.</p>

Topic 5 Storage and Retrieval of Information

Learning outcome	
Learners will:	5.1 Understand the methods and systems used for storing and retrieving information
Assessment Criteria	Taught content
<p>Learners can:</p> <p>5.1.1 Describe the features of a good filing system</p> <p>5.1.2 Describe classification systems used in information storage</p> <p>5.1.3 State the advantages and disadvantages of the main classification systems</p> <p>5.1.4 Describe the equipment and stationery required for manual filing systems and how they are used</p> <p>5.1.5 Describe methods of controlling file movements in manual systems</p> <p>5.1.6 Describe the equipment and stationery required for electronic filing systems and how they are used</p> <p>5.1.7 Describe the benefits of centralised filing systems</p>	<p>The learner should be able to describe the features of a good filing system including: simplicity; accessibility; compactness; economy; flexibility; safety; retention and classification.</p> <p>The learner should be able to describe filing classification systems including: alphabetical, numerical, chronological, subject and geographical.</p> <p>The learner should be able to state the advantages and disadvantages of each of the classification systems in 5.1.2 above.</p> <p>The learner should be able to describe the equipment and stationery required to maintain a manual filing system including: filing cabinets including vertical, suspension, horizontal, plan chests and rotary; lever arch files and card indexes. The learner should also be able to describe how the equipment and stationery is used.</p> <p>The learner should be able to describe methods of controlling/recording file movements in manual filing systems including the use of out cards and file logs.</p> <p>The learner should be able to describe the equipment and stationery required to maintain electronic filing systems including: computer discs; hard drive; DVD/CD-ROM; memory stick or pen drive.</p> <p>The learner should be able to describe the benefits of centralised filing systems including: specially trained staff; less filing equipment is needed for individuals; better equipment can be used; more efficient use of floorspace as centralised systems eliminate need for departmental storage systems; standardised procedures can be implemented; higher level of monitoring and reduced file duplication.</p>

<p>5.1.8 Describe the benefits of departmental filing</p>	<p>The learner should be able to describe the benefits of departmental filing, including: files are readily available; systems can be designed to meet individual/departmental needs; confidentiality can be maintained; files are more conveniently placed and delays in retrieving files can be reduced.</p>
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Topic 6 Maintaining and Issuing Stationery Stock

Learning outcome	
Learners will:	6.1 Understand how to maintain and issue stationery stock and the importance of doing so effectively
Assessment Criteria	Taught content
<p>Learners can:</p> <p>6.1.1 Identify the main types of stationery used in an office environment</p> <p>6.1.2 Explain why it is important to ensure stationery stock is maintained and controlled</p> <p>6.1.3 Explain why it is necessary to know the level of demand for stationery items</p> <p>6.1.4 State guidelines for receiving stationery stock</p>	<p>The learner should be able to identify the main types of stationery used in an office environment including: different sizes of paper; letterheads; compliment slips; business cards; different types and sizes of envelopes; writing pads; telephone message forms; internal business forms (e.g. purchase order); pens; pencils; paper clips; highlighters; hole punches; staplers; paper files; plastic wallets; company literature (e.g. flyers and leaflets)</p> <p>The learner should be able to give reasons to explain why it is important to ensure that stationery stock levels are maintained, including: resources are available when needed; helps to maintain quality standards and efficient operations; enables continuous work flow. Learners should also be able to explain the impact of running out of stationery items such as potential loss of revenue/sales.</p> <p>The learner should be able to explain that it is necessary to know the level of demand for stationery items in order to determine the quantity and type of stationery items that need to be available to staff at all times and to determine re-order levels to prevent under-stocking or over-stocking.</p> <p>The learner should be able to state guidelines for receiving stationery stock including: checking items received (quantity, quality, size and weight) against the Purchase Order Form, Delivery Note and Invoice; identifying variations or defects and informing supplier and team leader; completing Goods Received Note; updating stock records; following up any additions or shortages within the order, e.g. extra delivery or credit note, reporting discrepancies between ordered and delivered goods. The learner should understand the purpose of documents used and the information they provide – some of these documents are included in Topic 1.</p>

<p>6.1.5 Describe methods of storing stationery stock to ensure safety, security and minimum wastage</p>	<p>The learner should be able to describe methods of storing stationery stock including: stock rotation methods (FIFO, LIFO and LIFO); storing small items in boxes; locking cupboards; storing large items behind small ones; storing large/heavy items on lower shelves; correct storage of hazardous substances.</p>
<p>6.1.6 Describe methods of stock-taking</p>	<p>The learner should be able to describe methods of stock-taking such as annual or rolling/perpetual stock-taking.</p>
<p>6.1.7 Describe records and documents used for monitoring stationery stock</p>	<p>The learner should be able to describe the records and documents used for monitoring stock in terms of the information they contain and why they are used, including: bin/stock cards; stock book; stock-taking sheet; stock requisition form.</p>
<p>6.1.8 State guidelines for issuing stationery stock items</p>	<p>The learner should be able to state guidelines for issuing stationery stock items including: following organisational procedures; only issuing stock against a signed stock requisition form; updating stock cards after each issue.</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 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.

Level of English Required

Candidates should have a standard of business English equivalent to LCCI IQ Level 1 English for Business.

Guided Learning Hours

EDI recommends that 150-170 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

Title	Authors	Publisher	ISBN Code
Level 2 NVQ/SVQ Business and Administration	Bernadette Watkins, Karen Trimarchi, Parras Majithia and Nigel Parton	Heinemann	978-0-435-04690-3

Support Material

A sample paper and answers are available on the qualification page of the LCCI website, 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 24.

How to Offer this Qualification

To offer this qualification you must be an LCCI IQ registered examination centre. To gain centre approval please contact Customer Support on 08700 818008 between the hours of 0830 and 1700 (GMT) Monday to Friday or by email on 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 1 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 in 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.*

ACCIDENT REPORT FORM

ACCIDENT REPORT FORM

Name of person injured:

Department:

Job title:

Date and time of accident:

Details of accident/incident/injury:

Details of any first-aid treatment given – include name of person who administered first-aid

Was the injured person taken to hospital? Yes/No

If Yes, name and address of hospital:

..... **Postcode:**

Name(s) and job title(s) of witnesses:

.....

.....

Signature of person reporting accident:

Date:

TELEPHONE MESSAGE FORM

TELEPHONE MESSAGE FORM

Message For	
Name of Caller	
Organisation	
Telephone number	

Urgent		Please ring	
For information		Will call again	

Message: _____

Date: _____ **Time:** _____

Received by: _____

EDI

International House
Siskin Parkway East
Middlemarch Business Park
Coventry CV3 4PE
UK

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Supporting learning
and performance