

**Skillsfirst Awards**

**Handbook**

**Level 1 Award in Introduction to Employment  
in Business Administration  
(RQF)**

**IBA1**



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## 1.0 Introduction

- 1.1 Skillsfirst Awards is an awarding organisation specialising in the provision of vocational qualifications across a range of occupational areas.
- 1.2 Skillsfirst Awards recognises the need for industry to have fully trained and qualified staff – reliably qualified to recognised industry standards.
- 1.3 The following handbook provides the learning outcomes and assessment strategy for the delivery of the Level 1 Award in Introduction to Employment in Business Administration (RQF). The handbook is a live document and will be updated should there be any incremental change made. Centres will be informed electronically when changes are made and it will be the responsibility of any recognised centre to ensure the most up to date version of the handbook is used. The document also provides details of the administrative procedures, requirements and responsibilities that are associated with the delivery of vocational qualifications.

The handbook is available on the Skillsfirst Awards website [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk)

- 1.4 This document is copyright but can be copied by any of our recognised centres for the purpose of assessing learners and may also be copied by learners for their own use.
- 1.5 All learners should be provided with a copy of the Skillsfirst qualification handbook together with the Skillsfirst learner guide. This document can be found on our web-site at [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk)

### 1.1 What is the Regulated Qualifications Framework (RQF)?

The RQF provides a single, simple system for cataloguing all qualifications regulated by Ofqual.

Qualifications will be indexed by their 'level', type and size. Qualifications within the framework will have a level (ranging from entry level to level 8) to indicate the level of difficulty. They will also have a Total Qualification Time (TQT) value to indicate the size of the qualification which will either be an Award, Certificate or Diploma.

The RQF will also:

- allow Awarding Organisations to design more flexible programmes, suited to the needs of a wider range of learners and employers
- describe qualifications to employers, providers and learners in a way that is easy to understand
- allow learners to achieve skills and knowledge at their own pace

### 1.2 RQF Qualifications

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

## **2.0 Skillsfirst Awards**

### **2.1 Data protection**

Skillsfirst Awards takes the protection of data seriously and to this end has developed a data protection statement outlining how Skillsfirst and our centres, comply with the current legislation on data protection. It is important for centres to read our statement and ensure that our requirements are put in place. It is particularly important that centres make learners aware that data is shared with Skillsfirst Awards. Our policy statement on this and data requirements can be found in our centre handbook on our website [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk)

### **2.2 Equality and accessibility**

#### **Equality and accessibility**

Skillsfirst is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation and EU directives including the Equality Act 2010 (Amendment) Order 2012 and to ensure this occurs, has in place a policy on equality and accessibility which can be found on our website [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk) and within our centre handbook.

Skillsfirst will ensure that centres use a equality and accessibility policy that works together with ours and that they maintain an effective appeals procedure which along with the equality and accessibility policy, will be monitored by the external verifier. We expect centres to tell learners how to find and use their own equality and accessibility and appeals procedures.

#### **Access to assessment**

Skillsfirst Awards is committed to guaranteeing all learners are treated fairly and equally and to ensure this occurs, has in place a policy on reasonable adjustments and special considerations. This policy states clearly what centres can and in some cases must, put in place to assist learners who may have particular requirements.

We expect centres to tell learners how to find and use their own reasonable adjustments and special considerations policy and will monitor implementation through the external verification process. This policy can be accessed at [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk) and within our centre handbook. Further advice on this policy and its application can be obtained from our customer services team at [customerservices@skillsfirst.co.uk](mailto:customerservices@skillsfirst.co.uk)

### **2.3 Enquiries and information sources**

Skillsfirst aims to provide accurate information in a variety of formats and media. Recognised centres are encouraged to make enquiries to the customer services team, or seek clarification from our website. Learners wishing to enquire about qualifications, aspects of qualifications or quality assurance policies and procedures are encouraged, in the first instance, to seek information from the recognised centre or their tutor/assessor. Where a satisfactory answer is unavailable, learners are encouraged to seek clarification from our website, or from the Skillsfirst customer services team.

As a guide, the majority of frequently requested information is available on our website or on request via the electronic helpline listed below.

