



## Qualification Specification for:

**OCN NI Level 2 Award in Skills for Business**

➤ **Qualification No: 603/7205/9**

**OCN NI Level 2 Certificate in Skills for Business**

➤ **Qualification No: 603/7204/7**

**OCN NI Level 2 Extended Certificate in Skills for Business**

➤ **Qualification No: 603/7203/5**

**OCN NI Level 2 Diploma in Skills for Business**

➤ **Qualification No: 603/7200/X**

## Qualification Regulation Information

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### **OCN NI Level 2 Award in Skills for Business**

Qualification Number: 603/7205/9

### **OCN NI Level 2 Certificate in Skills for Business**

Qualification Number: 603/7204/7

### **OCN NI Level 2 Extended Certificate in Skills for Business**

Qualification Number: 603/7203/5

### **OCN NI Level 2 Diploma in Skills for Business**

Qualification Number: 603/7200/X

Operational start date: 01 March 2021

Operational end date: 28 February 2026

Certification end date: 28 February 2028

Qualification operational start and end dates indicate the lifecycle of a regulated qualification. The operational end date is the last date by which learners can be registered on a qualification and the certification end date is the last date by which learners can claim their certificate.

All OCN NI regulated qualifications are published to the Register of Regulated Qualifications ( <http://register.ofqual.gov.uk/> ). This site shows the qualifications and awarding organisations regulated by CCEA Regulation and Ofqual.

### **OCN NI Contact Details**

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## Foreword

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This document explains OCN NI's requirements for the delivery and assessment of the following regulated qualifications:

- **OCN NI Level 2 Award in Skills for Business**
- **OCN NI Level 2 Certificate in Skills for Business**
- **OCN NI Level 2 Extended Certificate in Skills for Business**
- **OCN NI Level 2 Diploma in Skills for Business**

This specification sets out:

- Qualification features
- Centre requirements for delivering and assessing the qualification
- The structure and content of the qualification
- Unit details
- Assessment requirements for the qualification
- OCN NI's quality assurance arrangements for the qualification
- Administration

OCN NI will notify centres in writing of any major changes to this specification. We will also publish changes on our website at [www.ocnni.org.uk](http://www.ocnni.org.uk)

This specification is provided online, so the version available on our website is the most up to date publication. It is important to note that copies of the specification that have been downloaded and printed may be different from this authoritative online version.

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## About Regulation

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### **OCN NI**

Open College Network Northern Ireland (OCN NI) is a regulated Awarding Organisation based in Northern Ireland. OCN NI is regulated by CCEA Regulation to develop and award professional and technical (vocational) qualifications from Entry Level up to and including Level 5 across all sector areas. In addition, OCN NI is regulated by Ofqual to award similar qualification types in England.

### **The Regulated Qualifications Framework: an overview**

The Regulated Qualifications Framework (RQF) was introduced on 1<sup>st</sup> October 2015: the RQF provides a single framework for all regulated qualifications.

#### **Qualification Level**

The level indicates the difficulty and complexity of the knowledge and skills associated with any qualification. There are eight levels (Levels 1-8) supported by three 'entry' levels (Entry 1-3).

#### **Qualification Size**

Size refers to the estimated total amount of time it could typically take to study and be assessed for a qualification. Size is expressed in terms of Total Qualification Time (TQT), and the part of that time typically spent being taught or supervised, rather than studying alone, is known as Guided Learning Hours (GLH).

## Qualification Features

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### Sector Subject Area

15.3 Business management

These qualifications relate to the following National Occupational Standards:

[Business NOS](#)

### Qualifications' Aims

The aim of the OCN NI Level 2 Award, Certificate, Extended Certificate and Diploma in Skills for Business is to allow learners to develop the knowledge, understanding and key skills required to work within a business setting. These qualifications provide an engaging, practical and relevant introduction to the world of business today.

### Qualifications' Objectives

The objectives of the OCN NI Level 2 Award, Certificate, Extended Certificate and Diploma in Skills for Business qualifications are to enable learners to:

- develop their knowledge and understanding in the areas of business to include:
  - **core business skills**
  - **digital business skills**
  - **human resources**
  - **startup/marketing**
- apply their knowledge and skills for a career in business
- develop the key skills and attributes valued by employers and further/higher education providers
- develop Literacy, Numeracy and ICT competences together with key transferable and thinking skills

### Grading

Grading for these qualifications is pass/fail.

### Qualification Target Group

These qualifications are particularly suitable for those who want to progress to further/higher study or employment within the business sector.

## Progression Opportunities

The OCN NI Qualifications in Skills for Business will allow learners to progress from Award to Certificate to Extended Certificate to Diploma in Skills for Business and also to:

- other level 2 vocational qualifications
- higher level qualifications in a business related area
- employment within the business sector

## NI Entitlement Framework

The Department of Education sets out the minimum number and range of courses a school should offer at Key Stage 4 and Post-16. The Entitlement Framework (EF) is the Post-14 curriculum which puts the needs of pupils first. It aims to provide access for pupils to a broad and balanced curriculum to enable them to reach their full potential no matter which school they attend or where they live.

The Entitlement Framework is designed to ensure equity and access to educational opportunities for all learners and enables schools to offer a broad and balanced, economically relevant curriculum to meet the needs and aspirations of all pupils. It will guarantee that all pupils have access to a minimum number of courses at Key Stage 4 and Post-16, of which at least one third must be general and one third applied.

The OCN NI Level 2 Certificate and the OCN NI Level 2 Extended Certificate in Skills for Business have been approved by the Department of Education and added to the NIEFQAN file.

For further information visit: <https://www.education-ni.gov.uk/articles/qualifications>

## Entry Requirements

There are no formal entry requirements for these qualifications though learners should be a minimum of 14 years of age on completion of the qualification and receive appropriate advice and guidance on the suitability of the qualification.

## Qualification Support

A Qualification Support pack is available for OCN NI centres within the login area of the OCN NI website (<https://www.ocnni.org.uk/my-account/>), which includes additional support for teachers, eg planning and assessment templates, guides to best practice, etc.

## **Delivery Languages**

These qualifications are available in English only at this time. If you wish to offer these qualifications in Welsh or Irish (Gaeilge) then please contact OCN NI who will review demand and provide as appropriate.



## Centre Requirements for Delivering the Qualification

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### Centre Recognition and Qualification Approval

New and existing OCN NI recognised centres must apply for and be granted approval to deliver the qualification prior to the commencement of delivery.

### Centre Staffing

Centres are required to have the following roles in place as a minimum, although a member of staff may hold more than one role\*:

- Centre contact
- Programme Co-ordinator
- Tutor
- Assessor
- Internal Verifier

\*Note: A person cannot be an internal verifier for their own assessments.

### Tutors

Tutors delivering the qualifications should be occupationally competent, qualified to at least one level higher than the qualifications and have a minimum of one year's relevant experience.

### Assessors

The qualifications are assessed within the centre and are subject to OCN NI's quality assurance processes. Units are achieved through internally set, internally assessed, and internally verified evidence.

#### **Assessors must:**

- be occupationally competent, qualified to at least one level higher than the qualification
- have a minimum of one year's relevant experience in the area they are assessing
- have direct or related relevant experience in assessment
- assess all assessment tasks and activities

## Internal Verification

OCN NI qualifications must be scrutinised through the centre's internal quality assurance processes as part of the recognised centre agreement with OCN NI. The centre must appoint an experienced and trained centre internal verifier whose responsibility is to act as the internal quality monitor for the verification of the delivery and assessment of the qualifications.

The centre must agree a working model for internal verification with OCN NI prior to delivery of the qualifications.

### ***Internal Verifiers must:***

- have at least one year's occupational experience in the areas they are internally verifying
- attend OCN NI's internal verifier training

Internal verifiers are required to:

- support tutors and assessors
- sample assessments according to the centre's sampling strategy
- ensure tasks are appropriate to the level being assessed
- maintain up to date records supporting the verification of assessment and learner achievement

## Structure and Content

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### OCN NI Level 2 Award in Skills for Business

To achieve the OCN NI Level 2 Award in Skills for Business the learner must successfully complete a total of 9 credits, at least 3 credits must be taken from the core units.

|  |          |
|--|----------|
| Total Qualification Time (TQT) for this qualification: | 90 hours |
| Guided Learning Hours (GLH) for this qualification:    | 72 hours |

### OCN NI Level 2 Certificate in Skills for Business

To achieve the OCN NI Level 2 Certificate in Skills for Business the learner must successfully complete a total of 15 credits, at least 6 credits must be taken from the core units.

|  |           |
|--|-----------|
| Total Qualification Time (TQT) for this qualification: | 150 hours |
| Guided Learning Hours (GLH) for this qualification:    | 120 hours |

### OCN NI Level 2 Extended Certificate in Skills for Business

To achieve the OCN NI Level 2 Extended Certificate in Skills for Business the learner must successfully complete a total of 29 credits, at least 6 credits must be taken from the core units and at least 3 from each of the remaining groups.

|  |           |
|--|-----------|
| Total Qualification Time (TQT) for this qualification: | 290 hours |
| Guided Learning Hours (GLH) for this qualification:    | 232 hours |

### OCN NI Level 2 Diploma in Skills for Business

To achieve the OCN NI Level 2 Diploma in Skills for Business the learner must successfully complete a total of 64 credits, at least 6 credits must be taken from the core units and at least 6 from each of the remaining groups.

|  |           |
|--|-----------|
| Total Qualification Time (TQT) for this qualification: | 640 hours |
| Guided Learning Hours (GLH) for this qualification:    | 512 hours |

## Unit Summary Table

| Unit Reference Number      | OCN NI Unit Code | Unit Title   | GLH | Credit Value | Level |
|----------------------------|------------------|--|-----|--------------|-------|
| <i>Core Units</i>          |                  |  |     |              |       |
| <a href="#">F/618/6443</a> | CBF255           | Business Aims and Objectives                             | 24  | 3            | Two   |
| <a href="#">J/618/6444</a> | CBF256           | Business Growth  | 24  | 3            | Two   |
| <a href="#">L/618/6445</a> | CBF257           | Business Services  | 32  | 4            | Two   |
| <a href="#">R/618/6446</a> | CBF258           | Business Work Placement                                  | 24  | 3            | Two   |
| <a href="#">Y/618/6447</a> | CBF259           | Customer Service for Business                            | 24  | 3            | Two   |
| <a href="#">D/618/6448</a> | CBF260           | Developing a Business Plan                               | 40  | 5            | Two   |
| <a href="#">H/618/6449</a> | CBF262           | Health and Safety for Business                           | 16  | 2            | Two   |
| <a href="#">Y/618/6450</a> | CBF263           | Leadership Styles and Team Motivation                    | 24  | 3            | Two   |
| <a href="#">D/618/6451</a> | CBF264           | Negotiation Skills                                       | 24  | 3            | Two   |
| <a href="#">H/618/6452</a> | CBF265           | Procurement, Logistics and Supply Chain Management       | 24  | 3            | Two   |
| <a href="#">K/618/6453</a> | CBF266           | Project Management                                       | 24  | 3            | Two   |
| <a href="#">M/618/6454</a> | CBF267           | Quality Standards and Systems for Business               | 16  | 2            | Two   |
| <a href="#">T/618/6455</a> | CBF268           | Supporting Business Meetings                             | 24  | 3            | Two   |
| <a href="#">A/618/6456</a> | CBF269           | Understanding Financial Statements, Ratios and Breakeven | 40  | 5            | Two   |
| <a href="#">F/618/6457</a> | CBF270           | Understanding Business Structures                        | 24  | 3            | Two   |
| <a href="#">J/618/6458</a> | CBF271           | Understanding Sources of Finance and Cash Flow           | 24  | 3            | Two   |

