



# **Pearson LCCI Level 3 Certificate in Business Administration (VRQ) (ASE20072)**

## **Specification**

First teaching from June 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 3 Certificate in Business Administration (VRQ) are to enable students to develop:

- an understanding of the internal organisational environment
- an understanding of how to lead and manage the work of a team
- the ability to produce written business communications
- an understanding of how to manage verbal communications
- an understanding of how to plan, organise and support meetings and events
- an understanding of information management.

This qualification is intended for students who are working, or preparing to work, in an administrative role as a team leader.

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 3 Certificate in Practical ICT Skills (VRQ) 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 3 Certificate in Business Administration (VRQ) consists of one externally-examined paper.

<b>Pearson LCCI Level 3 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>Internal Organisational Environment</li> <li>Managing the Work of a Team</li> <li>Communication in Business Organisations</li> <li>Planning, Organising and Supporting Meetings and Events</li> <li>Information Management in Business Organisations</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 30 minutes.</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 which will require the candidate to produce a written business communication. Candidates will be required to produce either a letter, memo, email, informal report, notice or information sheet, as appropriate to the situation in the given scenario. The content to be included will relate to any of the topic areas within the syllabus. For the other tasks in this question, candidates will be required to provide answers as short notes.</li> <li>Questions 2, 3 and 4 will be presented as short-answer questions consisting of a number of sub-questions. The mark allocation for each sub-question 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. Internal Organisational Environment

Subject content	What students need to learn:
<b>1.1 Understand the nature and importance of mission statements and business objectives</b>	<p>a) Distinguish between mission statements and business objectives</p> <p>The student should be able to explain that a mission statement is a concise statement which describes the company's core purpose and values, whereas business objectives are a set of clearly defined targets by which the organisation will achieve its purpose and values.</p>
	<p>b) Explain why it is important for business organisations to have a mission statement and business objectives</p> <p>The student should be able to explain that it is important for a business organisation to have a mission statement and business objectives so that all stakeholders can be focused on the same goals and objectives. The student should understand that a mission statement will: inspire employees to see their role in making the mission a reality; serve as a basis for business planning and reassure customers that the organisation is committed to their purpose, especially if they share the same values. The student should understand that business objectives will help ensure that all employees are working towards the same targets, which will lead to efficient production, and that employees will understand what is expected of them, as minimum standards can be set and progress can be reviewed to judge success.</p>
	<p>c) Describe key business objectives that businesses are likely to have</p> <p>The student should be able to describe key business objectives such as increasing profits; diversification; survival; innovation; improving public image; increasing market share and entering new markets.</p>

Subject content	What students need to learn:
	<p>d) Explain the importance of Corporate Social Responsibility (CSR) as a business objective</p> <p>The student should be able to explain that CSR is a commitment by an organisation to manage its operations in a way that has a positive impact on society. The student should be able to explain that CSR is an important business objective because it demonstrates that the organisation is incorporating social, economic and environmental concerns into its values, decision making, culture, operations, policies and procedures in order to establish better practices within the firm and improve society. The student should be able to explain that organisations which adopt CSR policies will benefit from: an improved reputation which will increase sales; improved ability to recruit, develop and retain employees due to employee-friendly policies and practices; improved competitiveness due to certification and improved operational efficiencies leading to cost savings.</p> <p>The student should understand that CSR has become more important due to legislation; increased globalisation; pressure from consumers; advances in communication technology and increased investor pressure.</p> <p>e) Explain how business objectives impact on team objectives and targets</p> <p>The student should be able to explain that business objectives are set at a strategic level to reflect the aims and mission statement of the organisation. The student should be able to explain that departmental objectives will then be set which will reflect how they can help achieve the organisational objectives, and team objectives will then be set to reflect how the team can help to achieve the departmental objectives.</p>
<p><b>1.2 Understand organisation structures and the factors affecting choice of structure</b></p>	<p>a) Explain why it is important for organisations to have a formal organisation structure</p> <p>The student should be able to explain that it is important for organisations to have a formal organisation structure in order to establish functional areas, the system of working relationships, chain of command and span of control.</p> <p>b) Explain the features of formal organisation structures</p> <p>The student should be able to describe the features of flat hierarchical, tall hierarchical, matrix and functional organisation structures. The student should be able to explain that features include: authority and responsibility; delegation and accountability; chain of command; span of control and levels of hierarchy. The student should be able to support their explanations with diagrams of organisation charts.</p>

Subject content	What students need to learn:
	<p>c) Discuss the advantages and disadvantages of types of organisation structures</p> <p>The student should be able to discuss the advantages and disadvantages of flat and tall hierarchical, matrix and functional organisation structures.</p> <p>d) Discuss the factors determining the type of structure chosen by an organisation</p> <p>The student should be able to discuss the factors that determine the type of structure an organisation will choose, including: size; objectives; nature of the business and culture.</p>
<p><b>1.3 Understand how the administration function can be managed to support sustainability and the achievement of business objectives</b></p>	<p>a) Explain the impact of waste minimisation on organisational performance</p> <p>The student should be able to explain the impact that minimising waste has on organisational performance, including: more efficient operations; reduced costs as fewer resources are used, less wastage of materials and lower waste collection costs; improved quality control through increased monitoring of processes to reduce waste and an improved public image leading to higher sales.</p> <p>b) Describe practices that may be used to minimise waste in a business administration environment</p> <p>The student should be able to describe the practices an organisation might use to minimise waste in the business administration environment, including: using energy efficient bulbs; switching off lights and heaters when rooms are unoccupied; switching off monitors at the end of the day; only printing when necessary; printing in draft format where possible; printing on both sides of the paper; using scrap paper for making notes; recycling various products in the correct way; choosing long-life products rather than disposable products; and re-using stationery such as folders and envelopes if possible.</p> <p>c) Describe the benefits of considering social responsibility when selecting suppliers</p> <p>The student should be able to describe the benefits of considering social responsibility when selecting suppliers of materials, equipment and expertise, including driving down costs and achieving value for money, and influencing suppliers to be innovative in order to provide goods and services which are environmentally and socially responsible.</p>