Website: [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk)

email: [customerservices@skillsfirst.co.uk](mailto:customerservices@skillsfirst.co.uk)

Tel: 0121 270 5100

Fax: 0121 747 4102

In writing to:

Customer Services  
Skillsfirst Awards Limited  
Suite 416  
Fort Dunlop  
Fort Parkway  
Birmingham  
B24 9FD

## **2.4 Complaints and appeals**

### **Complaints**

Skillsfirst Awards will endeavour at all times to satisfy our customer's needs and ensure a quality service. There may be times when our centres do not feel we have met these needs. Should they wish, centres may complain in writing to the Skillsfirst Awards customer services manager. We will attempt to resolve all complaints within the published timescales and will record and review all complaints as part of our ongoing customer service commitment.

### **Appeals**

Skillsfirst Awards aims to ensure that at all times its decisions are fair, consistent and based on valid judgements. However, it is recognised that there may be occasions when a centre or a learner may wish to question a decision made. Skillsfirst Awards therefore has an appeals policy and process which clearly indicates the rights of the centre and the learner to appeal against a range of decisions taken by Skillsfirst.

The Skillsfirst Awards appeals policy and process can be accessed on our website [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk) and within our centre handbook. Centres are required to have a documented policy and procedure which allows learners to question decisions made by the centre. The final stage of such a procedure may be to appeal to the Skillsfirst Awards external verifier. This policy would form part of the original centre recognition process and its implementation will be monitored by the external verifier.

## **2.5 Malpractice and maladministration**

Skillsfirst Awards has a responsibility to ensure that malpractice and maladministration is addressed effectively and to publish procedures to centres for dealing with malpractice on the part of learners, centre staff and any others involved in providing the qualification. To meet this requirement, Skillsfirst Awards has a malpractice policy and process, the details of which can be accessed on our website [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk)

### **3.0 The sector skills council for business and administration**

#### **3.1 SkillsCfA**

The Level 1 Award in Introduction to Employment in Business Administration (RQF) is based on the units developed by the SkillsCfA who are the sector skills council for business and administration. Their contact details are:

Unit 110 Linton House  
164 – 180 Union Street  
London  
SE1 0LH

Phone 020 7091 9620  
info@skillsca.org

This handbook provides details, which centres will need to apply in order to assess and internally verify/quality assure the Level 1 Award in Introduction to Employment in Business Administration (RQF) and includes the:

- occupational expertise of those who assess performance, and internally verify/quality assure assessments
- continuous professional development
- summary of assessment methods

#### **3.2 Occupational expertise of those who assess performance and internally verify/quality assure assessments**

Assessors and internal verifiers (IVs)/quality assurers (IQAs) are appointed by the recognised centre and approved by Skillsfirst through the external verifier (EV).

Assessors and IV/IQAs should:

- have verifiable relevant experience and current knowledge of the occupational working area at, or above, the level they are assessing or verifying/quality assuring. This experience and knowledge must be of sufficient depth to be effective and reliable when judging learner competence or verifying/quality assuring assessment processes and decisions. This could be verified by:
  - curriculum vitae and references
  - possession of a relevant qualification
  - corporate membership of a relevant professional institution
- be prepared to participate in training activities for their CPD
- be employed directly or contractually by the same centre as the learner **or**
- be acting as a counter signatory on a short-term basis for a maximum period of 18 months, where the assessor/IV has not achieved the relevant award.

While the Assessor/Verifier (A/V) and the Assessor/Internal Quality Assurance (TAQA) units are valued as qualifications for centre staff, they are not currently a requirement for this qualification. It is strongly recommended, however, that staff must be able to show occupational competence, through mapping their competences and knowledge against the relevant NOS and the assessor and verifier requirements.

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

### **Internal verifiers/Quality assurers**

The IV/IQA is responsible for the approved centre's assessment quality. Therefore, in addition to the above, IV/IQAs must also:

- provide evidence of knowledge, understanding and application of the regulatory authorities' code of practice
- undertake CPD to ensure that they are working to the current NOS in assessment and verification
- only verify the decisions of assessors which fall within their acknowledged area of technical and occupational competence.

### **Assessors**

Assessors should only assess in their area of technical and occupational competence and must be approved by Skillsfirst.

### **3.3 Employer direct model**

Where employers opt for an 'employer direct' model, any qualification requirements for assessors and internal verifiers may be waived.

The 'employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of Skillsfirst may choose between:

- achieving the appropriate approved qualifications for assessment/verification **or**
- demonstrating that their (the employer's) training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process **must** be agreed by Skillsfirst as providing the equivalent level of rigour and robustness as achievement of the approved assessment/verification qualification.

