



Pearson LCCI Level 1 Certificate in Business Administration (VRQ) (ASE20070)

Specification

First teaching from May 2012

Issue 2

Edexcel, BTEC and LCCI qualifications

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Introduction

LCCI qualifications

LCCI qualifications are widely regarded by employers to prepare students for the key functions of modern international business. The qualifications are recognised worldwide by employers, universities and professional bodies.

Pearson LCCI offers a wide range of qualifications, which are available at Levels 1 to 4 across the following subject areas:

- English Language
- Marketing and Customer Service
- Business, Administration and IT
- Financial and Quantitative.

This specification is part of the Business, Administration and IT suite of LCCI qualifications.

Please refer to the Pearson qualification website for details of other qualifications in the suite.

Purpose of the specification

This specification sets out:

- the objectives of the qualification
- any other qualification(s) that a student must have completed before taking the qualification
- any prior knowledge and skills that a student is required to have before taking the qualification
- any other requirements that a student must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, understanding and skills that will be assessed as part of the qualification
- the method of assessment and any associated requirements relating to it
- the criteria against which a student's level of attainment will be measured (such as assessment criteria).

Qualification aims

The aims of the Pearson LCCI Level 1 Certificate in Business Administration (VRQ) are to enable students to develop:

- an understanding of the office environment and their role and responsibilities in 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 intended for students 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 Operations Guide for Centres* for specific Diploma titles. Information is also available on the Pearson LCCI website.

It is recommended that students achieve the Pearson LCCI Level 1 Certificate in Practical ICT Skills to extend their knowledge and understanding to include the use of ICT software in an administrative role.

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Specification at a glance

The Pearson LCCI Level 1 Certificate in Business Administration (VRQ) consists of one externally-examined paper.

Pearson LCCI Level 1 Certificate in Business Administration (VRQ)	
<ul style="list-style-type: none"> Externally assessed 	100% of the total qualification
<p>Overview of content</p> <ul style="list-style-type: none"> The Office Environment Working in an Administrative Role Verbal and Written Business Communications Office Equipment and Machinery Storage and Retrieval of Information Maintaining and Issuing Stationery Stock 	
<p>Overview of assessment</p> <ul style="list-style-type: none"> One written, externally-set and marked paper, contributing 100% of the overall grade of the qualification. The examination will be 1 hour 30 minutes. The examination will consist of 100 marks. All questions will carry equal marks. Candidates answer all 4 questions, which will cover all six areas of the syllabus. 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. Candidates will be asked to produce either a letter, memo, email, Telephone Message Form or an Accident Report Form. Where a Telephone Message or Accident Report Form 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. 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. Candidates will be asked to provide answers in a format appropriate to the question. This is likely to be in the form of 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. Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass. 	

Knowledge, skills and understanding

Content

The following content must be covered to prepare students for the final assessment of this qualification.

1. The Office Environment

Subject content	What students need to learn:
1.1 Know the different types of office layout	a) Describe the two main types of office layout The student should be able to describe cellular and open-plan office layouts.
	b) State the advantages and disadvantages of cellular office layouts The student 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 and control over physical environment (light, heating, noise).
	c) State the advantages and disadvantages of open-plan offices The student 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 and control over physical environment (light, heating, noise).
1.2 Understand how good office design can create a safe, efficient and productive work environment	a) Describe how office furniture and equipment can be arranged to improve efficiency The student 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.

Subject content	What students need to learn:
	<p>b) Describe how employees can organise their personal work area/workstation for comfort and productivity</p> <p>The student 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); keeping items used most often in an easily accessible place; positioning equipment, such as the telephone, on the basis of whether right-handed or left-handed; storing small items of equipment in an easily accessible drawer/container and tying back trailing leads.</p>
	<p>c) Describe ways in which office design has changed to reflect modern work practices</p> <p>The student 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>d) Describe common hazards in the office environment</p> <p>The student 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>e) Describe how common office hazards can be reduced</p> <p>The student 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; and using curtains and blinds on windows to prevent glare.</p>