Subject content	What students need to learn:
	<p>d) Explain how to select resources that provide the best value for money</p> <p>The student should be able to explain how to select resources that provide the best value for money, including comparing supplier prices rather than remaining loyal to one supplier, and negotiating payment terms and price with suppliers.</p>
	<p>e) Explain how regular maintenance of office machinery and equipment can contribute to efficiency</p> <p>The student should be able to explain that regular maintenance of office machinery and equipment can contribute to efficiency because it prolongs the life of the equipment, thereby reducing the costs of replacing and disposing of equipment, and minimises waste produced by equipment which also saves time.</p>

## 2. Managing the Work of a Team

Subject content	What students need to learn:
<p><b>2.1 Understand how to plan and allocate work between team members in a business environment</b></p>	<p>a) Explain the need to share and agree work goals and plans with team members</p> <p>The student should be able to explain that sharing work goals and plans helps team members to feel included and valued. In addition, work can only be successfully completed if the whole team understands what they are expected to achieve and the steps they need to take to achieve the goals.</p>
	<p>b) Explain the importance of agreeing quality standards and timescales with the team</p> <p>The student should be able to explain that it is important to agree standards of work and timescales for completion with team members to ensure consistency, accuracy and efficiency across the organisation; to reduce mistakes; to complete work according to organisational standards; to meet deadlines; and to build the team’s reputation for efficiency and reliability.</p>
	<p>c) Describe how to schedule activities and resources for the team</p> <p>The student should be able to describe how to schedule activities and resources for the team, including: prioritising activities to be completed using appropriate criteria; negotiating deadlines and timescales with others where priorities conflict; scheduling activities with the greatest priority first; scheduling activities according to when the necessary resources/equipment will be available; negotiating with other teams for use of resources; considering the impact of different working arrangements (e.g. job sharing, part-time, flexitime) on team staffing; allocating tasks to team members accordingly; presenting work schedules and allocations to the team using spoken, written or graphical means; and confirming team and individual understanding and commitment to schedule.</p>
	<p>d) Explain factors to be considered when allocating work fairly amongst team members</p> <p>The student should be able to explain the factors to be considered when allocating work within a team, such as: the strengths and abilities of individual team members; personal development objectives of individual team members; the working arrangements of team members; the current tasks and responsibilities of individual team members; team member willingness/confidence to complete the task and suggestions/recommendations from the team.</p>

Subject content	What students need to learn:
<p><b>2.2 Understand how to use target setting and personal development to achieve team objectives</b></p>	<p>a) Explain how to set targets for the team and the importance of doing so</p> <p>The student should be able to explain that individual targets should relate to team targets which, in turn, should relate to departmental/functional and business targets, and that the strengths and weaknesses of team members should be considered when setting SMART (Specific, Measurable, Agreed, Realistic, Time-related) targets. The student should be able to provide examples of SMART targets related to common administrative activities. The student should be able to explain why it is important to set targets for individual members of a team and the team as a whole.</p>
	<p>b) Explain the importance of involving team members in target setting</p> <p>The student should be able to explain that it is important to involve individual team members in target setting so that they understand the targets for the team as a whole; so that they can ask questions; so that they will feel more involved; to encourage members to work together to achieve targets; and to encourage unity and team cohesion.</p>
	<p>c) Evaluate the impact of personal development needs on the achievement of team objectives</p> <p>The student should be able to evaluate the impact of team members' personal development needs on the achievement of team objectives. The student should be able to explain that development needs within the team which have not been met will have a negative impact on the ability to achieve team objectives and can result in demotivated team members, wasted resources due to having to repeat work, poor work standards and pressure on other team members.</p>
	<p>d) Explain how to direct and support team members to meet their personal development needs</p> <p>The student needs to understand the training and development role of the HR department. The student should be able to explain that the HR department will advise the team leader on ways to identify the development needs of team members and produce their personal development plans. The student should be able to explain how they could help their team members achieve their development goals by identifying training needs and ways of addressing these needs, by involving them in relevant work and by giving them constructive feedback to help consolidate their learning.</p>