Each application to use the employer direct model will be considered on an individual organisation and qualification basis and agreed by the qualification regulators, including the sector skills council. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the standards in association with Skillsfirst.

### **3.4 Continuous professional development**

Centres are responsible for ensuring that assessors and IV/IQAs plan and maintain their CPD.

Centres are expected to support their assessors and IV/IQAs 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.

Centres may have generic criteria and personnel specifications in addition to the above.

## 4.0 Summary of assessment methods

For this qualification, learners will be required to provide a portfolio of evidence for **each** unit.

### 4.1 Assessment principles

Units will be achieved through the acquisition of evidence by the learner and submission to their assessor. Units may be assessed through a number of different sources and forms, which must meet the requirements of assessment criteria.

- Assessment should normally be at the learner's workplace, but where the opportunity to assess across the range of standards is unavailable other comparable working environments may be used, following agreement from the External Verifier.
- A holistic approach towards the collection of evidence should be encouraged, assessing activities generated by the whole work experience rather than focusing on specific tasks. e.g. If the learner communicates with a customer whilst engaged in business administration activities these can be assessed against both business administration and customer service elements.
- Assessors can only assess in their acknowledged area of occupational competence.
- Assessors and IV/IQAs will be registered with their centre and be accountable to the organisation for their assessment practice.
- Health and safety of customers/clients and employees must be maintained throughout the assessment process and if any person carrying out assessment or verification activities does not feel that there is due regard to health and safety then that person should refuse to continue with the activity(ies) until satisfied that due regard to health and safety is being taken.

### 4.2 Characteristics of assessment guidance

The learner may produce evidence from a range of sources which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's competence and breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of all the units. The assessor will need to be assured that the learner can:

- meet all the learning outcomes of a unit
- pass all the assessment criteria of a unit

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 learner and the assessor.

### Professional discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed.

## **Realistic working environment (RWE)**

Assessment of this qualification should ideally be carried out within the workplace, however, where this is not possible learners can be assessed within an approved RWE that replicates a real work setting. Ideally, a RWE should include time pressures, work problems, interruptions, accountabilities and the necessary equipment and materials to do the job. By doing so, sector employers can be confident that competence achieved in an RWE will be continued into employment. RWEs can offer many opportunities to employers and individuals that have limited access to assessment. The number of hours learners work and their input is not prescribed, as it is acknowledged that RWEs cannot operate without some flexibility. However, centres must provide evidence that the following criteria are being met as well as fulfilling the Skillsfirst criteria for this purpose.

### **4.3 Simulation and witness testimony**

Simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain in the work environment.

#### **Simulation**

Simulation can be used to assess learners where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to a breach of confidentiality or privacy, health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence. It should only be used when performance evidence is unlikely to be generated through normal working practices.

#### **Witness testimony**

Skillsfirst recognise the use of witness testimony and expert witness testimony as appropriate methods for assessors to collect evidence on candidate's performance.

Witness testimonies can be obtained from people that are occupationally competent and who may be familiar with the national occupational standards, such as the learner's line manager. They may also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards such as other people within the learner's workplace, customers and suppliers.

The assessor must judge the validity of the witness testimony and these may vary depending on the source. Witness testimonies can only support the assessment process and may remove or reduce the need to collect supplementary evidence. However, centres must comply with Skillsfirst guidance over the occupational competence and briefing of witnesses in the use of witness testimony.

### **4.4 Recognition of prior learning (RPL)**

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable

- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor
- where observation or expert witness testimony is a unit assessment method requirement, this activity is undertaken after learner registration for the qualification

In considering the appropriateness of any single piece of **evidence**, the following should be considered:

- **Content** – the degree to which the content of any previous accredited learning meets the requirements of the national occupational standards against which it is being presented as evidence.
- **Performance and knowledge** – the degree to which the previous learning covered both performance and knowledge. Some learning will only have offered and tested the latter, in which case RPL will only recognise the meeting of knowledge requirements. Performance will require further assessment. Although unlikely, the reverse (performance tested but not knowledge) could be true in which case knowledge and understanding would need further assessment.
- **Relevance of context** – the degree to which the context of the learning gained and assessed, relates to the current context of learner' work roles. If the context was different, assessors will need to satisfy themselves of learners' ability to transfer the learning gained into their current setting.
- **Currency** – how recently the learning was gained. Learners would need to demonstrate current knowledge and understanding of areas such as legislation, policy and practice etc, which may have changes since the previous learning programmes were undertaken.
- **Authenticity** – how the ownership of the evidence is established to ensure it was generated by the learner.

