



Qualification Specification:

OCN NI Level 1 Certificate in Business Administration

- Qualification No: 601/8446/2

Version: 2.0



1. Specification Updates

Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Qualification	Extended to 31 st December 2032	V2.0 – July 2026
Specification	New Format	V2.0 – July 2026

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3. Introduction to Open College Network Northern Ireland (OCN NI)

The Open College Network Northern Ireland (OCN NI) is a UK recognised awarding organisation based in Northern Ireland. We are regulated by CCEA Regulation to develop and award regulated professional and technical (vocational) qualifications from Entry Level up to and including Level 5 across all sector areas. In addition, OCN NI is also regulated by Ofqual to award qualifications in England.

OCN NI is also an educational charity that advances education by developing nationally recognised qualifications and recognising the achievements of learners. We work with centres such as Further Education Colleges, Private Training Organisations, Voluntary & Community Organisations, Schools, SME's and Public Sector bodies to provide learners with opportunities to progress into further learning and/or employment. OCN NI's Strategic Plan can be found on the OCN NI website www.ocnni.org.uk.

For further information on OCN NI qualifications or to contact us, you can visit our website at www.ocnni.org.uk. The website should provide you with details about our qualifications, courses, contact information, and any other relevant information you may need.

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4. About this Specification

This specification details OCN NI's specific requirements for the delivery and assessment of the **OCN NI Level 1 Certificate in Business Administration**.

This specification will provide guidelines for centres to ensure the effective and correct delivery of this qualification. OCN NI qualification specifications are based on research and engagement with the practitioner community to ensure they provide appropriate skills and knowledge for learners.

The qualification specification will detail the following aspects of the OCN NI Level 1 Certificate in Business Administration.

- **Qualification Features:** this includes the key characteristics and features of this qualification, such as its intended audience, purpose, and credit value.
- **Centre Requirements:** this details the prerequisites and obligations that centres must fulfil to be eligible to deliver and assess this qualification. These include guidelines on staff qualifications, resources, and required procedures.
- **Structure and Content:** this details the structure and content of the qualification including units, and any specific content that learners will be required to study.
- **Assessment Requirements:** this details assessment criteria and assessment methods for this qualification, ensuring that summative assessment approaches are clear.
- **Quality Assurance:** the quality and consistency of delivery and assessment of this qualification are of paramount importance to OCN NI. The mandatory quality assurance arrangements including processes for internal and external quality assurance that all centres offering this qualification must adhere to are detailed.
- **Administration:** guidance on the administrative aspects of delivering this qualification, including registration, certification and record-keeping.
- Reference to other handbooks and policies as appropriate to the qualifications.

It is important to note that OCN NI will communicate any significant updates or changes to this specification in writing to our centres. Additionally, we will make these changes available on our official website at www.ocnni.org.uk.

To stay current, please refer to the online version of this specification as it is the most authoritative and up-to-date publication. Be aware that downloaded and printed copies may not reflect the latest revisions.

4.1 Additional Support

OCN NI offers a comprehensive range of support services designed to assist centres in meeting the delivery and quality assurance requirements of OCN NI qualifications. These services include:

- **Specimen Assessment Materials**: These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.
- **Qualification Support Pack**: A support pack has been developed to support centres in the delivery of this qualification. The pack includes planning and assessment templates, guides to best practice, etc.
- **Professional Development for Educators**: OCN NI provides opportunities for professional development tailored to meet the various needs of practitioners and quality assurance staff. Centres can join our training sessions, available in both face-to-face and online formats, or explore a wealth of training materials by visiting www.ocnni.org.uk
- **OCN NI Subject Advisors**: Our team of subject advisors offers vital information and support to centres. They provide guidance on specification details, non-exam assessment advice, updates on resource developments, and various training opportunities. They actively engage with subject communities through an array of networks to facilitate the exchange of ideas and expertise, to support practitioners to provide quality education programs to learners.

