Qualification specification

NCFE Level 1 Certificate in Business Administration
QN: 601/3963/8

Contents

Summary of changes

This document summarises the changes to this qualification specification since the last version (Version 4.1 January 2020). Please check the NCFE website for the most recent version.

Version	Publication date	Summary of amendments
v4.1	January 2020	Information regarding the <u>wellbeing and safeguarding</u> of learners added to Section 1 (page 11).
v4.2	June 2022	Further information added to the <u>achieving this qualification</u> section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English. Information added to the <u>entry guidance</u> section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. Information added to the <u>support for centres</u> section about how to access support handbooks.

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 1 Certificate in Business Administration.

All information contained in this specification is correct at the time of publishing.

To ensure that you are using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on the NCFE website. If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 1 Certificate in Business Administration.

The Level 1 Certificate in Business Administration is a competence-based qualification.

A competence-based qualification is based on National Occupational Standards (NOS) and is a job-ready qualification which requires learners to demonstrate the skills and knowledge required to work in a specific industry. The qualification must be assessed in the workplace or in a realistic work environment (RWE) in accordance with the relevant assessment strategy. For further information on the strategy please visit the qualifications page on the NCFE website

About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/3963/8.

This is a cross sector qualification aimed at current and prospective team leaders. This qualification covers the skills and knowledge needed to be a successful team leader, covering competencies applicable to a wide range of contexts.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Things you need to know

- Qualification number (QN): 601/3963/8
- Aim reference: 601396380
- Total Qualification Time (TQT): 250
- Guided learning hours (GLH): 150
- Credit value: 25
- Level: 1
- Assessment requirements: internally assessed and externally moderated portfolio of evidence

Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

Aims and objectives of this qualification

This qualification aims to:

- provide learners with the introductory knowledge and skills they need to operate as a successful business administrator
- confirm competence of those already fulfilling an entry-level business administration role
- allow learners to develop skills in a range of areas relevant to business administration roles, such as communication, presentation skills and providing administrative support.

The objectives of this qualification are to help learners:

- develop the skills and qualities valued in employees by employers
- understand and work on their strengths and weaknesses as a business administrator.

Entry guidance

This qualification is designed for learners of any age who are working in or looking to work in a business administration role.

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved an Entry Level qualification.

Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. This qualification is suitable for learners aged pre-16 and above.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy, and health and safety aspects of this qualification. Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning
may affect funding eligibility.

Achieving this qualification

To be awarded the Level 1 Certificate in Business Administration, learners must achieve a minimum of **25 credits**:

- a total of **17** credits from Group A
- a minimum of **8** credits from Group B

Group A mandatory units

Unit 01   Principles of business communication (3 credits)
Unit 02   Health and safety in a business environment (2 credits)
Unit 03   Principles of business administration (3 credits)
Unit 04   Principle of personal performance and development (3 credits)
Unit 05   Principles of working in a business environment (4 credits)
Unit 06   Work with others in a business environment (2 credits)

Group B optional units

Unit 07   Meet and welcome visitors in a business environment (2 credits)
Unit 08   Manage time and workload (1 credit)
Unit 09   Use a telephone and voicemail system (2 credits)
Unit 10   Handle mail (1 credit)
Unit 11   Prepare text from notes (2 credits)
Unit 12   Use office equipment (2 credits)
Unit 13   Communication in a business environment (3 credits)
Unit 14   Employee rights and responsibilities (2 credits)
Unit 15   Store and retrieve information (4 credits)
Unit 16   Produce business documents (3 credits)
Unit 17   Using email (2 credits)
Unit 18   Word processing software (3 credits)
Unit 19   Deal with customer queries, requests and problems (3 credits)

The learning outcomes and assessment criteria for each unit are provided in Section 3.

The units above marked * are available as stand-alone unit programmes and are available for individual registration. Please visit the NCFE website for further information.

To achieve the Level 1 Certificate in Business Administration, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A Credit Certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

Qualifications and awards with simulation and assessment in a Realistic Work Environment (RWE)

Where the assessment strategy for a qualification allows, it is essential that organisations wishing to operate an RWE do so in an environment which reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This will ensure that any competence achieved in this way will be sustained in real employment.

Progression opportunities

Learners who achieve this qualification could progress to:

- Level 2 Diploma in Business Administration
- Level 2 Certificate in Business and Administration Knowledge
- Level 2 Certificate in Principles of Customer Service
- Level 2 Diploma in Customer Service
- Level 2 Diploma in Skills for Business

Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Exemption

Exemption allows learners to use evidence of certificated achievement deemed to be of equivalent value against the requirements of a qualification. However, there are no exemptions currently identified for this qualification.

Equivalent units

Some units have equivalent units identified against them. If a learner has achieved these units previously, they can use them towards achievement of this qualification. However, this qualification has no equivalent units identified.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Qualification dates

The qualification review date is the date by which we'll carry out a review of the qualification.

We'll communicate changes relating to extensions to qualifications to centres.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Examples of relevant qualifications

- Degree in Business Administration-related subject
- Level 4 (NVQ) Diploma in Business Administration
- Staff must hold or be working towards an assessor qualification
- Assessors working towards an appropriate qualification must ensure their decisions are countersigned by a suitably-qualified Assessor/Verifier.

Examples of work experience

- Staff must have recent and relevant experience of working in a mid-level business administration role
- Teaching specialist in Management or Leadership discipline.