## 5.0 Qualification information

### 5.1 Qualification aim and design

The Level 1 Award in Introduction to Employment in Business Administration (RQF) will provide the basic knowledge, skills and understanding for those wishing to work in administrative support in an office. The competences achieved will support the learner's development as an administrative assistant, receptionist or other related roles.

## 6.0 Qualification structure

### 6.1 Qualification requirements

Qual no.	Level	Qualification title	Number of credits
IBA1	1	Level 1 Award in Introduction to Employment in Business Administration	9 credits

### 6.2 Total qualification time (TQT)

TQT is formulated by looking at the Notional Learning Hours (NLH) for the qualification. The TQT for Level 1 Award in Introduction to Employment in Business Administration is **90**. The guided learning hours (GLH) for this qualification are **48**.

### 6.3 List of available units

The list below gives the unit titles, their level and the credit value and GLH of each unit.

#### Group M – mandatory units

<b>RQF unit No.</b>	<b>Skillsfirst Unit No.</b>	<b>Unit title</b>	<b>Unit level</b>	<b>Credit value</b>	<b>GLH</b>
K/601/2446	BA107	Make and receive telephone calls	1	3	10
L/601/2455	BA108	Assist in handling mail	1	2	10
Y/601/2460	BA111	Use a filing system	1	2	13
J/502/4299	IT112	Using email	1	2	15

### 6.4 Learner entry requirements

#### Formal requirements

There are no formal entry requirements for learners undertaking this qualification; however centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.

#### Age restrictions

There are no age limits attached to learners undertaking this qualification unless this is a legal requirement of the process or the environment, such as needing special training to use storage equipment.

### 6.5 Progression opportunities

This qualification will also provide the learner with a foundation to enable progression onto the Intermediate Apprenticeship in Business and Administration or into employment.

## 7.0 The Units of Learning

### 7.1 Structure of the units

The units which make up these qualifications are written in a standard format and comprise of:

- Skillsfirst reference number
- unit title
- level and credit value
- unit aim
- learning outcomes
- guided learning hours
- endorsement of the unit
- information on assessment, where applicable
- learning outcomes and assessment criteria

## 7.2 Group M - mandatory units

# **BA107**

Make and receive telephone calls

## **BA107      Make and receive telephone calls**

**Level: 1**

**Credit value: 3**

### **Unit aims**

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. This may be on a full-time or part-time basis.

### **Details of the relationship between the unit and relevant national occupational standards (if appropriate)**

This unit is linked to the National Occupational Standards for Business and Administration.

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

This unit is endorsed by Council for Administration (SkillsCfA), the sector skills council for Business and Administration.

### **Unit assessment**

Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, case studies, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources:

- memos
- e-mails
- telephone logs

## **BA107      Make and receive telephone calls**

Learning outcomes and assessment criteria

### **Outcome 1    Understand how to make telephone calls**

The learner can:

- 1 describe the different features of telephone systems and how to use them
- 2 give reasons for identifying the purpose of a call before making it
- 3 describe different ways of obtaining the names and numbers of people that need to be contacted
- 4 describe how to use a telephone system to make contact with people inside and outside an organisation
- 5 explain the purpose of giving a positive image of self and own organisation
- 6 explain the purpose of summarising the outcomes of a telephone conversation before ending the call
- 7 describe how to identify problems and who to refer them to
- 8 describe organisation structures and communication channels within an organisation
- 9 describe how to follow organisational procedures when making a telephone call
- 10 explain how to report telephone system faults

### **Outcome 2    Understand how to receive and transfer telephone calls**

The learner can:

- 1 describe how to identify callers and their needs
- 2 explain the purpose of giving accurate and up to date information to callers
- 3 explain the purpose of confidentiality and security when dealing with callers
- 4 describe the types of information that could affect confidentiality and security and how to handle these
- 5 describe ways of identifying the appropriate person to whom a call is transferred
- 6 describe the information to be given when transferring calls or leaving messages
- 7 describe how to identify problems and who to refer them to
- 8 describe how to follow organisational procedures when receiving a telephone call
- 9 explain how to report telephone system faults

### **Outcome 3    Be able to make telephone calls**

The learner can:

- 1 identify the purpose of the call
- 2 obtain the name and number of the person to be contacted
- 3 make contact with the person
- 4 communicate information to achieve the purpose of the call
- 5 project a positive image of self and organisation
- 6 summarise the outcomes of the conversation before ending a call
- 7 report telephone system faults, if necessary

### **Outcome 4    Be able to receive telephone calls**

The learner can:

- 1 answer a phone following organisational procedures
- 2 give a positive image of self and organisation
- 3 identify the caller, where they are calling from, and what they need
- 4 give accurate and up to date information whilst protecting confidentiality and security
- 5 transfer calls, if required
- 6 take and pass on messages according to the caller's needs
- 7 summarise the outcomes of the conversation before ending the call
- 8 report telephone system faults, if necessary

# **BA108**

Assist in handling mail

## **BA108 Assist in handling mail**

**Level: 1**

**Credit value: 2**

### **Unit aims**

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. This may be on a full-time or part-time basis.

### **Details of the relationship between the unit and relevant national occupational standards (if appropriate)**

This unit is linked to the national occupational standards for business and administration.

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

This unit is endorsed by Council for Administration (SkillsCfA), the sector skills council for business and administration.

### **Unit assessment**

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

- mail records
- log book – special deliveries

For assessment criteria 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

## **BA108 Assist in handling mail**

Learning outcomes and assessment criteria

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

The learner can:

- 1 describe the purpose of receiving, distributing and collecting mail or packages within agreed timescales
- 2 state organisational procedures for receiving, distributing and collecting mail or packages
- 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**

The learner can:

- 1 state the problems that may occur with mail and packages
- 2 state when to refer problems

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

The learner can:

- 1 assist with:
  - receiving and checking mail or packages
  - sorting incoming mail or packages
  - identifying and referring unwanted junk mail or damaged items
  - identifying and referring suspicious items
  - distributing mail
  - collecting and sorting outgoing mail
- 2 refer any problems to the appropriate colleague, if appropriate

# **BA111**

Use a filing system

## **BA111      Use a filing system**

**Level: 1**

**Credit value: 2**

### **Unit aims**

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. This may be on a full-time or part-time basis.

### **Details of the relationship between the unit and relevant national occupational standards (if appropriate)**

This unit is linked to the national occupational standards for business and administration.

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

This unit is endorsed by Council for Administration (SkillsCfA), the sector skills council for business and administration.

### **Unit assessment**

Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, questioning, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources:

- letters
- memos
- e-mails
- information collected
- information retrieved

## **BA111 Use a filing system**

Learning outcomes and assessment criteria

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

The learner can:

- 1 describe methods of storing and retrieving information
- 2 describe procedures to be followed for storing and retrieving information
- 3 describe legal and organisational procedures for security and confidentiality of information

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

The learner can:

- 1 identify and collect information to be stored
- 2 follow procedures for security and confidentiality of information
- 3 store information in approved locations
- 4 refer problems, if required

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

The learner can:

- 1 identify information to be retrieved
- 2 follow procedures for security and confidentiality of information
- 3 locate and retrieve the required information
- 4 provide information in the agreed format and timescale
- 5 refer problems, if required

# IT112

## Using email

## **IT112          Using email**

**Level: 1**

**Credit value: 2**

### **Unit aims**

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. Use e-mail software tools and techniques to compose and send messages
2. Manage incoming email effectively

### **Guided learning hours**

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### **Details of the relationship between the unit and relevant national occupational standards (if appropriate)**

Unit maps fully to competences outlined in IT User National Occupational Standards version 3 (2009)

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

This unit is endorsed by Council for Administration (SkillsCfA), the sector skills council for business and administration.

### **Unit assessment**

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

## **IT112      Using email**

Learning outcomes and assessment criteria

### **Outcome 1    Use email software tools and techniques to compose and send messages**

The learner can:

- 1    use software tools to compose and format e-mail messages
- 2    attach files to e-mail messages
- 3    send e-mail messages
- 4    identify how to stay safe and respect others when using e-mail
- 5    use an address book to store and retrieve contact information

### **Outcome 2    Manage incoming email effectively**

The learner can:

- 1    follow guidelines and procedures for using e-mail
- 2    identify when and how to respond to e-mail messages
- 3    read and respond to e-mail messages appropriately
- 4    identify what messages to delete and when to do so
- 5    organise and store e-mail messages
- 6    respond appropriately to common e-mail problems

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Birmingham  
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Tel - 0121 270 5100  
Fax - 0121 747 4102  
Website – [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk)