



Qualification Specification for:

OCN NI Level 3 Award in Business Administration Skills

➤ **Qualification No: 610/1476/X**

OCN NI Level 3 Certificate in Business Administration Skills

➤ **Qualification No: 610/1475/8**

OCN NI Level 3 Extended Certificate in Business Administration Skills

➤ **Qualification No: 610/1474/6**

OCN NI Level 3 Diploma in Business Administration Skills

➤ **Qualification No: 610/1473/4**

Qualification Regulation Information

OCN NI Level 3 Award in Business Administration Skills

Qualification Number: 610/1476/X

OCN NI Level 3 Certificate in Business Administration Skills

Qualification Number: 610/1475/8

OCN NI Level 3 Extended Certificate in Business Administration Skills

Qualification Number: 610/1474/6

OCN NI Level 3 Diploma in Business Administration Skills

Qualification Number: 610/1473/4

Operational start date: 15 September 2022

Operational end date: 31 August 2027

Certification end date: 31 August 2030

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.

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Foreword

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

- **OCN NI Level 3 Award in Business Administration Skills**
- **OCN NI Level 3 Certificate in Business Administration Skills**
- **OCN NI Level 3 Extended Certificate in Business Administration Skills**
- **OCN NI Level 3 Diploma in Business Administration Skills**

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.ocnri.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

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 1st 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

Sector Subject Area

15.2 Administration

These qualifications relate to the following National Occupational Standards:

[Business NOS](#)

Qualifications' Aim

The aim of the OCN NI Level 3 Award, Certificate, Extended Certificate and Diploma in Business Administration Skills is to allow learners to develop the knowledge, skills and understanding required to work within business administration.

Qualifications' Objectives

The objectives of the OCN NI Level 3 Award, Certificate, Extended Certificate and Diploma in Business Administration Skills qualifications are to enable learners to develop their knowledge and understanding in the areas of business administration including the use of information technology, supervisory skills and project management.

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 business administration and related sectors.

Progression Opportunities

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

- other Level 3 vocational qualifications
- higher level qualifications in a business related area
- employment within the business administration and related sectors

Entry Requirements

There are no formal entry requirements for these qualifications though learners should be a minimum of 16 years of age.

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

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 qualifications
- 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

OCN NI Level 3 Award in Business Administration Skills

To achieve the OCN NI Level 3 Award in Business Administration Skills the learner must successfully complete a total of 9 credits from the core group.

Total Qualification Time (TQT) for this qualification:	90 hours
Guided Learning Hours (GLH) for this qualification:	63 hours

OCN NI Level 3 Certificate in Business Administration Skills

To achieve the OCN NI Level 3 Certificate in Business Administration Skills the learner must successfully complete a total of 15 credits, at least 9 credits must be taken from the core units and the remaining 6 credits from any of the optional groups at any level.

Total Qualification Time (TQT) for this qualification:	150 hours
Guided Learning Hours (GLH) for this qualification:	minimum of 105 hours

OCN NI Level 3 Extended Certificate in Business Administration Skills

To achieve the OCN NI Level 3 Extended Certificate in Business Administration Skills the learner must successfully complete a total of 26 credits, at least 12 credits must be taken from the core units, with a maximum of 8 credits from the level 2 optional units.

Total Qualification Time (TQT) for this qualification:	260 hours
Guided Learning Hours (GLH) for this qualification:	minimum of 182 hours

OCN NI Level 3 Diploma in Business Administration Skills

To achieve the OCN NI Level 3 Diploma in Business Administration Skills the learner must successfully complete a total of 37 credits, at least 15 credits must be taken from the core units, with a maximum of 12 credits from the level 2 optional units.

Total Qualification Time (TQT) for this qualification:	370 hours
Guided Learning Hours (GLH) for this qualification:	minimum of 259 hours

Unit Summary Table

Portal Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
Core units					
L/650/4061	CBF931	Business Legislation	3	21	Three
M/650/4062	CBF932	Business Research and Report Writing	4	28	Three
R/650/4063	CBF933	Organising a Business Event	4	28	Three
T/650/4064	CBF934	Producing Complex Business Documents	4	28	Three
Y/650/4065	CBF935	Reviewing and Developing Office Procedures	6	42	Three
A/650/4066	CBF936	Supporting Business Meetings	3	21	Three
D/650/4067	CBF937	Supporting Recruitment and Selection Procedures	4	28	Three
F/650/4068	CBF938	Understanding Business Organisations	4	28	Three
H/650/4069	CBF939	Verbal Communication in Business	4	28	Three
L/650/4070	CBF940	Working in an Effective Administration Team	5	35	Three
Soft skills - optional					
M/650/4071	CBF941	Decision Making and Assertiveness in a Business Environment	3	21	Three
T/650/4073	CBF942	Developing Effective Time Management Skills	2	14	Three

Y/650/4074	CBF943	Improving Own Confidence, Health and Personal Presentation in a Business Environment	3	21	Three
D/650/4076	CBF944	Improving Presentation Skills	3	21	Three
F/650/4077	CBF945	Problem Solving in the Workplace	3	21	Three
<i>Supervisory skills - optional</i>					
H/650/4078	CBF946	Assessing Learning and Development Needs and Developing Skills	4	28	Three
M/650/4080	CBF947	Budgets and Management Reports	5	35	Three
R/650/4081	CBF948	Chairing Meetings	3	21	Three
Y/650/4083	CBF949	Conducting Effective Workplace Investigations	5	35	Three
F/650/4086	CBF950	Develop, Implement and Review a Marketing Plan	5	35	Three
H/650/4087	CBF951	E-Commerce and Social Commerce	3	21	Three
J/650/4088	CBF952	Leading Teams	5	35	Three
K/650/4089	CBF953	Managing Absence and Supporting Employee Mental Health and Well-being	5	35	Three
R/650/4090	CBF954	Managing Performance in the Workplace	5	35	Three
T/650/4091	CBF955	Marketing Mix and Competition	5	35	Three
Y/650/4092	CBF956	Market Research and Market Segmentation	3	21	Three
A/650/4093	CBF957	Project Management	9	63	Three

D/650/4094	CBF958	Quality Standards and Systems for Business	2	14	Three
F/650/4095	CBF959	Recruitment and Selection	5	35	Three
H/650/4096	CBF960	Understanding Legislation and Codes of Conduct that Impact on Business Operations	3	21	Three
Digital skills - optional					
H/508/2937	CBD489	Bespoke Software	4	28	Three
K/508/2938	CBD490	Computerised Accounting Software	5	35	Three
H/650/4103	CBF961	Cyber Security for Business	5	35	Three
M/508/2939	CBD491	Database Software	5	35	Three
K/508/2941	CBD493	Desktop Publishing Software	5	35	Three
M/508/2942	CBD494	Imaging Software	5	35	Three
T/508/2943	CBD495	Improving Productivity Using IT	5	35	Three
H/508/2971	CBD519	IT Communication Fundamentals	2	14	Three
H/508/2954	CBD516	IT Software Fundamentals	3	21	Three
A/508/2944	CBD498	Optimise IT System Performance	5	35	Three
F/508/2945	CBD499	Presentation Software	6	42	Three
J/508/2946	CBD500	Project Management Software	5	35	Three
J/650/4097	CBF962	Remote Working for Business	5	35	Three
K/650/4098	CBF963	Social Media and Digital Marketing	8	54	Three

R/508/2948	CBD502	Specialist Software	4	28	Three
T/508/2974	CBD522	Spreadsheet Software	4	28	Three
F/508/2976	CBD523	Using Digital Imaging and Printing Tools	4	28	Three
L/508/2950	CBD504	Using Email	3	21	Three
R/508/2951	CBD505	Using the Internet	5	35	Three
D/508/2953	CBD508	Word Processing Software	6	42	Three
Well-being and employment - optional					
L/650/4099	CBF964	Business Work Placement	3	21	Three
A/650/4100	CBF965	Understanding Employment Legislation, Contracts and Pay	2	14	Three
D/650/4101	CBF966	Understanding Equal Opportunities in the Workplace	3	21	Three
D/507/3072	CBC552	Health and Safety in the Workplace	3	21	Three
F/650/4102	CBF967	Mental Health, Well-being and Building Resilience	3	21	Three
Level 2 units - optional					
F/618/8578	CBF480	Handling Mail	2	16	Two
J/618/8579	CBF481	Written Business Communications	3	24	Two
A/618/8580	CBF482	Understanding the Role of an Administrator	3	24	Two
L/618/8583	CBF485	Organising Business Travel and Accommodation	2	16	Two
R/618/8584	CBF486	Handling Diary Systems	2	16	Two

Y/618/8585	CBF487	Customer Service and Communication	2	16	Two
D/618/8586	CBF488	Career Planning in Administration	3	24	Two
K/618/8591	CBF489	Dealing with Petty Cash and Customer Payments	3	24	Two
M/618/8592	CBF490	Welcoming and Receiving Visitors to the Workplace	2	16	Two
T/618/8593	CBF491	Making and Receiving Business Calls	2	16	Two
A/618/8594	CBF492	Using Office Equipment	4	32	Two
H/618/8623	CBF521	Spreadsheet Software	4	32	Two

