

# Level 1 NVQ Award/Certificate in Business and Administration (4428-01/91)



## Qualification handbook for centres

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[www.cityandguilds.com](http://www.cityandguilds.com)  
November 2012  
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Level 1 NVQ Award in Business and Administration  
500/9516/X

Level 1 NVQ Certificate in Business and Administration  
500/9871/8

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Level 1 NVQ Award in Business and Administration

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<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
1.2 Nov 2012	Additional units added to rules of combination	Qualification Structure (Page 6)

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# 1 Introduction to the qualifications

This document contains the information that centres need to offer the following qualifications:

<b>Qualification title and level</b>	<b>City &amp; Guilds qualification number</b>	<b>Qualification accreditation number</b>	<b>Last registration date</b>	<b>Last certification date</b>
Level 1 NVQ Award in Business and Administration	4428-91	500/9516/X	31/12/2013	31/12/2014
Level 1 NVQ Certificate in Business and Administration	4428-01 / 91	500/9871/8	31/12/2013	31/12/2014

The Level 1 NVQ Award and Certificate in Business and Administration meet the needs of candidates who work or want to work in an administrative support role. Suitable for the young or adult learner these foundation learning qualifications cover essential skills and knowledge related to working in a business environment which can be transferred to any type of organisation and industry. With the NVQ Award the candidate will learn how to follow work procedures and carry out routine administrative tasks such as handling mail and filing. The NVQ Certificate builds on these skills and provides the candidate with broader opportunities to develop wider skills such as using e-mail and word processing.

These competence based qualifications replace the City & Guilds 4404 Level 1 NVQ in Business and Administration which expired on 31 July 2010. These qualifications are based on national occupational standards developed by the Council for Administration (CfA) and were designed in collaboration with City & Guilds and other awarding organisations. They include imported ITQ units developed by e-Skills.

Units achieved within these qualifications can contribute to the 4428 Level 2 NVQ Award/Certificate/Diploma in Business and Administration and so provide the candidate with a focussed progression route on to the Apprenticeship in Business and Administration. Alternatively the candidate can pursue a more specialist administrative route through other City & Guilds qualifications such as the certificates and diplomas in legal (7465) and medical administration (4419) or they may choose to progress on to other roles into related areas e.g. Customer Service.

## Contacting the Sector Skills Councils/Standards Setting Bodies

CfA

Tel: 0207 091 9620

Fax: 0207 091 7340

Email: [info@cfa.uk.com](mailto:info@cfa.uk.com)

Website: [www.cfa.uk.com](http://www.cfa.uk.com)

e-skills UK

Tel: 0207 963 8920

Fax: 0207 592 9138

Email: [info@e-skills.com](mailto:info@e-skills.com)

Website: [www.e-skills.com](http://www.e-skills.com)

## 1.1 Qualification structure

### Level 1 NVQ Award in Business and Administration

To achieve the Level 1 NVQ Award in Business and Administration learners must achieve

- a minimum of 9 credits overall
- 7 credits from the two mandatory units in Group A
- plus a minimum of 2 credits from optional units in Group B.

### Level 1 NVQ Certificate in Business and Administration

To achieve the Level 1 NVQ Certificate in Business and Administration the learner must achieve

- a minimum of 15 credits overall
- 7 credits from the two mandatory units in Group A
- plus a minimum of 4 credits from optional units in Group B
- a maximum of 4 credits are allowed from optional units in Group C (this is not compulsory).

#### Key to table

**A** – Mandatory, **B** – Optional, **C** - Optional

City & Guilds unit	UAN	Unit title	Level	Credit	GLH	L1 Award Group A/B	L1 Certificate Group A/B/C
101	M/601/2447	Manage own performance in a business environment	1	2	14		B
102	T/601/2448	Improve own performance in a business environment	1	1	7		B
103	A/601/2449	Work in a business environment	1	3	17	A	A
104	F/601/2453	Communicate in a business environment	1	4	21	A	A
105	M/601/2450	Solve business problems	1	3	14		B
106	A/601/2452	Work with other people in a business environment	1	2	9	B	B
107	K/601/2446	Make and receive telephone calls	1	3	10	B	B
108	L/601/2455	Assist in handling mail	1	2	10	B	B
109	D/601/2458	Prepare text from notes using touch typing (20 wpm)	1	2	15		B
110	Y/601/2460	Use a filing system	1	2	13	B	B
111	H/601/2462	Archive information	1	2	13	B	B
112	T/601/2465	Use occupational health and safety guidelines when using keyboards	1	2	20		C
113	J/502/4299	Using email	1	2	15		C
114	L/502/4627	Word processing software	1	3	20		C
221	H/601/2493	Use office equipment	2	4	18	B	B
225	Y/601/2510	Support the organisation of business travel or accommodation	2	3	18		B
229	Y/601/2457	Meet and welcome visitors	2	3	23	B	B
128	F/600/8113	Comply with Health and Safety requirements in the workplace	1	4	18		C



## 1.2 Opportunities for progression

On completion of these qualifications candidates may progress into employment or to the following City & Guilds qualifications:

- Level 2 Certificate in Principles of Business and Administration (4475)
- Level 2 NVQ Award/Certificate/Diploma in Business and Administration (4428-02 / 92)
- Level 2 NVQ Certificate in Customer Service (4430)
- Level 2 Certificate/Diploma for Legal Secretaries (7466)
- Level 2 Certificate/Diploma in Medical Administration (4419)
- Apprenticeship in Business and Administration (9050).

## 1.3 Qualification support materials

City & Guilds also provides the following publications and resources specifically for these qualifications:

<b>Description</b>	<b>How to access</b>
Promotional materials	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
SmartScreen (ITQ units)	<a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a>

## 2 Centre requirements

This section outlines the approval processes for Centres to offer these qualifications and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

### Centres already offering City & Guilds qualifications in this subject area

Centres currently approved to offer the 4404 Level 1 NVQ in Business and Administration will be given automatic approval for the new Level 1 NVQ Award/Certificate in Business and Administration. Existing sanctions will also apply to the new qualifications.

### Centres not already offering City & Guilds qualifications in this subject area

To offer these qualifications, centres already approved to deliver City & Guilds qualifications will need to gain **qualification approval**. Please refer to Appendix 1 for further information.

### Centres not yet approved by City & Guilds

To offer these qualifications, new centres will need to gain both **centre and qualification approval**. Please refer to Appendix 1 for further information.

## 2.1 Resource requirements

### Human resources

Staff delivering Business and Administration units within these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent to make Business and Administration assessment judgements about the level and scope of individual candidate performance at work or in RWEs; and, occupationally competent to make assessment judgements about the quality of assessment and the assessment process
- be occupationally knowledgeable in the area(s) of for which they are delivering training. This knowledge must be at least to the same level as the training being delivered
- have credible experience of providing training.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but must never internally verify their own assessments.

### Assessors and internal verifiers

- a) Centre staff should hold, or be working towards, the relevant Assessor/Verifier (A/V) units for their role in delivering, assessing and verifying these qualifications
- or
- b) A trainer, supervisor or manager, employed by an organisation must either:
    1. hold or be working towards, the relevant Assessor/Verifier (A/V) units for their role in delivering, assessing and verifying these qualificationsor
    2. seek guidance and approval from City & Guilds to demonstrate that the
      - organisation has appropriate processes in place to facilitate assessment, moderation or verification functions

- trainer, supervisor or manager is able to map their assessment, moderation or verification skills and knowledge 100% to the NOS upon which the qualifications above are based.

For imported units please refer to the e-Skills Assessment strategy on the 7574 ITQ qualification pages [www.cityandguilds.com](http://www.cityandguilds.com) or from [www.e-skills.com](http://www.e-skills.com)

### **Continuing professional development (CPD)**

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

## **2.2 Candidate entry requirements**

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualification(s) successfully.

To be awarded an NVQ in Business & Administration, candidates must demonstrate that they are able to perform the job or an appropriate task competently. Competence may be demonstrated in the private sector, not-for-profit sector or public sector. Candidates may be employed as full-time, part-time, paid or voluntary members of staff.

The assessment of all units at any level of a Business and Administration NVQ or competence-based qualification, '... may be based on either candidate performance at work or through simulation, as necessary'<sup>1</sup>.

As part of the assessment for this qualification, candidates must have access to a work or realistic work environment (RWE).

### **Realistic work environments**

Where the candidate is subjected to a work environment and is producing performance evidence subject to all of the following conditions:

- time pressures
- work problems
- accountabilities
- office environment
- tools to do the job.

e.g. learners in a model or virtual office.