All centres can access information, support and guidance to support the delivery and quality assurance of this qualification by contacting their designated Business Development Advisor or by contacting us on [Contact Us | OCN NI](#)

5. About this Qualification

5.1 Qualification Regulation Information

OCN NI Level 1 Certificate in Business Administration

Qualification Number: 601/8446/2

Operational start date: 01 March 2016

Review date: 31 December 2032

The qualification's operational start and end dates define the regulated qualification's lifecycle. The operational end date is the final date for learner registration, while learners have until the certificate end date to complete the qualification and receive their certificates.

It is important to note that all OCN NI regulated qualifications are listed on the Register of Regulated Qualifications (RQF), which can be found at [Ofqual Register](#). This register is maintained by Ofqual in England and CCEA Regulation in Northern Ireland. It contains information about qualifications that are regulated and accredited. It is a key resource for learners, employers, and educational institutions to verify the status and recognition of qualifications.

Centres must adhere to administrative guidelines diligently, with special attention to the fact that fees, registration, and certification end dates for the qualification may be subject to changes. It is a centre's responsibility to make itself aware of updates on any modifications to ensure compliance with the latest requirements. OCN NI provides centres with timely updates through various channels including website, newsletters and through this specification. Information on qualification fees can be found on the Centre Login section of the OCN NI website www.ocnni.org.uk.

5.2 Sector Subject Area

A subject sector area is a specific category used to classify academic and vocational qualifications. Subject sector areas are part of the educational and qualifications framework to organise and categorise qualifications. The sector subject for this qualification is:

Subject Area: 15.2 Administration

5.3 Grading

Grading for this qualification is pass/fail.

5.4 Qualification's Aim and Objectives

The OCN NI Level 1 Certificate in Business Administration is designed to provide learners with the necessary basic skills and knowledge to work within a business administration role. It provides an introduction in a range of subjects in the administration sector such as office administrator skills, using email/spreadsheet software and arranging meetings/travel. Learners also have the opportunity to develop core skills in areas such as teamwork and customer service.

5.5 Target Learners

The qualification is targeted at individuals who have an interest in working in administration, including young people leaving school, the unemployed and people returning to work.

5.6 Entry Requirements

There are no formal restrictions on entry. However, learners must be at least 14 years of age to achieve this qualification.

5.7 Progression

The OCN NI Level 1 Certificate in Business Administration qualification enables progression to the OCN NI Level 1 Diploma in Business Administration and/or to more advanced professional and technical qualifications in this area.

5.8 Delivery Language

This qualification is exclusively available in English. If there is a desire to offer this qualification in Welsh or Irish (Gaeilge), we encourage you to get in touch with OCN NI. They will assess the demand for such provisions and, if feasible, provide the qualification in the requested language as appropriate.

6. Centre Requirements for Delivering this Qualification

6.1 Centre Recognition

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

6.2 Qualification Approval

Once a centre has successfully undergone the Centre Recognition process, it becomes eligible to apply for qualification approval. The centre's capability to meet and sustain the qualification criteria will be assessed. Throughout the qualification approval process, OCN NI will aim to ensure that:

- centres possess suitable physical resources (e.g., equipment, IT, learning materials, teaching rooms) to support qualification delivery and assessment
- centre staff involved in the assessment process have relevant expertise and/or occupational experience
- robust systems are in place for ensuring ongoing professional development for staff delivering the qualification
- centres have appropriate health and safety policies concerning learner equipment use
- qualification delivery by centres complies with current equality and diversity legislation and regulations
- as a part of the assessment process for this qualification it may be useful for learners to have access to a practical work setting

6.3 Centre Staffing

To offer this qualification centres are mandated to establish the following roles as a minimum, although a single staff member may serve in more than one capacity*:

- Centre contact
- Programme Co-ordinator
- Assessor
- Internal Quality Assurance (IQA)

*Note: An individual cannot serve as an IQA for their own assessments.

6.4 Tutor Requirements

Tutors responsible for delivering this qualification are expected to possess a high degree of occupational competency. They should meet the following criteria:

- **Occupational Competency:** Tutors should demonstrate a clear understanding of the subject matter, including up-to-date knowledge. They should also have a minimum of one year's relevant experience in this area. This competence should enable them to effectively impart knowledge and practical skills to learners.
- **Qualifications:** Tutors should hold qualifications at a level that is at least one level higher than the qualification they are teaching. This ensures that they have the necessary academic foundation to provide in-depth guidance and support to learners.