Subject content	What students need to learn:
<p>1.3 Understand the different types of documentation that are used in the office and their purpose</p>	<p>a) Identify the main documents used in buying and selling</p> <p>The student 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>b) Describe the purpose of commercial documents and the information they contain</p> <p>The student should be able to describe the purpose of each of the commercial documents mentioned in (a) above and what information each contains.</p>
	<p>c) Describe the main types of internal office forms and their uses</p> <p>The student 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 Purchase Order Form.</p>

2. Working in an Administrative Role

Subject content	What students need to learn:
<p>2.1 Understand own job role and responsibilities and how to work effectively in the role and the team</p>	<p>a) Identify a range of tasks usually carried out by administrative staff</p> <p>The student 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; and greeting visitors.</p>
	<p>b) Describe ways of identifying own role and responsibilities</p> <p>The student 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 and discussing with HR department.</p>
	<p>c) Explain how prioritising tasks can help to meet deadlines</p> <p>The student 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>d) Explain why it is important to follow organisation policies and procedures</p> <p>The student 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 and to provide staff with the direction and consistency they need for business success and improvement.</p>
	<p>e) Identify the personal behaviours and attitudes required to work in an administrative role</p> <p>The student 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>f) Explain why it is important to be able to work in a team</p> <p>The student 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>

Subject content	What students need to learn:
	<p>g) Describe ways of working effectively as part of a team</p> <p>The student 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 and being entirely honest.</p>

3. Verbal and Written Business Communications

Subject content	What students need to learn:
<p>3.1 Understand how to communicate effectively in face-to-face situations</p>	<p>a) Explain the difference between formal and informal language and when each is appropriate</p> <p>The student 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 student 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>b) Describe the factors that affect the choice of language used to communicate</p> <p>The student 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>c) State guidelines for effective face-to-face communication in the business environment</p> <p>The student 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 (students 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 and showing empathy (understanding how the other person feels).</p>
	<p>d) Explain why it is important to be aware of body language and voice tones when communicating face-to-face</p> <p>The student 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 effect on how the communication is received by others. The student 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>

Subject content	What students need to learn:
3.2 Understand how to receive and make telephone calls in the business environment	<p>a) Describe the features of telephone systems and their purposes</p> <p>The student 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>b) Explain why it is important to apply organisation procedures and scripts when dealing with telephone calls</p> <p>The student 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>c) Describe general principles of communicating effectively using the telephone</p> <p>The student 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; and making use of the phonetic alphabet to check spelling and addresses. The student should be able to provide appropriate examples of each of these principles. The student 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>d) State guidelines for dealing with incoming calls</p> <p>The student 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 the 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; and escalating calls as necessary.</p>

Subject content	What students need to learn:
	<p>e) Explain the importance of presenting a positive image of self and the organisation</p> <p>The student 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 and becoming a priority customer of suppliers.</p>
	<p>f) State guidelines for transferring calls</p> <p>The student should be able to state the guidelines for transferring calls, including: asking the caller to hold while being transferred; ringing the extension of the appropriate person; identifying the caller and the reason for the call; and transferring the call using the appropriate functions.</p>
	<p>g) Identify the information that should be included in a telephone message</p> <p>The student 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 student 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 3.3. The student should know how to complete a Telephone Message Form.</p>
	<p>h) State guidelines for making outgoing calls</p> <p>The student 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>

Subject content	What students need to learn:
<p>3.3 Be able to produce written business communications for a range of purposes</p>	<p>a) Justify a particular method of written communication</p> <p>The student 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 student should understand the purpose of each of these and when each is most likely to be used.</p>
	<p>b) Extract and adapt relevant information for use in a specific situation</p> <p>The student should be able to extract and adapt relevant information from a range of sources for use in written communications, e.g. selecting information from a given text to use in the documents mentioned in (a) above.</p>
	<p>c) Produce a range of written communications using correct layout, tone and vocabulary</p> <p>The student 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 student 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 (a) above. The student should understand the purposes of templates and 'house style' when producing documents. See the appendix for guidance regarding the expected layout of each type of written communication.</p>
	<p>d) Check that written communications are accurate and correct</p> <p>The student 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 a ruler under numbers and checking individually; asking a colleague to help with long documents and printing a copy rather than proofreading onscreen. The student should understand that checks should be made for spelling, grammar, fitness for purpose, house style, professional image and accuracy of information.</p>