As this qualification is competence-based, please refer to the assessment strategy document available on the qualifications page on the NCFE website.

Resource requirements

The following documents are essential reading for any centre involved in the delivery, assessment and administration of this qualification:

- Skills CFA Assessment Strategy
- e-Skills uk Assessment Strategy.

These documents can be downloaded from the qualifications page on the NCFE website.

Support for centres

There are a number of documents available on the NCFE website that centres might find useful.

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Qualification Support Packs

NCFE offers free Qualification Support Packs (QSPs) for many of our qualifications.

QSPs are a free resource that Tutors can use when planning and delivering an NCFE qualification. Within a QSP, Tutors will find a Scheme of Work, PowerPoint presentation and a wide range of tasks and worksheets to help learners consolidate their knowledge.

QSPs are not intended to provide full coverage of learning outcomes and assessment criteria, but the content is mapped to the qualification to ensure it is relevant and useful. If you would like to learn more, or to see which qualifications have QSPs then please visit the NCFE website.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at our customers - including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and Pricing

The current Fees and Pricing Guide is available on the NCFE website.

Training and support

We can provide training sessions for Assessors and Internal Moderators. Bespoke subject-specific training is also available. For further information please contact our Customer Support team on 0191 239 8000.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Mapping to National Occupational Standards

National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard-Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.
The units and structure of this qualification are based on the Skills CFA NOS for Management and Leadership.

Further information on the NOS used in this qualification can be found on the Skills CFA website http://www.skillscfa.org/.

Section 2

Assessment and moderation

Assessment and moderation

How the qualification is assessed

Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in a qualification.

This qualification must be assessed in line with Skills CFA Assessment Strategy.

This document can be downloaded from the qualifications page on the NCFE website.

The Level 1 Certificate in Business Administration is internally assessed.

Internal assessment

Each candidate must create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit. On completion of each unit candidates must declare that the work produced is their own. The Assessor must countersign this.

The main pieces of evidence for the portfolio could include (in no particular order):

- Assessor observation – completed observational sheets and related action plans
- witness testimony
- candidate's product evidence
- worksheets
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- candidate and peer reports
- Recognition of Prior Learning (RPL).

You will also find a variety of assessment and moderation pro-formas on the NCFE website.

Evidence must be drawn from actual work situations, with simulation used only in exceptional circumstances. Please refer to the Skills CFA Assessment Strategy for further information. This can be found on the NCFE website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification. Acceptable methods of assessment could be drawn from the list above.

Assessors must be satisfied that candidates have achieved all learning outcomes and assessment criteria related to the unit being assessed, prior to deciding if candidates have been successful. Assessors are also responsible for supporting candidates through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Customer Support team on 0191 239 8000.

Moderation

Moderation is the process by which we confirm that assessment decisions in centres are:

- made by competent and qualified Assessors
- the product of sound and fair assessment practice
- recorded accurately and appropriately.

We do this through:

- internal moderation – which you carry out
- external moderation – which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria.

The Internal Moderator provides the vital link between the Assessors and the External Moderator and acts as the centre's quality assurance agent.

If you'd like to know more about the responsibilities of Assessors and Internal and External Moderators please refer to our Customer Support Guide.

Section 3

Structure and content

Structure and content

This section provides details of the structure and content of this qualification.

The unit summary provides an overview of each unit including:

- unit title
- unit overview
- guided learning hours
- credit value
- level
- an indication of whether a unit is mandatory
  or optional.

Following the unit summary there's detailed information for each unit containing:

- unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)
- guidance for developing assessment (an explanation of technical terms and the depth and breadth of coverage of the unit)
- assessment guidance (types of evidence for internal assessment).

The regulators' unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and moderation easier, we've used a sequential numbering system in this document for each unit.

For further information or guidance about this qualification please contact our Customer Support team on 0191 239 8000.

Unit summaries

Unit 01 Principles of business communication (A/506/1804)

The aim of this unit is to provide learners with knowledge of communication in a business environment, with a focus on telephony and voicemail systems. Learners will also gain the knowledge required to produce business documents and how to store and retrieve information.

Guided learning hours: 15
Credit value: 3
Level: 1
This unit is **mandatory**

Unit 02 Health and safety in a business environment (D/506/1794)

This unit aims to provide learners with an understanding of health and safety in a business environment. Learners will know their responsibilities and how to work safely, complying with health and safety requirements in a business environment.

Guided learning hours: 10
Credit value: 2
Level: 1
This unit is **mandatory**

Unit 03 Principles of business administration (F/506/1805)

The aim of this unit is to equip learners with the knowledge of how to meet and welcome visitors in a business environment, provide mail services and use office equipment.

Guided learning hours: 13
Credit value: 3
Level: 1
This unit is **mandatory**

Unit 04 Principles of personal performance and development (L/506/1791)

This unit aims to provide learners with an understanding of employees' rights and employers' expectations. Learners will know how to manage their own work and understand ways of managing and improving their personal performance and development.

Guided learning hours: 30
Credit value: 3
Level: 1
This unit is **mandatory**

Unit summaries (cont'd)

Unit 05 Principles of working in a business environment (R/506/1792)

The aim of this unit is to provide learners with an understanding of the purpose and structure of business organisations. Learners will know how to contribute to environmental sustainability, how to support equality and diversity, and meet confidentiality and security requirements within an organisation.