External verifiers will need to approve RWEs on an individual basis before any assessment can begin. Authenticity is essential and approval needs to be endorsed on an annual basis by the external verifier.

### **Simulation**

If a unit or part of a unit at any level is simulated, it must be undertaken in a RWE.

The overarching principle to be applied to units identified as suitable for simulation is that it should only be undertaken in a minority of cases where

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<sup>1</sup> See CfA Assessment Strategy 2009, Business and Administration NOS, December 2009.  
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- there is a high risk to the security or safety of the candidate, individuals, key people in their lives and others
- the opportunity to present evidence from work-based practice happens infrequently and therefore insisting that candidates wait for such an occurrence would be unreasonable or create blockages in the assessment system and might carry the risk of de-motivating candidates
- there would otherwise be a breach of confidentiality or privacy.

An example of a simulated task is one that is not going to be used by a third party but meets all the rigour of an RWE i.e. where the candidate is subjected to work timelines, prioritising, interruptions of a working environment etc.

For imported units please refer to the e-Skills Assessment strategy on the 7574 ITQ qualification pages [www.cityandguilds.com](http://www.cityandguilds.com) or from [www.e-skills.com](http://www.e-skills.com)

### **Age restrictions**

These qualifications are approved for candidates aged 14 yrs or over.

## 3 Course design and delivery

### 3.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification(s). This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification(s) they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualifications they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

### 3.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualifications.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualifications. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability

Where applicable, this could involve enabling the candidate to access relevant qualifications covering these skills.

For further information to assist with the planning and development of the programme, please refer to the following:

- Evidence requirements in each Business and Administration unit
- Guidance notes in each ITQ unit (available within the 4428 Imported units document or 7574 ITQ documentation from [www.cityandguilds.com](http://www.cityandguilds.com))
- Useful material is available on SmartScreen [www.smartscreen.co.uk](http://www.smartscreen.co.uk)
- Useful material is also available from [www.cfa.uk.com](http://www.cfa.uk.com), [www.e-skills.com](http://www.e-skills.com)

## 4 Assessment

### 4.1 Summary of assessment methods

For these qualifications, candidates will be required to complete the following assessments:

- a portfolio of evidence
- For imported ITQ units the City & Guilds 7574/7266 assignments are an acceptable alternative method of assessment.

City & Guilds provides the following assessments:

- Assignments and assignment guidance for imported ITQ units can be downloaded from the 7574 or 7266 qualification pages on [www.cityandguilds.com](http://www.cityandguilds.com)
- Sample assignments can also be downloaded from the 7574/7266 sections on SmartScreen.

### Time constraints

The following time constraints must be applied to the assessment of these qualifications:

- Assessment must be completed within the candidate's period of registration.
- Indicated time allowances must be followed if using the 7574/7266 assignments to assess the imported ITQ units.

### 4.2 Evidence requirements

Evidence requirements have been included for each Business and Administration unit.

Units may be assessed through a number of different sources and forms, which must meet the requirements of assessment criteria, which may include:

*Naturalistic observation of workplace activities:* Assessors must provide information about the context of the assessment.

*Products:* Such as reports, letters, e-mails, memos, printouts, etc, are also valuable items of performance evidence. Assessors are encouraged to assess work products in situ and record the location of evidence within their assessment records. Assessment centres using 'paperless portfolios' should first discuss their approach to assessment with their awarding organisation.

*Expert witness:* Can be used to address any gaps in the technical and occupational competence of assessors, and also for confidential or sensitive activities that are not appropriate for assessor observation. Expert witnesses are identified and trained by the centre.

*Witness testimony:* Can provide valuable evidence of candidate competence. In line with established principles, witness testimony must be:

- a clear, authentic statement indicating how the learner carries out their job
- dated, signed and include the job title of the witness.

*Candidate reports (feedback):* Oral or written reports from the candidate which involve descriptions of activities and processes and some self-assessment, e.g. a work diary.

*Reflective accounts:* A reflective account is usually a write up of how a candidate has carried out part of their job, recording events that actually happened. Where possible, the account should state why the candidate took the actions they did.

*Recognition of prior learning (RPL) / achievement (RPA):* May be evidenced from a range of activities, using valid assessment methods that meet the requirements of the assessment criteria of a unit. Evidence in support of RPL / RPA must be authentic, current, valid, relevant and sufficient.

*Professional discussion:* Professional discussion is a single, or series of, structured, planned and in-depth discussion(s) which can be recorded electronically or manually in paper, computer, audio or video files. Professional discussions can be used to support observation reports, examination of work products and knowledge questionnaires. The CfA supports the use of professional discussion in holistic assessment.

*Verbal / written questions:* Also includes questionnaires; work based tasks; reflective accounts; case studies; professional discussion; and, feedback reports. As assessment by observation and examination of work products usually results in inferred knowledge. Questions should only be asked to fill gaps where knowledge is not explicit. This style of assessment still requires the assessor to confirm how knowledge and understanding has been addressed but avoids over assessment of the candidate.

*Projects:* An extended piece of practical and / or written work involving planning and research, generally presented as a report.

*Assignments:* May be practical or written tasks given to learners which test skills, knowledge or understanding, or combinations of all three.

*Case studies:* An effective case study report should:

- clearly identify the core problem(s)
- analyse the issues underlying the problem
- discuss and justify alternative solutions using theory / experience
- present feasible recommendations
- be presented in an appropriate format.

*Audio / video recordings:* May be used to support observation reports, examination of work products and knowledge questionnaires.

*Simulation / role play:* A task-based function where there are clear goals which need to be achieved and the outcomes are evaluated in a 'real-work environment'<sup>2</sup>.

This list is illustrative of the options available to provide evidence in support of achieving the assessment criteria of a unit. The most appropriate forms of evidence should be selected for each unit or part of a unit.

### **Characteristics of assessment guidance**

The candidate may produce evidence from a range of examples (as outlined above) which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the candidate's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of a Business & Administration NVQ unit.

The assessor will need to be assured that the learner can:

- consistently perform the job or tasks to the required level of competence
- meet all the learning outcomes of a unit

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<sup>2</sup> See, Assessment Strategy, 2009 Business & Administration NOS, December 2009, clause 4.2. Level 1 NVQ Award/Certificate in Business and Administration (4428-01/91)

- pass all the assessment criteria of a unit.

All examples of evidence submitted for assessment of a unit must be:

- current
- sufficient
- relevant
- appropriate
- authentic
- fair.

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the candidate, the assessor and, perhaps, their employer.

### **Holistic Assessment**

The approach to assessing evidence should aim to be holistic; that is, evidence in support of one unit or part of a unit may be used in part for aspects of another unit. Many of the NVQ units from the Business and Administration suite are interrelated and evidence from one unit may equally be applied to part of the evidence requirements of another unit (See Appendix 2).

Using a holistic approach to assessment will:

- enrich the assessment process for the candidate and the assessor by bringing together elements of different units
- make more sense to the candidate and avoid duplication of assessment
- provide a rigorous approach to the assessment process
- allow for evidence for particular units to be drawn from a range of activities, thus making it easier to cover aspects that may not occur in a one-off assessment
- efficiently use assessment opportunities and reduce over-assessment
- be cost effective.

Holistic assessment will minimise repetition, time and the burden of assessment on all parties involved in the assessment process. This should not prevent individual units being signed-off as they are completed.

### **Using other related qualifications as evidence**

Other qualifications can be used as supporting evidence in a candidate's portfolio. The qualification must be current and be benchmarked to one or more of the Business and Administration NVQ units. However, it will only be supporting evidence, as assessors must still make judgments about how the learner demonstrates competence at work.

## **4.3 Recording forms**

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems. Further details are available at:  
**[www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios)**.

City & Guilds has also developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate.

***N/SVQ Recording forms*** are available on the City & Guilds website.



Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre.

Amendable (MS Word) versions of the forms are available on the City & Guilds website.

#### **4.4 Recognition of prior learning/achievement (RPL/RPA)**

Recognition of Prior Learning/Achievement (RPL/A) recognises the contribution a person's previous experience could contribute to a qualification.

RPL/RPA for Business and Administration units may be evidenced from a range of activities, using valid assessment methods that meet the requirements of the assessment criteria of a unit. Evidence in support of RPL / RPA must be authentic, current, valid, relevant and sufficient.