4. Office Equipment and Machinery

Subject content	What students need to learn:
<p>4.1 Understand how to use different types of office equipment and machinery safely and efficiently</p>	<p>a) Identify the types of equipment and machinery commonly used in the office environment</p> <p>The student 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>b) Describe the main uses of the different types of office equipment and machinery</p> <p>The student should be able to describe what each item of office equipment and machinery mentioned in (a) above is mainly used for, but not how to operate each item of office equipment and machinery.</p>
	<p>c) State guidelines for using common office equipment and machinery</p> <p>The student should be able to state a minimum of three guidelines that should be followed when using the office equipment and machinery identified in (a) above. 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:</p> <p>telephone – have paper and pen ready; prepare for the call; use organisational guidelines to introduce self or department</p> <p>photocopier – ensure platen is clean; run test copy; select size of paper</p> <p>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 produced.</p>
	<p>d) Describe factors to be considered when choosing office equipment and machinery for specific tasks</p> <p>The student 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>

Subject content	What students need to learn:
	<p>e) Explain the importance of following the manufacturer's instructions when using office equipment and machinery</p> <p>The student should be able to explain why it is important to follow the manufacturer's instructions when using any type of office equipment or machinery in terms of reporting faults, following health and safety guidelines, maintaining the validity of the manufacturer's warranty/guarantee, ensuring efficient operation and lifespan of equipment/machinery; minimising waste and reducing expenditure.</p>
	<p>f) Explain the importance of reporting accidents involving office equipment and machinery and how this is done</p> <p>The student should be able to explain the reasons for reporting accidents involving office equipment and machinery 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 organisation's reputation.</p> <p>This links to knowledge of the Accident Report Form in Topic 1 and written communications in Topic 3. The student should know how to complete an Accident Report Form as required in Topic 3.</p>
	<p>g) Explain why waste should be kept to a minimum in a business environment</p> <p>The student should be able to explain why it is important to minimise waste in a business environment for the following reasons: financial (e.g. reducing costs/expenditure); environmental (e.g. avoiding unnecessary impact on the environment, reducing landfill material) and legal.</p>

Subject content	What students need to learn:
	<p>h) Identify methods of minimising waste when using office equipment and machinery</p> <p>The student 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; and 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>

5. Storage and Retrieval of Information

Subject content	What students need to learn:
5.1 Understand the methods and systems used for storing and retrieving information	<p>a) Describe the features of a good filing system</p> <p>The student should be able to describe the features of a good filing system, including: simplicity; accessibility; compactness; economy; flexibility; safety; retention and classification.</p>
	<p>b) Describe classification systems used in information storage</p> <p>The student should be able to describe filing classification systems, including: alphabetical, numerical, chronological, subject and geographical.</p>
	<p>c) State the advantages and disadvantages of the main classification systems</p> <p>The student should be able to state the advantages and disadvantages of each of the classification systems in (b) above.</p>
	<p>d) Describe the equipment and stationery required for manual filing systems and how they are used</p> <p>The student 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 student should also be able to describe how the equipment and stationery is used.</p>
	<p>e) Describe methods of controlling file movements in manual systems</p> <p>The student 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>f) Describe the equipment and stationery required for electronic filing systems and how they are used</p> <p>The student 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>g) Describe the benefits of centralised filing systems</p> <p>The student should be able to describe the benefits of centralised filing systems, including: specially trained staff; less filing equipment needed for individuals; better equipment can be used; more efficient use of floor space (as centralised systems eliminate need for departmental storage systems); standardised procedures can be implemented; higher level of monitoring and reduced file duplication.</p>

Subject content	What students need to learn:
	<p>h) Describe the benefits of departmental filing</p> <p>The student 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>