Guided learning hours: 25
Credit value: 4
Level: 1
This unit is **mandatory**

Unit 06 Work with others in a business environment (Y/506/1793)

This unit has been designed to give learners the skills and knowledge required to work with others in a business environment, such as meeting agreed deadlines, maintaining expected standards of performance and treating others with courtesy and respect.

Guided learning hours: 18
Credit value: 2
Level: 1
This unit is **mandatory**

Unit 07 Meet and welcome visitors in a business environment (A/506/1799)

The aim of this unit is to equip learners with the ability to meet visitors in a business environment. Learners will be able to confirm a visitor's identity, check health, safety and security actions are carried out and present a positive personal image in accordance with organisational standards.

Guided learning hours: 20
Credit value: 2
Level: 1
This unit is **optional**

Unit 08 Manage time and workload (H/506/1795)

This unit has been designed to equip learners with the knowledge and skills required to manage their own time and workload. Learners will be able to use time management techniques, inform team members of their progress and development and ask for work when existing tasks have been completed.

Guided learning hours: 10
Credit value: 1
Level: 1
This unit is **optional**

Unit summaries (cont'd)

Unit 09 Use a telephone and voicemail system (K/506/1796)

The aim of this unit is to provide learners with the knowledge required to use a telephone and voicemail system. Learners will be able to make and receive calls and use voicemail systems.

Guided learning hours: 20
Credit value: 2
Level: 1
This unit is **optional**

Unit 10 Handle mail (K/506/1801)

This unit aims to equip learners with the ability to handle both incoming and outgoing mail.

Guided learning hours: 10
Credit value: 1
Level: 1
This unit is **optional**

Unit 11 Prepare text from notes (M/506/1797)

The aim of this unit is to provide learners with the ability to produce text from their own or others' notes, with an underpinning knowledge of the different types of business documents that can be produced from notes and the potential consequences of producing inaccurate text.

Guided learning hours: 10
Credit value: 2
Level: 1
This unit is **optional**

Unit 12 Use office equipment (T/506/1803)

The aim of this unit is to equip learners with the knowledge and skills required to use office equipment, following manufacturers' instructions and organisational procedures when doing so.

Guided learning hours: 10
Credit value: 2
Level: 1
This unit is **optional**

Unit summaries (cont'd)

Unit 13 Communication in a business environment (H/506/1893)

The aim of this unit is to provide learners with knowledge of the requirements of written and verbal business communication. Learners will be able to produce written business communications and communicate verbally in business environments.

Guided learning hours: 19
Credit value: 3
Level: 2
This unit is **optional**

Unit 14 Employee rights and responsibilities (L/506/1905)

This unit aims to provide learners with an understanding of the role of organisations and industries, an understanding of employers' expectations, and employees' rights and obligations.

Guided learning hours: 16
Credit value: 2
Level: 2
This unit is **optional**

Unit 15 Store and retrieve information (R/506/1811)

This unit has been designed to equip learners with an understanding of information storage and retrieval. Learners will then be able to gather, store and retrieve information.

Guided learning hours: 19
Credit value: 4
Level: 2
This unit is **optional**

Unit 16 Produce business documents (Y/506/1809)

The aim of this unit is to provide learners with the knowledge required to produce business documents. Learners will be able to prepare and distribute business documents.

Guided learning hours: 24
Credit value: 3
Level: 2
This unit is **optional**

Unit summaries (cont'd)

Unit 17 Using email (J/502/4299)

The aim of this unit is to equip learners with the ability to use email software tools and techniques to compose and send messages and also to manage incoming mail effectively.

Guided learning hours: 15
Credit value: 2
Level: 1
This unit is **optional**

Unit 18 Word processing software (L/502/4627)

This unit has been designed to provide learners with word processing skills such as how to enter, edit, and combine text and other information accurately. Learners will understand how to structure information within word processing documents, and how to use word processing software tools to format and present documents.

Guided learning hours: 20
Credit value: 3
Level: 1
This unit is **optional**

Unit 19 Deal with customer queries, requests and problems (A/506/2113)

This unit has been designed to provide learners with the ability to deal with customers' queries, requests and problems.

Guided learning hours: 11
Credit value: 3
Level: 1
This unit is **optional**

Unit 01 Principles of business communication (A/506/1804)

The learner will:

1   Know how to use a telephone and voicemail system in a business environment

The learner can:

1.1   State the features of a telephone and voicemail system
1.2   State how a telephone and voicemail system should be used
1.3   State expected standards of behaviour when using a telephone
1.4   Identify the type of information that should be given when transferring calls and leaving
         messages

The learner will:

2   Know how to communicate with others in a business environment

The learner can:

2.1   Outline different methods of business communication
2.2   State why it is necessary to use different methods of communication
2.3   Outline the importance of accuracy and clarity when writing and speaking

The learner will:

3   Know how to produce business documents

The learner can:

3.1   State the purpose of different types of business documents
3.2   State the different techniques for producing business documents
3.3   Outline the importance of using correct spelling, punctuation, grammar and word order in
         documents

Unit 01 Principles of business communication (A/506/1804) (cont'd)

The learner will:

4   Know how to store and retrieve information

The learner can:

4.1   Describe different types of information storage and backup systems
4.2   State the different ways in which information can be indexed and stored
4.3   Describe the different ways in which information can be retrieved and presented
4.4   State the purpose of cross-referencing information
4.5   Outline the possible consequences of poor information storage

Unit 01 Principles of business communication (A/506/1804) (cont'd)

Assessment guidance

Assessment guidance is provided below for some assessment criteria. The purpose of this is to clarify and define elements of the assessment criteria as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

Assessment criteria:

3.1   **Different types of business documents** may include:

- minutes
- agenda
- memos
- letters
- presentations.