These requirements collectively ensure that learners receive instruction from highly qualified and experienced instructors, thereby enhancing the quality and effectiveness of their educational experience.

6.5 Assessor Requirements

The assessment of this qualification takes place within the centre and is subjected to OCN NI's rigorous quality assurance procedures. The achievement of individual units is based on the criteria defined in each unit.

Assessors play a pivotal role in ensuring the validity and fairness of assessments. They are required to meet the following criteria:

- **Occupational Competency:** Assessors should possess a high degree of occupational competency in the relevant subject matter. This expertise enables them to accurately evaluate and measure a learner's knowledge and skills. Additionally, they should hold qualifications at a level that is at least one level higher than the qualification they are assessing and have a minimum of one year's relevant experience, ensuring their in-depth understanding of the subject matter.
- **Assessment Expertise:** Assessors should have direct or related experience in the field of assessment. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **Assessors Qualification:** Assessors should hold or be currently undertaking a recognised assessor's qualification; or must have attended the OCN NI Assessment Training.
- **Comprehensive Assessment Oversight:** Assessors are responsible for evaluating all assessment tasks and activities comprehensively. They must thoroughly review and assess each element to ensure a fair and accurate representation of a learner's skills and knowledge.

These rigorous requirements uphold the quality and integrity of the qualification's assessment process, ensuring that learners receive a fair and reliable evaluation of their competencies.

6.6 Internal Quality Assurer Requirements

The Internal Quality Assurer plays a crucial role in the centre's internal quality assurance processes. The centre must designate a skilled and trained IQA who assumes the role of an internal quality monitor responsible for verifying the delivery and assessment of the qualification.

The Internal Quality Assurer for this qualification must meet the following criteria:

- **IQA Expertise:** IQA should have direct or related experience in the field of internal assurance and have at least one year's occupational experience in the areas they are internally quality assuring. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **IQA Qualification:** IQA should hold or be currently undertaking a recognised IQA qualification or must have attended the OCN NI IQA Training.
- **Thorough Evaluation of Assessment Tasks and Activities:** IQAs are tasked with conducting in-depth reviews and assessments of all assessment tasks and activities. Their responsibility is to ensure a comprehensive and meticulous oversight of each element to guarantee a just and precise reflection of a learner's abilities and knowledge and to ensure that all assessment and quality assurance requirements are fulfilled.

7. Qualification Structure

7.1 Qualification Purpose

The OCN NI Level 1 Certificate in Business Administration is designed to provide learners with the knowledge, understanding, and practical skills required to perform effectively in administrative and business support roles. This unitised qualification enables learners to develop an understanding of key business administration functions, including communication, record keeping, customer service, information management, teamwork, and the use of office technologies. Learners will gain insight into the operation of business environments and the importance of professionalism, organisation, and efficiency in supporting organisational objectives. The qualification supports the development of essential employability skills and prepares learners for progression to further study or entry-level roles within a wide range of business sectors. Successful learners will be able to demonstrate a clear understanding of business administration principles and apply their knowledge and skills in relevant workplace and learning contexts.

7.2 Qualification Level

In the context of the OCN NI Level 1 Certificate in Business Administration it is essential to understand the significance of qualification levels, as they play a pivotal role in assessing the depth and complexity of knowledge and skills required for successful attainment. This qualification aligns with Level 1, which signifies a basic level of difficulty and intricacy. It's important to note that qualification levels in the educational framework range from Level 1 to Level 8, complemented by three 'entry' levels, namely Entry 1 to Entry 3.

7.3 Qualification Size

Total Qualification Time (TQT)

This represents the total amount of time a learner is expected to spend to complete the qualification successfully. It includes both guided learning hours (GLH) and independent study or additional learning time.

Guided Learning Hours (GLH)

These are the hours of guided instruction and teaching provided to learners. This may include classroom instruction, tutorials, or other forms of structured learning.

OCN NI Level 1 Certificate in Business Administration	
Total Qualification Time (TQT):	130 hours
Total Credits Required:	13 credits
Guided Learning Hours (GLH):	117 hours

7.4 How to Achieve the Qualification

To achieve the **OCN NI Level 1 Certificate in Business Administration** learners must complete a total of 13 credits. 3 credits must be taken from the Core Skills group. The learner can take the remaining credits from the Business Administration group but a maximum of 9 credits in total can be taken from the Core Skills group.

8. Assessment Structure

This qualification is assessed through internal assessment and each unit is accompanied by specific assessment criteria that define the requirements for achievement.

8.1 Assessment Guidance: Portfolio

The portfolio for this qualification is designed to provide a comprehensive view of a learner's skills and knowledge. It is a holistic collection of evidence that may include a single piece of evidence that satisfies multiple assessment criteria. There is no requirement for learners to maintain separate evidence for each assessment criterion.

When learners are creating their portfolio, they should refer to the assessment criteria to understand the evidence required.

It is essential that the evidence in the portfolio reflects the application of skills in real-world situations. Learners should ensure that they provide multiple examples or references whenever the assessment criteria require it.

8.2 Understanding the Units

The units outlined in this specification establish clear assessment expectations. They serve as a valuable guide for conducting assessments and ensuring quality assurance efficiently. Each unit within this specification follows a consistent structure. This section explains the operational framework of these units. It is imperative that all educators, assessors, Internal Quality Assurers, and other personnel overseeing the qualification review and familiarise themselves with this section to ensure a comprehensive understanding of how these units function.

- **Title:** The title will reflect the content of the unit and should be clear and concise.
- **Level:** A unit can have one of six RQF levels: Entry, One, Two, Three, Four or Five. All units within this qualification are Level 1.
- **Credit Value:** This describes the number of credits ascribed to a unit. It identifies the number of credits a learner is awarded upon successful achievement of the unit. One credit is awarded for the learning outcomes which a learner, on average, might reasonably be expected to achieve in a notional 10 hours of learning.
- **Learning Outcome:** A coherent set of measurable achievements.
- **Assessment Criteria:** These enable a judgement to be made about whether or not, and how well, the students have achieved the learning outcomes.
- **Assessment Guidance and Methods:** These detail the different assessment methods within the unit that may be used.
- **Unit Content:** This provides indicative content to assist in teaching and learning.

9. Qualification Summary by Unit

OCN NI Level 1 Certificate in Business Administration

In order to achieve the OCN NI Level 1 Certificate in Business Administration the learner must successfully complete a total of 13 credits. 3 credits must be taken from the Core Skills group. The learner can take the remaining credits from the Business Administration group but a maximum of 9 credits in total can be taken from the Core Skills group.

Total Qualification Time (TQT) for this qualification:

130 hours

Guided Learning Hours (GLH) for this qualification:

117 hours

Unit Reference Number	OCN NI Unit Code	Unit Title	GLH	Credit Value	Level
Core Skills					
H/506/3014	CAZ863	Diversity within Society	27	3	One
A/506/5707	CBA147	Oral Presentation Skills in Practice	18	2	One
R/506/5714	CBA153	Teamwork Skills in Practice	27	3	One
Y/506/5715	CBA155	Equal Opportunities	27	3	One
M/506/5719	CBA159	Skills in Customer Service	27	3	One
T/506/5723	CBA163	Using Effective Communication Skills in the Workplace	27	3	One
Business Administration					
R/506/5664	CBA117	Filing Skills	27	3	One
Y/506/5665	CBA118	Understanding Business Meetings	27	3	One
D/506/5666	CBA119	Using Email	18	2	One
T/506/5673	CBA123	Using Office Machines - Faxes, Photocopiers and Printers	27	3	One
Y/506/5682	CBA125	Using Presentation Software	27	3	One
T/506/5687	CBA130	Developing Computer Skills	27	3	One
A/506/5688	CBA131	Accessing the Internet	27	3	One