6. Maintaining and Issuing Stationery Stock

Subject content	What students need to learn:
<p>6.1 Understand how to maintain and issue stationery stock and the importance of doing so effectively</p>	<p>a) Identify the main types of stationery used in an office environment</p> <p>The student 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 forms); pens; pencils; paper clips; highlighters; hole punches; staplers; paper files; plastic wallets and company literature (e.g. flyers and leaflets).</p>
	<p>b) Explain why it is important to ensure stationery stock is maintained and controlled</p> <p>The student 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; helping to maintain quality standards and efficient operations and enabling continuous work flow. Students should also be able to explain the impact of running out of stationery items, such as potential loss of revenue/sales.</p>
	<p>c) Explain why it is necessary to know the level of demand for stationery items</p> <p>The student 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>d) State guidelines for receiving stationery stock</p> <p>The student 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, informing supplier and team leader; completing a Goods Received Note; updating stock records; and following up any additions or shortages within the order, e.g. extra delivery or credit note, reporting discrepancies between ordered and delivered goods. The student should understand the purposes of the documents used and the information they provide – some of these documents are included in Topic 1.</p>
	<p>e) Describe methods of storing stationery stock to ensure safety, security and minimum wastage</p> <p>The student should be able to describe methods of storing stationery stock, including: stock rotation methods (FIFO, LIFO and LILO); storing small items in boxes; locking cupboards; storing large items behind small ones; storing large/heavy items on lower shelves and correct storage of hazardous substances.</p>

Subject content	What students need to learn:
	<p>f) Describe methods of stock-taking</p> <p>The student should be able to describe methods of stock-taking such as annual or rolling/perpetual stock-taking.</p>
	<p>g) Describe records and documents used for monitoring stationery stock</p> <p>The student 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 books; stock-taking sheets and stock requisition forms.</p>
	<p>h) State guidelines for issuing stationery stock items</p> <p>The student should be able to state guidelines for issuing stationery stock items, including: following organisational procedures; only issuing stock against a signed stock requisition form and updating stock cards after each issue.</p>

Assessment

Assessment summary

Pearson LCCI Level 1 Certificate in Business Administration (VRQ)

Number of series: On demand

Overview of content

- The Office Environment
- Working in an Administrative Role
- Verbal and Written Business Communications
- Office Equipment and Machinery
- Storage and Retrieval of Information
- Maintaining and Issuing Stationery Stock

Overview of assessment

- One written, externally -et and marked paper, contributing 100% of the overall grade of the qualification.
- The examination will be 1 hour 30 minutes.
- The examination will consist of 100 marks. All questions will carry equal marks.
- Candidates answer all 4 questions, which will cover all six areas of the syllabus.
- 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. Candidates will be asked to produce either a letter, memo, email, Telephone Message Form or an Accident Report Form. Where a Telephone Message or Accident Report Form 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.
- 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. Candidates will be asked to provide answers in a format appropriate to the question. This is likely to be in the form of 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.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass

Aims of assessment

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 in 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.

Entry and assessment information

Please see the *Pearson Information Manual* and the *Pearson LCCI examination regulations*, available from our website: qualifications.pearson.com/lcci

Student entry

Details on how to enter students for the examination for this qualification can be found on our website: qualifications.pearson.com/lcci.

Combinations of entry

There are no forbidden combinations of entry for this qualification.

Age

The qualification is intended for learners aged 16 and above.

Resitting the qualification

Candidates can resit the examination for the Pearson LCCI Level 1 Certificate in Business and Administration (VRQ).

It is strongly advised that candidates do not register to undertake a resit until they have received the results from their previous examination.

Access arrangements, reasonable adjustments and special consideration

Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability, without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes, or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

Further information

Please see our website or email internationalenquiries@pearson.com for further information on how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration please refer to the Joint Council for Qualifications (JCQ) website: <http://www.jcq.org.uk/examination-system/access-arrangements-and-special-consideration>

Equality Act 2010 and Pearson equality policy

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

You can find details on how to make adjustments for students with protected characteristics in the policy document *Access Arrangements, Reasonable Adjustments and Special Considerations*, which is on our website: qualifications.pearson.com/en/support/support-topics/exams/special-requirements.html

Malpractice

Cases of alleged, suspected or confirmed malpractice must be dealt with in accordance with the latest *Joint Council for Qualifications (JCQ) General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures*, available on the JCQ website: www.jcq.org.uk

Pearson cares greatly about the integrity of its qualifications and is aware that incidents of malpractice threaten that integrity, adversely affect learners and undermine public confidence in the delivery and awarding of qualifications. For this reason, Pearson takes malpractice incidents extremely seriously and investigates all allegations it receives as fully as possible. Where malpractice is proven Pearson will impose appropriate penalties and/or sanctions on those found to be responsible, which can include debarment from delivery of Pearson qualifications (for staff) and disqualification (for learners).

Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations must be reported to Pearson using a *JCQ M1 Form* (available at www.jcq.org.uk/exams-office/malpractice). The form can be emailed to pqsmalpractice@pearson.com or posted to

Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. The final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of Pearson qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of alleged or suspected staff malpractice and maladministration must be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ M2(a) Form* (available at: www.jcq.org.uk/exams-office/malpractice). The form, supporting documentation and as much information as possible can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. The final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice. More detailed guidance on malpractice can be found on our website at <http://qualifications.pearson.com/en/support/support-topics/exams/examination-guidance/malpractice-and-plagiarism.html> and in the latest version of the *JCQ General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures*, available at: www.jcq.org.uk/exams-office/malpractice

Language of assessment

Assessment of this specification will be in English only. Assessment materials will be published in English only and all work submitted for examination must be in English only.

Other information

Guided Learning Hours (GLH)

Guided Learning Hours: the number of teacher-led contact hours required to support student achievement for a qualification.

For the Pearson LCCI Level 1 Certificate in Business and Administration (VRQ) we recommend 150–170 GLH.

Centres should ensure students have additional time for self-study and preparation for the final examination, which is in addition to the GLH stated above.

Student recruitment

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Prior learning and other requirements

There are no formal entry requirements for this qualification.

However, it is recommended that students achieve the Pearson LCCI Level 1 Certificate in Practical ICT Skills to extend their knowledge and understanding to include the use of ICT software in an administrative role.

Students may be studying in a local language but the assessment will be in English. Pearson recommends that students have B1 Level of English on the Common European Framework of Reference (CEFR). This will support access to the assessment materials and enable students to communicate responses effectively.

Progression

Students may progress to relevant qualifications in the level above; alternatively the qualification can support progression to employment.

Using appropriate internal processes, centres must ensure they choose the most appropriate qualification level for their students' needs.

Exemptions

We are seeking exemptions for our qualifications from a number of professional bodies. For the latest list of exemptions, please visit our website and choose your relevant qualification.

Codes

This qualification is approved by Ofqual and meets the Ofqual General Conditions for inclusion on the Register of Regulated Qualifications. The Qualification Number (QN) is: 600/6856/5

The subject code for the Pearson LCCI Level 1 Certificate in Business Administration (VRQ) is: ASE20070. The subject code is used by centres to enter students for a qualification.

Support, training and resources

Training

Pearson offers support and training to teachers on standard of delivery and preparing students to meet the assessment requirements.

Specifications, sample assessment materials and teacher support materials

The Pearson LCCI Level 1 Certificate in Business Administration (VRQ) sample assessment materials can be downloaded from our website.

To find a list of all the support documents available please visit our website: qualifications.pearson.com

Appendices

Appendix 1: Document layout guidance for responses in answer to
Question 1

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Appendix 1: Document layout guidance for responses in answer to Question 1

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.

While 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 the letter is to be a circular letter, candidates will be guided in the question as to space for an address or not.*
5. *The heading and/or opening paragraph are important. Omission of the heading is acceptable if the opening paragraph contains the relevant information. A heading should be emphasised by boldening, underlining or use of capital letters, 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 very 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

M E M O R A N D U M

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. *M E M O or M E M O R A N D U M is acceptable as are closed up capitals.*
2. *Names and job title (if this information is given) are 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, the heading and opening paragraph are important and any heading should be emphasised by boldening, underlining or use of capital letters, followed by a clear line space. Omission of the heading is 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 the text within bulleted/numbered items is very brief, omission of a clear line space between is acceptable.*
7. *Remember **Enc** if something is 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 the start of the message text. If after the greeting, the heading should be emphasised by emboldening, 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 emailing someone not well known to you. Hi is not a good idea – it is 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: _____

September 2017

**For more information on Pearson and LCCI qualifications please
visit our website: qualifications.pearson.com**

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