4.5   **Consequences** should include those of a legal nature, relating to the individual and to the organisation.

Unit 02 Health and safety in a business environment (D/506/1794)

The learner will:

1   Understand health and safety responsibilities in a business environment

The learner can:

1.1   State health and safety responsibilities of employers
1.2   State their own responsibilities for health and safety in the business environment
1.3   State the occupational health and safety guidelines to be followed when using a keyboard and
         visual display unit
1.4   Explain the importance of complying with health and safety requirements

The learner will:

2   Know how to work in a safe way in a business environment

The learner can:

2.1   Identify possible health and safety hazards in the business environment
2.2   Describe ways in which accidents can be avoided in the business environment
2.3   Outline why it is important to report hazards and accidents that occur in the business
         environment
2.4   Outline organisational emergency health and safety procedures

Unit 02 Health and safety in a business environment (D/506/1794) (cont'd)

The learner will:

3   Be able to comply with health and safety requirements in a business environment

The learner can:

3.1   Use approved techniques to prevent strain or injury when carrying out work activities
3.2   Take action to ensure that their own conduct does not endanger others
3.3   Follow manufacturers or organisational instructions for the use of equipment, materials and products
3.4   Follow organisational procedures and legal requirements to minimise risks to health and safety

Unit 02 Health and safety in a business environment (D/506/1794) (cont'd)

Assessment guidance

Assessment guidance is provided below for some assessment criteria. The purpose of this is to clarify and define elements of the assessment criteria as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

Assessment criteria:

1.3   **Occupational health** is an area concerned with protecting the health and welfare of people engaged in work or employment.

2.1   **Hazards** should include, physical, chemical, biological and psychological, with reference to the Health and Safety at Work Act.

3.1   **Approved techniques** may include, but are not exclusive to:

- manual handling
- safe working practices.

3.3   **Manufacturers' instructions** may include, but are not exclusive to:

- instruction leaflets
- safe and best practice usage guidelines.

Organisational instructions may include, but are not exclusive to:

- occupational health assessments and guidelines
- training sessions
- manager's instructions
- memoranda.

3.4   **Organisational procedures** may include, but are not exclusive to:

- processes
- systems
- directives.

Unit 03 Principles of business administration (F/506/1805)

The learner will:

1   Know how to meet and welcome visitors in a business environment

The learner can:

1.1   State the different ways in which to make visitors welcome
1.2   State the importance of dealing with visitors promptly and courteously
1.3   Outline the purpose of recording visitors' arrival and departure
1.4   Describe possible health, safety and security requirements relevant to visitors' arrival
1.5   Describe the different types of needs that visitors may have
1.6   Describe ways of dealing with challenging behaviour from visitors'

The learner will:

2   Know how to provide mail services

The learner can:

2.1   State what is meant by 'junk' mail
2.2   State the factors to be taken into account when choosing postage methods
2.3   Describe different methods of paying postage charges
2.4   Outline the purpose of a franking machine
2.5   State the different types of mail used in business
2.6   State why it is important to distribute and dispatch mail efficiently and to the correct person

The learner will:

3   Know how to use office equipment

The learner can:

3.1   Describe the features and uses of different types of office equipment
3.2   State why it is important to adhere to manufacturers' instructions and organisational procedures
         when using office equipment
3.3   Describe how equipment and the work area should be left after use
3.4   Describe ways to minimise waste in the use of resources

Unit 03 Principles of business administration (F/506/1805) (cont'd)

Assessment guidance

3.2   **Manufacturers' instructions** may include, but are not exclusive to:

- instruction leaflets
- safe and best practice usage guidelines.

Organisational procedures may include, but are not exclusive to:

- occupational health assessments and guidelines
- training sessions
- manager's instructions
- memoranda.

Unit 04 Principles of personal performance and development (L/506/1791)

The learner will:

1   Know employees' rights and employers' expectations

The learner can:

1.1   State an organisation's expectations for the conduct of its employees
1.2   State an employee's rights in relation to their employment
1.3   State why it is important to work within employees' rights and employers' expectations
1.4   State where to find information and advice on employees' rights and employers' expectations

The learner will:

2   Know how to manage their own work

The learner can**:**

2.1   Describe ways of managing allocated tasks to ensure they are completed on time
2.2   State the purpose of keeping other people informed of progress and problems with work activities
2.3   Explain the importance of accepting responsibility for one's own work
2.4   State the limits of their own responsibilities at work
2.5   State what to do when a problem arises with work activities

Unit 04 Principles of personal performance and development (L/506/1791) (cont'd)

The learner will:

3   Know ways of managing and improving personal performance and development

The learner can:

3.1   State the purpose and benefits of personal development at work
3.2   Describe the purpose of individual and team goals and targets
3.3   Explain the use of personal development plan
3.4   Explain the importance of fulfilling a personal development plan
3.5   Outline a manager's role in an individual's personal development
3.6   Outline relevant personal development opportunities and career paths within the organisation
3.7   Describe how acting on feedback can benefit a team and organisation

There is no assessment guidance available for this unit.