A/506/5691	CBA134	Using Spreadsheet Software	27	3	One
F/506/5692	CBA135	Using Word Processing Software	27	3	One
Y/506/5696	CBA139	Office Administrator Skills	18	2	One
D/506/5697	CBA140	Telephone Skills	18	2	One
K/508/1613	CBD509	Arrange Business Travel and Accommodation	27	3	One
M/508/1614	CBD510	Arrange Meetings	27	3	One
T/508/1615	CBD511	Handling Business Mail	18	2	One
A/508/1616	CBD512	Manage Diary Systems	27	3	One
F/508/1617	CBD513	Producing Business Documents	27	3	One
L/508/1622	CBD515	Skills for Working in Business and Administration	27	3	One
J/508/1618	CBD514	Welcoming Visitors	18	2	One

10. Unit Content

10.1 Diversity within Society

Title	Diversity within Society	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CAZ863	
Unit Reference No	H/506/3014	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand what is meant by the term diversity, be aware of diverse groups and their contribution to society.		
Learning Outcomes	Assessment Criteria	
1. Know what is meant by the term diversity.	1.1. Outline what is meant by the term diversity.	
2. Be aware of a range of diverse groups and practices.	2.1. Identify a range of diverse groups and their practices in relation to: a) religion b) beliefs c) cultural d) food & drink e) relationships f) clothes g) festivals 2.2. Give a reason for at least one of the practices identified. 2.3. Identify similarities across a range of diverse groups.	
3. Understand the importance of respecting diversity.	3.1. Outline why it is important to respect diversity. 3.2. Give examples of a lack of tolerance of diverse groups within society.	
4. Recognise the contributions of diverse groups to society.	4.1. Give examples of contributions different diverse groups make to society. 4.2. Identify advantages of living in a diverse society.	
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

10.2 Oral Presentation Skills in Practice

Title	Oral Presentation Skills in Practice		
Level	One		
Credit Value	2		
Guided Learning Hours (GLH)	18		
OCN NI Unit Code	CBA147		
Unit Reference No	A/506/5707		
<i>Unit purpose and aim(s):</i> This unit will enable the learner to prepare, plan and deliver an oral presentation including feedback.			
Learning Outcomes		Assessment Criteria	
1. Be able to prepare for, plan and deliver an oral presentation.	1.1. Demonstrate how to prepare and plan for an oral presentation taking into account the following: a) audience b) aims c) timing d) use of visual aids e) roles 1.2. Give an oral presentation to a group using the plan above.		
2. Be able to give and receive feedback on an oral presentation.	2.1. Give constructive feedback to others on an oral presentation. 2.2. Use feedback from others to plan changes to own oral presentation.		
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	

10.3 Teamwork Skills in Practice

Title	Teamwork Skills in Practice	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA153	
Unit Reference No	R/506/5714	
Unit purpose and aim(s): This unit will enable the learner to understand the different roles and responsibilities within a team and how to contribute to a team activity.		
Learning Outcomes		Assessment Criteria
1. Understand the different roles and responsibilities within a team.	1.1. Identify different roles and responsibilities within a team. 1.2. Identify own role and responsibilities within a team in a given situation.	
2. Be able to contribute to the setting of team and own goals.	2.1. Outline goals identified by the team and individually. 2.2. Carry out a team activity. 2.3. Demonstrate how to communicate appropriately within the team in a range of situations.	
3. Be aware of others’ rights to communicate within a team.	3.1. Outline why it is important to allow others to express their view/responses without interruption.	
4. Recognise the importance of co-operation within a team.	4.1. Outline a range of situations when co-operation is necessary to achieve a team goal.	
5. Be able to review team performance.	5.1. Identify skills brought to a team activity by: a) self b) others 5.2. Assess what was successful within the activity and what could be done differently.	
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

10.4 Equal Opportunities

Title	Equal Opportunities	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA155	
Unit Reference No	Y/506/5715	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand diversity, discrimination and recognise the importance of equal opportunities legislation.		
Learning Outcomes	Assessment Criteria	
1. Understand diversity.	1.1. Outline what is meant by the term diversity. 1.2. Outline why it is important to respect diversity.	
2. Understand discrimination.	2.1. Outline what is meant by the term discrimination. 2.2. Give examples of discriminatory behaviour in relation to the following: a) age b) race c) gender d) sexuality 2.3. Outline ways to challenge discriminatory behaviour.	
3. Understand the importance of equal opportunities legislation.	3.1. Outline the value of equal opportunities legislation and how it promotes inclusion. 3.2. Identify a range of agencies which support equal opportunities.	
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