Please refer to the e-Skills Assessment strategy for guidance on RPL/RPA for imported ITQ units. Available from the 7574 ITQ qualification pages on **[www.cityandguilds.com](http://www.cityandguilds.com)** or from **[www.e-skills.com](http://www.e-skills.com)**

## 5 Units

### Availability of units

The Business and Administration units for these qualifications follow.

Imported units are contained in the '4428 Imported units' document available to download from the 4428 qualification pages on [www.cityandguilds.com](http://www.cityandguilds.com)

The learning outcomes and assessment criteria are also viewable on the National Database of Accredited Qualifications (NDAQ) [www.accreditedqualifications.org.uk](http://www.accreditedqualifications.org.uk)

### Structure of units

The units in these qualifications are written in a standard format and comprise the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- evidence requirements for business and administration units.

## Unit 101

# Manage own performance in a business environment

**Level:** 1

**Credit value:** 2

**NDAQ number:** M/601/2447

### Unit aim

This unit is about managing work in a way that makes sure you will be able to work effectively with other people in a business environment.

### Learning outcomes

There are **four** learning outcomes to this unit.

The learner will:

- 1 Understand how to be responsible for own work
- 2 Understand how to behave in a way that supports effective working
- 3 Be able to take responsibility for own work, supported by others
- 4 Behave in a way that supports effective working

### Guided learning hours

It is recommended that 14 hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards

This unit directly relates to the Business and Administration NOS BAA624.

### Support of the unit by a sector or other appropriate body

This unit has been developed by the Council for Administration.

### Assessment

This unit will be assessed by portfolio of evidence, as specified in the Council for Administration Assessment Strategy 2009.

### Outcome 1: Understand how to be responsible for own work

#### Assessment Criteria

The learner can:

- 1.1 Outline how to listen to and follow instructions
- 1.2 Outline how to plan own work
- 1.3 Describe the purpose and benefits of how to manage time to plan work
- 1.4 State the purpose of keeping other people informed about progress
- 1.5 Outline ways of asking for help if needed
- 1.6 State the purpose and benefits of recognising and learning from mistakes
- 1.7 Outline guidelines, procedures and codes of practice that are relevant to own work

### Outcome 2: Understand how to behave in a way that supports effective working

#### Assessment Criteria

The learner can:

- 2.1 Outline the purpose of setting achievable standards for own work
- 2.2 State the benefits of being ready to take on new challenges and adapt to change
- 2.3 Explain the purpose and benefits of treating others with honesty, respect and consideration
- 2.4 Outline types of behaviour at work that show honesty, respect and consideration and those that do not
- 2.5 Explain why own behaviour in the workplace is important

### Outcome 3: Be able to take responsibility for own work, supported by others

#### Assessment Criteria

The learner can:

- 3.1 Accept and follow instructions for work checking any points, if required
- 3.2 Agree how to make best use of own time and the working methods to be used
- 3.3 Report any problems, using the support of other people, when necessary
- 3.4 Keep other people informed of progress
- 3.5 Take responsibility for own work and accept responsibility for any mistakes made
- 3.6 Follow agreed work guidelines, procedures and, where needed, codes of practice

## Outcome 4: Behave in a way that supports effective working

### Assessment Criteria

The learner can:

- 4.1 Set achievable standards for own work and show commitment in achieving these standards
- 4.2 Show understanding of own needs and rights in work tasks
- 4.3 Agree to take on new challenge(s), with support from others
- 4.4 Make changes to own way of working, if required
- 4.5 Complete own work, treating other people with honesty respect and consideration

### Evidence requirements

Learning Outcomes	Assessment Criteria	Assessment guidance
1.	1.1 – 1.7	Evidence may be supplied via candidate reports/reflective accounts, professional discussion and questioning
2.	2.1 – 2.5	
3.	3.1 3.5 - 3.6	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products appropriate to the learner's job role
	3.2	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> <li>• diary</li> </ul>
	3.3 - 3.4	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> <li>• letters</li> <li>• emails</li> <li>• memos</li> </ul>
4.	4.1 - 4.2 4.4 - 4.5	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role
	4.3	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> <li>• letters</li> <li>• emails</li> <li>• memos</li> </ul>

## Unit 102

## Improve own performance in a business environment

**Level:** 1

**Credit value:** 1

**NDAQ number:** T/601/2448

### Unit aim

This unit is about ways of improving work performance to be able to work more effectively with other people in a business environment, and also develop career opportunities.

### Learning outcomes

There are **four** learning outcomes to this unit.

The learner will:

- 1 Understand how to improve own performance
- 2 Understand a learning plan
- 3 Be able to improve own performance using feedback
- 4 Be able to use a learning plan

### Guided learning hours

It is recommended that 7 hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards

This unit directly relates to the Business and Administration NOS BAA624.

### Support of the unit by a sector or other appropriate body

This unit has been developed by the Council for Administration.

### Assessment

This unit will be assessed by portfolio of evidence, as specified in the Council for Administration Assessment Strategy 2009.

### Outcome 1: Understand how to improve own performance

#### Assessment Criteria

The learner can:

- 1.1 Outline the purpose of continuously improving work
- 1.2 Explain the purpose of accepting feedback from others
- 1.3 Explain how learning and development can improve own work, benefit an organisation, and further own career
- 1.4 Outline possible career progression routes
- 1.5 Outline possible development opportunities

### Outcome 2: Understand a learning plan

#### Assessment Criteria

The learner can:

- 2.1 Describe the purpose of creating a learning plan
- 2.2 State the benefits of a learning plan
- 2.3 Describe how to maintain a learning plan

### Outcome 3: Be able to improve own performance using feedback

#### Assessment Criteria

The learner can:

- 3.1 Accept feedback from other people
- 3.2 Use feedback to agree ways to improve own work
- 3.3 Complete work using feedback given

### Outcome 4: Be able to use a learning plan

#### Assessment Criteria

The learner can:

- 4.1 Set a learning plan to improve own work
- 4.2 Follow a learning plan for own work
- 4.3 Review progress with own learning plan
- 4.4 Agree further learning, if required

## Evidence requirements

Learning Outcomes	Assessment Criteria	Assessment guidance
1.	1.1 – 1.5	Evidence may be supplied via candidate reports/reflective accounts, professional discussion and questioning
2.	2.1 – 2.3	
3.	3.1 - 3.3	Evidence may be supplied via observation of workplace activities, professional discussion, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role
4.	4.1 - 4.3	Evidence may be supplied via observation of workplace activities, professional discussion, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources: <ul style="list-style-type: none"> <li>• learning plan</li> </ul>
	4.4	Evidence may be supplied via observation of workplace activities, professional discussion, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role



**Level:** 1  
**Credit value:** 3  
**NDAQ number:** A/601/2449

### Unit aim

This unit is about being able to behave, and carry out work tasks and procedures, in a business environment, in ways that support diversity, security and confidentiality and reduction of waste.

### Learning outcomes

There are **seven** learning outcomes to this unit.

The learner will:

- 1 Understand how to treat other people at work
- 2 Understand how to maintain security and confidentiality at work
- 3 Understand procedures for keeping waste to a minimum in a business environment
- 4 Understand procedures for disposal of hazardous materials
- 5 Be able to respect and support other people at work in an organisation
- 6 Be able to maintain security and confidentiality
- 7 Be able to keep waste to a minimum and follow procedures for disposal and recycling

### Guided learning hours

It is recommended that 17 hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards

This unit directly relates to the Business and Administration NOS BAF171.

### Support of the unit by a sector or other appropriate body

This unit has been developed by the Council for Administration.

### Assessment

This unit will be assessed by portfolio of evidence, as specified in the Council for Administration Assessment Strategy 2009.