| Unit Reference Number            | OCN NI Unit Code | Unit Title  | GLH | Credit Value | Level |
|----------------------------------|------------------|---|-----|--------------|-------|
| <b><i>Digital Business</i></b>   |                  |   |     |              |       |
| <a href="#">L/618/6459</a>       | CBF272           | Accounting Software for Business                    | 40  | 5            | Two   |
| <a href="#">F/618/6460</a>       | CBF273           | Cyber Security for Business                         | 24  | 3            | Two   |
| <a href="#">J/618/6461</a>       | CBF274           | E-commerce and Social Commerce                      | 24  | 3            | Two   |
| <a href="#">L/618/6462</a>       | CBF275           | Office Technology and IT Systems                    | 24  | 3            | Two   |
| <a href="#">R/618/6463</a>       | CBF276           | Remote Working for Business                         | 24  | 3            | Two   |
| <a href="#">Y/618/6464</a>       | CBF277           | Social Media and Digital Marketing for Business     | 24  | 3            | Two   |
| <b><i>Start-up/Marketing</i></b> |                  |   |     |              |       |
| <a href="#">D/618/6465</a>       | CBF278           | Business Location                                   | 8   | 1            | Two   |
| <a href="#">H/618/6466</a>       | CBF279           | Develop, Implement and Review a Marketing Plan      | 40  | 5            | Two   |
| <a href="#">K/618/6467</a>       | CBF280           | Understanding Enterprise and Entrepreneurial Skills | 16  | 2            | Two   |
| <a href="#">M/618/6468</a>       | CBF281           | Understanding Social Enterprise                     | 16  | 2            | Two   |
| <a href="#">T/618/6469</a>       | CBF282           | International Business and Trade                    | 32  | 4            | Two   |
| <a href="#">K/618/6470</a>       | CBF283           | Marketing Mix and Competition                       | 40  | 5            | Two   |
| <a href="#">M/618/6471</a>       | CBF284           | Market Research and Market Segmentation             | 24  | 3            | Two   |
| <b><i>Human Resources</i></b>    |                  |   |     |              |       |
| <a href="#">T/618/6472</a>       | CBF285           | Effective Communication Skills in the Workplace     | 24  | 3            | Two   |
| <a href="#">A/618/6473</a>       | CBF286           | Learning and Development in the Workplace           | 24  | 3            | Two   |

|                            |        |   |    |   |     |
|----------------------------|--------|---|----|---|-----|
| <a href="#">F/618/6474</a> | CBF287 | Mental Health, Well-being and Building Resilience       | 24 | 3 | Two |
| <a href="#">J/618/6475</a> | CBF288 | Understanding Employment Legislation, Contracts and Pay | 16 | 2 | Two |
| <a href="#">L/618/6476</a> | CBF289 | Understanding Equal Opportunities                       | 24 | 3 | Two |
| <a href="#">R/618/6477</a> | CBF290 | Understanding Motivation in the Workplace               | 16 | 2 | Two |
| <a href="#">Y/618/6478</a> | CBF291 | Understanding Recruitment and Selection                 | 32 | 4 | Two |
| <a href="#">D/618/6479</a> | CBF292 | Understanding the Appraisal Process                     | 16 | 2 | Two |

## Unit Details Core Units

| Title  | Business Aims and Objectives   |  |
|--|--|--|
| Level  | Two  |  |
| Credit Value   | 3  |  |
| Guided Learning Hours (GLH)  | 24   |  |
| OCN NI Unit Code   | CBF255   |  |
| Unit Reference No  | F/618/6443   |  |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the aims and objectives of a business and how they may be used for business improvement. |  |  |
| Learning Outcomes  | Assessment Criteria  |  |
| 1. Understand the aims and objectives of a business and associated factors.  | 1.1. Describe the difference between business aims and objectives and their benefits.<br>1.2. Describe the following factors related to business aims and objectives:<br>a) survival<br>b) profit and turnover<br>c) growth<br>d) corporate image<br>e) environmental and social responsibility<br>f) ethical issues |  |
| 2. Understand how aims and objectives may be used for business improvement.  | 2.1. Describe how aims and objectives may be used for business improvement.  |  |
| 3. Understand the difference between the aims and objectives of private and public sector businesses.  | 3.1. Compare and contrast the aims and objectives of private and public sector businesses.   |  |
| Assessment Guidance  |  |  |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.   |  |  |
| Assessment Method  | Definition   | Possible Content   |
| Portfolio of evidence  | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes<br>OR<br>A collection of documents containing work that shows the learner's progression through the course  | Learner notes/written work<br>Learner log/diary<br>Peer notes<br>Record of observation<br>Record of discussion |
| Practical demonstration/assignment   | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge   | Record of observation<br>Learner notes/written work<br>Learner log   |

|              |  |  |
|--------------|--|--|
| Coursework   | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course | Record of observation<br>Learner notes/written work<br>Tutor notes/record<br>Learner log/diary |
| E-assessment | The use of information technology to assess learners' work   | Electronic portfolio<br>E-tests  |



| Title   | Business Growth   |  |
|---|---|--|
| Level   | Two   |  |
| Credit Value  | 3   |  |
| Guided Learning Hours (GLH)   | 24  |  |
| OCN NI Unit Code  | CBF256  |  |
| Unit Reference No   | J/618/6444  |  |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand indicators of business success and failure, different types of growth and factors which may affect business growth. |   |  |
| Learning Outcomes   | Assessment Criteria   |  |
| 1. Understand indicators of business success and failure.   | 1.1. Illustrate at least four indicators of business success and at least four indicators of business failure.  |  |
| 2. Understand different types of growth and factors which may affect business growth.   | 2.1. Describe at least three types of each of the following business growth:<br>a) internal<br>b) external<br>2.2. Evaluate with examples the different types of business growth identified in AC 2.1.<br>2.3. Describe at least three factors which may limit business growth.<br>2.4. Describe at least two advantages and at least two disadvantages of business growth. |  |
| 3. Understand economies of scale.   | 3.1. Define what is meant by economies of scale.<br>3.2. Describe the four types of economies of scale.   |  |
| 4. Understand the ethical implications of growth and the role of the Competition and Markets Authority (CMA).   | 4.1. Assess the ethical implications of growth.<br>4.2. Outline the role of the CMA.  |  |
| Assessment Guidance   |   |  |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.  |   |  |
| Assessment Method   | Definition  | Possible Content   |
| Portfolio of evidence   | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes<br>OR<br>A collection of documents containing work that shows the learner's progression through the course   | Learner notes/written work<br>Learner log/diary<br>Peer notes<br>Record of observation<br>Record of discussion |
| Practical demonstration/assignment  | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge  | Record of observation<br>Learner notes/written work<br>Learner log   |

|              |  |  |
|--------------|--|--|
| Coursework   | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course | Record of observation<br>Learner notes/written work<br>Tutor notes/record<br>Learner log/diary |
| E-assessment | The use of information technology to assess learners' work   | Electronic portfolio<br>E-tests  |

| Title   | Business Services  |  |
|---|--|--|
| Level   | Two  |  |
| Credit Value  | 4  |  |
| Guided Learning Hours (GLH)   | 32   |  |
| OCN NI Unit Code  | CBF257   |  |
| Unit Reference No   | L/618/6445   |  |
| <i>Unit purpose and aim(s):</i> This unit will enable learner to understand the business services sector and the market environment in which it operates. |  |  |
| Learning Outcomes   | Assessment Criteria  |  |
| 1. Understand what is meant by business services and associate trends.  | 1.1. Describe with examples what is meant by business services.<br>1.2. Summarise key trends across at least three different types of business services.   |  |
| 2. Understand the operation of business services.   | 2.1. Describe a business service that operates at each of the following levels:<br>a) global<br>b) national<br>c) local<br>2.2. Describe at least three forms of employment used within the business services sector.<br>2.3. Describe the application and impact of business service quality standards. |  |
| 3. Be able to assess a business services market including growth potential.   | 3.1. Assess the market in which a given business service operates including the size, share and environment.<br>3.2. Assess the potential of a given business to grow within the market identified in AC 3.1 identifying possible areas for improvement.   |  |
| 4. Understand the impact and benefits of technology on business services.   | 4.1. Describe the impact and benefits of technology on business services.  |  |
| Assessment Guidance   |  |  |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.                                  |  |  |
| Assessment Method   | Definition   | Possible Content   |
| Portfolio of evidence   | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes<br>OR<br>A collection of documents containing work that shows the learner's progression through the course  | Learner notes/written work<br>Learner log/diary<br>Peer notes<br>Record of observation<br>Record of discussion |
| Practical demonstration/assignment  | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge   | Record of observation<br>Learner notes/written work<br>Learner log   |

|              |  |  |
|--------------|--|--|
| Coursework   | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course | Record of observation<br>Learner notes/written work<br>Tutor notes/record<br>Learner log/diary |
| E-assessment | The use of information technology to assess learners' work   | Electronic portfolio<br>E-tests  |

| Title   | Business Work Placement  |  |
|---|--|--|
| Level   | Two  |  |
| Credit Value  | 3  |  |
| Guided Learning Hours (GLH)   | 24   |  |
| OCN NI Unit Code  | CBF258   |  |
| Unit Reference No   | R/618/6446   |  |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to develop business related knowledge and skills acquired through work placement. |  |  |
| Learning Outcomes   | Assessment Criteria  |  |
| 1. Understand the structure and purpose of a given organisation.  | 1.1. Illustrate the structure and purpose of a chosen work placement including:<br>a) key activities<br>b) management and departmental structures<br>c) departmental communication<br>d) opportunities for own business skills development   |  |
| 2. Understand role within own work placement.   | 2.1. Describe own role and activities, agreed limitations and own responsibilities.<br>2.2. Carry out tasks following instructions, requesting guidance as appropriate.  |  |
| 3. Understand the importance of adhering to work placement practices.   | 3.1. Describe the importance of the following within a business work placement:<br>a) personal presentation<br>b) appropriate behaviour<br>c) time-keeping<br>d) attendance<br>e) adhering to organisational procedures  |  |
| 4. Understand and comply with safe working practices.   | 4.1. Describe the main safety considerations in own work placement including:<br>a) possible hazards<br>b) precautionary measures<br>c) reporting structures<br>4.2. Illustrate work placement procedures in the event of an accident or emergency.<br>4.3. Identify the location and contents of the First Aid Box.<br>4.4. Illustrate how to use key safety equipment. |  |
| 5. Be able to reflect on own work placement.  | 5.1. Assess how own business skills have been enhanced through own work placement identifying areas for improvement.   |  |
| Assessment Guidance   |  |  |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.                            |  |  |
| Assessment Method   | Definition   | Possible Content   |
| Portfolio of evidence   | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes<br>OR<br>A collection of documents containing work that shows the learner's progression through the course  | Learner notes/written work<br>Learner log/diary<br>Peer notes<br>Record of observation<br>Record of discussion |

|                                    |  |  |
|------------------------------------|--|--|
| Practical demonstration/assignment | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge | Record of observation<br>Learner notes/written work<br>Learner log                             |
| Coursework                         | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course         | Record of observation<br>Learner notes/written work<br>Tutor notes/record<br>Learner log/diary |