Unit Details

Title	Business Legislation	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBF931	
Unit Reference No	L/650/4061	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand current business legislation and the purpose of organisational rules and codes of conduct. Learners will also carry out a risk assessment.		
Learning Outcomes		Assessment Criteria
1. Understand legislation affecting business organisations.	1.1. Summarise current legislation affecting business organisations for the following: <ol style="list-style-type: none"> employment human rights data protection health and safety equality and diversity 1.2. Analyse the importance of legislation to: <ol style="list-style-type: none"> organisations employees 1.3. Explain where to access further advice on legislation affecting business organisations.	
2. Understand the purpose of organisational rules and codes of conduct.	2.1. Critically analyse the purpose of organisational rules and codes of conduct.	
3. Be able to carry out a risk assessment.	3.1. Explain the importance of a risk assessment. 3.2. Carry out a given workplace risk assessment in accordance with organisational procedures.	
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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Business Research and Report Writing	
Level	Three	
Credit Value	4	
Guided Learning Hours (GLH)	28	
OCN NI Unit Code	CBF932	
Unit Reference No	M/650/4062	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to plan and carry out a business research project. The learner will also be required to produce a written business report.		
Learning Outcomes	Assessment Criteria	
1. Be able to carry out a business research project.	1.1. Plan and carry out a given business research project following appropriate organisational procedures including: a) targets b) timescales c) feedback from others d) use of appropriate reference sources	
2. Be able to produce a written business report.	2.1. Produce a written business report including: a) terms of reference b) procedures c) findings d) conclusion e) recommendations f) appendices g) bibliography	
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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Organising a Business Event	
Level	Three	
Credit Value	4	
Guided Learning Hours (GLH)	28	
OCN NI Unit Code	CBF933	
Unit Reference No	R/650/4063	
<i>Unit purpose and aim(s):</i> The aim of this unit is to enable learners to understand how to effectively organise and evaluate a business event.		
Learning Outcomes	Assessment Criteria	
1. Be able to plan for business event.	1.1. Explain the purpose of a given business event including the associated aims and objectives 1.2. Plan for the business event identified in AC 1.1. including: a) equipment b) facilities c) speakers/presenters d) delegates e) pre-event checklist	
2. Be able to select a suitable venue for a business event.	2.1. Critically compare venues against the requirements for the business event identified in AC 1.1. justifying final choice.	
3. Be able to carry out pre-event actions.	3.1. Carry out pre-event actions in line with the pre-event checklist produced in AC 1.1 including: a) confirming and booking chosen venue b) securing required equipment and resources 3.2. Produce documents to support the event, including: a) programmes b) mailing lists c) delegate packs d) press releases e) invitation and confirmation for delegates and speakers/presenters f) maps g) evaluation forms	
4. Be able to carry out post-event actions.	4.1. Evaluate the success of the event 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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Producing Complex Business Documents	
Level	Three	
Credit Value	4	
Guided Learning Hours (GLH)	28	
OCN NI Unit Code	CBF934	
Unit Reference No	T/650/4064	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to produce complex business documents.		
Learning Outcomes		Assessment Criteria
1. Understand business documents.	1.1. Analyse the purpose and characteristics of different business documents, taking into account target audience.	
2. Be able to interpret the content of business documents.	2.1. Draw conclusions from at least two different business documents by extracting and analysing the information.	
3. Be able to produce complex business documents.	3.1. Produce at least two different complex business documents that meets the needs of a given target audience including appropriate: a) format and style b) content c) layout and conventions d) tone and language e) grammar and accuracy	
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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Reviewing and Developing Office Procedures	
Level	Three	
Credit Value	6	
Guided Learning Hours (GLH)	42	
OCN NI Unit Code	CBF935	
Unit Reference No	Y/650/4065	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand, review, produce and implement administrative office procedures within a business environment.		
Learning Outcomes	Assessment Criteria	
1. Understand administrative office procedures within a business environment.	1.1. Analyse at least three different office procedures within a given business including: a) rationale for use b) key steps involved c) how they are maintained d) review process	
2. Be able to review office procedures within a business environment.	2.1. Critically review one of the office procedures identified in AC 1.1 identifying areas for improvement.	
3. Be able to produce administrative procedures.	3.1. Develop an administrative procedure to address a given business need in accordance with organisational requirements.	
4. Be able to implement new administrative procedures.	4.1. Develop a training plan to assist staff in the implementation of the procedure produced in AC 3.1. 4.2. Implement the administrative procedure produced in AC 3.1. 4.3. Review the effectiveness of the procedure implemented in AC 4.2 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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Supporting Recruitment and Selection Procedures	
Level	Three	
Credit Value	4	
Guided Learning Hours (GLH)	28	
OCN NI Unit Code	CBF937	
Unit Reference No	D/650/4067	
<i>Unit purpose and aim(s):</i> The unit will enable the learner to understand the procedures involved in an effective recruitment and selection campaign and produce associated documentation.		
Learning Outcomes		Assessment Criteria
1. Be able to carry out a job analysis.	1.1. Explain the requirements of job analysis. 1.2. Carry out a job analysis on a given role.	
2. Be able to produce documentation used in recruitment selection procedures.	2.1. Produce the following recruitment selection documentation for a given role: a) job descriptions b) person specification c) job advertisement	
3. Understand the statutory and contractual rights and responsibilities.	3.1. Explain the key statutory and contractual rights and responsibilities of: a) employers b) employees	
4. Be able to produce interview documentation.	4.1. Produce documentation for use before, during and after interviews.	
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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Supporting Business Meetings	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBF936	
Unit Reference No	A/650/4066	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to provide support before, during and after a business meeting.		
Learning Outcomes	Assessment Criteria	
1. Be able to support the running of business meetings.	1.1. Demonstrate how to support the running of a business meeting including: a) performing pre-meeting checks b) producing a list of attendees c) providing support to the Chair, before, during and after meetings d) providing administrative support when required	
2. Understand the importance of confidentiality and accessibility when dealing with meeting documentation.	2.1. Explain why it is important to maintain confidentiality and accessibility of meeting documentation.	
3. Be able to record the proceedings of meetings.	3.1. Record the proceedings of a meeting including: a) attendees and any apologies b) areas discussed c) agreed actions d) allocated responsibilities of agreed actions	
4. Be able to produce minutes of meetings.	4.1. Produce draft minutes from meeting in attended in AC 3.1 including any agreed actions. 4.2. Agree draft minutes with Chair making any suggested amendments. 4.3. Produce final minutes as agreed with Chair. 4.4. Distribute minutes to agreed distribution list maintaining requirements of confidentiality.	
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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Understanding Business Organisations
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBF938
Unit Reference No	F/650/4068
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand different functional areas and organisational roles of individuals within a business organisation.	
Learning Outcomes	Assessment Criteria
1. Understand business aims and objectives.	<p>1.1. Compare and contrast business aims and objectives and their benefits.</p> <p>1.2. Explain how the following factors relate to business aims and objectives:</p> <ul style="list-style-type: none"> a) survival b) profit and turnover c) growth d) corporate image e) environmental and social responsibility f) ethical issues <p>1.3. Explain how aims and objectives may be used for business improvement.</p> <p>1.4. Compare and contrast the aims and objectives of private and public sector businesses.</p>
2. Understand the main functional areas within business organisations.	<p>2.1. Explain the main functional areas within business organisations.</p> <p>2.2. Analyse how the main functional areas interact in business organisations.</p>
3. Understand different business and organisational structures.	<p>3.1. Critically compare the following types of business ownership:</p> <ul style="list-style-type: none"> a) sole trader b) partnership c) franchise d) public limited company e) private limited company <p>3.2. Critically compare private and public sector business ownership including the following:</p> <ul style="list-style-type: none"> a) purpose and aim b) finance and use of profits c) control d) liability <p>3.3. Describe the governing structure for a not-for-profit business.</p> <p>3.4. Critically compare different organisational structures and how this may impact on authority within an organisation.</p>
4. Understand organisational roles within a business environment.	<p>4.1. Critically compare different organisational roles within a business environment.</p>
5. Understand stakeholders within a business environment.	<p>5.1. Critically compare the characteristics of internal and external stakeholders.</p> <p>5.2. Analyse how different stakeholders may have different aims and objectives.</p> <p>5.3. Explain the impact that different stakeholders may have on a business.</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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Verbal Communication in Business	
Level	Three	
Credit Value	4	
Guided Learning Hours (GLH)	28	
OCN NI Unit Code	CBF939	
Unit Reference No	H/650/4069	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to develop effective verbal communication skills within a business environment.		
Learning Outcomes	Assessment Criteria	
1. Understand how to communicate verbally with customers and other stakeholders.	1.1. Analyse effective verbal communication methods that may be used when communicating with customers and other stakeholders.	
2. Be able to communicate verbally with customers and other stakeholders	2.1. Communicate verbally with customers and other stakeholders using the telephone and face to face including the following: a) use of effective listening skills b) use of appropriate tone and language c) use of appropriate methods to resolve any conflict d) confirmation of decisions taken e) confirmation of agreed action points	
3. Be able to initiate verbal communication with customers and stakeholders, in accordance with organisational procedures.	3.1. Plan verbal communications with customers and stakeholders by telephone and face to face, including: a) the objectives of the communication b) how to achieve the desired outcome c) how complex information can be relayed 3.2. Initiate verbal communications with customers and stakeholders by telephone and face to face to ensure: a) objectives have been met b) desired outcome has been achieved c) complex information has been relayed	
4. Be able to evaluate own verbal communications skills.	4.1. Evaluate own verbal communications skills carried out in AC 3.2 identifying any 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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Working in an Effective Administration Team	
Level	Three	
Credit Value	5	
Guided Learning Hours (GLH)	35	
OCN NI Unit Code	CBF940	
Unit Reference No	L/650/4070	
<i>Unit purpose and aim(s):</i> The aim of this unit is to enable learners understand how to work effectively in teams in order to achieve team objectives.		
Learning Outcomes		Assessment Criteria
1. Understand administrative team working.	1.1. Evaluate the roles and responsibilities of administrative team members. 1.2. Critically compare the benefits of team working against individual working.	
2. Be able to work as part of an administrative team.	2.1. Demonstrate how to effectively work as part of an administrative team on a given activity including: <ul style="list-style-type: none"> a) working in accordance with organisational requirements b) meeting team and own objectives c) monitoring progress 	
3. Be able to evaluate the success of administrative team activities.	3.1. Evaluate the success of team activity carried out in AC 2.1. 3.2. Evaluate own contribution to team activity carried out 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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Decision Making and Assertiveness in a Business Environment	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBF941	
Unit Reference No	M/650/4071	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand decision making in a business environment and situations that require assertiveness and self-control.		
Learning Outcomes	Assessment Criteria	
1. Understand different decision-making methods.	1.1. Compare and contrast using examples autocratic, democratic and consensual decision-making giving advantages and disadvantages of each. 1.2. Analyse how the business environment should impact on own decision making and choices.	
2. Understand the rights and responsibilities of self and others within a business environment.	2.1. Explain own and others' rights and responsibilities in a group situation within a business environment. 2.2. Demonstrate how to contribute constructively to a discussion in different business situations.	
3. Know how to use effective negotiation skills to contribute to achieving a desired outcome in a business environment.	3.1. Critically compare at least three different negotiating strategies. 3.2. Illustrate how effective negotiation skills can be used to contribute to achieving a desired outcome in a business environment.	
4. Understand the implications and benefits of self-control and assertiveness.	4.1. Explain using examples at least three different business situations in which self-control and an appropriate level of assertiveness may be used to achieve a desired outcome. 4.2. Critically compare the possible implications of the following for an individual within a business environment: a) being under assertive b) being overly assertive	
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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Developing Effective Time Management Skills	
Level	Three	
Credit Value	2	
Guided Learning Hours (GLH)	14	
OCN NI Unit Code	CBF942	
Unit Reference No	T/650/4073	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to gain an understanding of time management and techniques for improving own time management.		
Learning Outcomes		Assessment Criteria
1. Understand good time management and how it may be implemented.	1.1. Explain the benefits of good time management and practices. 1.2. Evaluate techniques and tools which may promote good time management.	
2. Be able to use techniques and tools to plan own use of time.	2.1. Evaluate how own use of time may be improved. 2.2. Develop and implement own time management plan for a given period.	
3. Know how to improve own time management.	3.1. Review the implementation of own time management plan. 3.2. Produce an action plan to identify how own time management may be improved.	
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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Improving Own Confidence, Health and Personal Presentation in a Business Environment
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBF943
Unit Reference No	Y/650/4074
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand own confidence, health and personal presentation within a business environment.	
Learning Outcomes	Assessment Criteria
1. Know how to evaluate own level of confidence and factors impacting on own level of confidence within a business environment.	<p>1.1. Explain how own confidence may be impacted in the business environment by the following factors and strategies for addressing:</p> <ul style="list-style-type: none"> a) own personal appearance b) ability to interact socially c) ability to undertake workplace activities and tasks d) interests and activities e) own level of health f) stress <p>1.2. Evaluate own level of confidence, factors which may impact adversely on own workplace level confidence and how they may be addressed.</p>
2. Use techniques to improve own personal image within a business environment.	<p>2.1. Critically compare how appropriate presentation in the business environment differs from an individual's presentation in at least one other situation.</p> <p>2.2. Explain how the following areas impact on how own professional image is viewed by others within the business environment:</p> <ul style="list-style-type: none"> a) own level of health b) personal grooming c) having a positive attitude d) having a professional attitude <p>2.3. Illustrate how to dress appropriately for at least different three situations including at least two work related situations.</p> <p>2.4. Apply personal grooming techniques to improve own personal appearance and professional image appropriate to the business environment:</p> <ul style="list-style-type: none"> a) hair, head and face b) skin including use of appropriate makeup or cleansing, toning, exfoliating and moisturising techniques c) nails d) teeth e) cleanliness including use of deodorant
3. Be able to plan for career and personal improvement within a business environment.	<p>3.1. Explain how the following may assist with development of own career:</p> <ul style="list-style-type: none"> a) accessing sources of career advice and guidance b) workplace mentors