**Outcome 1: Understand how to treat other people at work****Assessment Criteria**

The learner can:

- 1.1 Outline what is meant by diversity and why it should be valued
- 1.2 Explain how to treat other people in a way that respects their abilities, background, values, customs and beliefs
- 1.3 Outline ways in which it is possible to learn from others at work

**Outcome 2: Understand how to maintain security and confidentiality at work****Assessment Criteria**

The learner can:

- 2.1 Outline the purpose of maintaining security and confidentiality at work
- 2.2 Outline requirements for security and confidentiality in an organisation
- 2.3 Outline legal requirements for security and confidentiality, as required

**Outcome 3: Understand procedures for keeping waste to a minimum in a business environment****Assessment Criteria**

The learner can:

- 3.1 Outline the purpose of keeping waste to a minimum
- 3.2 Describe the main types of waste that may occur in a business environment
- 3.3 Describe ways of keeping waste to a minimum

**Outcome 4: Understand procedures for disposal of hazardous materials****Assessment Criteria**

The learner can:

- 4.1 Outline the purpose and benefits of procedures for the recycling and disposal of hazardous materials
- 4.2 Outline organisational procedures for the recycling and disposal of hazardous materials

## Outcome 5: Be able to respect and support other people at work in an organisation

### Assessment Criteria

The learner can:

- 5.1 Complete work tasks alongside other people in a way that shows respect for
  - a backgrounds
  - b abilities
  - c values, customs and beliefs
- 5.2 Use feedback from other people to improve own way of working
- 5.3 Follow organisational procedures and legal requirements in relation to discrimination legislation, as required

## Outcome 6: Be able to maintain security and confidentiality

### Assessment Criteria

The learner can:

- 6.1 Keep property secure, following organisational procedures and legal requirements, as required
- 6.2 Keep information secure and confidential, following organisational procedures and legal requirements

## Outcome 7: Be able to keep waste to a minimum and follow procedures for disposal and recycling

### Assessment Criteria

The learner can:

- 7.1 Complete work tasks, keeping waste to a minimum
- 7.2 Follow procedures for recycling and disposal of hazardous items, as required

## Evidence requirements

Learning Outcomes	Assessment Criteria	Assessment guidance
1.	1.1 – 1.3	Evidence may be supplied via candidate reports/reflective accounts, professional discussion and questioning
2.	2.1 – 2.3	
3.	3.1 – 3.3	
4.	4.1 – 4.2	
5.	5.1 - 5.3	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role
6.	6.1 - 6.2	
7.	7.1 - 7.2	

**Level:** 1  
**Credit value:** 4  
**NDAQ number:** F/601/2453

### Unit aim

This unit is about being able to communicate clearly and accurately, in writing and verbally, with other people in a business environment.

### Learning outcomes

There are **eight** learning outcomes to this unit.

The learner will:

- 1 Know the purpose of planning communication
- 2 Understand how to communicate in writing
- 3 Know how to communicate verbally
- 4 Understand the purpose of feedback in developing communication skills
- 5 Be able to plan communication
- 6 Be able to communicate in writing
- 7 Be able to communicate verbally
- 8 Be able to identify and agree ways of developing communication skills

### Guided learning hours

It is recommended that 21 hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards

This unit directly relates to the Business and Administration NOS BAA613.

### Support of the unit by a sector or other appropriate body

This unit has been developed by the Council for Administration.

### Assessment

This unit will be assessed by portfolio of evidence, as specified in the Council for Administration Assessment Strategy 2009.

**Outcome 1: Know the purpose of planning communication****Assessment Criteria**

The learner can:

- 1.1 Identify the purpose of communication
- 1.2 State different methods of communication and when to use them

**Outcome 2: Understand how to communicate in writing****Assessment Criteria**

The learner can:

- 2.1 Give reasons for using language that suits the purpose of the communication
- 2.2 Describe how to format information so that it is clear and accurate
- 2.3 Give reasons for accurate use of grammar, punctuation and spelling
- 2.4 Explain what is meant by plain English, and why it is used
- 2.5 Explain the need to check work
- 2.6 Outline ways of recognising work that is important and work that is urgent
- 2.7 Outline organisational procedures for saving and filing written communications

**Outcome 3: Know how to communicate verbally****Assessment Criteria**

The learner can:

- 3.1 Identify methods of verbally presenting information and ideas clearly
- 3.2 Identify ways of contributing to discussions
- 3.3 Identify ways of listening actively

**Outcome 4: Understand the purpose of feedback in developing communication skills****Assessment Criteria**

The learner can:

- 4.1 Identify ways of getting feedback on communications
- 4.2 Describe the purpose of using feedback to develop communication skills

## **Outcome 5: Be able to plan communication**

### **Assessment Criteria**

The learner can:

- 5.1 Identify the purpose of communications to be presented
- 5.2 Select methods of communication to be used
- 5.3 Confirm methods of communication, as required

## **Outcome 6: Be able to communicate in writing**

### **Assessment Criteria**

The learner can:

- 6.1 Format information so that it is clear and accurate
- 6.2 Use language that suits the purpose of the communications
- 6.3 Use accurate grammar, spelling and punctuation, and plain English to make sure that the message is clear
- 6.4 Check communications and make amendments, as required
- 6.5 Agree what is important and what is urgent
- 6.6 Produce communications to meet agreed deadlines
- 6.7 Keep a file copy of communications sent

## **Outcome 7: Be able to communicate verbally**

### **Assessment Criteria**

The learner can:

- 7.1 Verbally present information to others so that it is clear and accurate
- 7.2 Contribute to discussion(s)
- 7.3 Actively listen to information given by other people
- 7.4 Ask relevant questions to clarify own understanding, as required

## **Outcome 8: Be able to identify and agree ways of developing communication skills**

### **Assessment Criteria**

The learner can:

- 8.1 Get feedback to confirm whether the communication has achieved its purpose
- 8.2 Use feedback to identify and agree ways of improving own communication skills

## Evidence requirements

Learning Outcomes	Assessment Criteria	Assessment guidance
1.	1.1 – 1.2	Evidence may be supplied via candidate reports/reflective accounts, professional discussion and questioning
2.	2.1 – 2.7	
3.	3.1 – 3.3	
4.	4.1 – 4.2	
5.	5.1 – 5.3	
6.	6.1 – 6.7	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> <li>• letters</li> <li>• emails</li> <li>• memos</li> <li>• information formatted</li> </ul>
7.	7.1	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> <li>• presentation</li> </ul>
	7.2 7.4	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> <li>• minutes of meetings</li> </ul>
	7.3	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role
8.	8.1	Evidence may be supplied via witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> <li>• feedback received</li> </ul>
	8.2	Evidence may be supplied via candidate reports/reflective accounts, professional discussion and questioning

**Level:** 1

**Credit value:** 3

**NDAQ number:** M/601/2450

### Unit aim

This unit is about recognising that there is a problem with the way work is being carried out in a business environment, and working with other people to help resolve the business problem.

### Learning outcomes

There are **four** learning outcomes to this unit.

The learner will:

- 1 Know how to identify business problems
- 2 Understand techniques for solving straightforward business problems
- 3 Be able to recognise business problems
- 4 Be able to carry out a solution to the business problem

### Guided learning hours

It is recommended that 14 hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards

This unit directly relates to the Business and Administration NOS BAG125.

### Support of the unit by a sector or other appropriate body

This unit has been developed by the Council for Administration.

### Assessment

This unit will be assessed by portfolio of evidence, as specified in the Council for Administration Assessment Strategy 2009.



### **Outcome 1: Know how to identify business problems**

#### **Assessment Criteria**

The learner can:

- 1.1 Outline ways of identifying a problem in the business environment

### **Outcome 2: Understand techniques for solving straightforward business problems**

#### **Assessment Criteria**

The learner can:

- 2.1 Outline different ways of solving the business problem
- 2.2 Outline reasons for having support and feedback from others when solving business problems

### **Outcome 3: Be able to recognise business problems**

#### **Assessment Criteria**

The learner can:

- 3.1 Check own understanding of the business problem
- 3.2 Work with others to discuss and resolve the business problem

### **Outcome 4: Be able to carry out a solution to the business problem**

#### **Assessment Criteria**

The learner can:

- 4.1 Seek advice on how to deal with the business problem
- 4.2 Solve the business problem, involving others as required
- 4.3 Confirm that the business problem has been solved

## Evidence requirements

Learning Outcomes	Assessment Criteria	Assessment guidance
1.	1.1	Evidence may be supplied via candidate reports/reflective accounts, professional discussion and questioning
2.	2.1 – 2.2	
3.	3.1	Evidence may be supplied via candidate reports/reflective accounts
	3.2	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources: <ul style="list-style-type: none"> <li>• minutes of meetings</li> <li>• memos</li> <li>• emails</li> </ul>
4.	4.1 - 4.2	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role
	4.3	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources: <ul style="list-style-type: none"> <li>• minutes of meetings</li> <li>• memos</li> <li>• emails</li> </ul>

## Unit 106

# Work with other people in a business environment

**Level:** 1

**Credit value:** 2

**NDAQ number:** A/601/2452

### Unit aim

This unit is about working as part of a team and contributing to the work of the team as a whole to achieve agreed goals and objectives.

### Learning outcomes

There are **seven** learning outcomes to this unit.