|   |   |  |
|---|---|--|
| underst   | Customer Service for Business   |  |
| Level   | Two   |  |
| Credit Value  | 3   |  |
| Guided Learning Hours (GLH)   | 24  |  |
| OCN NI Unit Code  | CBF259  |  |
| Unit Reference No   | Y/618/6447  |  |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand good customer service, the importance of effective communication, customer feedback and impact of technology. |   |  |
| <b>Learning Outcomes</b>  | <b>Assessment Criteria</b>  |  |
| 1. Understand customer service and the importance of effective communication.   | 1.1. Describe the importance of effective communication in promoting a positive first impression and good customer service.<br>1.2. Describe with examples good customer service and best practice in dealing with customer complaints.<br>1.3. Compare the impact of poor and good customer service on a business. |  |
| 2. Understand how technology may be used to improve customer service.   | 2.1. Describe how the following technologies may be used to improve customer service:<br>a) E-Commerce<br>b) website support<br>c) social media   |  |
| 3. Understand the importance of customer feedback in providing good customer service.   | 3.1. Describe the importance of customer feedback and how it can be used to improve the customer experience.  |  |
| <b>Assessment Guidance</b>  |   |  |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.  |   |  |
| <b>Assessment Method</b>  | <b>Definition</b>   | <b>Possible Content</b>  |
| Portfolio of evidence   | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes<br>OR<br>A collection of documents containing work that shows the learner's progression through the course   | Learner notes/written work<br>Learner log/diary<br>Peer notes<br>Record of observation<br>Record of discussion |
| Practical demonstration/assignment  | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge  | Record of observation<br>Learner notes/written work<br>Learner log   |
| Coursework  | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course  | Record of observation<br>Learner notes/written work<br>Tutor notes/record<br>Learner log/diary                 |
| E-assessment  | The use of information technology to assess learners' work  | Electronic portfolio<br>E-tests  |

| Title  | Developing a Business Plan  |  |
|--|---|--|
| Level  | Two   |  |
| Credit Value   | 5   |  |
| Guided Learning Hours (GLH)  | 40  |  |
| OCN NI Unit Code   | CBF260  |  |
| Unit Reference No  | D/618/6448  |  |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and develop a business plan.             |   |  |
| Learning Outcomes  | Assessment Criteria   |  |
| 1. Understand a business plan and its application.   | 1.1. Illustrate the key components of a business plan.<br>1.2. Describe the main reasons for developing and applying a business plan.   |  |
| 2. Be able to develop and evaluate a simple business plan.   | 2.1. Develop a simple business plan for a given business.<br>2.2. Evaluate the business plan developed in AC 2.1 identifying areas for improvement.   |  |
| Assessment Guidance  |   |  |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered. |   |  |
| Assessment Method  | Definition  | Possible Content   |
| Portfolio of evidence  | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes<br>OR<br>A collection of documents containing work that shows the learner's progression through the course | Learner notes/written work<br>Learner log/diary<br>Peer notes<br>Record of observation<br>Record of discussion |
| Practical demonstration/assignment   | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge  | Record of observation<br>Learner notes/written work<br>Learner log   |
| Coursework   | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course  | Record of observation<br>Learner notes/written work<br>Tutor notes/record<br>Learner log/diary                 |
| E-assessment   | The use of information technology to assess learners' work  | Electronic portfolio<br>E-tests  |



|   |   |  |
|---|---|--|
| Title   | Health and Safety for Business  |  |
| Level   | Two   |  |
| Credit Value  | 2   |  |
| Guided Learning Hours (GLH)   | 16  |  |
| OCN NI Unit Code  | CBF262  |  |
| Unit Reference No   | H/618/6449  |  |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the effect of health and safety legislation on a business and the role of the Health and Safety Executive Northern Ireland (HSENI). |   |  |
| <b>Learning Outcomes</b>  | <b>Assessment Criteria</b>  |  |
| 1. Understand the impact of health and safety legislation on a business, and the role of the HSENI.   | 1.1. Describe the impact health and safety legislation may have on a given business.<br>1.2. Describe the health and safety rights and responsibilities of the following:<br>a) employees<br>b) employers<br>1.3. Describe the role of the HSENI. |  |
| <b>Assessment Guidance</b>  |   |  |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.  |   |  |
| <b>Assessment Method</b>  | <b>Definition</b>   | <b>Possible Content</b>  |
| Portfolio of evidence   | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes<br>OR<br>A collection of documents containing work that shows the learner's progression through the course                       | Learner notes/written work<br>Learner log/diary<br>Peer notes<br>Record of observation<br>Record of discussion |
| Practical demonstration/assignment  | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge  | Record of observation<br>Learner notes/written work<br>Learner log   |
| Coursework  | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course  | Record of observation<br>Learner notes/written work<br>Tutor notes/record<br>Learner log/diary                 |
| E-assessment  | The use of information technology to assess learners' work  | Electronic portfolio<br>E-tests  |

|   |   |  |
|---|---|--|
| Title   | Leadership Styles and Team Motivation   |  |
| Level   | Two   |  |
| Credit Value  | 3   |  |
| Guided Learning Hours (GLH)   | 24  |  |
| OCN NI Unit Code  | CBF263  |  |
| Unit Reference No   | Y/618/6450  |  |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand different leadership styles how to promote team motivation to improve team and own performance. |   |  |
| <b>Learning Outcomes</b>  | <b>Assessment Criteria</b>  |  |
| 1. Understand leadership styles and team motivation.  | 1.1. Describe, using at least three examples, different leadership styles.<br>1.2. Assess own leadership style and skills.<br>1.3. Describe the importance of workplace motivation and the possible impact of a lack of motivation within a team.<br>1.4. Describe how team building activities may be used to improve team motivation. |  |
| 2. Be able to plan, lead and support team tasks.  | 2.1. Plan at least two different team activities identifying own role as a team leader for each.<br>2.2. Carry out the team activities identified in AC 2.1 providing support and feedback to team members on performance.  |  |
| 3. Be able to assess and improve team and own performance.  | 3.1. Assess how the motivation of different team members impacted on the performance of the activities carried out in AC 2.2.<br>3.2. Assess own team leading skills on the activities carried out in AC 2.2. and produce own personal improvement plan.  |  |
| <b>Assessment Guidance</b>  |   |  |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.  |   |  |
| <b>Assessment Method</b>  | <b>Definition</b>   | <b>Possible Content</b>  |
| Portfolio of evidence   | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes<br>OR<br>A collection of documents containing work that shows the learner's progression through the course   | Learner notes/written work<br>Learner log/diary<br>Peer notes<br>Record of observation<br>Record of discussion |
| Practical demonstration/assignment  | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge  | Record of observation<br>Learner notes/written work<br>Learner log   |
| Coursework  | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course  | Record of observation<br>Learner notes/written work<br>Tutor notes/record<br>Learner log/diary                 |
| E-assessment  | The use of information technology to assess learners' work  | Electronic portfolio<br>E-tests  |

| Title   | Negotiation Skills   |  |
|---|--|--|
| Level   | Two  |  |
| Credit Value  | 3  |  |
| Guided Learning Hours (GLH)   | 24   |  |
| OCN NI Unit Code  | CBF264   |  |
| Unit Reference No   | D/618/6451   |  |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the negotiation process, negotiation techniques and how they may be improved. |  |  |
| Learning Outcomes   | Assessment Criteria  |  |
| 1. Understand the process of negotiation.   | 1.1. Illustrate the stages of the negotiation process.<br>1.2. Describe factors which should be considered before commencing negotiations.   |  |
| 2. Know how to use negotiation techniques.  | 2.1. Describe the benefits of win:win negotiation.<br>2.2. Assess two negotiation techniques and give examples of their uses.<br>2.3. Describe with examples how to overcome barriers in negotiation.<br>2.4. Illustrate how to use a negotiation technique identified in AC 2.2 for a given scenario. |  |
| 3. Understand how to improve own negotiation skills.  | 3.1. Assess own negotiation skills in AC 2.4.<br>3.2. Produce a personal improvement plan for the development of own negotiation skills.   |  |
| Assessment Guidance   |  |  |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.                                      |  |  |
| Assessment Method   | Definition   | Possible Content   |
| Portfolio of evidence   | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes<br>OR<br>A collection of documents containing work that shows the learner's progression through the course  | Learner notes/written work<br>Learner log/diary<br>Peer notes<br>Record of observation<br>Record of discussion |
| Practical demonstration/assignment  | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge   | Record of observation<br>Learner notes/written work<br>Learner log   |
| Coursework  | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course   | Record of observation<br>Learner notes/written work<br>Tutor notes/record<br>Learner log/diary                 |
| E-assessment  | The use of information technology to assess learners' work   | Electronic portfolio<br>E-tests  |

| Title  | Procurement, Logistics and Supply Chain Management  |  |
|--|---|--|
| Level  | Two   |  |
| Credit Value   | 3   |  |
| Guided Learning Hours (GLH)  | 24  |  |
| OCN NI Unit Code   | CBF265  |  |
| Unit Reference No  | H/618/6452  |  |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand procurement and logistics and the impact of supplier choice and supply chain management. |   |  |
| Learning Outcomes  | Assessment Criteria   |  |
| 1. Understand procurement and logistics and their impact on business.  | 1.1. Describe what is meant by procurement and logistics.<br>1.2. Illustrate the five key elements of the logistical process.<br>1.3. Describe the impact of procurement and logistics on business costs and efficiency.    |  |
| 2. Understand factors which may impact supplier choice for business.   | 2.1. Describe factors which may impact supplier choice for business.  |  |
| 3. Understand supply chain management and the impact on business.  | 3.1. Illustrate the supply chain management process.<br>3.2. Compare and contrast the impact of effective and ineffective supply chain management processes for at least two businesses.                                    |  |
| 4. Understand the impact and benefits of technology on procurement, logistics and supply chain.  | 4.1. Describe the impact and benefits of technology on procurement, logistics and supply chain.   |  |
| Assessment Guidance  |   |  |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.   |   |  |
| Assessment Method  | Definition  | Possible Content   |
| Portfolio of evidence  | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes<br>OR<br>A collection of documents containing work that shows the learner's progression through the course | Learner notes/written work<br>Learner log/diary<br>Peer notes<br>Record of observation<br>Record of discussion |
| Practical demonstration/assignment   | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge  | Record of observation<br>Learner notes/written work<br>Learner log   |
| Coursework   | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course  | Record of observation<br>Learner notes/written work<br>Tutor notes/record<br>Learner log/diary                 |
| E-assessment   | The use of information technology to assess learners' work  | Electronic portfolio<br>E-tests  |

| Title  | Project Management  |  |
|--|---|--|
| Level  | Two   |  |
| Credit Value   | 3   |  |
| Guided Learning Hours (GLH)  | 24  |  |
| OCN NI Unit Code   | CBF266  |  |
| Unit Reference No  | K/618/6453  |  |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to plan, monitor and assess a project.                 |   |  |
| Learning Outcomes  | Assessment Criteria   |  |
| 1. Know how to plan a project.   | 1.1. Produce a Specific Measurable Achievable Relevant and Timebound (SMART) action plan to deliver a project including aims and purpose.   |  |
| 2. Be able to monitor the progress of a project.   | 2.1. Assess and monitor the progress of the project identified in AC1.1 using an appropriate tool or methodology.   |  |
| 3. Be able to produce a project report.  | 3.1. Produce a project report outlining the strengths and weaknesses of the project identifying possible areas for improvement.   |  |
| Assessment Guidance  |   |  |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered. |   |  |
| Assessment Method  | Definition  | Possible Content   |
| Portfolio of evidence  | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes<br>OR<br>A collection of documents containing work that shows the learner's progression through the course | Learner notes/written work<br>Learner log/diary<br>Peer notes<br>Record of observation<br>Record of discussion |
| Practical demonstration/assignment   | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge  | Record of observation<br>Learner notes/written work<br>Learner log   |
| Coursework   | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course  | Record of observation<br>Learner notes/written work<br>Tutor notes/record<br>Learner log/diary                 |
| E-assessment   | The use of information technology to assess learners' work  | Electronic portfolio<br>E-tests  |

|   |  |  |
|---|--|--|
| Title   | Quality Standards and Systems for Business   |  |
| Level   | Two  |  |
| Credit Value  | 2  |  |
| Guided Learning Hours (GLH)   | 16   |  |
| OCN NI Unit Code  | CBF267   |  |
| Unit Reference No   | M/618/6454   |  |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand quality assurance, standards and systems. |  |  |
| <b>Learning Outcomes</b>  | <b>Assessment Criteria</b>   |  |
| 1. Understand the importance of quality assurance and standards to a business.  | 1.1. Describe what is meant by the term quality assurance and its importance to a business.<br>1.2. Describe the importance of quality standards to a business including the following:<br>a) ISO 9001<br>b) Customer Service Excellence Award<br>c) Investors in People<br>1.3. Outline how quality standards in business link to legislation and guidelines. |  |
| 2. Understand the process for implementing quality standards and systems within a business.                               | 2.1. Describe the process for implementing quality standards and systems within a business.  |  |
| <b>Assessment Guidance</b>  |  |  |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.  |  |  |
| <b>Assessment Method</b>  | <b>Definition</b>  | <b>Possible Content</b>  |
| Portfolio of evidence   | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes<br>OR<br>A collection of documents containing work that shows the learner's progression through the course  | Learner notes/written work<br>Learner log/diary<br>Peer notes<br>Record of observation<br>Record of discussion |
| Practical demonstration/assignment  | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge   | Record of observation<br>Learner notes/written work<br>Learner log   |
| Coursework  | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course   | Record of observation<br>Learner notes/written work<br>Tutor notes/record<br>Learner log/diary                 |
| E-assessment  | The use of information technology to assess learners' work   | Electronic portfolio<br>E-tests  |

| Title  | Supporting Business Meetings   |  |
|--|--|--|
| Level  | Two  |  |
| Credit Value   | 3  |  |
| Guided Learning Hours (GLH)  | 24   |  |
| OCN NI Unit Code   | CBF268   |  |
| Unit Reference No  | T/618/6455   |  |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to support online and in person business meetings. |  |  |
| Learning Outcomes  | Assessment Criteria  |  |
| 1. Know the purpose of business meetings.  | 1.1. Describe why meetings need to be held.<br>1.2. Describe the roles and responsibilities of key meeting participants.<br>1.3. Describe the purpose of and prepare the following:<br>a) an agenda<br>b) minutes and actions  |  |
| 2. Understand different meeting techniques.  | 2.1. Compare different communication methods and the benefits of each including online and in person meetings.<br>2.2. Compare different problem-solving methods used in meetings.   |  |
| 3. Know how to prepare, set-up, support and evaluate a business meeting.   | 3.1. Illustrate the steps required to prepare for an online and in person business meeting to include:<br>a) venue<br>b) invitations<br>c) associated papers.<br>3.2. Describe the importance of planning room layout.<br>3.3. Provide support at an online and in person business meeting.<br>3.4. Carry out follow up administrative tasks in line with organisational procedures including an evaluation. |  |
| Assessment Guidance  |  |  |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.               |  |  |
| Assessment Method  | Definition   | Possible Content   |
| Portfolio of evidence  | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes<br>OR<br>A collection of documents containing work that shows the learner's progression through the course  | Learner notes/written work<br>Learner log/diary<br>Peer notes<br>Record of observation<br>Record of discussion |
| Practical demonstration/assignment   | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge   | Record of observation<br>Learner notes/written work<br>Learner log   |

|              |  |  |
|--------------|--|--|
| Coursework   | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course | Record of observation<br>Learner notes/written work<br>Tutor notes/record<br>Learner log/diary |
| E-assessment | The use of information technology to assess learners' work   | Electronic portfolio<br>E-tests  |



| Title   | Understanding Financial Statements, Ratios and Breakeven  |  |
|---|---|--|
| Level   | Two   |  |
| Credit Value  | 5   |  |
| Guided Learning Hours (GLH)   | 40  |  |
| OCN NI Unit Code  | CBF269  |  |
| Unit Reference No   | A/618/6456  |  |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand financial statements. The learner will also calculate ratios and breakeven. |   |  |
| Learning Outcomes   | Assessment Criteria   |  |
| 1. Understand what is meant by key financial terms.   | 1.1. Outline what is meant by the following key financial terms:<br>a) fixed costs<br>b) variable costs<br>c) total costs<br>d) revenue<br>e) costs<br>f) profit and loss   |  |
| 2. Be able to prepare an income statement and a statement of financial position.  | 2.1. Describe the purpose of the following financial statements:<br>a) income<br>b) financial position<br>2.2. Prepare a simple income statement and a statement of financial position for a given sole trader.   |  |
| 3. Be able to analyse financial statements using ratios.  | 3.1. Analyse an income statement and a statement of financial position for a given business using the following ratios:<br>a) gross profit percentage<br>b) net profit percentage<br>c) inventory turnover rate<br>d) Return on Capital Employed (ROCE)<br>e) working capital ratio |  |
| 4. Understand how to calculate and complete a breakeven analysis.   | 4.1. Describe the importance of the breakeven point.<br>4.2. Calculate the breakeven point for at least two different businesses:<br>a) on a graph<br>b) using a formula<br>4.3. Complete a breakeven analysis for the businesses identified in AC 4.2.                             |  |
| Assessment Guidance   |   |  |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.                                    |   |  |
| Assessment Method   | Definition  | Possible Content   |
| Portfolio of evidence   | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes<br>OR<br>A collection of documents containing work that shows the learner's progression through the course   | Learner notes/written work<br>Learner log/diary<br>Peer notes<br>Record of observation<br>Record of discussion |

|                                    |  |  |
|------------------------------------|--|--|
| Practical demonstration/assignment | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge | Record of observation<br>Learner notes/written work<br>Learner log                             |
| Coursework                         | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course         | Record of observation<br>Learner notes/written work<br>Tutor notes/record<br>Learner log/diary |
| E-assessment                       | The use of information technology to assess learners' work   | Electronic portfolio<br>E-tests  |

| Title   | Understanding Business Structures  |  |
|---|--|--|
| Level   | Two  |  |
| Credit Value  | 3  |  |
| Guided Learning Hours (GLH)   | 24   |  |
| OCN NI Unit Code  | CBF270   |  |
| Unit Reference No   | F/618/6457   |  |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how and why a business may be established and the types of business structures. |  |  |
| Learning Outcomes   | Assessment Criteria  |  |
| 1. Understand why and how a business may be established.  | 1.1. Describe why and how a business may be established.   |  |
| 2. Understand what is meant by the terms public sector, private sector and not-for-profit.  | 2.1. Describe what is meant by the terms public sector, private sector and not-for-profit.   |  |
| 3. Understand how businesses may be categorised by employee numbers and turnover.   | 3.1. Illustrate with examples how businesses may be categorised by employee numbers and turnover.  |  |
| 4. Understand business structures including private sector, public sector and not-for-profit.   | 4.1. Describe the following types of business ownership: <ol style="list-style-type: none"> <li>sole trader</li> <li>partnership</li> <li>franchise</li> <li>public limited company</li> <li>private limited company</li> </ol> 4.2. Describe and compare private and public sector business ownership including the following: <ol style="list-style-type: none"> <li>purpose and aim</li> <li>finance and use of profits</li> <li>control</li> <li>liability</li> </ol> 4.3. Describe the governing structure for a not-for-profit business. |  |
| 5. Understand the role of stakeholders in business.   | 5.1. Describe the role of at least four stakeholders within a given business.  |  |
| Assessment Guidance   |  |  |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.  |  |  |
| Assessment Method   | Definition   | Possible Content   |
| Portfolio of evidence   | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes<br>OR<br>A collection of documents containing work that shows the learner's progression through the course  | Learner notes/written work<br>Learner log/diary<br>Peer notes<br>Record of observation<br>Record of discussion |
| Practical demonstration/assignment  | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge   | Record of observation<br>Learner notes/written work<br>Learner log   |

|              |  |  |
|--------------|--|--|
| Coursework   | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course | Record of observation<br>Learner notes/written work<br>Tutor notes/record<br>Learner log/diary |
| E-assessment | The use of information technology to assess learners' work   | Electronic portfolio<br>E-tests  |

| Title   | Understanding Sources of Finance and Cash Flow   |  |
|---|--|--|
| Level   | Two  |  |
| Credit Value  | 3  |  |
| Guided Learning Hours (GLH)   | 24   |  |
| OCN NI Unit Code  | CBF271   |  |
| Unit Reference No   | J/618/6458   |  |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand sources of finance and the importance of cash flow and forecasting. |  |  |
| Learning Outcomes   | Assessment Criteria  |  |
| 1. Understand sources of finance.   | 1.1. Compare the advantages and disadvantages of five sources of internal and five sources of external finances.   |  |
| 2. Understand how to prepare a cash flow forecast and its relationship to business planning and decision-making.                                    | 2.1. Describe the purpose of cash flow, its importance to a business and factors which may affect business cash flow.<br>2.2. Prepare and analyse a simple cash flow forecast for a given business identifying areas for possible increased cash flow.<br>2.3. Describe how cash flow forecasting informs business planning and future decision-making.<br>2.4. Evaluate the possible consequences of incorrect cash flow forecasting. |  |
| Assessment Guidance   |  |  |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.                            |  |  |
| Assessment Method   | Definition   | Possible Content   |
| Portfolio of evidence   | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes<br>OR<br>A collection of documents containing work that shows the learner's progression through the course  | Learner notes/written work<br>Learner log/diary<br>Peer notes<br>Record of observation<br>Record of discussion |
| Practical demonstration/assignment  | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge   | Record of observation<br>Learner notes/written work<br>Learner log   |
| Coursework  | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course   | Record of observation<br>Learner notes/written work<br>Tutor notes/record<br>Learner log/diary                 |
| E-assessment  | The use of information technology to assess learners' work   | Electronic portfolio<br>E-tests  |

## Digital Business Units

| Title   | Accounting Software for Business   |
|---|--|
| Level   | Two  |
| Credit Value  | 5  |
| Guided Learning Hours (GLH)   | 40   |
| OCN NI Unit Code  | CBF272   |
| Unit Reference No   | L/618/6459   |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to use accounting software and generate appropriate reports for business. |  |
| Learning Outcomes   | Assessment Criteria  |
| 1. Be able to access, enter and edit accounting information.  | 1.1. Describe the sources and characteristics of accounting data.<br>1.2. Demonstrate how to accurately set up and create new accounting data records to meet requirements.<br>1.3. Locate and display accounting data records to meet requirements.<br>1.4. Use IT tools to check data records meet needs and make corrections, as necessary.<br>1.5. Respond appropriately to data entry error messages.<br>1.6. Describe the risks to data security and procedures used for data protection.<br>1.7. Describe and apply local and/or legal guidelines for the storage and use of data including General Data Protection Regulations (GDPR). |
| 2. Be able to select and use tools and techniques to process business transactions.   | 2.1. Select and use appropriate tools and techniques to enter and process transactions.<br>2.2. Review transaction process and identify any errors.<br>2.3. Respond appropriately to any transactions errors and problems.<br>2.4. Select and use appropriate tools and techniques to process period end routines.   |
| 3. Be able to produce accounting documents and summary reports to meet requirements.  | 3.1. Summarise reports typically required to be produced from accountancy software.<br>3.2. Prepare and generate accounting documents in an appropriate format.<br>3.3. Prepare and generate management reports as required in an appropriate format.<br>3.4. Import and export data and link to other systems and software.   |

### Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

| Assessment Method                  | Definition  | Possible Content   |
|------------------------------------|---|--|
| Portfolio of evidence              | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes<br>OR<br>A collection of documents containing work that shows the learner's progression through the course | Learner notes/written work<br>Learner log/diary<br>Peer notes<br>Record of observation<br>Record of discussion |
| Practical demonstration/assignment | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge  | Record of observation<br>Learner notes/written work<br>Learner log   |
| Coursework                         | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course  | Record of observation<br>Learner notes/written work<br>Tutor notes/record<br>Learner log/diary                 |
| E-assessment                       | The use of information technology to assess learners' work  | Electronic portfolio<br>E-tests  |

| Title   | Cyber Security for Business   |
|---|---|
| Level   | Two   |
| Credit Value  | 3   |
| Guided Learning Hours (GLH)   | 24  |
| OCN NI Unit Code  | CBF273  |
| Unit Reference No   | F/618/6460  |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand data security in business and undertake appropriate cyber security precautions. |   |
| Learning Outcomes   | Assessment Criteria   |
| 1. Understand why businesses should protect their information.  | <p>1.1. Describe what is meant by General Data Protection Regulation (GDPR) and its implications for a business.</p> <p>1.2. Describe the importance of having appropriate policies and procedures to protect business information from data breaches.</p>  |
| 2. Be aware of the risks of inappropriate use of technology and social media within business.   | <p>2.1. Describe at least two internal and two external inappropriate uses of technology that may impact adversely on a business.</p> <p>2.2. Describe the role of key individuals who have a responsibility to maintain data security within a business.</p> <p>2.3. Illustrate how a business information technology network may be set up to minimise unauthorised internal and external access to information.</p> <p>2.4. Describe the potential adverse impact of using social media for marketing purposes and how this may be avoided.</p> <p>2.5. Describe how businesses should protect client information including financial details and sensitive personal information from unauthorised internal and external access.</p> |
| 3. Be aware of physical and virtual risks to security of business information.  | <p>3.1. Describe four physical and four virtual risks to security of business information.</p> <p>3.2. Describe at least one strategy to prevent unauthorised access to business information including:<br/>a) virtual<br/>b) physical</p>  |
| 4. Be able to install and update protection software and passwords to minimise unauthorised access.   | <p>4.1. Install antivirus/malware on a given device.</p> <p>4.2. Assess if software on a given device is the current version and update software as required.</p> <p>4.3. Outline characteristics of secure passwords.</p> <p>4.4. Configure and test passwords to minimise unauthorised access.</p>  |
| 5. Understand how to protect data on business devices which may be vulnerable to unauthorised access.   | <p>5.1. Identify at least three different types of business devices which may be vulnerable to unauthorised access and how security may be improved.</p> <p>5.2. Summarise types of sensitive business data and how unauthorised access to each may occur.</p>  |



### Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

| Assessment Method                  | Definition  | Possible Content   |
|------------------------------------|---|--|
| Portfolio of evidence              | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes<br>OR<br>A collection of documents containing work that shows the learner's progression through the course | Learner notes/written work<br>Learner log/diary<br>Record of observation<br>Record of discussion |
| Practical demonstration/assignment | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge  | Record of observation<br>Learner notes/written work<br>Learner log                               |
| Coursework                         | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course  | Record of observation<br>Learner notes/written work<br>Tutor notes/record<br>Learner log/diary   |
| E-assessment                       | The use of information technology to assess learners' work  | Electronic portfolio<br>E-tests  |

| Title   | E-Commerce and Social Commerce  |  |
|---|---|--|
| Level   | Two   |  |
| Credit Value  | 3   |  |
| Guided Learning Hours (GLH)   | 24  |  |
| OCN NI Unit Code  | CBF274  |  |
| Unit Reference No   | J/618/6461  |  |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the use of e-commerce and social commerce for business. |   |  |
| Learning Outcomes   | Assessment Criteria   |  |
| 1. Understand e-commerce and social commerce for business.  | 1.1. Describe what is meant by e-commerce and social commerce and how they link to social media and digital marketing plans and activities for a business.<br>1.2. Describe how the online presence of a business may be enhanced to facilitate e-commerce and social commerce.<br>1.3. Describe using at least one example for each the application of e-commerce and social commerce for buy side and sell side business activities.  |  |
| 2. Understand how to implement e-commerce and social commerce features.   | 2.1. Compare examples of good and bad practice in the use of e-commerce and social commerce.<br>2.2. Describe the key features, challenges, opportunities, security and other risks associated with businesses adopting buy side and sell side e-commerce and social commerce.<br>2.3. Describe how a website or social media page may be modified to facilitate e-commerce and social commerce interactions including addressing security risks and business processes.<br>2.4. Illustrate at least one e-commerce and at least one social commerce feature on a given business website or social page identifying how business processes may need to be modified to support these features. |  |
| Assessment Guidance   |   |  |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.                |   |  |
| Assessment Method   | Definition  | Possible Content   |
| Portfolio of evidence   | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes<br>OR<br>A collection of documents containing work that shows the learner's progression through the course   | Learner notes/written work<br>Learner log/diary<br>Peer notes<br>Record of observation<br>Record of discussion |

|                                    |  |  |
|------------------------------------|--|--|
| Practical demonstration/assignment | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practice and apply skills and knowledge | Record of observation<br>Learner notes/written work<br>Learner log                             |
| Coursework                         | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course         | Record of observation<br>Learner notes/written work<br>Tutor notes/record<br>Learner log/diary |
| E-assessment                       | The use of information technology to assess learners' work   | Electronic portfolio<br>E-tests  |

| Title  | Office Technology and IT Systems   |  |
|--|--|--|
| Level  | Two  |  |
| Credit Value   | 3  |  |
| Guided Learning Hours (GLH)  | 24   |  |
| OCN NI Unit Code   | CBF275   |  |
| Unit Reference No  | L/618/6462   |  |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to use office technology and IT systems.               |  |  |
| Learning Outcomes  | Assessment Criteria  |  |
| 1. Understand the functions of office technology and IT systems.   | 1.1. Describe the purpose and function of key office technology.<br>1.2. Describe key IT systems and their benefits.<br>1.3. Illustrate how IT systems are integrated within a business both internally and externally.  |  |
| 2. Be able to use office technology and systems.   | 2.1. Demonstrate the use of at least two different types of office technology.<br>2.2. Use office systems to complete the following tasks:<br>a) print, save and retrieve files from an electronic filing system<br>b) maintain an electronic diary for business purposes<br>c) operate a telephone system for business purposes<br>d) use an electronic communication system for business purposes  |  |
| 3. Be able to use office technology to create and edit documents.  | 3.1. Use appropriate office technology software to enter, edit and format text including:<br>a) font size<br>b) font type<br>c) highlights<br>d) underline<br>e) bold<br>f) italic<br>g) creating bullet point lists<br>3.2. Create and format a table within a given document including appropriate:<br>a) positioning<br>b) sizing<br>c) border style<br>3.3. Format and insert a graphic within a given document including appropriate:<br>a) positioning<br>b) sizing<br>c) captioning<br>d) borders |  |
| Assessment Guidance  |  |  |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered. |  |  |
| Assessment Method  | Definition   | Possible Content   |
| Portfolio of evidence  | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes   | Learner notes/written work<br>Learner log/diary<br>Peer notes<br>Record of observation |

|                                    |  |  |
|------------------------------------|--|--|
|                                    | OR<br>A collection of documents containing work that shows the learner's progression through the course  | Record of discussion   |
| Practical demonstration/assignment | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge | Record of observation<br>Learner notes/written work<br>Learner log                             |
| Coursework                         | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course         | Record of observation<br>Learner notes/written work<br>Tutor notes/record<br>Learner log/diary |
| E-assessment                       | The use of information technology to assess learners' work   | Electronic portfolio<br>E-tests  |

| Title  | Remote Working for Business   |
|--|---|
| Level  | Two   |
| Credit Value   | 3   |
| Guided Learning Hours (GLH)  | 24  |
| OCN NI Unit Code   | CBF276  |
| Unit Reference No  | R/618/6463  |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to work effectively as a remote team member. |   |
| Learning Outcomes  | Assessment Criteria   |
| 1. Understand remote working.  | <p>1.1. Describe what is meant by remote working including advantages, disadvantages, opportunities and challenges.</p> <p>1.2. Describe the main features of remote working policies and guidelines for business including netiquette.</p>   |
| 2. Understand how to set up and resolve technical issues associated with working remotely.                                       | <p>2.1. Outline the equipment and software required to set up for remote working and illustrate how these may be optimised for a given remote workspace including:</p> <ul style="list-style-type: none"> <li>a) wired and wifi internet connections</li> <li>b) computers with appropriate communication software</li> <li>c) ensuring security of equipment, data and internet connection</li> </ul> <p>2.2. Summarise at least three common technical issues associated with remote working and how they may be resolved.</p> <p>2.3. Assess the risks associated with remote working in public locations including use of:</p> <ul style="list-style-type: none"> <li>a) public wifi</li> <li>b) non encrypted wifi</li> <li>c) equipment that is shared or not provided by a trusted source</li> <li>d) automatic hotspot connections</li> <li>e) non-HyperText Transfer Protocol Secure (HTTPS) websites</li> </ul> |
| 3. Understand how to manage own health and well-being when working remotely.   | <p>3.1. Describe how own health and well-being may be managed when working remotely including the importance of having a dedicated and safe workspace.</p>  |
| 4. Be able to use online collaboration and communication tools effectively and appropriately for remote working.                 | <p>4.1 Compare the effectiveness of at least three different forms of online communication commonly used when working remotely.</p> <p>4.2 Configure and use video conferencing to lead an online discussion including:</p> <ul style="list-style-type: none"> <li>a) presenting own and other's work</li> <li>b) facilitating team interaction and collaboration</li> <li>c) sharing and working on documents</li> <li>d) configuring video background</li> <li>e) sharing access to screen</li> </ul> <p>4.3 Outline with examples at least two errors and at least two inappropriate ways online collaboration and communication tools may be used.</p>  |

### Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

| Assessment Method                  | Definition  | Possible Content   |
|------------------------------------|---|--|
| Portfolio of evidence              | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes<br>OR<br>A collection of documents containing work that shows the learner's progression through the course | Learner notes/written work<br>Learner log/diary<br>Peer notes<br>Record of observation<br>Record of discussion |
| Practical demonstration/assignment | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge  | Record of observation<br>Learner notes/written work<br>Learner log   |
| Coursework                         | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course  | Record of observation<br>Learner notes/written work<br>Tutor notes/record<br>Learner log/diary                 |
| E-assessment                       | The use of information technology to assess learners' work  | Electronic portfolio<br>E-tests  |

| Title   | Social Media and Digital Marketing for Business   |  |
|---|---|--|
| Level   | Two   |  |
| Credit Value  | 3   |  |
| Guided Learning Hours (GLH)   | 24  |  |
| OCN NI Unit Code  | CBF277  |  |
| Unit Reference No   | Y/618/6464  |  |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the use, opportunities and threats of social media for a business and be able to develop a simple digital marketing plan. |   |  |
| Learning Outcomes   | Assessment Criteria   |  |
| 1. Understand the use of social media and social media influencers in business.   | 1.1. Illustrate how businesses may use social media and social media influencers to promote products and services.  |  |
| 2. Understand the opportunities and risks associated with using social media and social media influencers in business.  | 2.1. Evaluate the opportunities and risks associated with using social media and social media influencers.  |  |
| 3. Be able to develop a simple digital marketing plan.  | 3.1. Develop a simple digital marketing plan for a given small business to include:<br>a) budget<br>b) resources required<br>c) channels<br>d) customer interaction<br>e) customer demand analysis<br>f) competitor analysis<br>g) influencer analysis<br>h) return on investment |  |
| 4. Know how to implement a social media promotional campaign for a given product, service, brand or event.  | 4.1. Illustrate how a social media promotional campaign for a given product, service, brand or event may be implemented.  |  |
| Assessment Guidance   |   |  |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.  |   |  |
| Assessment Method   | Definition  | Possible Content   |
| Portfolio of evidence   | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes<br>OR<br>A collection of documents containing work that shows the learner's progression through the course   | Learner notes/written work<br>Learner log/diary<br>Peer notes<br>Record of observation<br>Record of discussion |
| Practical demonstration/assignment  | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge  | Record of observation<br>Learner notes/written work<br>Learner log   |
| Coursework  | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course  | Record of observation<br>Learner notes/written work<br>Tutor notes/record<br>Learner log/diary                 |
| E-assessment  | The use of information technology to assess learners' work  | Electronic portfolio<br>E-tests  |



## Start-up/Marketing Units

|   |   |  |
|---|---|--|
| Title   | Business Location   |  |
| Level   | Two   |  |
| Credit Value  | 1   |  |
| Guided Learning Hours (GLH)   | 8   |  |
| OCN NI Unit Code  | CBF278  |  |
| Unit Reference No   | D/618/6465  |  |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand factors that may influence business location. |   |  |
| <b>Learning Outcomes</b>  | <b>Assessment Criteria</b>  |  |
| 1. Understand factors that may influence business location.   | 1.1. Describe the following factors which may influence business location:<br>a) proximity to raw materials<br>b) proximity to market<br>c) availability and cost of land<br>d) government influences<br>e) communications and transport infrastructure |  |
| <b>Assessment Guidance</b>  |   |  |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.      |   |  |
| <b>Assessment Method</b>  | <b>Definition</b>   | <b>Possible Content</b>  |
| Portfolio of evidence   | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes<br>OR<br>A collection of documents containing work that shows the learner's progression through the course                             | Learner notes/written work<br>Learner log/diary<br>Peer notes<br>Record of observation<br>Record of discussion |
| Practical demonstration/assignment  | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge  | Record of observation<br>Learner notes/written work<br>Learner log   |
| Coursework  | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course  | Record of observation<br>Learner notes/written work<br>Tutor notes/record<br>Learner log/diary                 |
| E-assessment  | The use of information technology to assess learners' work  | Electronic portfolio<br>E-tests  |

| Title  | Develop, Implement and Review a Marketing Plan  |  |
|--|---|--|
| Level  | Two   |  |
| Credit Value   | 5   |  |
| Guided Learning Hours (GLH)  | 40  |  |
| OCN NI Unit Code   | CBF279  |  |
| Unit Reference No  | H/618/6466  |  |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to develop, implement and review a marketing plan.     |   |  |
| Learning Outcomes  | Assessment Criteria   |  |
| 1. Be able to use a marketing strategy to develop a marketing plan.  | 1.1. Summarise the key elements of a marketing strategy and plan.<br>1.2. Compare various channels that may be used by businesses to market and promote products and services.<br>1.3. Develop a marketing plan for a given business taking into account the businesses' marketing strategy including: <ul style="list-style-type: none"> <li>a) budget</li> <li>b) resources required</li> <li>c) channels</li> <li>d) customer interaction</li> <li>e) customer demand analysis</li> <li>f) competitor analysis</li> <li>g) return on investment metrics</li> </ul> |  |
| 2. Be able to implement and review a marketing plan.   | 2.1. Implement the marketing plan identified in AC 1.3 for a given product or service.<br>2.2. Review the effectiveness of the marketing plan activities undertaken in AC 2.1 identifying possible areas for improvement.   |  |
| Assessment Guidance  |   |  |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered. |   |  |
| Assessment Method  | Definition  | Possible Content   |
| Portfolio of evidence  | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes<br>OR<br>A collection of documents containing work that shows the learner's progression through the course   | Learner notes/written work<br>Learner log/diary<br>Peer notes<br>Record of observation<br>Record of discussion |
| Practical demonstration/assignment   | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge  | Record of observation<br>Learner notes/written work<br>Learner log   |
| Coursework   | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course  | Record of observation<br>Learner notes/written work<br>Tutor notes/record<br>Learner log/diary                 |
| E-assessment   | The use of information technology to assess learners' work  | Electronic portfolio<br>E-tests  |

|   |   |  |
|---|---|--|
| Title   | Understanding Enterprise and Entrepreneurial Skills   |  |
| Level   | Two   |  |
| Credit Value  | 2   |  |
| Guided Learning Hours (GLH)   | 16  |  |
| OCN NI Unit Code  | CBF280  |  |
| Unit Reference No   | K/618/6467  |  |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand what is meant by the term enterprise, the characteristics of an entrepreneur and the benefits and risks on the wider economy. |   |  |
| <b>Learning Outcomes</b>  | <b>Assessment Criteria</b>  |  |
| 1. Understand what is meant by the term enterprise and the key characteristics of an entrepreneur.  | 1.1. Describe what it meant by the term enterprise.<br>1.2. Summarise at least six characteristics of a successful entrepreneur.  |  |
| 2. Understand the benefits and risks associated with encouraging enterprise and entrepreneurial skills on the wider economy.  | 2.1. Describe the benefits and risks associated with encouraging enterprise and entrepreneurial skills on the wider economy.  |  |
| 3. Be aware of the resources required for an enterprise and how they may be used.   | 3.1. Describe the resources required for an enterprise and how they may be used.  |  |
| <b>Assessment Guidance</b>  |   |  |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.  |   |  |
| <b>Assessment Method</b>  | <b>Definition</b>   | <b>Possible Content</b>  |
| Portfolio of evidence   | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes<br>OR<br>A collection of documents containing work that shows the learner's progression through the course | Learner notes/written work<br>Learner log/diary<br>Peer notes<br>Record of observation<br>Record of discussion |
| Practical demonstration/assignment  | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge  | Record of observation<br>Learner notes/written work<br>Learner log   |
| Coursework  | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course  | Record of observation<br>Learner notes/written work<br>Tutor notes/record<br>Learner log/diary                 |
| E-assessment  | The use of information technology to assess learners' work  | Electronic portfolio<br>E-tests  |

| Title  | Understanding Social Enterprise   |  |
|--|---|--|
| Level  | Two   |  |
| Credit Value   | 2   |  |
| Guided Learning Hours (GLH)  | 16  |  |
| OCN NI Unit Code   | CBF281  |  |
| Unit Reference No  | M/618/6468  |  |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand what is meant by the term social enterprise and their importance in local economies. |   |  |
| Learning Outcomes  | Assessment Criteria   |  |
| 1. Understand what is meant by the term social enterprise and its structure.   | 1.1. Describe what is meant by the term social enterprise.<br>1.2. Compare the business structures of a social enterprise to private and public sector organisations.   |  |
| 2. Understand the aims and objectives associated with social enterprise.   | 2.1. Describe the aims and objectives of at least three social enterprises including their economic, social and environmental impact.   |  |
| 3. Understand the importance of social enterprises to own local economy.   | 3.1. Analyse the impact of social enterprises identified in AC. 2.1 on own local economy.   |  |
| Assessment Guidance  |   |  |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.   |   |  |
| Assessment Method  | Definition  | Possible Content   |
| Portfolio of evidence  | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes<br>OR<br>A collection of documents containing work that shows the learner's progression through the course | Learner notes/written work<br>Learner log/diary<br>Peer notes<br>Record of observation<br>Record of discussion |
| Practical demonstration/assignment   | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge  | Record of observation<br>Learner notes/written work<br>Learner log   |
| Coursework   | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course  | Record of observation<br>Learner notes/written work<br>Tutor notes/record<br>Learner log/diary                 |
| E-assessment   | The use of information technology to assess learners' work  | Electronic portfolio<br>E-tests  |

| Title  | International Business and Trade   |  |
|--|--|--|
| Level  | Two  |  |
| Credit Value   | 4  |  |
| Guided Learning Hours (GLH)  | 32   |  |
| OCN NI Unit Code   | CBF282   |  |
| Unit Reference No  | T/618/6469   |  |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand international business and how international trade affects the marketing mix including the impact of technology. |  |  |
| Learning Outcomes  | Assessment Criteria  |  |
| 1. Understand international business and international trade.  | 1.1. Explain what is meant by international business.<br>1.2. Describe at least three advantages and at least three disadvantages of international trade to a business.  |  |
| 2. Understand how international trade impacts on the marketing mix.  | 2.1. Describe how differences across countries and regions may affect the application of the marketing mix in relation to international trade.   |  |
| 3. Understand globalisation and its impact on business.  | 3.1. Describe globalisation and its impact on business within the following<br>a) the local economy<br>b) the single market<br>c) the European Union (EU)<br>3.2. Describe the impact of multi-national businesses on trade both nationally and internationally. |  |
| 4. Be aware of the processes involved in exporting and importing goods and services.   | 4.1. Describe the processes involved in exporting and importing goods and services.  |  |
| 5. Understand the impact of technology on international trade.   | 5.1. Describe the impact of technology on international trade.   |  |
| Assessment Guidance  |  |  |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.   |  |  |
| Assessment Method  | Definition   | Possible Content   |
| Portfolio of evidence  | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes<br>OR<br>A collection of documents containing work that shows the learner's progression through the course                                      | Learner notes/written work<br>Learner log/diary<br>Peer notes<br>Record of observation<br>Record of discussion |
| Practical demonstration/assignment   | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge   | Record of observation<br>Learner notes/written work<br>Learner log   |

|              |  |  |
|--------------|--|--|
| Coursework   | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course | Record of observation<br>Learner notes/written work<br>Tutor notes/record<br>Learner log/diary |
| E-assessment | The use of information technology to assess learners' work   | Electronic portfolio<br>E-tests  |

| Title   | Marketing Mix and Competition   |
|---|---|
| Level   | Two   |
| Credit Value  | 5   |
| Guided Learning Hours (GLH)   | 40  |
| OCN NI Unit Code  | CBF283  |
| Unit Reference No   | K/618/6470  |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the four elements of the marketing mix and how competition impacts on business activities |   |
| Learning Outcomes   | Assessment Criteria   |
| 1. Understand the term marketing mix.   | 1.1. Describe the term marketing mix.   |
| 2. Understand the main pricing policies and influencing factors on business decisions.  | 2.1. Summarise the main pricing policies including:<br>a) skimming<br>b) penetration<br>c) competitor based<br>2.2. Analyse a pricing policy for a given business<br>2.3. Describe factors which may influence pricing decisions including:<br>a) demand<br>b) cost<br>c) need to make a profit<br>d) nature of the market<br>e) competition<br>f) product life cycle<br>g) quality of inventory<br>2.4. Illustrate using simple demand curves the relationship between price and demand. |
| 3. Understand the product life cycle, influencing factors and strategies for extension.   | 3.1. Illustrate the stages and factors that may impact on the product life cycle.<br>3.2. Describe extension strategies which may be used to extend the product life cycle.<br>3.3. Describe the following terms in relation to the product life cycle:<br>a) product differentiation<br>b) Unique Selling Point (USP)  |
| 4. Understand promotional methods and influencing factors on the promotional mix.   | 4.1. Describe the following promotional methods:<br>a) advertising<br>b) public relations (PR)<br>c) sales promotion<br>d) sponsorship<br>e) social media<br>4.2. Describe factors which may influence the selection of promotional methods.<br>4.3. Summarise relevant legislation which may impact on promotion.  |
| 5. Understand channels of distribution.   | 5.1. Describe traditional, modern and direct channels of distribution.  |
| 6. Understand competition in business.  | 6.1. Describe how competition influences businesses to improve their products or services in order to increase their market share.  |

### Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

| Assessment Method                  | Definition  | Possible Content   |
|------------------------------------|---|--|
| Portfolio of evidence              | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes<br>OR<br>A collection of documents containing work that shows the learner's progression through the course | Learner notes/written work<br>Learner log/diary<br>Peer notes<br>Record of observation<br>Record of discussion |
| Practical demonstration/assignment | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge  | Record of observation<br>Learner notes/written work<br>Learner log   |
| Coursework                         | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course  | Record of observation<br>Learner notes/written work<br>Tutor notes/record<br>Learner log/diary                 |
| E-assessment                       | The use of information technology to assess learners' work  | Electronic portfolio<br>E-tests  |



| Title   | Market Research and Market Segmentation   |  |
|---|---|--|
| Level   | Two   |  |
| Credit Value  | 3   |  |
| Guided Learning Hours (GLH)   | 24  |  |
| OCN NI Unit Code  | CBF284  |  |
| Unit Reference No   | M/618/6471  |  |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand marketing, market research including market sampling and market segmentation. |   |  |
| Learning Outcomes   | Assessment Criteria   |  |
| 1. Understand marketing and market research.  | 1.1. Describe what is meant by the term marketing.<br>1.2. Describe the importance of market research in the marketing of products and services.<br>1.3. Illustrate qualitative and quantitative market research and their purpose.   |  |
| 2. Understand methods of market sampling and its importance.  | 2.1. Summarise the importance of market sampling.<br>2.2. Describe the advantages and disadvantages of the following methods of market sampling:<br>a) random<br>b) quota<br>2.3 Illustrate the most appropriate method of market research and sampling for a given business. |  |
| 3. Be able to carry out and analyse results from market research.   | 3.1. Carry out market research for a given product or service taking account of market segmentation.<br>3.2. Analyse the results of market research for the product or service identified in AC 3.1.  |  |
| Assessment Guidance   |   |  |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.                                      |   |  |
| Assessment Method   | Definition  | Possible Content   |
| Portfolio of evidence   | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes<br>OR<br>A collection of documents containing work that shows the learner's progression through the course   | Learner notes/written work<br>Learner log/diary<br>Peer notes<br>Record of observation<br>Record of discussion |
| Practical demonstration/assignment  | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge  | Record of observation<br>Learner notes/written work<br>Learner log   |

|              |  |  |
|--------------|--|--|
| Coursework   | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course | Record of observation<br>Learner notes/written work<br>Tutor notes/record<br>Learner log/diary |
| E-assessment | The use of information technology to assess learners' work   | Electronic portfolio<br>E-tests  |

## Human Resources Units

|  |   |  |
|--|---|--|
| Title  | Effective Communication Skills in the Workplace   |  |
| Level  | Two   |  |
| Credit Value   | 3   |  |
| Guided Learning Hours (GLH)  | 24  |  |
| OCN NI Unit Code   | CBF285  |  |
| Unit Reference No  | T/618/6472  |  |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand different forms of effective and appropriate communication in the workplace and how it may be used to deal with conflict situations. |   |  |
| <b>Learning Outcomes</b>   | <b>Assessment Criteria</b>  |  |
| 1. Understand the importance of communicating effectively and appropriately with others in the workplace and the implications of poor communication.   | 1.1. Explain the importance of communicating effectively and appropriately with others in the workplace.<br>1.2. Describe the implications of poor and inappropriate communication with others in the workplace.            |  |
| 2. Understand different forms of communication and how they may be used in the workplace.  | 2.1. Describe different forms of communication and how they may be used to promote effective communication in the workplace   |  |
| 3. Understand the importance of clear and concise information and constructive feedback in the workplace.  | 3.1. Describe the importance of conveying clear and concise information to promote effective communication in the workplace.<br>3.2. Describe how to provide and receive constructive feedback.                             |  |
| 4. Understand how to deal with conflict in the workplace.  | 4.1. Describe an organisational policy for managing conflict in the workplace.  |  |
| <b>Assessment Guidance</b>   |   |  |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.   |   |  |
| <b>Assessment Method</b>   | <b>Definition</b>   | <b>Possible Content</b>  |
|  | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes<br>OR<br>A collection of documents containing work that shows the learner's progression through the course | Learner notes/written work<br>Learner log/diary<br>Peer notes<br>Record of observation<br>Record of discussion |
| Practical demonstration/assignment   | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge  | Record of observation<br>Learner notes/written work<br>Learner log   |
| Coursework   | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course  | Record of observation<br>Learner notes/written work<br>Tutor notes/record<br>Learner log/diary                 |
| E-assessment   | The use of information technology to assess learners' work  | Electronic portfolio<br>E-tests  |

|   |   |  |
|---|---|--|
| Title   | Learning and Development in the Workplace   |  |
| Level   | Two   |  |
| Credit Value  | 3   |  |
| Guided Learning Hours (GLH)   | 24  |  |
| OCN NI Unit Code  | CBF286  |  |
| Unit Reference No   | A/618/6473  |  |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the reasons for providing staff learning and development including the benefits and methods used. |   |  |
| <b>Learning Outcomes</b>  | <b>Assessment Criteria</b>  |  |
| 1. Understand the reasons for providing learning and development opportunities in the workplace.  | 1.1. Describe the reasons for providing effective learning and development opportunities for the business and individual.   |  |
| 2. Understand how to conduct a training needs analysis.   | 2.1. Describe how to plan, implement and evaluate results from a training needs analysis.<br>2.2. Describe how to use a training needs analysis to inform staff development plans.  |  |
| 3. Understand different types of learning and development opportunities and the advantages and disadvantages of each.   | 3.1. Describe at least three different types of learning and development opportunities and the advantages and disadvantages of each.  |  |
| 4. Understand how to evaluate staff training.   | 4.1. Describe at least one model of evaluating the effectiveness of staff training to the business and individual.  |  |
| <b>Assessment Guidance</b>  |   |  |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.  |   |  |
| <b>Assessment Method</b>  | <b>Definition</b>   | <b>Possible Content</b>  |
| Portfolio of evidence   | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes<br>OR<br>A collection of documents containing work that shows the learner's progression through the course | Learner notes/written work<br>Learner log/diary<br>Peer notes<br>Record of observation<br>Record of discussion |
| Practical demonstration/assignment  | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge  | Record of observation<br>Learner notes/written work<br>Learner log   |
| Coursework  | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course  | Record of observation<br>Learner notes/written work<br>Tutor notes/record<br>Learner log/diary                 |
| E-assessment  | The use of information technology to assess learners' work  | Electronic portfolio<br>E-tests  |

| Title   | Mental Health, Well-being and Building Resilience   |  |
|---|---|--|
| Level   | Two   |  |
| Credit Value  | 3   |  |
| Guided Learning Hours (GLH)   | 24  |  |
| OCN NI Unit Code  | CBF287  |  |
| Unit Reference No   | F/618/6474  |  |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand mental health and well-being and be able to build resilience. |   |  |
| Learning Outcomes   | Assessment Criteria   |  |
| 1. Understand what is meant by good mental health, well-being and resilience and influencing factors.   | 1.1. Summarise what is meant by good mental health, well-being and resilience and influencing factors.  |  |
| 2. Understand the link between emotions and well-being.   | 2.1. Describe three positive and three negative emotions and possible causes of each.<br>2.2. Describe how emotions may positively and negatively impact on well-being.<br>2.3. Describe how emotions may be managed to promote well-being.<br>2.4. Describe what is meant by emotional resilience and how it may be developed. |  |
| 3. Understand the link between positive communication and good mental health, well-being and resilience.                                      | 3.1. Describe the link connecting positive communication between individuals and good mental health, well-being and resilience  |  |
| 4. Understand how to improve well-being and resilience.   | 4.1. Illustrate how the following five ways to well-being may be used to improve well-being and resilience:<br>a) connect<br>b) keep learning<br>c) be active<br>d) take notice<br>e) give to others<br>4.2. Summarise at least three tools or techniques that may be used to improve well-being and resilience.                |  |
| 5. Be aware of mental health and well-being sources of advice and support.  | 5.1. Identify at least three sources of advice and support in local area for mental health and well-being.  |  |
| Assessment Guidance   |   |  |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.                      |   |  |
| Assessment Method   | Definition  | Possible Content   |
| Portfolio of evidence   | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes<br>OR<br>A collection of documents containing work that shows the learner's progression through the course   | Learner notes/written work<br>Learner log/diary<br>Peer notes<br>Record of observation<br>Record of discussion |
| Practical demonstration/assignment  | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable  | Record of observation<br>Learner notes/written work<br>Learner log   |

|              |  |  |
|--------------|--|--|
|              | learners to practise and apply skills and knowledge  |  |
| Coursework   | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course | Record of observation<br>Learner notes/written work<br>Tutor notes/record<br>Learner log/diary |
| E-assessment | The use of information technology to assess learners' work   | Electronic portfolio<br>E-tests  |