	<p>3.2. Use a structured approach to plan to improve own self within a business environment including:</p> <ul style="list-style-type: none"> a) improving own health b) improving own workplace confidence c) reducing and managing own workplace stress d) improving own appearance and presentation within a business environment 	
Assessment Guidance		
<p>The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.</p>		
Assessment Method	Definition	Possible Content
Portfolio of evidence	<p>A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course</p>	<p>Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion</p>
Practical demonstration/assignment	<p>A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge</p>	<p>Record of observation Learner notes/written work Learner log</p>
Coursework	<p>Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course</p>	<p>Record of observation Learner notes/written work Tutor notes/record Learner log/diary</p>
E-assessment	<p>The use of information technology to assess learners' work</p>	<p>Electronic portfolio E-tests</p>

Title	Improving Presentation Skills	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBF944	
Unit Reference No	D/650/4076	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to develop effective presentation skills.		
Learning Outcomes		Assessment Criteria
1. Be aware of the key skills required for effective presentations.	1.1. Evaluate the key skills required for effective presentations.	
2. Be able to plan to improve own presentation skills.	2.1. Assess own strengths and weaknesses in presenting information identifying areas for improvement. 2.2. Develop and implement a plan to improve own presentation skills.	
3. Be able to present and deliver information on a chosen topic.	3.1. Select prepare and present information on chosen topic taking account of the context and audience. 3.2. Present information in draft form and use feedback to improve presentation skills making appropriate amendments. 3.3. Deliver presentation ensuring the correct use of: a) clear language b) appropriate vocabulary c) structure and sequencing d) tone and pace e) appropriate examples	
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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Problem Solving in the Workplace	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBF945	
Unit Reference No	F/650/4077	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to solve workplace problems.		
Learning Outcomes	Assessment Criteria	
1. Be able to identify problems that occur in the workplace.	1.1. Analyse three common problems in the workplace. 1.2. Evaluate why the three different types of problems may arise.	
2. Be able to identify methods for solving problems in the workplace.	2.1. Evaluate three different problem solving methods which may be used in the workplace. 2.2. Explain factors which may influence the choice of problem solving method. 2.3. Summarise sources of information or support available for the methods evaluated in AC 2.1.	
3. Know how to evaluate and recommend an action plan to solve a workplace problem.	3.1. Develop two action plans showing different potential solutions to a given workplace problem. 3.2. Evaluate and select with justification one of two action plans developed 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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Assessing Learning and Development Needs and Developing Skills	
Level	Three	
Credit Value	4	
Guided Learning Hours (GLH)	28	
OCN NI Unit Code	CBF946	
Unit Reference No	H/650/4078	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the skills and knowledge required to be able to assess learning and development needs and conducting effective training programmes.		
Learning Outcomes		Assessment Criteria
1. Understand the principles and practices of learning and development.	1.1. Summarise the purpose, context and cycle of learning and development and the role of the learning and development practitioner. 1.2. Summarise relevant legislative and organisational requirements in relation to learning and development.	
2. Be able to assess learning and development needs.	2.1. Explain how to assess and record the learning and development needs of the following: a) learners b) employees c) organisations	
3. Be able to develop and prepare resources for learning and development.	3.1. Develop and prepare resources to meet given learning and development needs.	
4. Be able to plan, prepare and facilitate learning and development.	4.1. Facilitate learning and development including: a) planning and preparation b) applying appropriate principles and practices c) assisting individuals with specific needs d) providing feedback	
5. Be able to evaluate own practice in assessing learning and development needs and conducting effective training programmes.	5.1. Evaluate own practice in practice in assessing learning and development needs and conducting effective training programmes 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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Budgets and Management Reports	
Level	Three	
Credit Value	5	
Guided Learning Hours (GLH)	35	
OCN NI Unit Code	CBF947	
Unit Reference No	M/650/4080	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to develop and use management reports including finance reports.		
Learning Outcomes	Assessment Criteria	
1. Understand how to analyse and manage a budget.	1.1. Explain the budgeting cycle of a given organisation. 1.2. Develop a budget for organisation identified in AC 1.1. 1.3. Explain how budget developed in AC 1.2 informs the decision making processes and management of the organisation.	
2. Understand how to use management reports to inform decision making.	2.1. Summarise various management reports used to inform decision making. 2.2. Explain using examples approaches taken within a given organisation to analyse management reports and how these inform decision making.	
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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Chairing Meetings	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBF948	
Unit Reference No	R/650/4081	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to chair business meetings.		
Learning Outcomes	Assessment Criteria	
1. Be able chair meetings.	1.1. Chair a meeting to enable all agenda items are discussed including: a) promoting participation b) managing meeting timing 1.2. Use appropriate strategies to address disagreements and conflict if they occur. 1.3. Summarise meeting discussions and decisions and close meeting. 1.4. Check draft minutes of the meeting and agree draft minutes with minute secretary.	
2. Be able to evaluate own performance as chair of a meeting.	2.1. Evaluate own performance as Chair of the meeting identified in AC 1.1 using self-assessment and feedback from peers and supervisor, 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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Conducting Effective Workplace Investigations	
Level	Three	
Credit Value	5	
Guided Learning Hours (GLH)	35	
OCN NI Unit Code	CBF949	
Unit Reference No	Y/650/4083	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the processes of and be able to conduct an effective workplace investigation.		
Learning Outcomes	Assessment Criteria	
1. Understand workplace investigation processes.	1.1 Explain the need for workplace investigations and how these relate to grievances and disciplinary processes. 1.2 Evaluate given workplace investigations including objectives, approaches taken and their effectiveness.	
2. Be able to demonstrate investigation skills and produce a workplace investigation report.	2.1 Demonstrate key investigation skills while conducting a given workplace investigation including: a) effective communication skills b) questioning c) planning d) fact finding 2.2 Produce a clear, concise and objective workplace investigation report including appropriate recommendations.	
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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Develop, Implement and Review a Marketing Plan	
Level	Two	
Credit Value	5	
Guided Learning Hours (GLH)	35	
OCN NI Unit Code	CBF950	
Unit Reference No	F/650/4086	
<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. 1.2. Critically compare different channels that may be used by businesses to market and promote products and services. 1.3. Develop a marketing plan for a given business taking into account the businesses' marketing strategy including: a) budget b) resources required c) channels d) customer interaction e) customer demand analysis f) competitor analysis g) return on investment metrics	
2. Be able to implement and review a marketing plan.	2.1. Implement the marketing plan developed in AC 1.2 for a given product or service. 2.2. Review the effectiveness of the marketing plan activities undertaken in AC 2.2 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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	E-Commerce and Social Commerce	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBF951	
Unit Reference No	H/650/4087	
<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. Explain 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. 1.2. Explain how the online presence of a business may be enhanced to facilitate e-commerce and social commerce 1.3. Explain 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. Critically compare examples of good and bad practice in the use of e-commerce and social commerce. 2.2. Explain the key features, challenges, opportunities, security and other risks associated with businesses adopting buy side and sell side e-commerce and social commerce. 2.3. Explain 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. 2.4. Evaluate 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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Leading Teams	
Level	Five	
Credit Value	5	
Guided Learning Hours (GLH)	35	
OCN NI Unit Code	CBF952	
Unit Reference No	J/650/4088	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and be able to demonstrate effective leadership skills		
Learning Outcomes	Assessment Criteria	
1. Understand how an organisation's vision, mission, values, strategy and planning cycle relates to the role of a manager and team objectives.	1.1 Evaluate how a given organisation's vision, mission, values and strategy relates to a given manager's role. 1.2 Summarise how a given organisation's planning cycle informs team objectives. 1.3 Explain how to develop and communicate team objectives which support a given organisation's strategy and vision.	
2. Understand leadership and management styles.	2.1 Evaluate the effectiveness of different leadership and management styles 2.2 Evaluate own managerial style identifying possible areas for improvement.	
3. Understand delegation and how to manage own time effectively.	3.1 Explain the importance of delegation 3.2 Evaluate the most effective approach for delegation for a given team to optimise time management. 3.3 Demonstrate how to prioritise work and manage conflicting priorities to optimise own time management.	
4. Be able to communicate effectively with stakeholders.	4.1 Explain the importance of non-verbal communication and how this may influence others 4.2 Demonstrate how to communicate effectively with different stakeholders including verbal and non-verbal communication.	
5. Know how to manage conflict.	5.1 Illustrate how to manage conflict for each of the following situations: a) between individuals b) between multiple team members	
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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Managing Absence and Supporting Employee Mental Health and Well-being
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBF953
Unit Reference No	K/650/4089
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and be able to apply organisational absence policies and procedures and support employee mental health and wellbeing.	
Learning Outcomes	Assessment Criteria
1. Be able to manage sickness absence of employees.	<p>1.1. Critically compare using examples policies and procedures relating to the management of short and long-term absence due to illness.</p> <p>1.2. Explain using examples how absence reporting procedures should be communicated to employees.</p> <p>1.3. Demonstrate how to perform a return-to-work interview after sickness leave.</p>
2. Be able to manage maternity leave.	<p>2.1. Explain using examples approaches taken within a given organisation to support employees on maternity leave.</p> <p>2.2. Demonstrate how to support employees who need to avail of maternity leave including:</p> <ul style="list-style-type: none"> a) appropriate communication with employees and human resources b) completion of risk assessment c) support for employees whilst on maternity leave d) support for employees returning to work
3. Understand the process for dealing with absence other than sickness or maternity leave.	<p>3.1. Summarise the process for dealing with at least two types of absence other than sickness or maternity leave.</p>
4. Be able to support the mental health and wellbeing of employees.	<p>4.1. Explain using examples approaches taken within a given organisation to support the mental health and wellbeing of employees.</p> <p>4.2. Demonstrate how to support employees that may be experiencing mental health and wellbeing issues including:</p> <ul style="list-style-type: none"> a) identification of potential issues, b) appropriate communication with employees and human resources c) support for employees whilst on leave d) support for employees returning to work