The learner will:

- 1 Know how to work with others
- 2 Know when to communicate when working with others
- 3 Know how to deal with problems when working with others
- 4 Understand what is meant by feedback
- 5 Be able to work with others
- 6 Be able to deal with problems
- 7 Be able to receive and use feedback

### Guided learning hours

It is recommended that 9 hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards

This unit directly relates to the Business and Administration NOS BAG129.

### Support of the unit by a sector or other appropriate body

This unit has been developed by the Council for Administration.

### Assessment

This unit will be assessed by portfolio of evidence, as specified in the Council for Administration Assessment Strategy 2009.

### Outcome 1: Know how to work with others

#### Assessment Criteria

The learner can:

- 1.1 State advantages of working with others to achieve goals and objectives
- 1.2 Describe how own job role fits into the organisation's structure
- 1.3 Describe the role of being a member of a team
- 1.4 Describe the organisational systems and procedures relevant to own role working with others
- 1.5 Outline who to consult if unsure about policies, objectives, systems and values
- 1.6 Describe situations in which team members might need support and how to provide this
- 1.7 Describe the purpose and benefits of respecting others
- 1.8 Give examples of behaviour that promotes a good image of the organisation
- 1.9 Describe the purpose of quality measures

### Outcome 2: Know when to communicate when working with others

#### Assessment Criteria

The learner can:

- 2.1 Give examples of situations where communicating with others is needed
- 2.2 List different methods of communication

### Outcome 3: Know how to deal with problems when working with others

#### Assessment Criteria

The learner can:

- 3.1 Describe problems that may occur in own work, and how to deal with them

### Outcome 4: Understand what is meant by feedback

#### Assessment Criteria

The learner can:

- 4.1 Explain what is meant by feedback

## **Outcome 5: Be able to work with others**

### **Assessment Criteria**

The learner can:

- 5.1 Work in a way that supports the team's objectives
- 5.2 Follow systems and procedures that are relevant to the job role
- 5.3 Communicate with other people in a team, as required
- 5.4 Make sure own work goals and objectives are understood and make good use of own abilities
- 5.5 Ask for clarification and support, as required
- 5.6 Show respect for individuals in a team
- 5.7 Provide support to other team members as appropriate to the job role
- 5.8 Behave in a way that promotes a good image of the company
- 5.9 Work with colleagues to make sure own work meets agreed quality standards and is on time

## **Outcome 6: Be able to deal with problems**

### **Assessment Criteria**

The learner can:

- 6.1 Identify problems affecting own work
- 6.2 Refer problems, as required

## **Outcome 7: Be able to receive and use feedback**

### **Assessment Criteria**

The learner can:

- 7.1 Receive constructive feedback on own work
- 7.2 Use feedback to agree improvements in own work

## Evidence requirements

Learning Outcomes	Assessment Criteria	Assessment guidance
1.	1.1 – 1.7	Evidence may be supplied via candidate reports/reflective accounts, professional discussion and questioning
2.	2.1 – 2.2	
3.	3.1	
4.	4.1	
5.	5.1 - 5.9	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role
6.	6.1	
	6.2	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> <li>• minutes of meetings</li> <li>• memos</li> <li>• emails</li> </ul>
7.	7.1	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> <li>• minutes of meetings</li> <li>• memos</li> <li>• emails</li> </ul>
	7.2	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role

## Unit 107

## Make and receive telephone calls

**Level:** 1

**Credit value:** 3

**NDAQ number:** K/601/2446

### Unit aim

This unit is about making and receiving telephone calls, and transferring calls when necessary, in a business environment.

### Learning outcomes

There are **four** learning outcomes to this unit.

The learner will:

- 1 Understand how to make telephone calls
- 2 Understand how to receive and transfer telephone calls
- 3 Be able to make telephone calls
- 4 Be able to receive telephone calls

### Guided learning hours

It is recommended that 10 hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards

This unit directly relates to the Business and Administration NOS BAA621.

### Support of the unit by a sector or other appropriate body

This unit has been developed by the Council for Administration.

### Assessment

This unit will be assessed by portfolio of evidence, as specified in the Council for Administration Assessment Strategy 2009.

**Outcome 1: Understand how to make telephone calls****Assessment Criteria**

The learner can:

- 1.1 Describe the different features of telephone systems and how to use them
- 1.2 Give reasons for identifying the purpose of a call before making it
- 1.3 Describe different ways of obtaining the names and numbers of people that need to be contacted
- 1.4 Describe how to use a telephone system to make contact with people inside and outside an organisation
- 1.5 Explain the purpose of giving a positive image of self and own organisation
- 1.6 Explain the purpose of summarising the outcomes of a telephone conversation before ending the call
- 1.7 Describe how to identify problems and who to refer them to
- 1.8 Describe organisation structures and communication channels within an organisation
- 1.9 Describe how to follow organisational procedures when making a telephone call
- 1.10 Explain how to report telephone system faults

**Outcome 2: Understand how to receive and transfer telephone calls****Assessment Criteria**

The learner can:

- 2.1 Describe how to identify callers and their needs
- 2.2 Explain the purpose of giving accurate and up to date information to callers
- 2.3 Explain the purpose of confidentiality and security when dealing with callers
- 2.4 Describe the types of information that could affect confidentiality and security and how to handle these
- 2.5 Describe ways of identifying the appropriate person to whom a call is transferred
- 2.6 Describe the information to be given when transferring calls or leaving messages
- 2.7 Describe how to identify problems and who to refer them to
- 2.8 Describe how to follow organisational procedures when receiving a telephone call
- 2.9 Explain how to report telephone system faults



## Outcome 3: Be able to make telephone calls

### Assessment Criteria

The learner can:

- 3.1 Identify the purpose of the call
- 3.2 Obtain the name and number of the person to be contacted
- 3.3 Make contact with the person
- 3.4 Communicate information to achieve the purpose of the call
- 3.5 Project a positive image of self and organisation
- 3.6 Summarise the outcomes of the conversation before ending a call
- 3.7 Report telephone system faults, if necessary

## Outcome 4: Be able to receive telephone calls

### Assessment Criteria

The learner can:

- 4.1 Answer a phone following organisational procedures
- 4.2 Give a positive image of self and organisation
- 4.3 Identify the caller, where they are calling from, and what they need
- 4.4 Give accurate and up to date information whilst protecting confidentiality and security
- 4.5 Transfer calls, if required
- 4.6 Take and pass on messages according to the caller's needs
- 4.7 Summarise the outcomes of the conversation before ending the call
- 4.8 Report telephone system faults, if necessary

## Evidence requirements

Learning Outcomes	Assessment Criteria	Assessment guidance
1.	1.1 – 1.10	Evidence may be supplied via candidate reports/reflective accounts, professional discussion and questioning
2.	2.1 – 2.9	
3.	3.1 – 3.6	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"><li>• telephone logs</li></ul>
	3.7	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, case studies, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"><li>• memos</li><li>• emails</li><li>• telephone logs</li></ul>

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4.	4.1 – 4.7	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources: <ul style="list-style-type: none"><li>• telephone logs</li><li>• messages</li></ul>
	4.8	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, case studies, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources: <ul style="list-style-type: none"><li>• memos</li><li>• emails</li><li>• telephone logs</li></ul>

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**Level:** 1  
**Credit value:** 2  
**NDAQ number:** L/601/2455

### Unit aim

This unit is about assisting with receiving, distributing or collecting internal and external mail or packages.

### Learning outcomes

There are **three** learning outcomes to this unit.

The learner will:

- 1 Know how to receive, distribute and collect mail or packages to meet organisational procedures
- 2 Know how to identify and refer problems
- 3 Be able to assist with receiving, distributing and collecting mail or packages

### Guided learning hours

It is recommended that 10 hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards

This unit directly relates to the Business and Administration NOS BAA611.

### Support of the unit by a sector or other appropriate body

This unit has been developed by the Council for Administration.

### Assessment

This unit will be assessed by portfolio of evidence, as specified in the Council for Administration Assessment Strategy 2009.