Subject content	What students need to learn:
<p><b>2.3 Understand the value of diversity within a team and how to respect, motivate and support team members</b></p>	<p>a) Explain the benefits of diversity within a team</p> <p>The student should be able to explain the benefits of diversity in a team in terms of how the range of skills, experience and ideas can enhance the performance of the team by improving efficiency and effectiveness.</p>
	<p>b) Explain how to respect individuals' abilities, background, values, customs and beliefs</p> <p>The student should be able to explain how to show respect for the abilities, background, values, customs and beliefs of individuals in the team, including: being tolerant and open-minded; being open to learning about other cultures and customs; accepting that there is often no single right way of doing things; not making jokes or negative remarks about the abilities, skills or other personal attributes or beliefs of others; encouraging and allowing others to express their views; negotiating reasonable ways of working if conflicts arise and allowing others the opportunity to correct their mistakes.</p>
	<p>c) Describe strategies for motivating a team</p> <p>The student should be able to describe team motivation strategies, including: recognising effort and achievement; compensation (e.g. money, opportunities, responsibility, promotion, time off, lunches/social events); listening to problems; providing a positive, open atmosphere; ensuring all team members are working to the best of their ability; seeking new and innovative ideas from the team; allowing autonomy rather than micromanaging; allowing team members to use their initiative and providing challenges.</p>
	<p>d) Describe situations in which team members might need support and how to provide this</p> <p>The student should be able to describe situations in which team members might require additional support, including: when they are new to the team and/or organisation; when work schedules are particularly busy or there are a large number of urgent tasks to be completed; when they are completing new and/or challenging tasks and when they are experiencing personal problems.</p>

Subject content	What students need to learn:
	<p>e) Describe strategies for resolving conflict in a team</p> <p>The student should be able to describe strategies which could be used to resolve conflict within a team, including: dealing with issues swiftly; carefully monitoring relationships within the team; facilitating discussion between individuals involved; facilitating negotiation; finding a compromise between the parties; establishing team rules; emphasising areas of agreement; relating issues to work rather than to personalities; involving an independent mediator; putting issues to the whole team; offering alternative solutions; developing team relations through social events; remaining impartial and making own decisions about how to resolve issues.</p>
<p><b>2.4 Understand the need to assess and evaluate work and how this can be done</b></p>	<p>a) Explain the purpose of work assessment</p> <p>The student should be able to explain the different purposes of work assessment, including: to ensure that objectives have been met; to ensure that quality and customer requirements have been met; to appraise team or individual performance; to assess performance for reward purposes; and to recognise competent performance and achievement.</p>
	<p>b) Explain how to make fair and objective assessments of the work of the team and individual team members</p> <p>The student should be able to explain how to assess and evaluate the work of the team and individual team members in a fair and objective manner, including: deciding and informing the team/individual whether the assessment is to be specific to an objective/activity or general to overall performance; making use of reliable, qualitative and quantitative data to support assessment; taking account of possible constraints on performance such as resourcing or the impact of other teams; assessing performance against agreed targets and standards; and encouraging the team or individuals to assess their own performance against agreed targets and standards.</p>
	<p>c) Explain the importance of providing opportunities for team members to assess their own work</p> <p>The student should be able to explain why it is important to give team members the opportunity to assess their own work, including: identifying common mistakes they have made and being more attentive to those areas in the future, and identifying areas where they lack skills and developing strategies for self-development.</p>

Subject content	What students need to learn:
	<p>d) Assess the value of constructive feedback in improving team and individual performance</p> <p>The student should be able to explain the difference between constructive feedback, which identifies areas for development and what support will be given, and non-constructive feedback, and the impact each might have on individual and team performance. The student should understand the importance of positive language, tone of voice and non-verbal communication when giving feedback, as well as the importance of choosing an appropriate place and time. When assessing the value of feedback, the student should be able to discuss the purpose of feedback and how it can be used to improve the work of the team as well as the work of others.</p>

### 3. Communication in Business Organisations

Subject content	What students need to learn:
<p><b>3.1 Understand how to manage verbal communications effectively in a business environment</b></p>	<p>a) Describe ways of directing discussions to achieve objectives</p> <p>The student should be able to describe ways in which discussions can be directed in order to achieve objectives, including: outlining objectives at the beginning of the conversation; using an agenda with time limits for each topic and keeping discussions relevant to required outcomes.</p>
	<p>b) Describe ways of adapting verbal communications to suit different audiences, purposes and situations</p> <p>The student should be able to describe ways in which verbal communications can be adapted to suit different audiences, purposes and situations, including: knowing the audience and what their needs are; keeping sentences short; avoiding jargon and technical language; using language appropriate to the level of understanding of the audience; knowing the purpose and content of the communication; using appropriate 'props' to aid clarification; using a context the recipient is familiar with; avoiding technical language, acronyms or terminology the recipient will not understand and varying own communication style depending on the communication style of listeners.</p>
	<p>c) Explain the importance of taking the ideas and opinions of others into account</p> <p>The student should be able to explain that it is important to take the ideas and opinions of others into account when communicating verbally because of the value a range of experiences, ideas and expertise can bring to a discussion, and the benefits to be gained from seeking a balance of ideas and opinions across different groups, e.g. young and old, male and female. listening to people helps to raise their self-esteem; it helps build positive working relationships; it develops feelings of ownership of outcomes amongst those who have contributed and it is important to seek and act on feedback. The student should also be able to explain the importance of seeking and acting on feedback.</p>