Unit 05 Principles of working in a business environment (R/506/1792)

The learner will:

1   Know the purpose and structure of business organisations

The learner can**:**

1.1   State the purposes of different types of business organisations
1.2   Explain why it is important for a business to be financially secure
1.3   State the purposes of an organisational chart
1.4   Describe the role of the main functional areas of business organisations

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The learner will:

2   Know how to contribute to environmental sustainability within an organisation

The learner can:

2.1   State what is meant by 'environmental sustainability'
2.2   Explain why it is important to keep waste to a minimum
2.3   Describe practices that may be used to minimise waste in a business environment
2.4   State the standard procedures to be followed when recycling and disposing of waste

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The learner will:

3   Know how to support equality and diversity within an organisation

The learner can:

3.1   State the meaning of the terms 'equality' and 'diversity'
3.2   State why it is important to support equality and diversity in the work environment
3.3   Describe ways of behaving that show sensitivity and respect for other people
3.4   State the legal requirements relating to equality and diversity

Unit 05 Principles of working in a business environment (R/506/1792) (cont'd)

The learner will:

4   Know the requirements of confidentiality and security in an organisation

The learner can:

4.1   State the importance of maintaining organisational standards of confidentiality
4.2   Outline how confidentiality requirements affect the workplace
4.3   State the importance of maintaining organisational standards of security
4.4   Outline how security requirements affect the workplace

Unit 05 Principles of working in a business environment (R/506/1792) (cont'd)

Assessment guidance

Assessment guidance is provided below for some assessment criteria. The purpose of this is to clarify and define elements of the assessment criteria as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

Assessment criteria:

1.1   **Organisations** may include:

- sole trader
- partnerships
- Private Limited Company
- Public Limited Company
- co-operatives
- third sector organisations.

1.4   **Functional areas** may include:

- customer service
- marketing/sales
- research and development
- admin/IT support
- production/operations
- finance
- human resources.

2.4   **Standard procedures** led by policy and procedures in the place of work/organisation and/or by current legal requirements in recycling and disposing of waste.

3.3   **Ways of behaving** may include:

- respecting diversity
- valuing people as individuals
- not discriminating against people.

Unit 06 Work with others in a business environment (Y/506/1793)

The learner will:

1   Know how to work with others in a business environment

The learner can:

1.1   Describe how their own role fits in with the role of others in their team
1.2   Describe how their own behaviour can affect teamwork
1.3   Describe behaviours that show trust, respect and consideration for others
1.4   Outline the importance of following instructions when completing tasks
1.5   State the importance of understanding authority at work
1.6   State why it is important to behave in a way that does not cause conflict
1.7   State what to do if problems occur when working with others
1.8   Describe different ways to help colleagues with work activities

The learner will:

2   Be able to work with others in a business environment

The learner can:

2.1   Meet agreed deadlines, targets and quality standards
2.2   Maintain expected standards of performance
2.3   Act positively on feedback on own performance
2.4   Treat others with courtesy and respect
2.5   Follow organisational policies and procedures and legal requirements whilst working with others

Unit 06 Work with others in a business environment (Y/506/1793) (cont'd)

Assessment guidance

Assessment guidance is provided below for some assessment criteria. The purpose of this is to clarify and define elements of the assessment criteria as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

Assessment criteria:

1.1   **Others** could include:

- colleagues
- line managers
- supervisors.

1.2   **Behaviour** should include both negative and positive effects.

1.5   **Authority** refers to the instructions or procedures outlined by supervisors and line managers.

1.6   **Conflict** could relate to:

- personality clashes
- language, culture or ethnicity
- disagreements about the task in hand.

1.7   **Problems** may include:

- personality clashes
- disagreements about the task in hand
- issues with authority.

2.1   **Quality standards** are the accepted levels of work as set out by the organisation.

2.2   **Standards of performance** are those behaviours and work levels as set out by the organisation.

Unit 07 Meet and welcome visitors in a business environment (A/506/1799)

The learner will:

1   Know how to meet visitors in a business environment

The learner can:

1.1   State an organisation's procedures for dealing with visitors
1.2   Describe the standards of personal behaviour and presentation that an organisation should
         expect from staff that meet and welcome visitors
1.3   Identify any organisational health, safety and security requirements relevant to visitors
1.4   Describe what to do and who to contact when problems with visitors arise

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The learner will:

2   Be able to meet visitors in a business environment

The learner can:

2.1   Welcome visitors politely in accordance with organisational standards
2.2   Confirm the identity of visitors and the reasons for their visit
2.3   Check that any health, safety and security actions are carried out
2.4   Record visitors' arrival and departure in accordance with organisational procedures
2.5   Inform those who are being visited of the arrival of their visitor(s) in accordance with
         organisational standards
2.6   Present a positive personal image in accordance with organisational standards

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Unit 07 Meet and welcome visitors in a business environment (A/506/1799) (cont'd)

Assessment guidance

Assessment guidance is provided below for some assessment criteria. The purpose of this is to clarify and define elements of the assessment criteria as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

Assessment criteria:

1.1   This should cover planned and unexpected visitors.

Unit 08 Manage time and workload (H/506/1795)

The learner will:

1   Know how to manage their own time and workload

The learner can:

1.1   Describe ways of managing time and workload
1.2   State why it is important to the organisation and the individual that time and workload are
         managed effectively
1.3   State why it is important to seek work and offer help to others
1.4   Describe how seeking help from colleagues can help in managing workload
1.5   Describe why it is important to accept responsibility for their own mistakes

---

The learner will:

2   Be able to manage time and workload

The learner can:

2.1   Use time management techniques to manage the completion of tasks
2.2   Finish tasks within the allotted timescale
2.3   Inform team members of progress and developments of work activities
2.4   Ask for work when existing tasks have been completed
2.5   Report problems beyond their own level of authority to the appropriate person
2.6   Follow organisational procedures and legal requirements when managing time and workload

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Unit 08 Manage time and workload (H/506/1795) (cont'd)

Assessment guidance

Assessment guidance is provided below for some assessment criteria. The purpose of this is to clarify and define elements of the assessment criteria as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

Assessment criteria:

2.1 **Time management techniques** may include:

- setting goals
- prioritising tasks
- breaking down tasks into smaller parts.