**Outcome 1: Know how to receive, distribute and collect mail or packages to meet organisational procedures****Assessment Criteria**

The learner can:

- 1.1 Describe the purpose of receiving, distributing and collecting mail or packages within agreed timescales
- 1.2 State organisational procedures for receiving, distributing and collecting mail or packages
- 1.3 State the names, roles and locations of individuals and teams to whom mail is distributed

**Outcome 2: Know how to identify and refer problems****Assessment Criteria**

The learner can:

- 2.1 State the problems that may occur with mail and packages
- 2.2 State when to refer problems

**Outcome 3: Be able to assist with receiving, distributing and collecting mail or packages****Assessment Criteria**

The learner can:

- 3.1 Assist with:
  - a receiving and checking mail or packages
  - b sorting incoming mail or packages
  - c identifying and referring unwanted junk mail or damaged items
  - d identifying and referring suspicious items
  - e distributing mail
  - f collecting and sorting outgoing mail
- 3.2 Refer any problems to the appropriate colleague, if appropriate

## Evidence requirements

Learning Outcomes	Assessment Criteria	Assessment guidance
1.	1.1 – 1.3	Evidence may be supplied via candidate reports/reflective accounts, professional discussion and questioning
2.	2.1 – 2.2	
3.	3.1	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources: <ul style="list-style-type: none"> <li>• mail records</li> <li>• log book – special deliveries</li> </ul>
	3.2	Evidence may be supplied via RPL/RPA observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts, questioning and simulation/role play

## Unit 109

## Prepare text from notes using touch typing (20 wpm)

**Level:** 1

**Credit value:** 2

**NDAQ number:** D/601/2458

### Unit aim

This unit is about preparing different types of text using touch typing at a minimum speed of 20 words per minute.

### Learning outcomes

There are **four** learning outcomes to this unit.

The learner will:

- 1 Understand how to prepare text from notes using touch typing
- 2 Understand the purpose and value of following procedures when preparing text using touch typing
- 3 Be able to prepare for tasks
- 4 Be able to produce texts using touch typing

### Guided learning hours

It is recommended that 15 hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards

This unit directly relates to the Business and Administration NOS BAA214.

### Support of the unit by a sector or other appropriate body

This unit has been developed by the Council for Administration.

### Assessment

This unit will be assessed by portfolio of evidence, as specified in the Council for Administration Assessment Strategy 2009.

**Outcome 1: Understand how to prepare text from notes using touch typing****Assessment Criteria**

The learner can:

- 1.1 Describe different types of documents that may be produced from notes and the formats to be followed
- 1.2 Describe different forms in which texts may be presented
- 1.3 Explain the difference between producing text from own notes and producing text from others' notes

**Outcome 2: Understand the purpose and value of following procedures when preparing text using touch typing****Assessment Criteria**

The learner can:

- 2.1 Explain the value and benefits of agreeing the purpose, format and deadline for delivering text
- 2.2 Explain the value of accuracy – including spelling, grammar and punctuation – when preparing text typed from notes
- 2.3 Describe ways of checking finished documents for accuracy and correctness, and the purpose of doing so
- 2.4 Explain the purpose of storing text and original notes safely and securely, and ways of doing so
- 2.5 Explain the purpose of confidentiality and data protection when preparing text from notes
- 2.6 Explain the purpose and benefits of meeting deadlines

**Outcome 3: Be able to prepare for tasks****Assessment Criteria**

The learner can:

- 3.1 Agree the purpose, format and deadlines for texts

**Outcome 4: Be able to produce texts using touch typing****Assessment Criteria**

The learner can:

- 4.1 Input texts using touch typing at a minimum speed of 20 words per minute
- 4.2 Format texts to agreed style and layout making efficient use of available technology
- 4.3 Clarify text requirements when necessary

- 4.4 Read and check texts for accuracy
- 4.5 Edit and correct texts, as required
- 4.6 Store texts and original notes safely and securely following organisational procedures
- 4.7 Present texts to the required format and within agreed deadlines

## Evidence requirements

Learning Outcomes	Assessment Criteria	Assessment guidance
1.	1.1 – 1.3	Evidence may be supplied via candidate reports/reflective accounts, professional discussion and questioning
2.	2.1 – 2.6	
3.	3.1	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources: <ul style="list-style-type: none"> <li>• letters</li> <li>• emails</li> <li>• memos</li> </ul>
4.	4.1 – 4.2 4.4 – 4.7	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources: <ul style="list-style-type: none"> <li>• documents produced</li> </ul>
	4.3	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources: <ul style="list-style-type: none"> <li>• letters</li> <li>• emails</li> <li>• memos</li> </ul>



# Unit 110      Use a filing system

**Level:** 1  
**Credit value:** 2  
**NDAQ number:** Y/601/2460

## **Unit aim**

This unit is about using systems to store and retrieve information.

## **Learning outcomes**

There are **three** learning outcomes to this unit.

The learner will:

- 1 Know methods and procedures for storing and retrieving information
- 2 Be able to store information
- 3 Be able to retrieve information

## **Guided learning hours**

It is recommended that 13 hours should be allocated for this unit, although patterns of delivery are likely to vary.

## **Details of the relationship between the unit and relevant national occupational standards**

This unit directly relates to the Business and Administration NOS BAD331.

## **Support of the unit by a sector or other appropriate body**

This unit has been developed by the Council for Administration.

## **Assessment**

This unit will be assessed by portfolio of evidence, as specified in the Council for Administration Assessment Strategy 2009.

### **Outcome 1: Know methods and procedures for storing and retrieving information**

#### **Assessment Criteria**

The learner can:

- 1.1 Describe methods of storing and retrieving information
- 1.2 Describe procedures to be followed for storing and retrieving information
- 1.3 Describe legal and organisational procedures for security and confidentiality of information

### **Outcome 2: Be able to store information**

#### **Assessment Criteria**

The learner can:

- 2.1 Identify and collect information to be stored
- 2.2 Follow procedures for security and confidentiality of information
- 2.3 Store information in approved locations
- 2.4 Refer problems, if required

### **Outcome 3: Be able to retrieve information**

#### **Assessment Criteria**

The learner can:

- 3.1 Identify information to be retrieved
- 3.2 Follow procedures for security and confidentiality of information
- 3.3 Locate and retrieve the required information
- 3.4 Provide information in the agreed format and timescale
- 3.5 Refer problems, if required

## Evidence requirements

Learning Outcomes	Assessment Criteria	Assessment guidance
1.	1.1 – 1.3	Evidence may be supplied via candidate reports/reflective accounts, professional discussion and questioning
2.	2.1	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> <li>• information collected</li> </ul>
	2.2 – 2.3	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role
	2.4	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> <li>• letters</li> <li>• emails</li> <li>• memos</li> </ul>
3.	3.1	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> <li>• information retrieved</li> </ul>
	3.2 – 3.3	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role
	3.4 – 3.5	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> <li>• letters</li> <li>• emails</li> <li>• memos</li> </ul>

**Level:** 1

**Credit value:** 2

**NDAQ number:** H/601/2462

### **Unit aim**

This unit is about using the procedures to be followed when archiving and retrieving information.

### **Learning outcomes**

There are **two** learning outcomes to this unit.

The learner will:

- 1 Understand procedures for archiving information
- 2 Be able to archive information

### **Guided learning hours**

It is recommended that 13 hours should be allocated for this unit, although patterns of delivery are likely to vary.

### **Details of the relationship between the unit and relevant national occupational standards**

This unit directly relates to the Business and Administration NOS BAD333.

### **Support of the unit by a sector or other appropriate body**

This unit has been developed by the Council for Administration.

### **Assessment**

This unit will be assessed by portfolio of evidence, as specified in the Council for Administration Assessment Strategy 2009.

**Outcome 1: Understand procedures for archiving information****Assessment Criteria**

The learner can:

- 1.1 Explain when required information should be archived
- 1.2 Describe procedures to be followed for archiving information, including legal requirements, if required
- 1.3 Explain the purpose of organisational and legal requirements for the security and confidentiality of archived information
- 1.4 Explain the purpose of confirming information to be archived
- 1.5 Describe procedures for recording and keeping archived information
- 1.6 Explain how to retrieve archived information
- 1.7 Describe problems that may occur with systems containing archived information and how to deal with them

**Outcome 2: Be able to archive information****Assessment Criteria**

The learner can:

- 2.1 Confirm the information to be archived
- 2.2 Follow legal and organisational procedures for security and confidentiality of information
- 2.3 Follow instructions to archive information in the agreed format and timescale
- 2.4 Maintain a record of information archived
- 2.5 Follow instructions to retrieve archived records upon request
- 2.6 Resolve or refer problems, if required

## Evidence requirements

Learning Outcomes	Assessment Criteria	Assessment guidance
1.	1.1 – 1.7	Evidence may be supplied via candidate reports/reflective accounts, professional discussion and questioning
2.	2.1 2.3 2.5 – 2.6	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> <li>• letters</li> <li>• emails</li> <li>• memos</li> </ul>
	2.2	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role
	2.4	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> <li>• records</li> </ul>

## Unit 112

# Use occupational health and safety guidelines when using keyboards

**Level:** 1

**Credit value:** 2

**NDAQ number:** T/601/2465

### Unit aim

This unit is about following occupational health and safety guidelines when using keyboards and workstation care and maintenance.