|  |   |  |
|--|---|--|
| Title  | Understanding Employment Legislation, Contracts and Pay   |  |
| Level  | Two   |  |
| Credit Value   | 2   |  |
| Guided Learning Hours (GLH)  | 16  |  |
| OCN NI Unit Code   | CBF288  |  |
| Unit Reference No  | J/618/6475  |  |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand employment legislation and be aware of rights, contract and pay. |   |  |
| <b>Learning Outcomes</b>   | <b>Assessment Criteria</b>  |  |
| 1. Be aware of employment legislation.   | 1.1. Describe at least two organisational employment policies including their importance and how they should be implemented.  |  |
| 2. Be aware of statutory and contractual employment rights.  | 2.1. Compare the positive and negative aspects of a least three different forms of employment including the statutory and contractual employment rights of each.<br>2.2. Describe the importance of a contract of employment and information it should contain.<br>2.3. Describe ways in which an employee may breach a contract of employment and the possible consequences. |  |
| 3. Understand payslip information.   | 3.1. Describe the reason why a payslip is issued and the key information it includes.   |  |
| <b>Assessment Guidance</b>   |   |  |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.                         |   |  |
| <b>Assessment Method</b>   | <b>Definition</b>   | <b>Possible Content</b>  |
| Portfolio of evidence  | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes<br>OR<br>A collection of documents containing work that shows the learner's progression through the course   | Learner notes/written work<br>Learner log/diary<br>Peer notes<br>Record of observation<br>Record of discussion |
| Practical demonstration/assignment   | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge  | Record of observation<br>Learner notes/written work<br>Learner log   |
| Coursework   | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course  | Record of observation<br>Learner notes/written work<br>Tutor notes/record<br>Learner log/diary                 |
| E-assessment   | The use of information technology to assess learners' work  | Electronic portfolio<br>E-tests  |

| Title  | Understanding Equal Opportunities   |  |
|--|---|--|
| Level  | Two   |  |
| Credit Value   | 3   |  |
| Guided Learning Hours (GLH)  | 24  |  |
| OCN NI Unit Code   | CBF289  |  |
| Unit Reference No  | L/618/6476  |  |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand diversity, discrimination and recognise the importance of equal opportunities legislation. |   |  |
| Learning Outcomes  | Assessment Criteria   |  |
| 1. Understand diversity and discrimination.  | 1.1. Describe what is meant by the terms diversity and discrimination.<br>1.2. Compare at least two examples of discriminatory behaviour in relation to each of the following:<br>a) age<br>b) race<br>c) gender<br>d) sexuality<br>1.3. Describe ways to challenge discriminatory behaviour.<br>1.4. Describe why it is important to respect diversity.<br>1.5. Outline the positive aspects of promoting a diverse workplace. |  |
| 2. Understand equal opportunities legislation and its promotion.   | 2.1. Summarise the importance of equal opportunities legislation and how it promotes inclusion.<br>2.2. Identify at least two local agencies who offer equal opportunities support.   |  |
| Assessment Guidance  |   |  |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.   |   |  |
| Assessment Method  | Definition  | Possible Content   |
| Portfolio of evidence  | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes<br>OR<br>A collection of documents containing work that shows the learner's progression through the course   | Learner notes/written work<br>Learner log/diary<br>Peer notes<br>Record of observation<br>Record of discussion |
| Practical demonstration/assignment   | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge  | Record of observation<br>Learner notes/written work<br>Learner log   |



|              |  |  |
|--------------|--|--|
| Coursework   | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course | Record of observation<br>Learner notes/written work<br>Tutor notes/record<br>Learner log/diary |
| E-assessment | The use of information technology to assess learners' work   | Electronic portfolio<br>E-tests  |

|   |   |  |
|---|---|--|
| Title   | Understanding Motivation in the Workplace   |  |
| Level   | Two   |  |
| Credit Value  | 2   |  |
| Guided Learning Hours (GLH)   | 16  |  |
| OCN NI Unit Code  | CBF290  |  |
| Unit Reference No   | R/618/6477  |  |
| <i>Unit purpose and aim(s):</i> This unit will enable a learner to understand the importance of motivation including methods and factors which may affect job satisfaction. |   |  |
| <b>Learning Outcomes</b>  | <b>Assessment Criteria</b>  |  |
| 1. Understand the importance of motivation in the workplace.  | 1.1. Describe the importance of motivation in the workplace and how it benefits a business.   |  |
| 2. Understand methods of financial and non-financial motivation.  | 2.1. Compare at least three financial and at least three non-financial motivational methods outlining if appropriate the positive and negative aspects of each.   |  |
| 3. Understand the factors which may affect job satisfaction.  | 3.1. Summarise at least three factors which may affect job satisfaction and its impact on motivation.   |  |
| <b>Assessment Guidance</b>  |   |  |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.  |   |  |
| <b>Assessment Method</b>  | <b>Definition</b>   | <b>Possible Content</b>  |
| Portfolio of evidence   | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes<br>OR<br>A collection of documents containing work that shows the learner's progression through the course | Learner notes/written work<br>Learner log/diary<br>Peer notes<br>Record of observation<br>Record of discussion |
| Practical demonstration/assignment  | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge  | Record of observation<br>Learner notes/written work<br>Learner log   |
| Coursework  | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course  | Record of observation<br>Learner notes/written work<br>Tutor notes/record<br>Learner log/diary                 |
| E-assessment  | The use of information technology to assess learners' work  | Electronic portfolio<br>E-tests  |

|  |   |  |
|--|---|--|
| Title  | Understanding Recruitment and Selection   |  |
| Level  | Two   |  |
| Credit Value   | 4   |  |
| Guided Learning Hours (GLH)  | 32  |  |
| OCN NI Unit Code   | CBF291  |  |
| Unit Reference No  | Y/618/6478  |  |
| <i>Unit purpose and aim(s):</i> This unit will enable a learner to understand the stages of the recruitment and selection process, recruitment documentation, methods and legal control. |   |  |
| <b>Learning Outcomes</b>   | <b>Assessment Criteria</b>  |  |
| 1. Understand the different stages within the recruitment process.   | 1.1. Illustrate the different stages within the recruitment process.  |  |
| 2. Understand recruitment and selection documentation and contracts of employment.   | 2.1. Describe the purpose and content of the following recruitment and selection documentation:<br>a) job advertisement<br>b) job description<br>c) person specification<br>d) application form<br>e) contract of employment<br>f) interview pack<br>2.2. Compare at least four different contracts of employment including the advantages and disadvantages of each. |  |
| 3. Understand internal and external recruitment methods.   | 3.1. Describe at least two internal and at least two external recruitment methods and the advantages and disadvantages of each.   |  |
| 4. Understand ethical issues and legal controls which may impact on the recruitment process.   | 4.1. Describe the ethical issues and legal controls which may impact on the recruitment process.<br>4.2. Describe the role of the Northern Ireland Equality Commission.   |  |
| 5. Understand methods of recruitment selection and responsibilities of both the employer and employee.   | 5.1. Illustrate at least three methods of recruitment selection.<br>5.2. Identify the most appropriate selection method for two given job roles, identifying advantages and disadvantages for each.<br>5.3. Describe the responsibilities of both the employer and employee in the selection process.   |  |
| <b>Assessment Guidance</b>   |   |  |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.   |   |  |
| <b>Assessment Method</b>   | <b>Definition</b>   | <b>Possible Content</b>  |
| Portfolio of evidence  | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes<br>OR<br>A collection of documents containing work that shows the learner's progression through the course   | Learner notes/written work<br>Learner log/diary<br>Peer notes<br>Record of observation<br>Record of discussion |

|                                    |  |  |
|------------------------------------|--|--|
| Practical demonstration/assignment | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge | Record of observation<br>Learner notes/written work<br>Learner log                             |
| Coursework                         | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course         | Record of observation<br>Learner notes/written work<br>Tutor notes/record<br>Learner log/diary |
| E-assessment                       | The use of information technology to assess learners' work   | Electronic portfolio<br>E-tests  |

| Title   | Understanding the Appraisal Process   |  |
|---|---|--|
| Level   | Two   |  |
| Credit Value  | 2   |  |
| Guided Learning Hours (GLH)   | 16  |  |
| OCN NI Unit Code  | CBF292  |  |
| Unit Reference No   | D/618/6479  |  |
| <i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the appraisal process and how it links to organisational aims and objectives. |   |  |
| Learning Outcomes   | Assessment Criteria   |  |
| 1. Understand the appraisal process.  | 1.1. Illustrate and evaluate the following methods of appraisal<br>a) observation<br>b) self-evaluation<br>c) interview<br>1.2. Describe the importance of the appraisal process for the following:<br>a) employee<br>b) employer<br>c) achieving organisational aims and objectives<br>d) achieving individual aims and objectives<br>1.3. Describe the process for planning, preparing and carrying out an effective appraisal meeting including feedback to and from individual. |  |
| Assessment Guidance   |   |  |
| The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.                                      |   |  |
| Assessment Method   | Definition  | Possible Content   |
| Portfolio of evidence   | A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes<br>OR<br>A collection of documents containing work that shows the learner's progression through the course   | Learner notes/written work<br>Learner log/diary<br>Peer notes<br>Record of observation<br>Record of discussion |
| Practical demonstration/assignment  | A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge  | Record of observation<br>Learner notes/written work<br>Learner log   |
| Coursework  | Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course  | Record of observation<br>Learner notes/written work<br>Tutor notes/record<br>Learner log/diary                 |
| E-assessment  | The use of information technology to assess learners' work  | Electronic portfolio<br>E-tests  |

## Quality Assurance of Centre Performance

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### External Verification

All OCN NI recognised centres are subject to External Verification. External verification visits and monitoring activities will be conducted annually to confirm continued compliance with the conditions of recognition, review the centre's risk rating for the qualifications and to assure OCN NI of the maintenance of the integrity of the qualifications.

The External Verifier will review the delivery and assessment of the qualifications. This will include the review of a sample of assessment evidence and evidence of the internal verification of assessment and assessment decisions. This will form the basis of the EV report and will inform OCN NI's annual assessment of centre compliance and risk. The External Verifier is appointed by OCN NI.

### Standardisation

As a process, standardisation is designed to ensure consistency and promote good practice in understanding and application of standards. Standardisation events:

- make qualified statements about the level of consistency in assessment across centres delivering a qualification
- make statements on the standard of evidence that is required to meet the assessment criteria for units in a qualification
- make recommendations on assessment practice
- produce advice and guidance for the assessment of units
- identify good practice in assessment and internal verification
- Centres offering units of an OCN NI qualification must attend and contribute assessment materials and learner evidence for standardisation events if requested

OCN NI will notify centres of the nature of sample evidence required for standardisation events (this will include assessment materials, learner evidence and relevant assessor and internal verifier documentation). OCN NI will make standardisation summary reports available and correspond directly with centres regarding event outcomes.

## Administration

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### Registration

A centre must register learners within 20 working days of commencement of a qualification.

### Certification

Certificates will be issued to centres within 20 working days of receipt of correctly completed results marksheets. It is the responsibility of the centre to ensure that certificates received from OCN NI are held securely and distributed to learners promptly and securely.

### Charges

OCN NI publishes all up to date qualification fees in its Fees and Invoicing Policy document. Further information can be found on the centre login area of the OCN NI website.

### Equality, Fairness and Inclusion

OCN NI has considered the requirements of equalities legislation in developing the specification for these qualifications. For further information and guidance relating to access to fair assessment and the OCN NI Reasonable Adjustments and Special Considerations policies, centres should refer to the OCN NI website.

### Retention of Evidence

OCN NI has published guidance for centres on the retention of evidence. Details are provided in the OCN NI Centre Handbook and can be accessed via the OCN NI website.

**OCN NI Level 2 Award in Skills for Business**

Qualification Number: 603/7205/9

**OCN NI Level 2 Certificate in Skills for Business**

Qualification Number: 603/7204/7

**OCN NI Level 2 Extended Certificate in Skills for Business**

Qualification Number: 603/7203/5

**OCN NI Level 2 Diploma in Skills for Business**

Qualification Number: 603/7200/X

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Operational start date: 01 March 2021  
Operational end date: 28 February 2026  
Certification end date: 28 February 2028

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