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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Managing Performance in the Workplace	
Level	Three	
Credit Value	5	
Guided Learning Hours (GLH)	35	
OCN NI Unit Code	CBF954	
Unit Reference No	R/650/4090	
Unit purpose and aim(s): This unit will enable the learner to understand and be able to apply an organisation's performance management processes		
Learning Outcomes	Assessment Criteria	
1. Understand how to build a high-performance staff team.	1.1. Evaluate different approaches to building a high-performance staff team. 1.2. Explain how to set goals and objectives to inform team development plans.	
2. Be able to plan, prepare and conduct an effective appraisal meeting.	2.1. Evaluate different examples of effective appraisal processes explaining how they contribute to performance management objectives. 2.2. Plan, prepare and conduct an effective appraisal meeting.	
3. Be able to evaluate coaching models and give constructive feedback to staff.	3.1. Evaluate different coaching models 3.2. Demonstrate how to give positive and constructive feedback in the management of staff including: a) using open and probing questioning b) using effective listening skills	
4. Know how to motivate individuals and teams.	4.1. Evaluate different approaches to motivate individuals and staff teams.	
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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Market Research and Market Segmentation	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBF956	
Unit Reference No	Y/650/4092	
<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. Explain what is meant by the term marketing. 1.2. Explain the importance of market research in the marketing of products and services. 1.3. Illustrate with examples 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. 2.2. Critically compare the advantages and disadvantages of the following methods of market sampling: a) random b) quota 2.3 Evaluate different methods of market research and sampling and select the most appropriate 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. 3.2. Analyse the results of market research carried out 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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Marketing Mix and Competition
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBF955
Unit Reference No	T/650/4091
<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. Explain what is meant by the term marketing mix.
2. Understand the main pricing policies and influencing factors on business decisions.	2.1. Summarise the main pricing policies including: a) skimming b) penetration c) competitor based 2.2. Analyse a pricing policy for a given business. 2.3. Explain factors which may influence pricing decisions including: a) demand b) cost c) need to make a profit d) nature of the market e) competition f) product life cycle g) quality of inventory 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. Explain the stages and factors that may impact on the product life cycle. 3.2. Explain extension strategies which may be used to extend the product life cycle. 3.3. Explain the following terms in relation to the product life cycle: a) product differentiation b) Unique Selling Point (USP)
4. Understand promotional methods and influencing factors on the promotional mix.	4.1. Explain the following promotional methods: a) advertising b) public relations (PR) c) sales promotion d) sponsorship e) social media 4.2. Summarise factors which may influence the selection of promotional methods 4.3. Summarise relevant legislation which may impact on promotion.
5. Understand channels of distribution.	5.1. Compare and contrast traditional, modern and direct channels of distribution.
6. Understand competition in business.	6.1. Explain 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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Project Management
Level	Three
Credit Value	9
Guided Learning Hours (GLH)	63
OCN NI Unit Code	CBF957
Unit Reference No	A/650/4093
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to manage a project.	
Learning Outcomes	Assessment Criteria
1. Understand project management methodologies.	1.1. Explain what is meant by project management including: <ol style="list-style-type: none"> project project management project objectives project core components 1.2. Illustrate the interrelation of: <ol style="list-style-type: none"> project scope schedule finance risk quality resources people and teams 1.3. Critically compare project management approaches and their application to different types and complexity of projects. 1.4. Explain what is meant by project cycle and how it can be applied to different projects.
2. Be able to plan a project.	2.1. Summarise different methods used to define and manage project scope. 2.2. Select and justify use of method to define a project scope and objectives. 2.3. Use an appropriate project planning methodology to plan for the management of: <ol style="list-style-type: none"> resources schedule risk quality people and teams
3. Be able to use a project management methodology and tools.	3.1. Research, select and use an appropriate project management methodology and project tracking tools to manage a project.
4. Be able to use tools and techniques required to produce project deliverables.	4.1. Research and identify the resources, tools, skills and expertise required to deliver the project outcomes. 4.2. Create and undertake sub plans for ensuring required resources, tools, skills and expertise are in place to deliver project outcomes. 4.3. Undertake the project management of the project.
5. Understand project reporting and presentation.	5.1. Use project reporting tools to manage the project in line with project plan. 5.2. Present project updates throughout the project. 5.3. Present final project to a given audience.

6. Be able to evaluate projects.	6.1. Evaluate the management and outcome of the project outcomes identifying possible areas for improvement of both the management of the project and its outcomes.	
Assessment Guidance		
The learner can produce one or more of the following assessment methods to cover the learning outcomes and assessment criteria:		
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 OR A collection of documents containing work that shows the student's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary

Title	Quality Standards and Systems for Business	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	14	
OCN NI Unit Code	CBF958	
Unit Reference No	D/650/4094	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand quality assurance, standards and systems.		
Learning Outcomes	Assessment Criteria	
1. Understand the importance of quality assurance and standards to a business.	1.1. Explain what is meant by the term quality assurance. 1.2. Explain the importance of quality standards to a business and how they may contribute to improving business performance including the following: a) ISO 9001 b) Customer Service Excellence Award c) Investors in People 1.3. Summarise 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. Explain the process for implementing quality standards and systems within a business including administrative processes.	
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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Recruitment and Selection	
Level	Three	
Credit Value	5	
Guided Learning Hours (GLH)	35	
OCN NI Unit Code	CBF959	
Unit Reference No	F/650/4095	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand and apply recruitment and selection policies and procedures.		
Learning Outcomes	Assessment Criteria	
1. Understand the impact of employment and equality legislation on recruitment and selection procedures.	1.1. Summarise key aspects of current employment and equality legislation in own region. 1.2. Explain using examples how the legislation researched in AC 1.1 may affect an organisation's recruitment and selection procedures.	
2. Understand organisational recruitment and selection policy and procedures.	2.1. Explain a given organisation's recruitment and selection policy and procedures.	
3. Be able to conduct an effective candidate selection and interview process.	3.1 Demonstrate how to effectively: a) shortlist candidates fairly and consistently b) interview candidates using appropriate questioning and listening techniques c) keep accurate and comprehensive interview notes d) use an interview scoring scale appropriately	
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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Understanding Legislation and Codes of Conduct that Impact on Business Operations	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBF960	
Unit Reference No	H/650/4096	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand legislation, rules and codes of conduct that impact on business operations. Learners will also be able to understand health and safety issues and how to carry out risk assessments.		
Learning Outcomes		Assessment Criteria
1. Understand how legislation affects business operations and employees.	1.1. Analyse how legislation relating to following areas affects business operations and employees: a) employment b) human rights c) data protection d) health and safety e) equality and diversity 1.2. Explain where and how to access further advice on legislation relating to following areas: a) employment b) human rights c) data protection d) health and safety e) equality and diversity	
2. Understand the application of rules and codes of behaviour on business operations.	2.1. Explain the purpose and importance of organisational rules and codes of behaviour . 2.2. Analyse how at least different rules or codes of behaviour impact on the operations of a given business.	
3. Be able to carry out risk assessments.	3.1. Carry out a risk assessment in accordance with organisational procedures.	
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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Bespoke Software	
Level	Three	
Credit Value	4	
Guided Learning Hours (GLH)	28	
OCN NI Unit Code	CBD489	
Unit Reference No	H/508/2937	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to use bespoke software.		
Learning Outcomes	Assessment Criteria	
1. Input and combine information using bespoke software.	1.1. Input relevant information accurately so that it is ready for processing. 1.2. Select and use appropriate techniques to link and combine information within the application and across different software applications.	
2. Create and modify appropriate structures to organise and retrieve information efficiently.	2.1. Evaluate the use of software functions to structure, layout and style information. 2.2. Create, change and use appropriate structures and/or layouts to organise information efficiently. 2.3. Manage data files effectively, in line with local and/or legal guidelines and conventions for the storage and use of data where available.	
3. Exploit the functions of the software effectively to process and present information.	3.1. Select and use appropriate tools and techniques to edit, analyse and format information. 3.2. Check information meets needs, using IT tools and making corrections as necessary. 3.3. Identify and respond appropriately to quality problems to ensure that outcomes are fit for purpose and meet needs. 3.4. Select and use presentation methods to aid clarity and meaning.	
Assessment Guidance		
The learner can select from the following assessment method/s but should 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 OR A collection of documents containing work that shows the student's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Computerised Accounting Software
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBD490
Unit Reference No	K/508/2938
<i>Unit purpose and aim(s):</i> This unit will enable the learner use Computerised accounting software.	
Learning Outcomes	Assessment Criteria
1. Access, enter and edit accounting information.	1.1. Set up procedures for entry of accounting data accurately into records to meet requirements. 1.2. Explain how to code new entries. 1.3. Locate and display accounting data records to meet requirements. 1.4. Check data records meet needs using IT tools, making corrections as necessary. 1.5. Explain the risks to data security and procedures used for data protection. 1.6. Handle data files effectively, in line with local or legal guidelines and conventions for the storage and use of data where available. 1.7. Interpret and respond appropriately to a range of data and application error messages.
2. Process business transactions from source documents.	2.1. Select and use appropriate tools and techniques to process transactions. 2.2. Use software tools to monitor accounts. 2.3. Respond appropriately to any transaction errors and problems. 2.4. Process period and year end routines.
3. Develop and interpret management information reports.	3.1. Explain what information is required and how to present it. 3.2. Generate and interpret management reports as required. 3.3. Customise and format accounting documents and reports according to requirements. 3.4. Import and export data and link to other systems.
4. Set up a computerised accounting system ready for use.	4.1. Install and update accounting software as required. 4.2. Configure accounting software for use. 4.3. Set up package parameters. 4.4. Set up initial account balances.

Assessment Guidance

The learner can select from the following assessment method/s but should 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 OR A collection of documents containing work that shows the student's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Cyber Security for Business
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBF961
Unit Reference No	H/650/4103
<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. Explain what is meant by General Data Protection Regulation (GDPR) and its implications for a business.</p> <p>1.2. Explain the importance of having and key features of appropriate policies and procedures to protect business information from data breaches.</p>
2. Understand the risks of inappropriate use of technology and social media within business.	<p>2.1. Explain at least three internal and three external inappropriate uses of technology that may impact adversely on a business.</p> <p>2.2. Summarise the roles of key individuals who have a responsibility to maintain data security within a business.</p> <p>2.3. Explain how a business information technology network may be set up to minimise unauthorised internal and external access to information.</p> <p>2.4. Analyse the potential adverse impact on the business of using social media for marketing purposes and how this may be avoided.</p> <p>2.5. Explain how businesses should protect client information including financial details and sensitive personal information from unauthorised internal and external access.</p>
3. Understand physical and virtual risks to security of business information and how they may be minimised.	<p>3.1. Summarise at least four physical and at least four virtual risks to security of business information.</p> <p>3.2. Explain the key features of at least one strategy to prevent unauthorised access to business information including:</p> <ul style="list-style-type: none"> a) virtual b) physical <p>3.3. Explain the role and key features of security audits in improving security of business information.</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. Summarise the 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. Evaluate the vulnerability of at least three different types of business devices which to unauthorised access and how security may be improved.</p>

5.2. Summarise types of sensitive business data and analyse how unauthorised access to each may occur.

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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Database Software	
Level	Three	
Credit Value	6	
Guided Learning Hours (GLH)	42	
OCN NI Unit Code	CBD491	
Unit Reference No	M/508/2939	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to use database software.		
Learning Outcomes	Assessment Criteria	
1. Plan, create and modify relational database tables to meet requirements.	1.1. Explain how a relational database design enables data to be organised and queried. 1.2. Plan and create multiple tables for data entry with appropriate fields and properties. 1.3. Set up and modify relationships between database tables. 1.4. Explain why and how to maintain data integrity. 1.5. Respond appropriately to problems with database tables. 1.6. Use database tools and techniques to ensure data integrity is maintained.	
2. Enter, edit and organise structured information in a database.	2.1. Design and create forms to access, enter, edit and organise data in a database. 2.2. Select and use appropriate tools and techniques to format data entry forms. 2.3. Check data entry meets needs, using IT tools and making corrections as necessary. 2.4. Respond appropriately to data entry errors.	
3. Use database software tools to create, edit and run data queries and produce reports.	3.1. Explain how to select, generate and output information from queries according to requirements. 3.2. Create and run database queries to display, amend or calculate selected data. 3.3. Plan and produce database reports from a multiple-table relational database. 3.4. Select and use appropriate tools and techniques to format database reports. 3.5. Check reports meet needs, using IT tools and making corrections as necessary.	
Assessment Guidance		
The learner can select from the following assessment method/s but should 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 OR A collection of documents containing work that shows the student's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Desktop Publishing Software
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBD493
Unit Reference No	K/508/2941
<i>Unit purpose and aim(s):</i> This unit will enable the learner to use desktop publishing software.	
Learning Outcomes	Assessment Criteria
1. Select and use appropriate designs and page layouts for publications.	1.1. Explain what types of information are needed. 1.2. Explain when and how to change page design and layout to increase effectiveness of a publication. 1.3. Select, change, define, create and use appropriate page design and layout for publications in line with local guidelines, where relevant. 1.4. Select and use appropriate media for the publication.
2. Input and combine text and other information within publications.	2.1. Find and input information into a publication so that it is ready for editing and formatting. 2.2. Organise and combine information for publications in line with any copyright constraints, including importing information produced using other software. 2.3. Provide guidance on how copyright constraints affect use of own and others' information. 2.4. Explain which file format to use for saving designs and images. 2.5. Store and retrieve publication files effectively, in line with local guidelines and conventions where available.
3. Use desktop publishing software techniques to edit and format publications.	3.1. Determine and discuss what styles, colours, font schemes, editing and formatting to use for the publication. 3.2. Create styles, colours and font schemes to meet needs. 3.3. Select and use appropriate techniques to edit publications and format text. 3.4. Manipulate images and graphic elements accurately. 3.5. Control text flow within single and multiple columns and pages. 3.6. Check publications meet needs, using IT tools and making corrections as necessary. 3.7. Identify and respond appropriately to quality problems with publications to ensure that outcomes are fit for purpose and meet needs.

Assessment Guidance

The learner can select from the following assessment method/s but should 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 OR A collection of documents containing work that shows the student's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Imaging Software	
Level	Three	
Credit Value	5	
Guided Learning Hours (GLH)	35	
OCN NI Unit Code	CBD494	
Unit Reference No	M/508/2942	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to use imaging software.		
Learning Outcomes	Assessment Criteria	
1. Obtain, insert and combine information for images.	1.1. Explain what images are needed. 1.2. Explain how the context affects the way images should be prepared. 1.3. Provide guidance on what and how any copyright or other constraints may apply to the use of own and others' images. 1.4. Obtain, insert and prepare images. 1.5. Explain how file format affects image quality, format and size and how to choose appropriate formats for saving images. 1.6. Use appropriate techniques to organise and combine information of different types or from different sources. 1.7. Store and retrieve files effectively, in line with guidelines and conventions where available.	
2. Use imaging software tools to create, manipulate and edit images.	2.1. Explain what technical factors affecting images need to be taken into account and how to do so. 2.2. Select and use suitable tools and techniques efficiently to create images. 2.3. Use guidelines and dimensioning tools appropriately to enhance precision. 2.4. Select and use appropriate tools and techniques to manipulate and edit images. 2.5. Check images meet needs, using IT tools and making corrections as necessary. 2.6. Identify and respond appropriately to quality problems to ensure that images are fit for purpose and meet needs.	
Assessment Guidance		
The learner can select from the following assessment method/s but should 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 OR A collection of documents containing work that shows the student's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Improving Productivity Using IT
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBD495
Unit Reference No	T/508/2943
<i>Unit purpose and aim(s):</i> This unit will enable the learner to improve productivity using IT.	
Learning Outcomes	Assessment Criteria
1. Plan, select and use appropriate IT systems and software for different purposes.	1.1. Explain the purpose for using IT. 1.2. Analyse the methods, skills and resources required to complete the task successfully. 1.3. Analyse any factors that may affect the task. 1.4. Critically compare alternative methods to produce the intended outcome. 1.5. Develop plans for using IT for different tasks and purposes, including contingencies. 1.6. Select and use appropriate IT systems and software applications to produce effective outcomes. 1.7. Explain why different software applications could be chosen to suit different tasks, purposes and outcomes. 1.8. Explain any legal or local guidelines or constraints which apply to the task or activity.
2. Evaluate the selection and use of IT tools to make sure that activities are successful.	2.1. Critically compare the strengths and weaknesses of own and other people's final work. 2.2. Review ongoing use of IT tools and techniques and change the approach as needed. 2.3. Evaluate and test solutions to make sure they match requirements and are fit for purpose. 2.4. Be prepared to give feedback on other people's selection and use of IT tools. 2.5. Explain different ways to make further improvements to works.
3. Devise solutions to improve the use of IT tools and systems for self and others.	3.1. Evaluate the productivity and efficiency of IT systems and procedures used by self and others. 3.2. Research and advise on ways to improve productivity and efficiency. 3.3. Develop solutions that make a demonstrable improvement to the use of IT tools and systems. 3.4. Test solutions to ensure that they work as intended. 3.5. Recommend improvements to IT systems and procedures that increase productivity.

Assessment Guidance

The learner can select from the following assessment method/s but should 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 OR A collection of documents containing work that shows the student's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	IT Communication Fundamentals	
Level	Three	
Credit Value	2	
Guided Learning Hours (GLH)	14	
OCN NI Unit Code	CBD519	
Unit Reference No	H/508/2971	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand IT communication fundamentals		
Learning Outcomes	Assessment Criteria	
1. Be able to select and use a variety of sources of information to meet needs.	1.1. Select, use and analyse appropriate sources of information to meet requirements. 1.2. Summarise different features of information. 1.3. Summarise copyright and other constraints on the use of information.	
2. Be able to access, search, select and use Internet-based information.	2.1. Access, navigate, search and compare internet sources of information purposefully and effectively. 2.2. Critically compare search techniques to locate relevant information. 2.3. Select and assess information that is fit for purpose.	
3. Be able to select and use IT to communicate and exchange information safely, responsibly and effectively.	3.1. Create access, read and respond appropriately to e-mail and other IT-based communication. 3.2. Use IT tools to manage an address book and schedule activities. 3.3. Manage storage of IT-based communications. 3.4. Explain how to respond to common IT-based communication problems. 3.5. Respond appropriately to common IT-based communication problems.	
Assessment Guidance		
The learner can select from the following assessment method/s but should 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 OR A collection of documents containing work that shows the student's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work Learner log

Title	IT Software Fundamentals	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBD516	
Unit Reference No	H/508/2954	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to use fundamental IT tools and techniques.		
Learning Outcomes	Assessment Criteria	
1. Select and use appropriate software applications to meet needs and solve problems.	1.1. Explain what types of information are needed. 1.2. Select, use and analyse software applications to develop, produce and present different types of information to meet needs and solve problems.	
2. Enter, develop, combine and format different types of information to suit its meaning and purpose.	2.1. Enter, organise, refine and format different types of information, applying editing techniques to meet needs. 2.2. Apply and compare appropriate techniques to combine image and text components. 2.3. Combine information of different forms or from different sources. 2.4. Select and use appropriate page layout to present information effectively.	
3. Present information in ways that are fit for purpose and audience.	3.1. Work accurately and proof-read, using software facilities where appropriate. 3.2. Critically compare a range of presentation methods. 3.3. Produce information that is fit for purpose and audience using accepted layouts and conventions as appropriate.	
4. Evaluate the selection and use of IT tools and facilities to present information.	4.1. Review and modify work as it progresses to ensure the result is fit for purpose and audience and to inform future judgements. 4.2. Analyse the effectiveness of the IT tools selected to meet needs in order to improve future work.	
Assessment Guidance		
The learner can select from the following assessment method/s but should 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 OR A collection of documents containing work that shows the student's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Optimise IT System Performance
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBD498
Unit Reference No	A/508/2944
<i>Unit purpose and aim(s):</i> This unit will enable the learner use IT to optimise performance.	
Learning Outcomes	Assessment Criteria
1. Keep computer hardware and software operating efficiently.	1.1. Explain the factors that should be taken into account when choosing an operating system. 1.2. Take appropriate steps to protect computer hardware from loss or damage. 1.3. Explain why routine fault-finding procedures are important. 1.4. Use an appropriate fault-finding procedure to routinely monitor hardware performance. 1.5. Configure anti-virus and other security software. 1.6. Install and configure printers and other peripheral devices. 1.7. Configure synchronisation and maintain security on remote access sessions. 1.8. Configure a computer to prevent or display information to an audience.
2. Manage files to maintain and improve performance.	2.1. Explain why it is important to undertake file housekeeping of the information stored on computer systems and how it affects performance. 2.2. Use file navigation software to organise files into an appropriate folder structure. 2.3. Archive, back up and restore files and folders. 2.4. Manage file and disk housekeeping so that information is secure and easy to find. 2.5. Configure access to remote file systems. 2.6. Distinguish between data and system file types.
3. Troubleshoot and respond to IT system problems quickly and effectively.	3.1. Assess IT system problems, explain what causes them and how to respond to them and avoid similar problems in the future. 3.2. Carry out contingency planning to recover from system failure and data loss. 3.3. Monitor and record IT system problems to enable effective response. 3.4. Monitor system settings and adjust when necessary. 3.5. Explain when and where to get expert advice. 3.6. Help others to select and use appropriate resources to respond to IT system problems. 3.7. Check that errors and problems have been resolved satisfactorily.
4. Plan and monitor the routine and non-routine maintenance of hardware and software.	4.1. Clarify the resources that will be needed to carry out maintenance.

	<p>4.2. Develop a plan for the maintenance of IT hardware and software.</p> <p>4.3. Monitor the implementation of maintenance plans, updating them where necessary.</p>
5. Review and modify hardware and software to maintain performance.	<p>5.1. Use appropriate techniques to maintain software for optimum performance.</p> <p>5.2. Clarify when and how to upgrade software.</p> <p>5.3. Review and modify hardware settings to maintain performance.</p>

Assessment Guidance

The learner can select from the following assessment method/s but should ensure all learning outcomes and assessment criteria are fully covered:

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

Title	Presentation Software
Level	Three
Credit Value	6
Guided Learning Hours (GLH)	42
OCN NI Unit Code	CBD499
Unit Reference No	F/508/2945
<i>Unit purpose and aim(s):</i> This unit will enable the learner to use presentation software.	
Learning Outcomes	Assessment Criteria
1. Input and combine text and other information within presentation slides.	1.1. Explain what types of information are required for the presentation. 1.2. Enter text and other information using layouts appropriate to type of information. 1.3. Insert charts and tables and link to source data. 1.4. Insert images, video or sound to enhance the presentation. 1.5. Identify any constraints which may affect the presentation. 1.6. Organise and combine information for presentations in line with any constraints. 1.7. Store and retrieve presentation files effectively, in line with local guidelines and conventions where available.
2. Use presentation software tools to structure, edit and format presentations.	2.1. Explain when and how to use and change slide structure and themes to enhance presentations. 2.2. Create, amend and use appropriate templates and themes for slides. 2.3. Explain how interactive and presentation effects can be used to aid meaning or impact 2.4. Select and use appropriate techniques to edit and format presentations to meet needs. 2.5. Create and use interactive elements to enhance presentations. 2.6. Select and use animation and transition techniques appropriately to enhance presentations.
3. Prepare interactive slideshow for presentation.	3.1. Explain how to present slides to communicate effectively for different contexts. 3.2. Prepare interactive slideshow and associated products for presentation. 3.3. Check presentation meets needs, using IT tools and making corrections as necessary. 3.4. Evaluate presentations, identify any quality problems and discuss how to respond to them. 3.5. Respond appropriately to quality problems to ensure that presentations meet needs and are fit for purpose.

Assessment Guidance

The learner can select from the following assessment method/s but should 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 OR A collection of documents containing work that shows the student's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Project Management Software
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBD500
Unit Reference No	J/508/2946
<i>Unit purpose and aim(s):</i> This unit will enable the learner to use project management software.	
Learning Outcomes	Assessment Criteria
1. Create and define a project.	1.1. Explain the critical information about the project that must be included. 1.2. Create, store and retrieve project management files in line with local guidelines where applicable. 1.3. Define the project file properties and project options. 1.4. Create master and sub-projects. 1.5. Create links across projects and manage changes to linked tasks.
2. Enter and edit information about project tasks and resources.	2.1. Identify the critical tasks and milestones to be completed. 2.2. Explain how to set up any deadlines and constraints which apply to the project. 2.3. Enter and edit information about project tasks. 2.4. Explain how to resolve issues of resource availability and utilisation. 2.5. Enter and edit information about resources to be used in the project. 2.6. Create and apply a task calendar for scheduling tasks. 2.7. Identify and resolve any issues of resource allocation. 2.8. Define and set up dependencies between tasks.
3. Update information about project progress.	3.1. Explain the methods available to track project progress and review against plans. 3.2. Use editing and formatting techniques to update project elements. 3.3. Update task status in line with progress. 3.4. Update information about resources as required. 3.5. Compare actual progress with project baseline and reschedule uncompleted tasks. 3.6. Identify and assess the impact of risks and issues on the project. 3.7. Manage information on project risks and issues.
4. Select and use appropriate tools and techniques to display and report on project status.	4.1. Create and customise project reports to meet needs. 4.2. Use filtering and formatting techniques to display project information to meet needs. 4.3. Share project information with other applications.

Assessment Guidance

The learner can select from the following assessment method/s but should 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 OR A collection of documents containing work that shows the student's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Remote Working for Business
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBF962
Unit Reference No	J/650/4097
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to work effectively as a remote team member and as the manager of a remote team.	
Learning Outcomes	Assessment Criteria
1. Understand remote working and its management.	<p>1.1. Explain what is meant by remote working including advantages, disadvantages, opportunities and challenges.</p> <p>1.2. Summarise the main features of remote working policies and guidelines for business including netiquette.</p> <p>1.3. Compare and contrast the management of remotely based staff with staff working physically in an office environment.</p>
2. Understand how to set up and resolve technical issues associated with working remotely.	<p>2.1. Summarise the equipment and software required to set up self and other team members for remote working and illustrate how these may be optimised for a given remote workspace including:</p> <ul style="list-style-type: none"> a) wired and wifi internet connections b) computers with appropriate communication software c) ensuring security of equipment, data and internet connection <p>2.2. Summarise at least three common technical issues associated with remote working and how they may be resolved.</p> <p>2.3. Evaluate the risks associated with remote working in public locations including use of:</p> <ul style="list-style-type: none"> a) public wifi b) non encrypted wifi c) equipment that is shared or not provided by a trusted source d) automatic hotspot connections e) non HyperText Transfer Protocol Secure (HTTPS) websites
3. Understand how to manage own and others' health and well-being when working remotely.	<p>3.1. Explain with examples how own and others' 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. Critically 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"> a) presenting own and other's work b) facilitating team interaction and collaboration c) sharing and working on documents d) configuring video background e) sharing access to screen

		4.3. Summarise using examples at least two errors and at least two inappropriate ways online collaboration and communication tools may be used.
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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Social Media and Digital Marketing
Level	Three
Credit Value	8
Guided Learning Hours (GLH)	54
OCN NI Unit Code	CBF963
Unit Reference No	K/650/4098
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the use of social media and digital marketing within businesses.	
Learning Outcomes	Assessment Criteria
1. Understand the use of social media and the associated risks.	<p>1.1. Critically compare the positive and negative aspects of using social media within own personal and professional life.</p> <p>1.2. Evaluate the risks associated with using social media and how these may be minimised.</p>
2. Understand how digital marketing and social media may be integrated into business planning.	<p>2.1. Explain what is meant by the following identifying the key features of each:</p> <ul style="list-style-type: none"> a) marketing and marketing plans b) customer relationship management c) online and offline marketing channels d) online presence <p>2.2. Explain using examples how digital marketing and social media may be integrated within a businesses' overall marketing and customer relationship management plans</p> <p>2.3. Evaluate at least three examples of best practice in the integration of online and offline marketing channels to enhance marketing effectiveness.</p>
3. Be able to use a digital marketing strategy to develop a digital marketing plan.	<p>3.1. Summarise the key elements of a digital marketing strategy and plan.</p> <p>3.2. Develop a digital marketing plan for a given business taking into account the businesses' digital marketing strategy including:</p> <ul style="list-style-type: none"> a) budget b) resources required c) channels d) customer interaction e) customer demand analysis f) competitor analysis g) influencer analysis h) return on investment metrics
4. Understand the use of websites for marketing.	<p>4.1. Explain what is meant by Search Engine Optimisation (SEO) and how it may be used to enhance marketing activities.</p> <p>4.2. Critically compare examples of good and bad practice in static and mobile website design from both potential customer and marketing perspectives</p> <p>4.3. Explain how the use of different online and offline marketing channels can drive traffic to websites</p>

<p>5. Be able to use social media for marketing and promotion.</p>	<p>5.1. Critically compare how at least three different social media sites may be used by businesses and organisations to market and promote products, services, brand and events and develop customer relationships.</p> <p>5.2. Evaluate the potential risks to a business of using social media for marketing or promotion.</p> <p>5.3. Analyse factors that should be considered when planning a social media campaign including:</p> <ul style="list-style-type: none"> a) Alignment with digital and overall marketing plans b) mobile or non-mobile platforms c) nature of campaign d) nature of product, service or event e) target market <p>5.4. Develop and implement a social media marketing and promotional campaign for a given product, service, brand, or event.</p>
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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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Specialist Software	
Level	Three	
Credit Value	4	
Guided Learning Hours (GLH)	28	
OCN NI Unit Code	CBD502	
Unit Reference No	R/508/2948	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to use specialist software.		
Learning Outcomes	Assessment Criteria	
1. Input and combine information using specialist software.	1.1. Input relevant information accurately so that it is ready for processing. 1.2. Select and use appropriate techniques to link and combine information within the application and across different software applications.	
2. Create and modify appropriate structures to organise and retrieve information efficiently.	2.1. Evaluate the use of software functions to structure, layout and style information. 2.2. Create, change and use appropriate structures and/or layouts to organise information efficiently. 2.3. Manage data files effectively, in line with local and/or legal guidelines and conventions for the storage and use of data where available.	
3. Exploit the functions of the software effectively to process and present information.	3.1. Select and use appropriate tools and techniques to edit, analyse and format information. 3.2. Check information meets needs, using IT tools and making corrections as necessary. 3.3. Identify and respond appropriately to quality problems to ensure that outcomes are fit for purpose and meet needs. 3.4. Select and use presentation methods to aid clarity and meaning.	
Assessment Guidance		
The learner can select from the following assessment method/s but should 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 OR A collection of documents containing work that shows the student's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Spreadsheet Software
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBD522
Unit Reference No	T/508/2974
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to use spreadsheet software	
Learning Outcomes	Assessment Criteria
1. Be able to use a spreadsheet to enter, edit and organise data.	1.1. Assess data required for spreadsheet and how it should be structured. 1.2. Demonstrate how to enter and edit numerical and other data accurately. 1.3. Combine and link data across worksheets. 1.4. Store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available.
2. Be able to select and use appropriate formulas and data analysis tools.	2.1. Explain tools and techniques used to summarise, analyse and manipulate data to meet requirements. 2.2. Demonstrate how to select and use a range of appropriate functions and formulas to meet calculation requirements. 2.3. Use a range of tools and techniques to analyse and manipulate data to meet requirements. 2.4. Select and use forecasting tools and techniques.
3. Be able to select and use tools and techniques to present, format and publish spreadsheet information.	3.1. Explain how to present and format spreadsheet information effectively to meet requirements. 3.2. Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets effectively. 3.3. Select and format an appropriate chart and graph type to display selected information. 3.4. Select and use appropriate page layout to present, print and publish spreadsheet information. 3.5. Analyse information and amend as required. 3.6. Explain how to find errors in spreadsheet formulas and how to rectify accordingly.

Assessment Guidance

The learner can select from the following assessment method/s but should 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 OR A collection of documents containing work that shows the student's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Using Digital Imaging and Printing Tools	
Level	Three	
Credit Value	4	
Guided Learning Hours (GLH)	28	
OCN NI Unit Code	CBD523	
Unit Reference No	F/508/2976	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to use digital imaging and printing software.		
Learning Outcomes	Assessment Criteria	
1. Understand digital imaging and printing.	1.1. Explain different approaches to digital imaging and printing for a wide range of situations. 1.2. Summarise copyright issues associated with digital imaging.	
2. Be able to produce digital images and prints.	2.1. Produce digital images using a range of software tools. 2.2. Produce digital prints from digital imaging sources to achieve a range of complex solutions. 2.3. Evaluate techniques used in digital images and prints identifying areas for improvement.	
3. Understand safe working procedures for digital imaging and printing.	3.1. Explain and demonstrate safe working practices within digital production facilities.	
Assessment Guidance		
The learner can produce one or more of the following assessment methods to cover the learning outcomes and assessment criteria:		
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 OR A collection of documents containing work that shows the student's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Using Email	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBD504	
Unit Reference No	L/508/2950	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to use email.		
Learning Outcomes	Assessment Criteria	
1. Use email software tools and techniques to compose and send messages.	1.1. Select and use software tools to compose and format email messages, including attachments. 1.2. Explain methods to improve message transmission. 1.3. Send email messages to individuals and groups. 1.4. Explain why and how to stay safe and respect others when using email. 1.5. Use an address book to manage contact information.	
2. Manage use of email software effectively.	2.1. Develop and communicate guidelines and procedures for using email effectively. 2.2. Read and respond appropriately to email messages and attachments. 2.3. Use email software tools and techniques to automate responses. 2.4. Explain why, how and when to archive messages. 2.5. Organise, store and archive email messages effectively. 2.6. Customise email software to make it easier to use. 2.7. Explain how to minimise email problems. 2.8. Respond appropriately to email problems.	
Assessment Guidance		
The learner can select from the following assessment method/s but should 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 OR A collection of documents containing work that shows the student's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Using the Internet
Level	Three
Credit Value	5
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBD505
Unit Reference No	R/508/2951
<i>Unit purpose and aim(s):</i> This unit will enable the learner to use the internet.	
Learning Outcomes	Assessment Criteria
1. Select and set up an appropriate connection to access the internet.	1.1. Identify different types of connection methods that can be used to access the internet. 1.2. Explain the benefits and drawbacks of different connection methods. 1.3. Analyse the issues affecting different groups of users. 1.4. Select and set up an internet connection using an appropriate combination of hardware and software. 1.5. Recommend a connection method for internet access to meet identified needs. 1.6. Diagnose and solve internet connection problems.
2. Set up and use browser software to navigate web pages.	2.1. Select and use browser tools to navigate web pages effectively. 2.2. Explain when to change browser settings to aid navigation. 2.3. Adjust and monitor browser settings to maintain and improve performance. 2.4. Explain when and how to improve browser performance. 2.5. Customise browser software to make it easier to use.
3. Use browser tools to search effectively and efficiently for information from the Internet.	3.1. Select and use appropriate search techniques to locate information efficiently. 3.2. Evaluate how well information meets requirements. 3.3. Manage and use references to make it easier to find information another time. 3.4. Download, organise and store different types of information from the internet.
4. Use browser software to communicate information online.	4.1. Identify and analyse opportunities to create, post or publish material to websites. 4.2. Select and use appropriate tools and techniques to communicate information online. 4.3. Share and submit information online using appropriate language and moderate content from others.
5. Develop and apply appropriate safety and security practices and procedures when working online.	5.1. Explain the threats to system performance when working online. 5.2. Work responsibly and take appropriate safety and security precautions when working online. 5.3. Explain the threats to information security and integrity when working online.

	<p>5.4. Keep information secure and manage user access to online sources securely.</p> <p>5.5. Explain the threats to user safety when working online.</p> <p>5.6. Explain how to minimise internet security risks.</p> <p>5.7. Develop and promote laws, guidelines and procedures for safe and secure use of the internet.</p>
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Assessment Guidance

The learner can select from the following assessment method/s but should ensure all learning outcomes and assessment criteria are fully covered:

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

Title	Word Processing Software
Level	Three
Credit Value	6
Guided Learning Hours (GLH)	42
OCN NI Unit Code	CBD508
Unit Reference No	D/508/2953
<i>Unit purpose and aim(s):</i> This unit will enable the learner to use word processing software.	
Learning Outcomes	Assessment Criteria
1. Enter and combine text and other information accurately within word processing documents.	1.1. Summarise what types of information are needed for the document and how they should be linked or integrated. 1.2. Use appropriate techniques to enter text and other types of information accurately and efficiently. 1.3. Create, use and modify appropriate templates for different types of documents. 1.4. Explain how to combine and merge information from other software or multiple documents. 1.5. Combine and merge information within a document from a range of sources. 1.6. Store and retrieve document and associated files effectively, in line with local guidelines and conventions where available. 1.7. Select and use tools and techniques to work with multiple documents or users. 1.8. Customise interface to meet needs.
2. Create and modify appropriate layouts, structures and styles for word processing documents.	2.1. Analyse and explain the requirements for structure and style. 2.2. Create, use and modify columns, tables and forms to organise information. 2.3. Define and modify styles for document elements. 2.4. Select and use tools and techniques to organise and structure long documents.
3. Use word processing software tools and techniques to format and present documents effectively to meet requirements.	3.1. Explain how the information should be formatted to aid meaning. 3.2. Select and use appropriate techniques to format characters and paragraphs. 3.3. Select and use appropriate page and section layouts to present and print multipage and multi-section documents. 3.4. Check documents meet needs, using IT tools and making corrections as necessary. 3.5. Evaluate the quality of the documents produced to ensure they are fit for purpose. 3.6. Respond appropriately to any quality problems with documents to ensure that outcomes meet needs and are fit for purpose.

Assessment Guidance

The learner can select from the following assessment method/s but should 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 OR A collection of documents containing work that shows the student's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Business Work Placement	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBF964	
Unit Reference No	L/650/4099	
<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 structures and purpose of a chosen work placement including: a) key activities b) management and departmental structures c) departmental communication d) opportunities for own business skills development	
2. Understand role within own work placement.	2.1. Explain own role and activities, agreed limitations and own responsibilities. 2.2. Carry out tasks following instructions, requesting guidance as appropriate.	
3. Understand the importance of adhering to work placement practices.	3.1. Explain the importance of the following within a business work placement: a) personal presentation b) appropriate behaviour c) time-keeping d) attendance e) adhering to organisational procedures	
4. Understand and comply with safe working practices.	4.1. Explain the main safety considerations in own work placement including: a) possible hazards b) precautionary measures c) reporting structures 4.2. Explain work placement procedures in the event of an accident or emergency. 4.3. Identify the location and contents of the First Aid Box. 4.4. Illustrate how to use key safety equipment.	
5. Be able to evaluate own work placement and plan own development.	5.1. Evaluate how own business skills have been enhanced through own work placement identifying areas for improvement. 5.2. Develop a plan for own career development informed by evaluation carried out in AC 5.1.	
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	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