### Learning outcomes

There are **two** learning outcomes to this unit.

The learner will:

- 1 Understand the purpose of occupational health and safety procedures when using keyboards and workstation care and maintenance
- 2 Be able to use occupational health and safety guidelines

### Guided learning hours

It is recommended that 20 hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards

This unit directly relates to the Business and Administration NOS BAE141.

### Support of the unit by a sector or other appropriate body

This unit has been developed by the Council for Administration.

### Assessment

This unit will be assessed by portfolio of evidence, as specified in the Council for Administration Assessment Strategy 2009.

**Outcome 1: Understand the purpose of occupational health and safety procedures when using keyboards and workstation care and maintenance**

**Assessment Criteria**

The learner can:

- 1.1 State occupational health and safety guidelines in relation to using keyboards
- 1.2 Explain the purpose of following occupational health and safety guidelines for using keyboards
- 1.3 Describe how to position fingers, wrists, forearms and back in relation to the equipment being used
- 1.4 Describe procedures for workstation care and maintenance

**Outcome 2: Be able to use occupational health and safety guidelines**

**Assessment Criteria**

The learner can:

- 2.1 Demonstrate correct positioning of fingers, wrists, forearms and back in relation to the equipment being used
- 2.2 Follow procedures for workstation care and maintenance
- 2.3 Follow occupational health and safety guidelines for using keyboards
- 2.4 Use techniques to prevent repetitive strain syndrome in accordance with occupational health and safety guidelines

**Evidence requirements**

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	<b>Assessment guidance</b>
1.	1.1 – 1.4	Evidence may be supplied via candidate reports/reflective accounts, professional discussion and questioning
2.	2.1 – 2.4	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion and candidate reports/reflective accounts



## Unit 221                      Use office equipment

**Level:**                      2  
**Credit value:**            4  
**NDAQ number:** H/601/2493

### Unit aim

This unit is about using a variety of different office equipment following manufacturers' and organisational guidelines.

### Learning outcomes

There are **seven** learning outcomes to this unit.

The learner will:

- 1 Know about different types of office equipment and its uses
- 2 Understand the purpose of following instructions and health and safety procedures
- 3 Understand how to use equipment in a way that minimises waste
- 4 Know about the different types of problems that may occur when using equipment and how to deal with them
- 5 Understand the purpose of meeting work standards and deadlines
- 6 Understand the purpose of leaving equipment and the work area ready for the next user
- 7 Be able to use office equipment

### Guided learning hours

It is recommended that 18 hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards

This unit directly relates to the Business and Administration NOS BAA231.

### Support of the unit by a sector or other appropriate body

This unit has been developed by the Council for Administration.

### Assessment

This unit will be assessed by portfolio of evidence, as specified in the Council for Administration Assessment Strategy 2009.

**Outcome 1: Know about different types of office equipment and its uses****Assessment Criteria**

The learner can:

- 1.1 Identify different types of equipment and their uses
- 1.2 Describe the different features of different types of office equipment
- 1.3 Explain why different types of equipment are chosen for tasks

**Outcome 2: Understand the purpose of following instructions and health and safety procedures****Assessment Criteria**

The learner can:

- 2.1 Explain the purpose of following manufacturer's instructions when using equipment
- 2.2 Explain the purpose of following organisational instructions when using equipment
- 2.3 Identify health and safety procedures for using different types of equipment
- 2.4 Explain the purpose of following health and safety procedures when using equipment
- 2.5 Explain the purpose of keeping equipment clean and hygienic

**Outcome 3: Understand how to use equipment in a way that minimises waste****Assessment Criteria**

The learner can:

- 3.1 Give examples of waste when using equipment
- 3.2 Give examples of ways to reduce waste
- 3.3 Explain the purpose of minimising waste

**Outcome 4: Know about the different types of problems that may occur when using equipment and how to deal with them****Assessment Criteria**

The learner can:

- 4.1 Give examples of equipment problems
- 4.2 Explain the purpose of following manufacturer's instructions and organisational procedures when dealing with problems
- 4.3 Give examples of how to deal with problems

## Outcome 5: Understand the purpose of meeting work standards and deadlines

### Assessment Criteria

The learner can:

- 5.1 Explain the purpose of meeting work standards and deadlines when using equipment

## Outcome 6: Understand the purpose of leaving equipment and the work area ready for the next user

### Assessment Criteria

The learner can:

- 6.1 Explain the purpose of leaving equipment and the work area ready for the next user

## Outcome 7: Be able to use office equipment

### Assessment Criteria

The learner can:

- 7.1 Locate and select equipment needed for a task
- 7.2 Use equipment following manufacturer's and organisational guidelines
- 7.3 Use equipment minimising waste
- 7.4 Keep equipment clean and hygienic
- 7.5 Deal with equipment problems following manufacturer's and organisational procedures
- 7.6 Refer problems, if required
- 7.7 Make sure final work product meets agreed requirements
- 7.8 Make sure that product is delivered to agreed timescale
- 7.9 Make sure equipment, resources and work area are ready for the next user

## Evidence requirements

Learning Outcomes	Assessment Criteria	Assessment guidance
1.	1.1 – 1.3	Evidence may be supplied via candidate reports/reflective accounts, professional discussion and questioning
2.	2.1 – 2.5	
3.	3.1 – 3.3	
4.	4.1 – 4.3	
5.	5.1	
6.	6.1	

- 
7.            7.1 - 7.9    Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources:
- letters
  - emails
  - memos

## Unit 225

# Support the organisation of business travel or accommodation

**Level:** 2

**Credit value:** 3

**NDAQ number:** Y/601/2510

### Unit aim

This unit is about supporting the delivery of business travel or accommodation arrangements following instruction from the organiser or traveller(s).

### Learning outcomes

There are **three** learning outcomes to this unit.

The learner will:

- 1 Understand the purpose of confirming a brief and budget for business travel or accommodation
- 2 Know the sources of information and facilities available to make business travel or accommodation arrangements
- 3 Be able to support the organisation with business travel or accommodation arrangements

### Guided learning hours

It is recommended that 18 hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards

This unit directly relates to the Business and Administration NOS BAA321.

### Support of the unit by a sector or other appropriate body

This unit has been developed by the Council for Administration.

### Assessment

This unit will be assessed by portfolio of evidence, as specified in the Council for Administration Assessment Strategy 2009.

**Outcome 1: Know about different types of office equipment and its uses****Assessment Criteria**

The learner can:

- 1.1 Explain the purpose of obtaining and confirming instructions for arranging business travel or accommodation
- 1.2 Explain the purpose and benefits of confirming the requirements of a brief and budget for business travel or accommodation arrangements
- 1.3 Explain the purpose of following the requirements of a brief and budget for business travel or accommodation arrangements
- 1.4 Describe how to support the organisation of business travel or accommodation to meet expectations
- 1.5 Describe the main types of business travel or accommodation arrangements that may need to be made and the procedures to follow
- 1.6 Describe how to obtain best value for money when making business travel or accommodation arrangements
- 1.7 Describe how to keep records of business travel or accommodation arrangements
- 1.8 Outline the documents and information to provide to the person who is travelling and how to obtain these
- 1.9 Describe the types of problems that may occur with business travel or accommodation arrangements and the correct procedures to follow in order to deal with these problems

**Outcome 2: Know the sources of information and facilities available to make business travel or accommodation arrangements****Assessment Criteria**

The learner can:

- 2.1 Describe sources of information, and the facilities available, for making business travel or accommodation arrangements

**Outcome 3: Be able to support the organisation with business travel or accommodation arrangements****Assessment Criteria**

The learner can:

- 3.1 Confirm the brief and budget for business travel or accommodation arrangements
- 3.2 Check a draft itinerary and schedule with organiser or traveller(s)
- 3.3 Identify suitable business travel or accommodation options
- 3.4 Book suitable business travel or accommodation arrangements, following instructions:
  - a to meet the brief and budget using available sources of information and facilities

- b obtaining best value for money
  - c making payment or agreeing payment arrangements
- 3.4 Obtain confirmations, and collate documents for business travel or accommodation arrangements
  - 3.5 Maintain records of business travel or accommodation arranged
  - 3.6 Provide the organiser or traveller(s) with an itinerary and required documents in good time
  - 3.7 Confirm with the organiser or traveller(s) that itinerary and documents meet requirements
  - 3.8 Resolve or refer problems to the appropriate person

## Evidence requirements

Learning Outcomes	Assessment Criteria	Assessment guidance
1.	1.1 – 1.9	Evidence may be supplied via candidate reports/reflective accounts, professional discussion and questioning
2.	2.1	
3.	3.1	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> <li>• letters</li> <li>• emails</li> <li>• memos</li> <li>• briefs</li> <li>• budgets</li> </ul>
	3.2 – 3.5 3.7 – 3.8	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> <li>• letters</li> <li>• emails</li> <li>• memos</li> </ul>
	3.6	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> <li>• records</li> </ul>

**Level:** 2

**Credit value:** 3

**NDAQ number:** Y/601/2457

### **Unit aim**

This unit covers the procedures to follow and hospitality to offer when meeting and welcoming visitors to business premises.