Subject content	What students need to learn:
	<p>d) Identify barriers to verbal communication</p> <p>The student should be able to identify barriers to verbal communication, including: preconceived ideas of participants; differing expectations, experiences, cultures, perspectives and level of understanding; existing prejudices regarding the speaker or content of the discussion; dynamics of the group and how this affects how the communication is received; relationships between members of the group; negative body language; communication styles, e.g. level of assertiveness, level of expressiveness; poor listening skills; environmental factors such as background noise/distractions; insufficient knowledge; lack of preparation; lack of empathy between participants and uncertainty over the objectives of the communication.</p> <p>e) Describe different forms of body language and how they can impact on the message being communicated</p> <p>The student should be able to describe the different forms of body language, including: facial expression; eye contact; gestures and postures; personal space and distance; voice tone (pitch, speed, volume and inflection); breathing patterns; active listening and personal appearance. The student should also be able to describe how each form could impact either positively or negatively on the message being communicated.</p>
<p><b>3.2 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 choose the most appropriate methods of written communication to use in a variety of contexts in terms of the type of document used; audience; layout of document; content and fitness for purpose. The student should know which type of document is appropriate for a given context, e.g. letter; memo; email; informal report; notice; information sheet, and how to produce each type of document.</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, for example, by selecting information from a given text to use in the documents mentioned in (a) above.</p>

Subject content	What students need to learn:
	<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 to the purpose of the document. This includes 'netiquette' in relation to emails. The student 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. The student should include a combination of text; graphics; tables; charts and flowcharts in the documents, depending on the purpose of the document.</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 to check spelling; checking with a colleague or the document originator if uncertain about anything; using a ruler under numbers and checking individually; asking which will cover all five areas of the syllabus a colleague to help with long documents and printing a copy rather than proofreading onscreen.</p>

#### 4. Planning, Organising and Supporting Meetings and Events

Subject content	What students need to learn:
<p><b>4.1 Understand how to manage diary systems effectively and the importance of doing so</b></p>	<p>a) Explain the importance of keeping diary systems up-to-date</p> <p>The student should be able to explain that it is important to keep diary systems up-to-date in order to: promote organisational efficiency; effectively plan and co-ordinate activities and resources; manage employees' time and keep others informed of current appointments. The student should also be able to explain why changes in diary entries should be communicated to those concerned and the possible problems that could occur if changes are not communicated.</p>
	<p>b) Compare different types of diary systems</p> <p>The student should be able to compare manual and electronic (including intranet) diary systems in terms of their advantages and disadvantages and the situations in which each would be most appropriate.</p> <p>Advantages of manual diary systems:</p> <p>The student should be able to discuss the advantages of manual diary systems, including: relatively cheap to run; not affected by loss of electricity; won't break down; no training of staff required; and fewer issues regarding confidentiality and security.</p> <p>Disadvantages of manual diary systems:</p> <p>The student should be able to discuss the disadvantages of manual diary systems, including: original and amended entries and details are written by hand, which is time consuming; writing may fade over a long period of time so archiving is problematic; can be easily read by others so lacking confidentiality and no alerts/reminders given.</p> <p>Advantages of electronic diary systems:</p> <p>The student should be able to discuss the advantages of electronic diary systems, including: calendar sharing enabled amongst colleagues; multiple calendars can be viewed at one time; invitations can be sent to multiple attendees; a variety of viewing options, e.g. day, week, month; task scheduling tool available; diary pages can be printed and contact lists can be set up.</p> <p>Disadvantages of electronic diary systems:</p> <p>The student should be able to discuss the disadvantages of electronic diary systems, including: can be costly and training required.</p> <p>The student should be able to discuss the situations in which each type of diary system would be most appropriate, such as: individual/personal diaries; team/departmental diaries and calendars; organisation-wide calendars and resource allocation.</p>

Subject content	What students need to learn:
	<p>c) Explain the need to obtain correct information when making diary entries.</p> <p>The student should be able to identify the information required in order to manage a diary system effectively, including: date; timings; venue and people involved (attendees). The student should be able to explain why it is necessary to have the correct information when making diary entries, including: to avoid overlapping/conflicting entries; to ensure that the needs of individuals are met; to ensure that resources are available and to allow priorities to be made.</p>
	<p>d) Explain how to prioritise requests and why it is important to do so</p> <p>The student should be able to explain different criteria used for prioritising diary entry requests, including: deadlines/due dates and the potential impact of the meeting on the business. The student should be able to explain how negotiation can be used to prioritise requests. The student should also be able to give reasons why it is important to prioritise requests, including: to meet important deadlines; to comply with organisational policies and procedures; and to ensure that customer expectations are met.</p>
	<p>e) Describe the types of problems that may occur when new diary requests are made and how these problems may be resolved</p> <p>The student should be able to describe the problems that may occur when new diary requests are made, such as conflicting demands and competing priorities. The student should also be able to describe ways of resolving these problems, such as suggesting alternatives and negotiating alternative arrangements.</p>
	<p>f) Explain the importance of balancing the needs of individuals when using diary systems</p> <p>The student should be able to explain why it is important to balance the needs of individuals when using a diary system, including: all individuals within the organisation have shared objectives and common values; and the organisation is able to meet customer requirements.</p>
	<p>g) Describe the types of security and confidentiality issues relevant to diary systems and ways in which they can be managed</p> <p>The student should be able to describe the types of security and confidentiality issues that may occur in diary systems, such as: business sensitive information and confidential appointments may be viewable by others. The student should also be able to describe ways of dealing with these issues, including: only allowing diary access to staff that need it and using passwords to protect diaries.</p>