10.5 Skills in Customer Service

Title	Skills in Customer Service	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA159	
Unit Reference No	M/506/5719	
Unit purpose and aim(s): This unit will enable the learner to understand customer service skills.		
Learning Outcomes	Assessment Criteria	
1. Understand the principles of customer service.	1.1. Outline the principles of customer service.	
2. Understand the benefits to an organisation of good customer service.	2.1. Give examples of good practice in customer service and describe why good customer service is important. 2.2. Outline how good customer service promotes customers' confidence in the organisation. 2.3. Outline reasons for maintaining customer confidentiality.	
3. Understand the possible consequences of poor customer service.	3.1. Outline how poor customer service can impact on: a) customers b) the organisation c) staff	
4. Understand the value of first impressions.	4.1. Give reasons why it is important to make a good first impression. 4.2. State ways of creating a positive first impression when communicating: a) face-to-face b) on the telephone c) in writing	
5. Understand positive verbal and non-verbal interaction with customers.	5.1. Give examples of non-verbal communication and how it can support face to face communication. 5.2. List appropriate and inappropriate ways of communicating verbally with customers.	
6. Understand how to deal with customer complaints.	6.1. Outline how to deal with and process customer complaints.	
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

10.6 Using Effective Communication Skills in the Workplace

Title	Using Effective Communication Skills in the Workplace	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA163	
Unit Reference No	T/506/5723	
Unit purpose and aim(s): This unit will enable the learner to understand different forms of effective communication in the workplace and how to use it to deal with conflict situations.		
Learning Outcomes		Assessment Criteria
1. Understand different forms of effective communication in the workplace.	1.1. Outline different forms of effective communication procedures in own workplace.	
2. Understand the importance of communicating effectively with others in the workplace.	2.1. Outline the importance of communicating effectively with others in the workplace. 2.2. Outline the implications of poor communication with others in the workplace.	
3. Know how to use communication to support the work of others.	3.1. Outline the importance of clear communication with others in the workplace and appropriate methods to use.	
4. Understand how to deal with conflict in the workplace.	4.1. Identify own organisation’s policy for managing conflict in the workplace and how communication aids this.	
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

10.7 Filing Skills

Title	Filing Skills	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA117	
Unit Reference No	R/506/5664	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to file documents and records.		
Learning Outcomes	Assessment Criteria	
1. Know about the basic requirements of the Data Protection Act.	1.1. State the basic requirements of the Data Protection Act.	
2. Understand the four main filing classification systems.	2.1. Outline how the four main classification systems may be used.	
3. Know the importance of pre-sorting documents.	3.1. Outline the importance of pre-sorting and the procedures to be followed when pre-sorting documents.	
4. Understand how to file using different filing classification systems.	4.1. Outline and use different methods of classification for filing documents.	
5. Use an index.	5.1. Use an index.	
6. Understand procedures for cross-referencing.	6.1. Outline when files would be cross referenced.	
7. Understand the importance of returning files.	7.1. Outline the importance of returning files. 7.2. Demonstrate the procedure to be followed when lending and tracing files.	
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

10.8 Understanding Business Meetings

Title	Understanding Business Meetings	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA118	
Unit Reference No	Y/506/5665	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand business meetings.		
Learning Outcomes	Assessment Criteria	
1. Know the function of meetings.	1.1. Outline why meetings need to be held. 1.2. Outline how meetings will differ depending on their purpose, size, the type of people involved and the culture. 1.3. Outline the consequences of holding ineffective meetings.	
2. Understand different meeting techniques.	2.1. Compare different communication methods used in meetings. 2.2. Compare different problem solving methods used in meetings.	
3. Understand how to plan a meeting.	3.1. Define the purpose, objectives and outcomes of a meeting. 3.2. Outline what points should be included in a 'blueprint agenda'. 3.3. Outline the importance of planning room layout.	
4. Understand how to run a meeting.	4.1. Compare the different roles of a meeting chairman. 4.2. Outline ways to start a meeting effectively. 4.3. Outline the benefits of taking meeting minutes. 4.4. Outline good meeting behaviours.	
5. Understand how to deal with difficult issues in meetings.	5.1. Compare how different individuals may behave in a meeting and how to manage these differences. 5.2. Outline ways to deal with conflict in a meeting.	
6. Understand how to evaluate a meeting.	6.1. Identify ways of obtaining feedback on a meeting.	
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