2.5 **Appropriate person** will depend on the structure of the organisation and may refer to:

- supervisors
- managers
- stakeholders
- colleagues with more experience.

Unit 09 Use a telephone and voicemail system (K/506/1796)

The learner will:

1   Know how to use a telephone and voicemail system

The learner can:

1.1   Outline how a caller's experiences affect their view of an organisation
1.2   Outline organisational standards and procedures for communicating on the telephone
1.3   State the importance of following organisational standards and procedures when making and receiving telephone calls
1.4   State organisational fault reporting procedures
1.5   Describe why it is important to follow security and data protection procedures when using a telephone system
1.6   State the information to be given out when transferring calls, taking or leaving messages
1.7   State organisational guidelines for deleting voicemail messages

The learner will:

2   Be able to make telephone calls

The learner can:

2.1   Identify the reason for making a call
2.2   Obtain the name and number(s) of the person to be contacted
2.3   Communicate information to achieve the call objective(s)
2.4   Communicate in a way that meets organisational standards and guidelines

The learner will:

3   Be able to receive telephone calls

The learner can:

3.1   Identify the caller in accordance with organisational procedures
3.2   Deal with calls in accordance with organisational procedures
3.3   Pass calls to the right person/department
3.4   Take messages when the person to be contacted is unavailable
3.5   Represent an organisation in a way that meets the required standards and guidelines

Unit 09 Use a telephone and voicemail system (K/506/1796) (cont'd)

The learner will:

4   Be able to use voicemail systems

The learner can:

4.1   Use voicemail systems in accordance with manufacturers' instructions
4.2   Keep the voicemail message system up to date
4.3   Pass on accurate messages in accordance with organisational policies

Unit 09 Use a telephone and voicemail system (K/506/1796) (cont'd)

Assessment guidance

Assessment guidance is provided below for some assessment criteria. The purpose of this is to clarify and define elements of the assessment criteria as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

Assessment criteria:

4.1   **Manufacturers' instructions** may include, but are not exclusive to:

- instruction leaflets
- safe and best practice usage guidelines.

Unit 10 Handle mail (K/506/1801)

The learner will:

1   Know how to deal with mail

The learner can:

1.1   State to whom in an organisation mail should be delivered
1.2   State what to do in the event of problems arising when dealing with mail
1.3   State organisational policies on mail handling and security
1.4   Describe the organisational procedures for reporting suspicious or damaged items

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The learner will:

2   Be able to deal with incoming mail

The learner can:

2.1   Sort incoming mail according to addressees' details
2.2   Distribute incoming mail to the right people within the agreed schedule
2.3   Deal with incorrectly addressed and 'junk' mail in accordance with organisational procedures

---

The learner will:

3   Be able to deal with outgoing mail

The learner can:

3.1   Collect outgoing mail on time
3.2   Prepare packages for distribution
3.3   Despatch outgoing mail on time

Unit 10 Handle mail (K/506/1801) (cont'd)

Assessment guidance

Assessment guidance is provided below for some assessment criteria. The purpose of this is to clarify and define elements of the assessment criteria as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

Assessment criteria:

1.1   **Mail** items may include:

- letters
- email
- packages
- parcels.

Unit 11 Prepare text from notes (M/506/1797)

The learner will:

1   Know how to prepare text from notes

The learner can:

1.1   Describe the different types of business documents that can be produced from notes
1.2   Describe responsibilities and procedures for agreeing, producing and checking text
1.3   State the potential consequences of producing inaccurate text
1.4   State organisational procedures for the storage, security and confidentiality of text

The learner will:

2   Be able to produce text from own or others' notes

The learner can:

2.1   Produce accurate text from notes in the required format and to agreed timescales
2.2   Check that the text is an accurate depiction of the notes
2.3   Check that the text has correct spelling, punctuation, grammar and sentence structure
2.4   Store texts and original notes in accordance with organisational procedures

Unit 11 Prepare text from notes (M/506/1797) (cont'd)

Assessment guidance

Assessment guidance is provided below for some assessment criteria. The purpose of this is to clarify and define elements of the assessment criteria as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

Assessment criteria:

1.1   **Different types of business documents** may include:

- minutes
- agenda
- memos
- letters
- presentations.

Unit 12 Use office equipment (T/506/1803)

The learner will:

1   Know how to use office equipment

The learner can:

1.1   State how to choose equipment and resources for a task
1.2   Describe organisational procedures for keeping equipment clean, hygienic and replenished with consumables

---

The learner will:

2   Be able to use office equipment

The learner can:

2.1   Follow manufacturers' instructions and organisational procedures when using office equipment
2.2   Keep equipment clean, hygienic and replenished with consumables
2.3   Minimise wastage in the use of resources
2.4   Take action to ensure the work area is left to agreed standards ready for the next user
2.5   Report faults and problems to the right person promptly

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Unit 12 Use office equipment (T/506/1803) (cont'd)

Assessment guidance

Assessment guidance is provided below for some assessment criteria. The purpose of this is to clarify and define elements of the assessment criteria as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

Assessment criteria:

1.2　　**Organisational procedures** may include, but are not exclusive to:

- processes
- systems
- directives.

2.1　　**Manufacturers' instructions** may include, but are not exclusive to:

- instruction leaflets
- safe usage guidelines.

　　　　Organisational procedures may include, but are not exclusive to:

- processes
- systems
- directives.

2.2　　**Consumables** are products that consumers use recurrently, ie items which 'get used up' or discarded. For example, consumable office supplies are such products as paper, pens, file folders, Post-it notes, computer disks, and toner or ink cartridges.

2.4　　**Agreed standards** may include, but are not exclusive to:

- written standards, policies or processes
- verbal agreements
- standards defined through training.

2.5　　**Right person** will be based on the organisational structure, eg:

- manager
- supervisor
- supplier.

Unit 13 Communication in a business environment (H/506/1893)

The learner will:

1   Understand the requirements of written and verbal business communication

The learner can:

1.1   Explain why different communication methods are used in the business environment
1.2   Describe the communication requirements of different audiences
1.3   Explain the importance of using correct grammar, sentence structure, punctuation, spelling and conventions in business communications
1.4   Explain the importance of using appropriate body language and tone of voice when communicating verbally

The learner will:

2   Be able to produce written business communications

The learner can:

2.1   Identify the nature, purpose, audience and use of the information to be communicated
2.2   Use communication channels that are appropriate to the information to be communicated and the audience
2.3   Present information in the format that meets the brief
2.4   Adhere to agreed business communication conventions and degree of formality of expression when producing documents
2.5   Produce business communications that are clear, accurate and correct
2.6   Meet agreed deadlines in communicating with others

The learner will:

3   Be able to communicate verbally in business environments

The learner can:

3.1   Identify the nature, purpose, recipient/s and intended use of the information to be communicated
3.2   Use language that is appropriate for the recipient's needs
3.3   Use body language and tone of voice to reinforce messages
3.4   Identify the meaning and implications of information that is communicated verbally
3.5   Confirm that a recipient has understood correctly what has been communicated
3.6   Respond in a way that is appropriate to the situation and in accordance with organisational policies and standards

Unit 13 Communication in a business environment (H/506/1893) (cont'd)

Assessment guidance

Assessment guidance is provided below for some assessment criteria. The purpose of this is to clarify and define elements of the assessment criteria as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

Assessment criteria:

1.2   **Audiences** may include, but are not exclusive to:

- internal – colleagues, managers, other departments
- external – individuals, companies.

1.3   **Conventions** refer to specific presentation styles used by an organisation or sector.

2.2   **Communication channels** are the means by which messages and information flow within organisations.

2.5   **Business communications** could include emails, newsletters, social media, reports or letters/mailings.

Unit 14 Employee rights and responsibilities (L/506/1905)

The learner will:

1   Understand the role of organisations and industries

The learner can:

1.1   Explain the role of their own occupation within an organisation and industry
1.2   Describe career pathways within their organisation and industry
1.3   Identify sources of information and advice on an industry, occupation, training and career
         pathway
1.4   Describe an organisation's principles of conduct and codes of practice
1.5   Explain issues of public concern that affect an organisation and industry
1.6   Describe the types, roles and responsibilities of representative bodies and their relevance to their
         own role

The learner will:

2   Understand employers' expectations and employees' rights and obligations

The learner can:

2.1   Describe the employer and employee statutory rights and responsibilities that affect their own
         role
2.2   Describe an employer's expectations for employees' standards of personal presentation,
         punctuality and behaviour
2.3   Describe the procedures and documentation that protect relationships with employees
2.4   Identify sources of information and advice on employment rights and responsibilities

There is no assessment guidance available for this unit.

Unit 15 Store and retrieve information (R/506/1811)

The learner will:

1   Understand information storage and retrieval

The learner can:

1.1   Describe systems and procedures for storing and retrieving information
1.2   Outline legal and organisational requirements for information security and retention
1.3   Explain how to create filing systems to facilitate information identification and retrieval
1.4   Explain how to use different search techniques to locate and retrieve information
1.5   Describe what to do when problems arise when storing or retrieving information

The learner will:

2   Be able to gather and store information

The learner can:

2.1   Gather the information required within the agreed timescale
2.2   Store files and folders in accordance with organisational procedures
2.3   Store information in approved locations
2.4   Adhere to organisational policies and procedures, legal and ethical requirements

The learner will:

3   Be able to retrieve information

The learner can:

3.1   Confirm information to be retrieved and its intended use
3.2   Retrieve the required information within the agreed timescale

Unit 15 Store and retrieve information (R/506/1811) (cont'd)

Assessment guidance

Assessment guidance is provided below for some assessment criteria. The purpose of this is to clarify and define elements of the assessment criteria as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

Assessment criteria:

1.1 **Systems** may include but are not exclusive to:

- paper
- electronic
- organisational systems.

