



# **Pearson LCCI Level 2 Certificate in Business Administration (VRQ) (ASE20071)**

## **Specification**

First teaching from May 2012

Issue 3

### **Edexcel, BTEC and LCCI qualifications**

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# Introduction

## LCCI qualifications

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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**

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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

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The aims of the Pearson LCCI Level 2 Certificate in Business Administration (VRQ) are to enable students to develop:

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

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

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

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



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## Specification at a glance

The Pearson LCCI Level 2 Certificate in Business Administration (VRQ) consists of one externally-examined paper.

<b>Pearson LCCI Level 2 Certificate in Business Administration (VRQ)</b>	
<ul style="list-style-type: none"> <li>Externally assessed</li> </ul>	<b>100% of the total qualification</b>
<p>Overview of content</p> <ul style="list-style-type: none"> <li>Structure of Business Organisations</li> <li>Working in an Administrative Role</li> <li>Communication in Business Organisations</li> <li>Reception and Mail Services</li> <li>Business Procedures and Information Management</li> </ul>	
<p>Overview of assessment</p> <ul style="list-style-type: none"> <li>One written, externally-set and marked paper, contributing 100% of the overall grade of the qualification.</li> <li>The examination will be 2 hours.</li> <li>The examination will consist of 100 marks. All questions will carry equal marks.</li> <li>Candidates answer all 4 questions, which will cover all five areas of the syllabus</li> <li>Question 1 will be presented as an 'in-tray' exercise with a series of tasks to complete; the main task will require the candidate to produce the appropriate written communication as required by the scenario. Candidates will be required to produce either a letter, memo, email or information sheet, as appropriate to the situation in the given scenario. The content to be included will relate to any of the topic areas in the syllabus. For the other tasks in this question, candidates will be required to provide answers as short notes.</li> <li>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, short notes and short paragraphs.</li> <li>Candidates may produce their answers on a word processor or computer.</li> <li>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.</li> </ul>	

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# Knowledge, skills and understanding

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## Content

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

### 1. Structure of Business Organisations

Subject content	What students need to learn:
<b>1.1 Understand the main types of business organisation in the public and private sectors</b>	<p>a) Describe the features of the main types of business organisation</p> <p>The student should be able to describe the features (e.g. ownership, control, liability) of the main types of business organisation, including sole trader; partnership; private limited company; public limited company and charity/not-for-profit.</p> <p>b) State the aims of organisations in the public and private sectors</p> <p>The student should be able to state that the main aim of public sector organisations is to provide services to residents of the country and that they are funded through taxation.</p> <p>The student should be able to state that the main aim of organisations in the private sector is to make a profit for the owners. The student should be able to state that organisations in the private sector will have other aims, such as: increasing profits; diversification; survival; innovation; improving public image; increasing market share and entering new markets.</p>
<b>1.2 Understand how business organisations are structured</b>	<p>a) Explain the importance of organisation charts</p> <p>The student should be able to explain that organisation charts are a graphic portrayal of the structure of the organisation. The student should be able to explain that an organisation chart identifies the functional areas, reporting relationships and job roles (sometimes with named members of staff) within the organisation and that it is an important reference for staff to identify each other.</p>

Subject content	What students need to learn:
	<p>b) Describe the roles of the main functional areas in business organisations</p> <p>The student should be able to describe the roles of the main functional areas in business organisations, including:</p> <ul style="list-style-type: none"> <li>• purchasing – buying equipment/raw materials at competitive prices</li> <li>• sales – developing new markets to increase sales; customer care; after-sales service</li> <li>• marketing/advertising/communications – raising awareness of the organisation and its products</li> <li>• human resources/personnel – recruiting and selecting new staff; training and development; employee relations (including handling grievances, disputes, claims and complaints, and other HR procedures/policies); maintaining staff records; managing payroll and benefits; dealing with staff resignations and dismissals; leave/holiday arrangements</li> <li>• production/operations – manufacturing goods or providing a service to customers/clients; quality assurance</li> <li>• IT – maintaining IT systems and providing IT support to staff</li> <li>• finance – processing income and expenditure transactions; preparing financial reports; preparing budgets</li> <li>• warehousing/distribution – storing raw materials/goods; arranging delivery of goods to customer/client; stock control</li> <li>• research and development – researching, developing and testing new products.</li> </ul>

Subject content	What students need to learn:
<p><b>1.3 Understand the role of centralised/ support services in business organisations</b></p>	<p>a) Identify the administrative activities performed by the main centralised/support services</p> <p>The student should be able to identify the activities carried out by those functions that provide support services and/or might be centralised in business organisations. These should include:</p> <ul style="list-style-type: none"> <li>• print room – photocopying; printing; binding; laminating; producing leaflets and brochures</li> <li>• stationery store – ordering stationery; checking deliveries; reporting shortages; appropriate storage of stationery; completion of stock record cards; issuing stationery; stock-taking; dealing with out-of-date and damaged stock in line with company policy</li> <li>• mailing/post room – sorting mail; distributing incoming mail/packages to staff; preparing outgoing mail/packages for courier, i.e. weighing and measuring mail/packages; calculating charges; using franking machine</li> <li>• storing and retrieving information – locating/replacing files; keeping records of files borrowed and following up; following organisation’s confidentiality and security procedures; removing paper clips etc. before filing; repairing files; opening new files; cross-indexing; punching documents; archiving</li> <li>• reception – welcoming visitors; explaining health and safety procedures; providing information; maintaining visitor records; managing identity badges; escorting visitors or contacting members of staff to collect visitors; making and receiving telephone calls (gathering all information prior to making calls, answering calls using organisation procedures, gathering caller identification and requirements, transferring calls, taking messages); maintaining reception area</li> <li>• security – maintaining security of buildings, grounds and staff</li> <li>• catering – providing food, drinks and refreshments for staff and visitors.</li> </ul> <p>b) Explain how administrative duties might be organised in different types of organisations</p> <p>The student should be able to explain how administrative duties might be organised differently in large, medium and small organisations and in publicly owned and privately owned organisations. For example, in small and medium-sized business, the reception area is usually responsible for security. Similarly, smaller organisations may not have a separate mail/post room or print room.</p>

Subject content	What students need to learn:
	<p>c) Describe the benefit of the administrative function to business organisations</p> <p>The student should consider the range of typical administrative activities performed by the administrative function, such as:</p> <ul style="list-style-type: none"> <li>• organising information</li> <li>• preparing communications</li> <li>• using word processing, spreadsheet and database software</li> <li>• storing and retrieving information, both paper-based and electronic</li> <li>• researching information</li> <li>• meeting and greeting visitors</li> <li>• reprographics</li> <li>• arranging formal and informal meetings.</li> </ul> <p><b>The student should be able to describe the benefits of these activities from the point of view of internal and external stakeholders.</b></p>

## 2. Working in an Administrative Role

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

Subject content	What students need to learn:
	<ul style="list-style-type: none"> <li>• teamwork skills – to build productive relationships with other team members</li> <li>• multi-tasking skills – to facilitate completion of a variety of tasks for a variety of people, all of which may need to be completed concurrently.</li> </ul>
<b>2.2 Understand how to manage personal workload and performance in a business environment and why this is important</b>	<p>a) Explain why it is important to meet agreed targets and deadlines</p> <p>The student should be able to explain why it is important to meet agreed targets and deadlines, including: building trust and confidence; being reliable; reducing the need for close supervision and checking; improving efficiency and building a positive reputation for the organisation. They should also be able to explain the negative impact on their colleagues, managers and the organisation as a whole of not meeting targets and deadlines. The student should understand that their personal targets relate to team targets and, therefore, achieving targets is important in order to maintain consistent standards across the team. They should also understand the link between team targets and departmental/functional and business targets.</p>
	<p>b) Describe techniques that can be used to plan and manage personal workload</p> <p>The student should be able to describe techniques for planning and managing their workload, including: writing to-do lists or action lists in order of priority; allocating time using schedulers, planners, diaries or organisers; agreeing realistic deadlines; avoiding distractions; being assertive; scheduling work tasks to make the best use of personal concentration and energy levels; requesting help/support when required; allowing for contingencies and monitoring work against deadlines.</p>
	<p>c) Explain the need for individual performance monitoring</p> <p>The student should be able to explain why performance monitoring is necessary, including: to assess progress towards achieving targets; to provide individualised feedback and support; and to identify personal training and development needs.</p>
	<p>d) Identify the different ways of monitoring and reporting progress towards targets</p> <p>The student should be able to identify the different ways of monitoring and reporting progress towards targets, including: progress reports; one-to-one meetings; team meetings and shared project planners. The student should also be able to identify when each would be the most appropriate to use.</p>

Subject content	What students need to learn:
	<p>e) Describe how to improve personal performance in a business environment</p> <p>The student should understand that to improve their performance they need to first identify areas for improvement. Therefore, they should be able to describe ways of identifying their development needs, including: informal feedback from colleagues; performance appraisal feedback; skills audit and personal development planning. Students should also be able to describe learning activities that can be used to improve their performance, including: mentoring; work shadowing; coaching; job rotation; and formal courses and qualifications through e-learning, distance learning or local college/training institutions.</p>
<p><b>2.3 Understand how to work as part of a team</b></p>	<p>a) Explain the importance of recognising strengths and weaknesses of self and others within a team</p> <p>The student should be able to explain how identifying the strengths and weaknesses of individuals can contribute to the effective allocation of tasks within the team, as well as identify areas where team members might require additional training or support and where this can be offered by other members of the team. The student should understand the value of diversity in a team in terms of how the range of skills, experience and ideas can enhance the performance of the team.</p>
	<p>b) Explain the importance of giving and accepting constructive feedback within a team</p> <p>The student should be able to explain the importance of feedback in building relationships, improving team performance and identifying areas that meet the required standards and those that do not. The student should understand the importance of positive and polite language, tone of voice and non-verbal communication when giving and accepting feedback. The student should understand that constructive feedback identifies areas for development, how and when to improve and what support will be given. The student should understand how they can make use of feedback to improve their own performance as well as that of the team.</p>

Subject content	What students need to learn:
	<p>c) Explain how to treat team members with honesty and respect and the importance of doing so</p> <p>The student should be able to explain ways in which they could show honesty and respect for others, including: being open about mistakes and personal performance; openly admitting to areas where they lack skills/knowledge; being polite and sensitive to the diverse needs of others; not claiming other people’s ideas as their own; following organisational policies for handling valuables and gifts from customers; and notifying relevant departments promptly if mistakes are made in own favour (e.g. overpaid wages and salaries). Students should be able to explain why this is important, including: creates better working atmosphere; helps to maintain work flow and achieve team objectives; helps to make the work more manageable (getting help where needed) and gets the job done quicker.</p>
	<p>d) Describe how to work with others to achieve team targets and standards</p> <p>The student should understand that all team members are working towards the same targets and standards and so it is important to share and agree on work standards. The student should be able to describe ways of doing so, including: asking appropriate questions to get the right information; clarifying instructions and work requirements with colleagues or team leader; following agreed team procedures for carrying out specific activities; seeking guidance from team members when needed and working within limits of own responsibility.</p>

### 3. Communication in Business Organisations

Subject content	What students need to learn:
<p><b>3.1 Understand methods of communication in business organisations and the importance of communicating effectively</b></p>	<p>a) Compare the different methods of communication used in the business environment</p> <p>The student should be able to compare the advantages and disadvantages of methods of communication and be able to identify the most appropriate method to use in a given context. Methods of communication should include: letter; memo; email; fax; newsletter; teleconferencing; video conferencing; web conferencing; telephone; notice board and face-to-face.</p>
	<p>b) Describe how Information Communication Technology (ICT) is used in business communication and the benefits it provides</p> <p>The student should be able to describe how Information Communication Technology is used for internal and external communication in business organisations. The student should be able to describe situations when a business might use the internet (websites); intranet; email and calendar software; social media (Facebook and Twitter); video conferencing; teleconferencing; web conferencing; mobile phones; software packages such as word processing, spreadsheet, database and presentation software; multi-purpose printers and electronic data interchange. The student should also be able to describe how the use of each of the above benefits the business.</p>
	<p>c) Explain the need for effective communication in a business organisation</p> <p>The student should be able to explain that communication is effective when the message transmitted is received and understood in the way it was intended. This includes written, oral, verbal, electronic and non-verbal communication. The student should be able to explain that businesses rely on effective communication to operate efficiently and effectively, and that the consequences of not communicating effectively include: poor relationships with colleagues and customers; work not being completed properly; loss of business and revenue; poor decision-making; and wastage of time and resources.</p>
<p><b>3.2 Understand the features of meetings and how to organise meetings</b></p>	<p>a) Distinguish between different types of formal and informal meetings</p> <p>The student should be able to explain the differences between types of formal and informal meetings in terms of their purpose. Formal meetings include: Annual General Meetings (AGMs); executive; advisory; standing; ad hoc; joint committee and sub-committee. Informal meetings include: weekly or monthly team meetings; briefing meetings; staff training and external meetings with suppliers or customers.</p>

Subject content	What students need to learn:
	<p>b) Describe the main features of a meeting</p> <p>The student should be able to describe the basic features of a meeting in terms of the proceedings, key personnel and documentation. Proceedings include: apologies for absence; confirming minutes of the last meeting; follow-up on actions from last meeting; agenda items; agreeing actions; any other business. Key personnel include: Chairperson (Chair) and Minute-taker. Documentation includes: agenda and minutes.</p>
	<p>c) Identify the type of information required when organising meetings</p> <p>The student should be able to identify the information they would need in order to organise a meeting, including: the purpose of the meeting; attendees (who to invite and any particular requirements, such as disabled facilities or dietary requirements); date; time; venue (internal/external, health and safety, security, accommodation, facilities, provision for the disabled); resources required (audio conferencing, video conferencing, web conferencing, ICT facilities, guest speakers and documentation) and whether refreshments will be required.</p>
	<p>d) State typical processes involved in order to finalise meeting arrangements</p> <p>The student should be able to state the typical processes to be carried out by the meeting organiser in order to finalise meeting arrangements, such as: inviting attendees and confirming attendance; ensuring special requirements of any attendees can be met; collating and dispatching required paperwork within agreed timeframe; booking any resources which are required; checking layout of room; liaising with guest speakers; liaising with caterers; and planning and coordinating activities and resources.</p>
	<p>e) Explain how electronic diary systems are beneficial when organising meetings</p> <p>The student should be able to explain the benefits of using electronic diary systems to manage time for themselves and for colleagues. They should know that electronic diary systems facilitate calendar sharing amongst colleagues; ability to view multiple calendars at one time; ability to send invitations to multiple attendees; a variety of viewing options, e.g. day, week, month; task scheduling; printing of diary pages and contact lists.</p>

Subject content	What students need to learn:
<p><b>3.3 Be able to produce written communications for a range of purposes</b></p>	<p>a) Choose the most appropriate methods of written communication to use in a variety of contexts</p> <p>The student should be able to identify the most appropriate methods of written communication to use in a variety of contexts in terms of the written communication used; audience; layout and style; content and fitness for purpose. The student should know which method of written communication is appropriate in a given context, e.g. letter; memo; email; information sheet, and how to produce each type.</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. select information from the given scenario to use in the written communications 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. They should know how to format documents; font styles; white space; graphics; line spacing; borders etc. appropriately in each type of document mentioned in (a) above. See the appendix for guidance on 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 a 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. Students should understand that checks should be made for spelling, grammar, fitness for purpose, house style, professional image and accuracy of information.</p>

#### 4. Reception and Mail Services

Subject content	What students need to learn:
<p><b>4.1 Understand the importance and value of reception services</b></p>	<p>a) Explain the importance and value of the reception function to business organisations</p> <p>The student should be able to explain that the receptionist is often the first point of contact for customers/clients and so it is important to create an excellent first impression and a positive image of the organisation. The student should be able to explain that the receptionist provides a valuable service for both internal and external customers by performing the duties mentioned in subject content 1.3(a) above.</p> <p>b) Describe ways in which the receptionist can present a positive image of own self and the organisation</p> <p>The student should be able to describe how the receptionist can present a positive image of themselves and the organisation by always having a smart personal appearance; keeping the reception area clean and tidy; using positive body language; being responsive to the needs of customers and colleagues; demonstrating good communication skills face-to-face and over the telephone; transferring calls to the correct persons; taking accurate messages; following organisational procedures to maintain standards and ensuring required resources are available to enable them to complete tasks efficiently.</p>
<p><b>4.2 Understand how to maintain security, health, safety and confidentiality in the reception area and the importance of doing so</b></p>	<p>a) Explain why it is important to follow health and safety and security procedures in the reception area</p> <p>The student should be able to explain the importance of following health and safety and security procedures in the reception area in order to protect the health, safety and security of visitors, employees, employers, personal property, buildings, company assets and sensitive or confidential information. The student should also be able to explain the negative impact of not following procedures, such as damage to the organisation's reputation through possible liability claims.</p>

Subject content	What students need to learn:
	<p>b) Explain the need for confidentiality of visitor and organisation information in the reception area</p> <p>The student should be able to explain the need to ensure confidentiality of visitor information, particularly in an organisation where personal information about visitors is held in the reception area, such as doctors; dentists; hospitals and banks. The student should also be able to explain the need to ensure confidentiality of organisation information, particularly where information could be exploited by competitors or where personal information is held about individuals.</p> <p>Reasons should include: to comply with the relevant data protection laws; to protect the privacy of visitors; to prevent confidential information getting into the wrong hands, which may lead to identity theft and fraud; and to prevent leakage of business sensitive information.</p> <hr/> <p>c) Describe how the receptionist can maintain health and safety, and protect confidentiality in the reception area</p> <p>Students should be able to describe ways in which the receptionist can maintain health and safety in the reception area, including: putting in place safety notices (wet floor, out-of-use lift, fire alarm testing times); arranging for spills to be cleaned up as quickly as possible; directing visitors to exits in the event of a fire alarm; and reporting any issues with seating and tables so they can be replaced/removed.</p> <p>Students should be able to describe ways of protecting confidentiality, including: turning computer screens away from public view; keeping confidential documents out of the reception area, wherever possible; destroying confidential documents appropriately instead of putting them in waste bins; keeping drawers and cabinets locked and not discussing confidential or sensitive information in the reception area.</p> <hr/> <p>d) State procedures that can be used within the reception area to maintain security</p> <p>Students should be able to state procedures used in the reception area to maintain security, including: security procedures for visitors (signing in and out procedures and visitors badges); key holder entry procedures (unlocking doors, checking property, deactivating overnight alarm, turning on indoor lights as necessary, checking CCTV recordings and resetting); key holder departure procedures (checking lights for timed switch-ons, activating security alarms, locking doors); and emergency contact procedures and policy.</p>

Subject content	What students need to learn:
<p><b>4.3 Understand how to manage visitors in the reception area and the importance of doing so effectively</b></p>	<p>a) Explain why it is important to deal with visitors promptly</p> <p>The student should be able to explain why visitors should be dealt with promptly, including: to create a positive image of the organisation; to ensure correct procedures are followed; to ensure visitors and colleagues can continue with their business as quickly as possible; and because visitors may have had a long journey.</p>
	<p>b) State guidelines for dealing with visitors</p> <p>The student should be able to state guidelines for dealing with visitors, including: acting in a professional and capable manner; smiling to make them feel welcome; greeting visitors in a clear and audible voice; asking visitors whom their appointment is with; asking for visitor's name and pronunciation; issuing visitor and security badges; updating visitor records; explaining health and safety procedures; informing colleagues of arrival of visitor; giving information and directions to facilities; keeping visitors informed; offering refreshments; keeping calm if multiple visitors arrive at the same time and asking for help if the situation gets stressful.</p>
	<p>c) Describe the differing needs visitors may have and how to meet these needs</p> <p>The student should be able to describe the differing needs visitors may have, including: disability; religion; language; culture; diet and special needs.</p> <p>The student should also be able to describe how visitor needs could be met. Strategies to deal with special requirements could include: determining special requirements prior to visit; directing visitors with physical disabilities to specially adapted entrances/exits, lifts and other facilities; providing a quiet prayer room for religious observance; providing an interpreter or finding a colleague who speaks the visitor's language; addressing visitors in a particular manner; provision of refreshments to meet dietary requirements and providing key documents in a special format (e.g. bigger font size, Braille).</p>

Subject content	What students need to learn:
	<p>d) Describe how to deal with challenging visitor behaviour</p> <p>The student should be able to describe how they would deal with visitors who display challenging behaviour. Strategies should include: stay calm and polite; listen carefully to what they are saying without interrupting; empathise (put themselves in the visitor’s position); apologise sincerely without blaming any particular individual; explain what they can do but not promise what they cannot deliver; seek help from a colleague if they cannot resolve the problem and ask if there is anything that they can help with.</p> <p>The student should also be able to describe the skills the receptionist will need including: active listening; empathy; self-control techniques; assertive communication and conflict management.</p> <p>e) Explain the importance of communicating effectively with visitors and how this may be done</p> <p>The student should be able to explain that it is important that communication from the receptionist is done in an effective way to ensure that the information is understood, is not misleading, and avoids any conflicts which may occur from the wrong information being given. This also helps to portray a positive, professional, polite and helpful image. The student should understand that good communication promotes customer satisfaction, repeat business, increased sales and the overall reputation of the organisation.</p> <p>The student should be able to explain that when communicating with visitors, the receptionist should: maintain eye contact and a pleasant tone of voice; avoid fiddling with things which could be a sign of boredom; not speak too loudly or quickly but use a clear and regular tone of voice, varying the pitch so it is not boring and pronouncing words clearly; use the visitor’s name at every opportunity and smile.</p>

Subject content	What students need to learn:
<p><b>4.4 Understand how to organise the distribution and collection of incoming and outgoing mail and packages, and the need to do so efficiently</b></p>	<p>a) Explain why it is important to distribute and dispatch mail and packages efficiently</p> <p>The student should be able to explain that it is important to distribute and dispatch mail efficiently to maintain confidentiality of business sensitive information, to avoid delays and to ensure mail reaches the recipient in good condition.</p>
	<p>b) Describe a range of internal and external mail services available</p> <p>The student should be able to describe a range of external mail services, including: different rates for different services; pre-paid services; same day delivery; services requiring a signature from the recipient; tracking services; Airmail; organisation’s own courier and external courier.</p> <p>The student should also be able to describe a range of internal services, including: pigeon holes; inter-branch mail (couriers – organisation’s own or external courier) and internal envelopes.</p>
	<p>c) Explain criteria for choosing a mail handling service in specific circumstances</p> <p>The student should be able to explain how to choose a particular mail handling service in specific circumstances. The student should understand that the choice should be based on: destination; speed of service; weight of mail/package; robustness of material to be delivered/collected; cost of service; replacement value of documents/package and security of service.</p>
	<p>d) State the documents, records and specialised equipment used for processing incoming and outgoing mail and packages</p> <p>The student should be able to state the documents and records used for processing incoming and outgoing mail and packages, including: incoming mail register; remittance book; postage book; routing/circulation slip and air way bill.</p> <p>The student should also be able to state the equipment used for processing incoming and outgoing mail and packages, including: postal scales; franking machine; date stamp; addressing machine; folding and inserting machine; and labelling machine.</p>

Subject content	What students need to learn:
	<p>e) State guidelines for checking and sorting incoming mail and packages</p> <p>The student should be able to state guidelines for checking and sorting incoming mail and packages. Guidelines should include: extracting personal, private and confidential items for distribution directly to the recipient; opening parcels and checking contents against delivery note; date stamping items before distribution; recording any monetary items; sorting into recipient/team/department/branch; disposing of 'junk mail'; and how to deal with damaged items and suspicious packages.</p>
	<p>f) State guidelines for processing outgoing mail and packages</p> <p>The student should be able to state guidelines for processing outgoing mail and packages. Guidelines should include: sorting into first class, second class, international and courier delivery; weighing letters and parcels; calculating the cost; franking mail or labels for packages and arranging collection or taking to distributor.</p>
	<p>g) Describe methods of calculating postage charges for outgoing mail or packages</p> <p>The student should be able to describe methods of calculating postage charges for outgoing mail or packages, including: weighing mail and packages on postal scales; referring to price guides from mail service providers/couriers; requesting cost from courier and referring to online cost information.</p>

## 5. Business Procedures and Information Management

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

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

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# Assessment

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## Assessment summary

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### Pearson LCCI Level 2 Certificate in Business Administration (VRQ)

Number of series: 3 series and on demand

#### Overview of content

- Structure of Business Organisations
- Working in an Administrative Role
- Communication in Business Organisations
- Reception and Mail Services
- Business Procedures and Information Management

#### Overview of assessment

- One written, externally-set and marked paper, contributing 100% of the overall grade of the qualification.
- The examination will be 2 hours.
- The examination will consist of 100 marks. All questions will carry equal marks.
- Candidates answer all 4 questions, which will cover all five 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 the appropriate written communication as required by the scenario. Candidates will be required to produce either a letter, memo, email or information sheet, as appropriate to the situation in the given scenario. The content to be included will relate to any of the topic areas in the syllabus. 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, short notes and short paragraphs.
- Candidates may produce their answers on a word processor or computer.
- 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.

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## Aims of assessment

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The examination will assess the candidate's ability to:

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

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## Entry and assessment information

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

### Student entry

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

### Combinations of entry

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There are no forbidden combinations of entry for this qualification.

### Age

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The qualification is intended for learners aged 16 and above.

### Resitting the qualification

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Candidates can resit the examination for the Pearson LCCI Level 2 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

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### 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](mailto: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

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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](http://qualifications.pearson.com/en/support/support-topics/exams/special-requirements.html)

## Malpractice

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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](http://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](http://www.jcq.org.uk/exams-office/malpractice)). The form can be emailed to [pqsmalpractice@pearson.com](mailto: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](http://www.jcq.org.uk/exams-office/malpractice)). The form, supporting documentation and as much information as possible can be emailed to [pqsmalpractice@pearson.com](mailto: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](http://www.jcq.org.uk/exams-office/malpractice)

## **Language of assessment**

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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.

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## Other information

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### Total Qualification Time (TQT) and Guided Learning Hours (GLH)

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For all regulated qualifications, we specify a total number of hours that students are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating students, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

TQT and guided learning hours are assigned after consultation with users of the qualifications.

This qualification has a TQT value of 195 and a GLH of 160.

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## Student recruitment

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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.

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## Prior learning and other requirements

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There are no formal entry requirements for this qualification.

However, it is recommended that candidates achieve the Pearson LCCI Level 2 Certificate in Practical ICT Skills (VRQ) to extend their knowledge, understanding and skills 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.

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## Progression

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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.

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## Exemptions

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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.

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## Codes

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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: 600/6855/3

The subject code for the Pearson LCCI Level 2 Certificate in Business Administration (VRQ) is: ASE20071. The subject code is used by centres to enter students for a qualification.

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# Support, training and resources

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## **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 2 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](http://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.*

## **INFORMATION SHEET**

### ORDERING APPLIANCES FROM BELLA TRADING LTD

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

Our range of large appliances includes:

- Washing machines
- Dishwashers
- Refrigerators
- Freezers

Our range of small appliances includes:

- Microwave ovens
- Kettles
- Toasters
- Irons

### AUTHORISED DEALERS

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

### DOMESTIC CUSTOMERS

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

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

### OUR GUARANTEE

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

## **Notes – Information Sheet**

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

**September 2017**

**For more information on Pearson and LCCI qualifications please  
visit our website: [qualifications.pearson.com](http://qualifications.pearson.com)**

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VAT Reg No GB 278 537121**