	OR A collection of documents containing work that shows the learner's progression through the course	
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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Understanding Employment Legislation, Contracts and Pay	
Level	Three	
Credit Value	2	
Guided Learning Hours (GLH)	14	
OCN NI Unit Code	CBF965	
Unit Reference No	A/650/4100	
<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.		
Learning Outcomes		Assessment Criteria
1. Be aware of employment legislation.	1.1. Explain the key aspects of at least two pieces of employment legislation including their importance and their impact on the organisation and its policies.	
2. Be aware of statutory and contractual employment rights.	2.1. Summarise at least three employee and at least three employer responsibilities expected in a typical employment arrangement. 2.2. Critically compare the positive and negative aspects of a least three different forms of employment including the statutory and contractual employment rights of each. 2.3. Explain the importance of a contract of employment and information it should contain. 2.4. Explain ways in which an employee may breach a contract of employment and the possible consequences.	
3. Understand payslip information.	3.1. Explain the reason why a payslip is issued and the key information it includes.	
Assessment Guidance		
The learner can select from the following assessment method/s but should 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 OR A collection of documents containing work that shows the student's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Understanding Equal Opportunities in the Workplace	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBF966	
Unit Reference No	D/650/4101	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand workplace diversity, discrimination and recognise the importance of equal opportunities legislation.		
Learning Outcomes	Assessment Criteria	
1. Understand diversity and discrimination in the workplace.	1.1. Explain what is meant by the terms diversity and discrimination. 1.2. Critically compare examples of discriminatory behaviour in relation to the following: a) age b) race c) gender d) sexuality 1.3. Explain ways to challenge discriminatory behaviour in the workplace. 1.4. Explain why it is important to respect diversity. 1.5. Explain at least three positive aspects of promoting a diverse workplace.	
2. Understand equal opportunities legislation and its promotion.	2.1. Explain the importance of equal opportunities legislation and how it promotes inclusion within workplaces. 2.2. Explain how to access at least two local agencies who offer equal opportunities support and the types of support they offer.	
Assessment Guidance		
The learner can select from the following assessment method/s but should 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 OR A collection of documents containing work that shows the student's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Health and Safety in the Workplace	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBC552	
Unit Reference No	D/507/3072	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand health and safety in the workplace		
Learning Outcomes	Assessment Criteria	
1. Understand health and safety procedures and policy at work.	1.1. Research and explain the roles of the personnel responsible for Health and Safety in own workplace. 1.2. Summarise the Health and Safety procedures and policy for own organisation including the following: a) Health and Safety at Work Act b) Control of Substances Hazardous to Health requirements c) Manual Handling	
2. Be able to maintain a safe working environment in own workplace.	2.1. Summarise ways of maintaining a safe working environment and correct reporting procedures. 2.2. Evaluate potential risks within own workplace. 2.3. Explain the purpose and use of safety equipment and/or clothing to minimise risk. 2.4. Summarise own organisation's emergency evacuation procedures. 2.5. Explain the process and benefits of a risk assessment. 2.6. Carry out a risk assessment in own workplace.	
3. Understand own responsibility for Health and Safety in own workplace.	3.1. Explain own responsibility for health and safety including: a) correct procedures for manual handling b) correct procedures for the use of display screen equipment c) control of substances hazardous to health d) maintaining a safe environment for staff and others	
Assessment Guidance		
The learner can produce one or more of the following assessment methods to cover the learning outcomes and assessment criteria:		
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 OR A collection of documents containing work that shows the student's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Mental Health, Well-being and Building Resilience	
Level	Three	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBF967	
Unit Reference No	F/650/4102	
<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. Explain three positive and three negative emotions and possible causes of each. 2.2. Explain how emotions may positively and negatively impact on well-being. 2.3. Illustrate with examples how emotions may be managed to promote well-being. 2.4. Summarise 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. Evaluate 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 with examples how the following 5 ways to well-being may be used to improve well-being and resilience: a) connect b) keep learning c) be active d) take notice e) give to others 4.2. Summarise and apply at least three tools or techniques that may be used to improve well-being and resilience.	
5. Understand how to access mental health and well-being advice and support.	5.1. Research at least three sources of advice and support for mental health and well-being and how they may be accessed.	
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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Handling Mail	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBF480	
Unit Reference No	F/618/8578	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to develop skills in handling postal mail and aspects associated with it.		
Learning Outcomes	Assessment Criteria	
1. Know why it is important for a business to handle mail efficiently and securely.	1.1. Summarise how efficient distribution of mail benefits a business and why inaccuracies or delays may have negative impact. 1.2. Describe procedures to protect confidential information.	
2. Be able to handle incoming and outgoing mail.	2.1. Demonstrate how to handle incoming and outgoing mail including: a) sorting incoming mail b) distribution of incoming mail accurately to a given deadline c) collecting and sorting outgoing mail accurately and on time d) dispatching outgoing mail on time 2.2. Describe how to deal with suspicious or damaged items.	
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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Written Business Communications	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBF481	
Unit Reference No	J/618/8579	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to produce clear and concise written business communications and documents.		
Learning Outcomes		Assessment Criteria
1. Know the purpose of different forms of written business communication.	1.1. Describe the purpose of different forms of written business communication including: a) formal b) informal	
2. Be able to extract information in order to produce clear and concise written business documents.	1.2. Extract information from appropriate sources in order to produce at least two different written clear and concise business documents.	
2. Be able to produce different written business documents.	2.1. Produce at least two different written business documents using the information extracted in AC 2.1 complying with business requirements.	
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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical Examination	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Calibration of grinder Record of observation Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Understanding the Role of an Administrator	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBF482	
Unit Reference No	A/618/8580	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the role of an administrator in a business environment including health and safety, legislation and organising work areas.		
Learning Outcomes	Assessment Criteria	
1. Know the role of an administrator within a business environment.	1.1. Describe the role of an administrator within a business environment and how it relates to others within the business organisation.	
2. Understand legislation affecting the work of administrators within a business environment.	2.1. Describe the impact of legislation affecting the work of administrators within a business environment including General Data Protection Regulation (GDPR).	
3. Understand how health and safety issues may affect the work of administrators within a business environment.	3.1. Describe how health and safety issues may affect the work of administrators within a business environment.	
4. Understand the importance of organising work areas within a business environment.	4.1. Describe the importance of organising work areas within a business environment.	
5. Be able to carry out general administrative processes in a business environment.	5.1. Carry out general administrative processes including: a) using office equipment b) filing business documents in appropriate format c) handling incoming and outgoing mail	
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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Organising Business Travel and Accommodation	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBF485	
Unit Reference No	L/618/8583	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to make business travel and accommodation arrangements.		
Learning Outcomes		Assessment Criteria
1. Be able to make business travel arrangements.	1.1. Identify business travel requirements following organisational procedures including: <ol style="list-style-type: none"> making a checklist accommodation requirements budget 1.2. Prepare a preliminary itinerary for business travel. 1.3. Make business travel bookings following organisational procedures.	
2. Be able to produce business travel documentation.	2.1. Produce business travel documentation including: <ol style="list-style-type: none"> confirmed itinerary supporting travel documents 	
3. Be able to confirm arrangements prior to the business travel.	3.1. Confirm and communicate up to date business travel arrangements prior to departure.	
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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Handling Diary Systems	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBF486	
Unit Reference No	R/618/8584	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to be able to select, set up and effectively run a diary system.		
Learning Outcomes	Assessment Criteria	
1. Be aware of different types of diary systems.	1.1. Describe different diary systems including: a) advantages b) disadvantages c) confidentiality considerations d) accessibility factors	
2. Understand how to create new and update diary entries.	2.1. Create new diary entries for meetings including: a) purpose/name of meeting b) time/date c) location d) attendees 2.2. Liaise with attendees when making diary entries including confirming final details. 2.3. Update diary entries created in AC 2.1 in line organisational procedures and communicate changes to all meeting attendees and others.	
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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical Examination	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Calibration of grinder Record of observation Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Customer Service and Communication	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBF487	
Unit Reference No	Y/618/8585	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to communicate effectively with internal and external customers as well understand the importance of customer service in an administrative environment.		
Learning Outcomes	Assessment Criteria	
1. Be aware of different types of customers and importance of good customer service.	1.1. Compare with examples different types of internal and external customers. 1.2. Describe the importance of having good customer service in an administrative role. 1.3. Compare the impact of poor and good customer service in an administrative environment.	
2. Be able to communicate verbally with customers.	2.1. Demonstrate effective verbal communication with customers both face to face and via telephone including: a) presenting a positive image b) listening skills c) use of tone and language d) conveying information e) confirming any decisions 2.2. Demonstrate how to resolve customer complaints in line with organisational policies and procedures.	
3. Be able to record customer interactions and action as appropriate.	3.1. Record appropriate information from customer interactions in line with organisational policies and procedures and action as required.	
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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Career Planning in Administration
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBF488
Unit Reference No	D/618/8586
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand different administrative careers and help develop the skills needed to prepare and develop a personal career development plan (PDP) and curriculum vitae (CV).	
Learning Outcomes	Assessment Criteria
1. Be aware of sources of information regarding careers in administration and progression opportunities.	1.1. Outline sources of information regarding careers in administration. 1.2. Compare different career paths in administration locally, nationally and internationally including skills, experience and qualifications. 1.3. Summarise transferable skills between each of career paths identified in AC 1.2.
2. Understand the recruitment process.	2.1. Describe the steps involved in the recruitment process for careers in administration.
3. Be able to identify personal development needs.	3.1. Summarise the benefits of Personal Development Plans (PDPs) to career development and personal life. 3.2. Produce a PDP including: <ol style="list-style-type: none"> areas to develop own strengths action plan
4. Be able to produce a Curriculum Vitae (CV).	4.1. Produce a personal CV including: <ol style="list-style-type: none"> name address contact details skills, experience and goals education qualifications career history references
5. Be able to assess own suitability for administration roles.	5.1. Use sources identified in AC 1.1 to obtain information on administrative roles. 5.2. Assess own suitability for roles identified in AC 5.1 against the entry requirements.
6. Be able to prepare for a job interview for a specific administration job.	6.1. Illustrate how to prepare for a job interview for one of the administrative roles identified in AC 5.2 including: <ol style="list-style-type: none"> possible interview questions and answers questions to ask appropriate dress code location and time

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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Dealing with Petty Cash and Customer Payments	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBF489	
Unit Reference No	K/618/8591	
<i>Unit purpose and aim(s):</i> This unit will enable learners to administer a petty cash system and customer payments.		
Learning Outcomes	Assessment Criteria	
1. Know how a petty cash system is operated within a business.	1.1. Describe the purpose of a petty cash system. 1.2. Describe ways in which a petty cash system can be maintained. 1.3. Describe methods of keeping petty cash funds secure. 1.4. Describe the consequences of not maintaining confidentiality and security when dealing with petty cash transactions.	
2. Be able to use a petty cash system in accordance with organisational procedures.	2.1. Perform petty cash transactions. 2.2. Identify petty cash discrepancies. 2.3. Resolve petty cash discrepancies.	
3. Be able to follow organisational procedures for dealing with customer accounts.	3.1. Record payments received from customers in accordance with organisational procedures. 3.2. Record payments made to customers in accordance with organisational procedures.	
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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Welcoming and Receiving Visitors to the Workplace	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBF490	
Unit Reference No	M/618/8592	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the skills and knowledge required to welcome and receive visitors to the workplace.		
Learning Outcomes	Assessment Criteria	
1. Know why it is important to a business that visitors are made welcome.	1.1. Outline how treating visitors politely and in a positive way benefits the business.	
2. Be able to welcome and receive visitors to the workplace in a positive manner.	2.1. Demonstrate how to welcome and receive visitors to the workplace in a positive manner including: a) establishing purpose of visit b) following organisational procedures c) answering routine questions d) making visitors feel welcome during any period of waiting e) using appropriate tone and language, including body language	
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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Making and Receiving Business Calls	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBF491	
Unit Reference No	T/618/8593	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand administrative tasks associated with making and receiving business calls using different technologies including landlines, mobiles and online audio-conferencing platforms.		
Learning Outcomes	Assessment Criteria	
1. Know why it is important to a business that calls are handled appropriately.	1.1. Outline how appropriate tone and language creates a positive impression for a business.	
2. Be able to make business calls.	2.1. Demonstrate how to make clear and accurate business calls using appropriate tone and language for at least two different technologies including: a) identifying the purpose of the call b) confirming the name and number of the person	
3. Be able to receive business calls.	3.1. Demonstrate how to receive business calls using appropriate tone and language for at least two different technologies including: a) answering the call promptly and politely, observing any organisational procedures b) identifying the caller, where they are calling from and the reason for their call c) following organisational procedures d) taking short messages	
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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Using Office Equipment
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBF492
Unit Reference No	A/618/8594
<i>Unit purpose and aim(s):</i> This unit will enable the learner to perform routine office tasks using office equipment.	
Learning Outcomes	Assessment Criteria
1. Be able to prepare the photocopier, scanner and printer for use.	1.1. Use the photocopier, scanner and printer according to the manufacturer's instructions and health and safety regulations. 1.2. Prepare photocopier, scanner and printer for task including checking for sufficient paper levels. 1.3. Input correct settings for the task.
2. Perform photocopying, scanning and printing tasks.	2.1. Carryout photocopying and printing tasks including: a) producing the correct number of copies of single page b) using the automatic feeder to produce the correct number of copies of multiple pages c) using the sort and staple function for multi-page tasks d) using the double-sided function 2.2. Scan single and multiple documents including single and double-sided documents.
3. Perform binding and laminating of documents.	3.1. Prepare documents for the following: a) binding b) laminating 3.2. Bind a document. 3.3. Laminate a document.
4. Perform the shredding of documents.	4.1. Summarise why some documents should be shredded. 4.2. Identify appropriate documents to be shredded. 4.3. Shred documents. 4.4. Dispose of waste appropriately.
5. Know how to resolve basic problems with office machines.	5.1. Identify at least two basic problems that may occur with each of the following office machines and how they may be resolved: a) printers b) photocopiers c) laminators d) shredders

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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work 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 Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Spreadsheet Software	
Level	Two	
Credit Value	4	
Guided Learning Hours (GLH)	32	
OCN NI Unit Code	CBF521	
Unit Reference No	H/618/8623	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to use spreadsheet software.		
Learning Outcomes	Assessment Criteria	
1. Be able to use a spreadsheet to enter, edit and organise data.	1.1. Assess data required for spreadsheet and how it should be structured. 1.2. Demonstrate how to enter and edit numerical and other data accurately. 1.3. Combine and link data across worksheets. 1.4. Store and retrieve spreadsheet files effectively.	
2. Be able to select and use appropriate formulas and data analysis tools.	2.1. Describe tools and techniques used to analyse and manipulate data to meet requirements. 2.2. Demonstrate how to select and use appropriate functions and formulas to meet calculation requirements. 2.3. Use appropriate tools and techniques to analyse and manipulate data to meet requirements.	
3. Be able to select and use tools and techniques to present and format spreadsheet information.	3.1. Plan how to present and format spreadsheet information effectively to meet requirements. 3.2. Select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets. 3.3. Select and format an appropriate chart or graph type to display selected information. 3.4. Select and use appropriate page layout to present and print spreadsheet information. 3.5. Review information and amend as required. 3.6. Describe how to find errors in spreadsheet formulas. 3.7. Respond appropriately to problems with spreadsheets.	
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 OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation 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 Learner notes/written work Learner log
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Quality Assurance of Centre Performance

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

Registration

A centre must register learners within 90 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 3 Award in Business Administration Skills

Qualification Number: 610/1476/X

OCN NI Level 3 Certificate in Business Administration Skills

Qualification Number: 610/1475/8

OCN NI Level 3 Extended Certificate in Business Administration Skills

Qualification Number: 610/1474/6

OCN NI Level 3 Diploma in Business Administration Skills

Qualification Number: 610/1473/4

Operational start date: 15 September 2022

Operational end date: 31 August 2027

Certification end date: 31 August 2030

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