### **Learning outcomes**

There are **two** learning outcomes to this unit.

The learner will:

- 1 Understand procedures for meeting and welcoming visitors
- 2 Be able to meet and welcome visitors

### **Guided learning hours**

It is recommended that 23 hours should be allocated for this unit, although patterns of delivery are likely to vary.

### **Details of the relationship between the unit and relevant national occupational standards**

This unit directly relates to the Business and Administration NOS BAC311.

### **Support of the unit by a sector or other appropriate body**

This unit has been developed by the Council for Administration.

### **Assessment**

This unit will be assessed by portfolio of evidence, as specified in the Council for Administration Assessment Strategy 2009.



**Outcome 1: Understand procedures for meeting and welcoming visitors****Assessment Criteria**

The learner can:

- 1.1. Describe different reasons for people visiting a business, their requirements and how their needs may be met
- 1.2 Explain the purpose of dealing with visitors promptly and courteously
- 1.3 Explain the purpose of presenting a positive image of self and the organisation
- 1.4 Explain the purpose of following health, safety and security procedures when dealing with visitors, including own responsibilities
- 1.5 Describe different types of problems that may occur with visitors including, conflict and aggression
- 1.6 Describe ways of dealing with different problems and when to refer them to an appropriate colleague
- 1.7 Explain the purpose of communicating with visitors
- 1.8 Describe organisation structures and communication channels within the organisation

**Outcome 2: Be able to meet and welcome visitors****Assessment Criteria**

The learner can:

- 2.1 Greet visitor(s) and make them feel welcome
- 2.2 Identify visitors and the reason for their visit
- 2.3 Use the organisation's systems to receive and record visitors, as appropriate
- 2.4 Make sure visitors' needs are met
- 2.5 Present positive image of self and the organisation
- 2.6 Follow health, safety and security procedures, as required
- 2.7 Inform others of visitors' arrival, as required, in line with appropriate communication channels
- 2.8 Deal with any problems that may occur, or refer problems to the appropriate person
- 2.9 Follow procedures for departing visitors, as required

## Evidence requirements

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	<b>Assessment guidance</b>
1.	1.1 – 1.8	Evidence may be supplied via candidate reports/reflective accounts, professional discussion and questioning
2.	2.1 - 2.2 2.4 – 2.8	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role
	2.3 2.9	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources: <ul style="list-style-type: none"><li>• visitors book</li></ul>

## Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

### ***Providing City & Guilds qualifications – a guide to centre and qualification approval***

contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

***Ensuring quality*** contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

***Access to Assessment & Qualifications*** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- ***Walled Garden***  
Find out how to register and certificate candidates on line
- ***Events***  
Contains dates and information on the latest Centre events
- ***Online assessment***  
Contains information on how to register for GOLA assessments.

## **Appendix 2      Matrix of evidence triangulated across units within each of the NVQ levels**

The following tables have been designed by the Council for Administration to show the accumulation of assessment evidence that has been generated for completion of either part of or the whole unit, which may be triangulated to other units at the same level.

There are no units for which assessment evidence can be triangulated outside the level of the unit for which assessment evidence has been generated.

The tables have been organised identifying the units against the competence categories in which they reside.

The horizontal line of unit numbers in the tables are the initial units from which assessment evidence may be generated. The vertical line of units identifies those units for which the assessment evidence generated by the units in the top horizontal line of units may be triangulated to. For example, at Level 1, unit 101 in 'Core Business and Administration' may generate assessment evidence which can be triangulated to units, 102, 103 or 106.

## Level 1 units

CfA NOS category	Core Business and Administration					Communications		Customer Service	Document Production	Health and Safety	Manage Information and Data	
	101	102	103	105	106	104	107	108	109	112	110	111
4428 unit no.												
101		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
102	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓
103	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
104								✓				
106	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
110												✓

## Level 2 units

CfA NOS cate gory	Core Business and Administration					Business Resources		Communications				Customer Service			Document Production					Events and Meetings				Innova tion and Change	Manage Information and			
	201	202	203	205	206	221	222	204	207	208	209	210	211	229	212	213	214	215	216	223	224	225	226	227	217	218	219	
4428 unit no.																												
201	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
202	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
203	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
205	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
206	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
211													✓															
217																										✓		
219																											✓	
220																												
227	✓																											
229													✓															

## Level 3 units

CfA NOS category	Core Business and Administration									Business Resources		Business Support Services	Communications			Customer Service		Document Production				Events and Meetings					Innovation and Change	Manage Information and Data				Pr
	301	302	303	305	306	307	308	309	319	330	325	304	310	311	328	329	312	313	314	315	320	321	322	323	324	326	316	317	318	32		
4428 unit no.																																
301		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
302	✓			✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
303	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
304													✓	✓																		
305							✓	✓		✓	✓															✓	✓	✓	✓	✓		
306	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
307				✓			✓	✓	✓	✓																✓				✓		
308							✓			✓																				✓		
309					✓						✓																			✓		
310												✓		✓																		
311												✓	✓																			
317																											✓					
328											✓																					

## Level 4 units

CfA NOS category	Core Business and Administration								Business Resources		Business Support Services		Communications	Events and Meetings	Innovation and Change		Manage Information and Data	
	401	402	403	404	405	407	408	409	412	420	415	417	406	413	418	419	410	411
4482 unit no.																		
401		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓
402	✓		✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓
403				✓			✓	✓	✓	✓			✓	✓	✓			
404																		
405																		
407					✓		✓	✓	✓	✓					✓	✓	✓	✓
408					✓	✓		✓	✓	✓					✓	✓		
409									✓	✓						✓		
410																		✓
411																	✓	
415												✓						
417											✓							
420									✓									



## Level 5 units

<b>CfA NOS category</b>	<b>Innovation and Change</b>	
4428 unit no.	503	504
503		✓
504	✓	

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## Useful contacts

Type	Contact	Query
UK learners	T: +44 (0) 844 543 0033 E: learnersupport@cityandguilds.com	<ul style="list-style-type: none"> <li>• General qualification information</li> </ul>
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	<ul style="list-style-type: none"> <li>• General qualification information</li> </ul>
Centres	T: +44(0) 844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	<ul style="list-style-type: none"> <li>• Exam entries</li> <li>• Registrations/enrolment</li> <li>• Certificates</li> <li>• Invoices</li> <li>• Missing or late exam materials</li> <li>• Nominal roll reports</li> <li>• Results</li> </ul>
Single subject qualifications	T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	<ul style="list-style-type: none"> <li>• Exam entries</li> <li>• Results</li> <li>• Certification</li> <li>• Missing or late exam materials</li> <li>• Incorrect exam papers</li> <li>• Forms request (BB, results entry)</li> <li>• Exam date and time change</li> </ul>
International awards	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	<ul style="list-style-type: none"> <li>• Results</li> <li>• Entries</li> <li>• Enrolments</li> <li>• Invoices</li> <li>• Missing or late exam materials</li> <li>• Nominal roll reports</li> </ul>
Walled Garden	T: +44 (0)20 7294 2840 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	<ul style="list-style-type: none"> <li>• Re-issue of password or username</li> <li>• Technical problems</li> <li>• Entries</li> <li>• Results</li> <li>• GOLLA</li> <li>• Navigation</li> <li>• User/menu option problems</li> </ul>
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	<ul style="list-style-type: none"> <li>• Employer solutions</li> <li>• Mapping</li> <li>• Accreditation</li> <li>• Development Skills</li> <li>• Consultancy</li> </ul>
Publications	T: +44 (0)20 7294 2850 F: +44 (0)20 7294 3387	<ul style="list-style-type: none"> <li>• Logbooks</li> <li>• Centre documents</li> <li>• Forms</li> <li>• Free literature</li> </ul>

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: [feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)

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