Unit 16 Produce business documents (Y/506/1809)

The learner will:

1   Understand how to prepare business documents

The learner can:

1.1   Explain the requirements for language, tone, image and presentation for different documents
1.2   Explain how to integrate images into documents
1.3   Describe how corporate identity impacts upon document production
1.4   Explain the requirements of data protection, copyright and intellectual property legislation relating
         to document production
1.5   Describe organisational procedures for version control
1.6   Describe security requirements relating to document production

The learner will:

2   Be able to prepare business documents

The learner can:

2.1   Identify the purpose, audience, content, style, format and deadlines of a document
2.2   Use document production resources in line with organisational guidelines
2.3   Use correct grammar, spelling, punctuation and sentence structure
2.4   Produce documents that meet the requirements within the agreed timescale

The learner will:

3   Be able to distribute business documents

The learner can:

3.1   Provide final documents in the appropriate medium for authorised readers
3.2   Specify restrictions and distribution lists in accordance with the requirements
3.3   Maintain the requirements of security in the production, distribution and storage of documents

Unit 16 Produce business documents (Y/506/1809) (cont'd)

Assessment guidance

Assessment guidance is provided below for some assessment criteria. The purpose of this is to clarify and define elements of the assessment criteria as required. Assessment guidance provided is for example purposes only and is not intended to be exhaustive.

Assessment criteria:

2.4   **Requirements** include those of the organisation and the task at hand.

Unit 17 Using email (J/502/4299)

The learner will:

1   Use e-mail software tools and techniques to compose and send messages

The learner can:

1.1   Use software tools to compose and format e-mail messages
1.2   Attach files to e-mail messages
1.3   Send e-mail messages
1.4   Identify how to stay safe and respect others when using e-mail
1.5   Use an address book to store and retrieve contact information

The learner will:

2   Manage incoming email effectively

The learner can:

2.1   Follow guidelines and procedures for using e-mail
2.2   Identify when and how to respond to e-mail messages
2.3   Read and respond to e-mail messages appropriately
2.4   Identify what messages to delete and when to do so
2.5   Organise and store e-mail messages
2.6   Respond appropriately to common e-mail problems

Assessment guidance

This unit must be assessed in line with e-Skills uk Assessment Strategy.

Please visit the qualification page on the NCFE website.

Unit 18 Word processing software (L/502/4627)

The learner will:

1   Enter, edit and combine text and other information accurately within word processing documents

The learner can:

1.1   Identify what types of information are needed in documents
1.2   Identify what templates are available and when to use them
1.3   Use keyboard or other input method to enter or insert text and other information
1.4   Combine information of different types or from different sources into a document
1.5   Enter information into existing tables, forms and templates
1.6   Use editing tools to amend document content
1.7   Store and retrieve document files effectively, in line with local guidelines and conventions where available

The learner will:

2   Structure information within word processing documents

The learner can:

2.1   Create and modify tables to organise tabular or numeric information
2.2   Select and apply heading styles to text

The learner will:

3   Use word processing software tools to format and present documents

The learner can:

3.1   Identify what formatting to use to enhance presentation of the document
3.2   Select and use appropriate techniques to format characters and paragraphs
3.3   Select and use appropriate page layout to present and print documents
3.4   Check documents meet needs, using IT tools and making corrections as necessary

Assessment guidance

This unit must be assessed in line with e-Skills uk Assessment Strategy.

Please visit the qualification page on the NCFE website.

Unit 19 Deal with customer queries, requests and problems (A/506/2113)

The learner will:

1   Know how to deal with customer queries, requests and problems

The learner can:

1.1   List queries and requests that customers are likely to have
1.2   Describe how to identify customers' queries, requests and problems
1.3   Describe how to behave and communicate with customers who are dissatisfied
1.4   Describe the kinds of behaviour and communication that could make a situation worse
1.5   Describe when, why and from whom to obtain information or help
1.6   State to whom and when problems should be referred

The learner will:

2   Be able to deal with customers' queries and requests

The learner can:

2.1   Deal with queries and requests in a professional way
2.2   Provide customers with responses to their queries within the limits of their own authority
2.3   Obtain information or help when queries or requests cannot be answered
2.4   Keep customers informed of progress

The learner will:

3   Be able to deal with customers' problems

The learner can:

3.1   Identify the nature of customers' problems
3.2   Communicate with customers calmly and confidently
3.3   Resolve problems within the limits of their own authority
3.4   Brief colleagues when referring problems
3.5   Check that customers are satisfied with the actions taken
3.6   Adhere to organisational policies and procedures, legal and ethical requirements when dealing
         with customers' problems

There is no specific assessment guidance for this unit.

Section 4

Explanation of terms

Explanation of terms used at Level 1: (not all verbs are used in this qualification)

Define	Give the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject.
Describe	Provide details about the subject or item.
Explain	Provide details about the subject with reasons showing how or why.
Give (examples of…)	Provide relevant examples to support the subject.
Identify	List or name the main points.
Indicate	Point out or show using words, illustrations or diagrams.
Locate	Find or identify.
List	Make a list of words, sentences or comments.
Outline	Identify or describe the main points.
Plan	Think about, organise and present information in a logical way. This could be presented as written information, a diagram or an illustration.
Show	Give information that includes clear knowledge about the subject.
State	Give the main points in brief, clear sentences.
Use	Take an item, resource or piece of information and link to the question or task.

Section 5

General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities Policy is available on request.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Candidates who require reasonable adjustments or special consideration should discuss their requirements with their Tutor who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

Contact us

NCFE
Q6
Quorum Park
Benton Lane
Newcastle upon Tyne
NE12 8BT

Tel: 0191 239 8000*
Fax: 0191 239 8001
Email: customersupport@ncfe.org.uk
Website: www.ncfe.org.uk

* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.