Subject content	What students need to learn:
<p><b>4.2 Understand how to plan and organise meetings and events</b></p>	<p>a) Explain the importance of agreeing the brief and budget before planning a meeting or event</p> <p>The student should be able to explain why it is important to agree the purpose of the meeting or event before planning, including: to identify what resources are required; to identify the appropriate persons to be invited and to achieve the objectives of the meeting or event. The student should be able to explain why it is important to agree a budget for events. The student should understand that agreeing a budget before organising an event enables decisions to be made regarding: type of venue; what resources are affordable; how many people can be invited; what refreshments and meals can be provided; which guest speakers can be invited; what types of travel and accommodation expenses can be provided and how much delegates should be charged.</p>
	<p>b) Describe the factors to be considered when choosing a suitable venue for meetings and events</p> <p>The student should be able to describe the factors to be considered when choosing a venue for a meeting or event, including: whether the meeting/event is to be internal or external; type of event; type of venue required, e.g. hotel, conference centre; budget; number of attendees; size of rooms; if furniture can be arranged into a suitable layout; what equipment may be required; availability of disabled facilities; additional facilities required and whether they are available at the chosen venue (e.g. accommodation, refreshments, catering, audio-visual, administrative assistance, leisure); transport links; parking provision; telecommunication links (e.g. internet access); level of customer service; heating, lighting and air conditioning; and health, safety and security requirements.</p>
	<p>c) Describe the types of resources that may be required for meetings and events</p> <p>The student should be able to describe the types of resources that may be required at a meeting or event, including: audio-visual equipment (e.g. video players, overhead projectors, whiteboards, flipcharts, slide projectors, computer to show presentations, display boards); handouts; programmes/agendas; name badges; seating plans; evaluation forms and attendance register for signing in. The student should understand that the types of resources arranged will depend on factors such as the purpose/brief of the meeting or event and agreed budgets.</p>

Subject content	What students need to learn:
	<p>d) Describe the types of information, advice and support attendees of meetings and events may require</p> <p>The student should be able to describe the types of information, advice and support a person attending a meeting or event might request, including: date and time; location; map; travel alternatives (e.g. car, rail, air, bus); parking facilities; travel arrangements; provision for the disabled; arrangements for refreshments including special dietary needs; information regarding guest speakers; topics to be discussed; procedures for payment of expenses/fees; accommodation arrangements; costs for delegates; information about venue facilities and local information.</p> <p>e) Describe the actions that should be taken to organise meetings or events</p> <p>The student should be able to describe the actions that should be taken to organise meetings or events, including: agreeing and preparing (or managing production of) relevant documentation such as agendas, meeting papers, event instructions and materials; ensuring all delegates/attendees have been invited and provided with the relevant information and documentation; checking that venues, resources and catering have been confirmed and are in place; ensuring that people involved are briefed; ensuring that event workers are briefed and trained; ensuring that all relevant legal and contractual requirements have been correctly addressed (e.g. contracts with guest speakers); and health and safety requirements have been met.</p> <p>f) Explain the need to evaluate the performance of external services used</p> <p>The student should be able to explain why it is necessary to review the performance of external services used, including: to enable records to be kept to inform future planning and to provide feedback to organisations providing the services.</p>
<p><b>4.3 Understand the documentation and terminology used in meetings</b></p>	<p>a) Explain the differences between formal and informal meetings</p> <p>The student should be able to explain the differences between formal and informal business meetings in terms of the purpose of the meeting; the roles of the participants before, during and after the meeting; procedures to be followed and records to be kept.</p> <p>b) Explain the purposes of documents used in meetings</p> <p>The student should be able to explain the purposes of documents that are commonly used in meetings, including: agendas; different types of minutes (Resolution, Narrative and Action); matters arising and action sheets.</p>

Subject content	What students need to learn:
	<p>c) Describe the information contained in the documents used in meetings</p> <p>The student should be able to describe the information contained in the documents mentioned in (b) above. This is linked to written communications in subject content 3 above.</p> <p>d) Explain the terms commonly used in meetings</p> <p>Students should be able to explain the terms commonly used in meetings, including: abstain; address the chair; adjournment; amendment; ballot; casting vote; majority; motion; point of order; postpone; proposer; quorum; resolution; seconder; unanimous and standing order.</p>
<p><b>4.4 Understand how to provide support during and after meetings</b></p>	<p>a) Describe the role of the meeting organiser/ administrative support during the meeting</p> <p>The student should be able to describe the duties of the meeting organiser/administrative support during the meeting, including: welcoming attendees and directing them to refreshments; ensuring that all attendees have the necessary documents and resources; providing information and advice as requested, such as providing directions to facilities and helping to arrange transportation; explaining emergency procedures; taking the minutes of the meeting and disposing of confidential meeting papers at the end of the meeting.</p> <p>b) Describe the role of the minute-taker during a meeting</p> <p>The student should be able to describe the role of the minute-taker during the meeting, including: clarifying points with the Chairperson as necessary; writing down the name, date, time and place of the meeting; circulating attendance register; noting late arrivals or early departures; making notes of the discussion, using abbreviations, symbols or shorthand if possible; noting the Chair's summary of each item discussion; noting paragraphs and page numbers of documents that are referred to; recording the motions made and the names of people who made them; and recording whether motions are adopted or rejected, how the vote is taken and whether the vote is unanimous.</p>

Subject content	What students need to learn:
	<p>c) Explain how to listen actively when taking minutes and the importance of doing so</p> <p>The student should be able to explain how to listen actively when taking minutes, including: using non-verbal techniques (body language) to show attentiveness; seeking clarification by paraphrasing; focusing solely on what the speaker is saying; responding appropriately to show understanding; asking questions; and minimising internal and external distractions. The student should also be able to explain that active listening helps the minute-taker to capture the key points of the discussion, reducing the need to produce a verbatim record of the meeting.</p>
	<p>d) Describe types of problems that may occur in a meeting and how to prevent or resolve them</p> <p>The student should be able to describe the problems that may occur in a meeting, including: faulty equipment; insufficient copies of documentation; insufficient seating and inappropriate catering provided for attendees with special dietary requirements. The student should be able to describe ways of preventing and resolving identified problems, including: checking equipment before the start of the meeting and reserving technical support for the duration of the meeting; bringing spare sets of meeting documents and requesting help from a colleague to provide additional copies; recording cancellations and attendance confirmations and checking seating arrangements before the meeting.</p>
	<p>e) Describe how to produce and present accurate minutes</p> <p>The student should be able to describe how to produce and present accurate minutes, including: writing up the minutes as soon as possible after the meeting; structuring the minutes in an acceptable format or using organisational house style templates; presenting the information according to the type of minutes required and including just enough information to allow absentees to follow the discussion that took place; using professional language, correct tone and grammar; using past tense, limiting over-use of the passive voice and writing in the third person; and checking the minutes for accuracy.</p>
	<p>f) Describe follow-up actions to be taken after a meeting</p> <p>The student should be able to describe actions to be taken after a meeting, including: checking the minutes with the Chair; gaining sign-off of the minutes using organisational procedures; circulating signed-off minutes within agreed timescales; preparing any other documentation arising from the meeting; and storing minutes, meeting notes and other meeting documentation appropriately and in line with organisational procedures.</p>

Subject content	What students need to learn:
<p><b>4.5 Understand the different types of events and the role of the event organiser</b></p>	<p>a) Describe the main features of different types of events</p> <p>The student should be able to describe the features of different types of events, including: formal and semi-formal meetings; conferences; exhibitions; trade fairs and receptions.</p>
	<p>b) Explain the risks associated with events and how to minimise them</p> <p>The student should be able to explain the risks associated with events, such as: physical injury to staff, guests and delegates; damage to facilities; loss of equipment; loss of reputation; financial loss and overstressed workers. The student should also be able to explain that these risks can be minimised by conducting a risk management analysis. The student should also be able to explain the information provided by the analysis and how it is used to minimise risk.</p>
	<p>c) Describe the role of the event organiser on the day of the event</p> <p>The student should be able to describe the duties and responsibilities of the event organiser on the day of the event, including: checking room layout; checking health and safety arrangements; confirming refreshment and meal arrangements; checking that equipment is available and in working order; informing participants of health and safety arrangements; placing notices of the venue in the reception area; checking that attendance registers and badges are available; checking cloakroom facilities; checking that printed materials are available (e.g. agendas, minutes, leaflets, handouts, delegate packs, evaluation forms); monitoring proceedings; dealing with enquiries and collecting feedback from participants.</p>
	<p>d) Describe the role of the event organiser after the event</p> <p>The student should be able to describe the duties and responsibilities of the event organiser after the event, including: making final payments for the venue; analysing and evaluating feedback from participants and identifying possible improvements for the future; following up complaints and circulating necessary materials within agreed timescales.</p>

Subject content	What students need to learn:
<p><b>4.6 Understand how to organise travel and accommodation</b></p>	<p>a) Explain types of travel and accommodation</p> <p>The student should be able to explain that there are various types of travel, including: road; rail; sea and air, and that business travellers may need to use a combination of these depending on whether they are travelling locally, nationally or internationally. The student should also be able to explain that there are various types of accommodation, including: bed and breakfast; hotels (local and national/international chains); motels; travel lodges and conference centres.</p>
	<p>b) Explain why it is important to confirm a brief and a budget for travel and accommodation before making arrangements</p> <p>The student should be able to explain that the brief would include: dates; times; itinerary; venues of meetings; visa requirements and passport details. The student should then be able to explain why it is important to confirm the brief and budget before making arrangements, including: to understand the personal preferences of the traveller; to understand the business requirements in order to make the most suitable arrangements and to avoid overspending.</p>
	<p>c) Identify sources of travel and accommodation information</p> <p>The student should be able to identify that there are different sources of information regarding travel and accommodation, including: internal organisation travel department; travel agencies; travel companies (e.g. airline or rail companies); internet; local/national tourist information centres; travel guides and embassies.</p>
	<p>d) State the information that should be provided to a traveller</p> <p>The student should be able to state the information that should be provided to a traveller in relation to their journey, the country they are travelling to and their accommodation, including: itinerary; departure and arrival times; routes; maps; baggage allowances; useful telephone numbers (e.g. local taxi services, accommodation); travel documents; foreign exchange; information about the local area; health arrangements in the destination country; accommodation details; time zones; cultural considerations (e.g. dress codes, business protocol, dietary and drink codes) in the destination country; weather forecasts; expense allowances and reimbursement procedures; local restaurants and local leisure facilities.</p>

Subject content	What students need to learn:
	<p>e) Explain how to evaluate travel and accommodation services</p> <p>The student should be able to explain how to evaluate the travel and accommodation services used, including: collecting feedback from service users and researching customer reviews on websites.</p>

## 5. Information Management in Business Organisations

Subject content	What students need to learn:
<b>5.1 Understand how to research and present information</b>	<p>a) Identify sources of information</p> <p>The student should be able to identify a range of sources of information including travel books; maps; newspaper/magazine articles; libraries; internet websites; suppliers; customers; reference/user manuals; exhibitions; trade and professional bodies; agents; consultants; network groups; databases; catalogues; publications; reports and archives.</p>
	<p>b) Describe ways of searching for and retrieving information</p> <p>The student should be able to describe methods of searching for and retrieving information, including: library catalogue using author or title; bibliographies; indexes; abstracts; search engines using keywords, author, title, Boolean search criteria or snowball searching.</p>
	<p>c) Describe how to record searches conducted and why it is important to do so</p> <p>The student should be able to describe which details to record when conducting searches for information, including: the research tools used; the search criteria used; bibliographical details of books, journals and articles; and website details (e.g. URL and date accessed). The student should understand the importance of recording searches.</p>
	<p>d) Discuss factors to be considered when evaluating the relevance of information</p> <p>The student should be able to evaluate the relevance of information to a given situation in terms of reliability, accuracy and date of publication. The student should understand that some information may be biased and that restrictions (e.g. copyright) may apply to the use of researched information.</p>
	<p>e) Explain how to organise and report information found during research</p> <p>The student should be able to explain the best way to organise and report information found during research, including: written reports; oral presentations; databases; diagrams; charts; graphs and spreadsheets. The student should understand that information should be professionally presented in the agreed house style and format, and within agreed timescales.</p>

Subject content	What students need to learn:
<p><b>5.2 Understand how to contribute to the management and development of information systems</b></p>	<p>a) Explain the importance of maintaining and updating information systems to meet user needs</p> <p>The student should be able to explain why it is important to maintain and update information systems to meet changing user needs, including: internal/external procedures may have changed since the system was set up; user requirements may have changed; additional functional capability may have been identified and some functional capabilities may no longer be required.</p>
	<p>b) Explain the importance of training and supporting users of information systems</p> <p>The student should be able to explain the importance of training and supporting users of information systems, including: users can access information more quickly; users know the procedures to follow; users can identify modifications which are required or desired; users will be aware of updates to the system and training will improve the accuracy of data entry.</p>
	<p>c) Explain how to deal with the types of problems that occur with information systems</p> <p>The student should be able to explain how to deal with the types of problems that occur with information systems, including: human error (e.g. inaccurate data entry, inexperience, failing to comply with procedures, failure to back up files); flaws in the system; conflicting user needs; inadequate user training; integration problems with other systems; and lack of procedural documentation and security of information, e.g. loss or damage of data due to natural disasters, sabotage, unauthorised use or computer viruses.</p> <p>The student should be able to explain how to deal with these problems, including: containment measures (e.g. physical controls such as restricting access to rooms/buildings through the use of door access codes and card entry systems); biometric controls such as scanners for fingerprints, voice recognition and retinal scanners; telecommunications controls such as passwords to protect data and information held electronically, and encrypting information; deterrents (e.g. threat of prosecution for offenders, using virus scanners, monitoring information usage and investigating anomalies); auditing controls (e.g. regularly auditing information systems including hardware, software (to identify unauthorised use of software) and existing security measures); failure controls such as regularly backing up information held electronically and storing back-up files in a fireproof safe or in a different location; storing information across different sites rather than all in one location; and recovery procedures to ensure that information is restored as quickly and completely as possible.</p>

Subject content	What students need to learn:
	<p>d) Identify the benefits of continuously improving information systems</p> <p>The student should be able to identify the benefits of continuously improving information systems, including: to ensure the system continues to meet organisation and user needs; to improve efficiency; to ensure that new organisation and user needs are accommodated; and to ensure that the system is modified to remove unwanted functionality and information.</p> <hr/> <p>e) Explain legislative requirements for data protection and freedom of information</p> <p>The student should be able to explain that every organisation must comply with legislation and will set up its own procedures regarding confidentiality and data protection. It is not necessary for the student to know data protection and freedom of information legislation in detail but they should understand the basic principles of the legislation regarding collecting, processing, storing and disclosure of personal information.</p>

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# Assessment

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## Assessment summary

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### Pearson LCCI Level 3 Certificate in Business Administration (VRQ)

Number of series: 3 series and on demand

#### Overview of content

- Internal Organisational Environment
- Managing the Work of a Team
- Communication in Business Organisations
- Planning, Organising and Supporting Meetings and Events
- Information Management in Business Organisations

#### 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 30 minutes.
- 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 which will require the candidate to produce a written business communication. Candidates will be required to produce either a letter, memo, email, informal report, notice or information sheet, as appropriate to the situation in the given scenario. The content to be included will relate to any of the topic areas within the syllabus. For the other tasks in this question, candidates will be required to provide answers as short notes.
- Questions 2, 3 and 4 will be presented as short-answer questions consisting of a number of sub-questions. The mark allocation for each sub-question 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 produce written business communications and demonstrate an understanding of:

- the importance of mission statements and business objectives
- organisational structures
- how the administrative function supports business objectives and sustainability
- how to plan and allocate work in a team
- the importance of personal development and involving team members in target setting
- the value of diversity within a team, how to motivate team members and how to resolve conflict between them
- the need to assess and evaluate the work of a team and how to do this
- how to manage verbal communications effectively
- managing diary systems and how to plan, organise and support meetings and events, and organise travel and accommodation
- the types of information held in business organisations and the need to manage that information in line with user needs.

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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 3 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 225 and a GLH of 170.

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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 students achieve the Pearson LCCI Level 3 Certificate in Practical ICT Skills (VRQ) 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.

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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 into 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: 600/6854/1

The subject code for the Pearson LCCI Level 3 Certificate in Business Administration (VRQ) is: ASE20072. 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 3 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.*

## **REPORT**

BELLA TRADING LTD

REPORT FOR THE HEAD OF ADMINISTRATION ON THE CENTRALISED FILING SECTION

### INTRODUCTION

I was asked to investigate the problems which have arisen in the Centralised Filing Section following complaints from staff who have stated that:

- files are in a poor and damaged state
- files are frequently lost
- files are incomplete because documents are missing
- there is a huge backlog of filing in various trays.

### INVESTIGATION AND DISCUSSION

On investigation, Jacqui Cameron, the Central Filing Supervisor, agreed that there have been problems in her section. She attributes these problems to the fact that she was absent for five weeks on sick leave when Ellie Martin, the most senior of the three filing assistants, should have been covering her job. Jacqui offered the following additional information.

- 1 Ellie was not offered additional salary for covering Jacqui's job role for the five-week period. Ellie felt aggrieved about this and consequently the work was not carried out efficiently. I suggested that Ellie could have contacted HR but Jacqui said Ellie felt uncomfortable doing this.
- 2 The two other filing assistants only joined the section 10 weeks ago; training has been limited and consequently they are not yet at the required standard.
- 3 All staff within the section have been negligent about the use of out/absent cards when files were handed out.
- 4 Documents are missing from files because there is such a backlog of filing.

### SUMMARY AND CONCLUSIONS

The problems outlined above are all due to the Supervisor's absence for a period of five weeks on sick leave.

### RECOMMENDATIONS

- Jacqui will reintroduce training sessions for the two new filing clerks every Monday morning, commencing on Monday next week.
- Procedures for use of out/absent cards will be restarted immediately.
- Jacqui will seek approval from her line manager to order new files through Purchasing to replace those damaged.
- Work is already underway to clear the backlog of filing.
- I suggest that Ellie Martin is interviewed by a member of the HR team.

## **Notes – Report**

1. *The syllabus requirement is for an informal report. A formal report with Terms of Reference will not be required.*
2. *The report must indicate who it is for and who it is from. Much can be covered in a precise main heading but the author's name and job title can appear at the end of the report. Alternatively, candidates can produce a report in memo format, in which case the inclusion of names/job titles against To and From will be sufficient to cover who the report is for and who is writing/sending it.*
3. *The report should include headings, e.g.*

*Introduction*

*Discussion (or perhaps Investigation and Discussion, as shown above)*

*Summary and Conclusions*

*Recommendations*

These headings are not mandatory; headings should be appropriate to the requirements of the report.

4. *Candidates will frequently find it appropriate to include bulleted/numbered points.*
5. *The report should include the date on which it was written.*

## **NOTICE**

### **FOR NOTICE BOARDS**

BELLA TRADING LTD

#### INTRODUCTION OF FLEXIBLE BENEFITS PACKAGE

Directors are pleased to announce that from 1 April 2013, a Flexible Benefits Package will be introduced for all permanent members of staff to replace the annual pay rise normally effective from 1 April each year.

#### What is a Flexible Benefits Package?

You will be allocated a Flex Fund of a certain amount per annum on top of your annual salary. The sum allocated will be commensurate with your current salary grade. For example, those on Grade C1 (currently our lowest salary grade) can expect a Flex Fund of £1500 per annum.

#### How do I use my Flex Fund?

You may choose to use your Flex Fund against any or all of the following options during the Company's financial year 2013/2014:

- additional stakeholder pension contributions
- childcare vouchers
- purchase of extra holiday
- private health cover
- professional memberships
- additional salary

Other options are being considered.

#### What happens next?

You will receive a letter from the Human Resources Department in January confirming the amount of your personal Flex Fund with details of a workshop to discuss how you should select your flexible benefits. When you have made your decision(s), you will choose your own benefits online via the Company intranet to stay in place for the forthcoming financial year.

Please contact me on Extension 41 if you require further information.

Richard Lim  
Human Resources Manager

## **Notes – Notice**

*Most organisations have notice boards in prominent places throughout their offices that are used to bring special items of information to the attention of all staff. Points to consider when producing a notice are as follows.*

- 1. Display it attractively. Important points should be prominently displayed.*
- 2. Make it sound interesting and ensure that all the relevant information is included.*
- 3. Include, at the foot of the document, the name and job title of the person producing it.*
- 4. Include the date.*
- 5. This notice includes For Notice Boards at the top. This is not essential but some organisations use this phrase.*
- 6. You may display your notice in a text box or border but be wary of spending too much time on decorative features. The marks available are for the accurate content and display of your notice, not for decorative borders.*

**September 2017**

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