10.9 Using Email

Title	Using Email	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CBA119	
Unit Reference No	D/506/5666	
Unit purpose and aim(s): This unit will enable the learner to understand how to use email		
Learning Outcomes	Assessment Criteria	
1. Understand how to use email.	1.1. Outline the structure of email messages. 1.2. Outline routine problems with email. 1.3. Outline common types of malicious software which can affect the use of email including: a) viruses b) spyware c) key loggers and how to keep risks to a minimum. 1.4. Outline the general conventions ('netiquette'), laws and guidelines that affect the use of email.	
2. Be able to use email.	2.1. Demonstrate the sending and receiving of emails. 2.2. Demonstrate the use of email software to manage emails including: a) deleting and saving emails b) saving attachments c) finding emails 2.3. Demonstrate the application of netiquette to composing and sending emails. 2.4. Format emails. 2.5. Maintain an email address book.	
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

10.10 Using Office Machines - Faxes, Photocopiers and Printers

Title	Using Office Machines - Faxes, Photocopiers and Printers	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA123	
Unit Reference No	T/506/5673	
Unit purpose and aim(s): This unit will enable the learner to understand how to use faxes, scanners and photocopiers.		
Learning Outcomes		Assessment Criteria
1. Be able to send faxes.	1.1. Configure fax machine to send faxes to given recipients. 1.2. Prepare and insert front cover and other pages into fax machine. 1.3. Dial recipient numbers and send faxes.	
2. Be able to receive and distribute faxes.	2.1. Ensure fax machine is ready to receive faxes: a) sufficient paper b) machine switched on 2.2. Receive faxes and distribute to recipient complying with the organisational confidentiality policy.	
3. Recognise and resolve problems with the fax machine.	3.1. Identify and resolve problems with the fax machine.	
4. Be able to prepare the photocopier, scanner and/or printer for use.	4.1. Use the photocopier, scanner and/or printer according to the manufacturer's instructions and health and safety regulations. 4.2. Prepare photocopier, scanner and/or printer for task including checking for sufficient paper levels. 4.3. Input correct settings for the task.	
5. Perform photocopying/scanning and/or printing tasks.	5.1. Use exposure glass to produce the correct number of copies of single pages. 5.2. Use automatic feeder to produce the correct number of copies of multiple pages. 5.3. Use the sort and staple function for multi-page tasks.	
6. Recognise and resolve problems with the photocopier or printer.	6.1. Identify and resolve problems with the photocopier or printer.	
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

10.11 Using Presentation Software

Title	Using Presentation Software	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA125	
Unit Reference No	Y/506/5682	
Unit purpose and aim(s): This unit will enable the learner to understand how to produce a presentation using presentation software.		
Learning Outcomes		Assessment Criteria
1. Be able to capture information for presentation slides.	1.1. Identify what types of information are required for the presentation. 1.2. Select and use different slide layouts as appropriate for different types of information. 1.3. Demonstrate how to enter information into presentation slides. 1.4. Identify any constraints which may affect the presentation. 1.5. Demonstrate how to combine information of different forms or from different sources for presentations. 1.6. Demonstrate how to store and retrieve presentation files.	
2. Be able to edit and format slides.	2.1. Identify what slide structure to use. 2.2. Demonstrate how to select and use an appropriate template to structure slides. 2.3. Demonstrate how to edit and format slides.	
3. Be able to prepare slides for presentation.	3.1. Identify how to present slides to meet needs and communicate effectively. 3.2. Demonstrate how to prepare slides for presentation. 3.3. Review presentation and amend 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

10.12 Developing Computer Skills

Title	Developing Computer Skills	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA130	
Unit Reference No	T/506/5687	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to perform basic IT tasks.		
Learning Outcomes	Assessment Criteria	
1. Understand computers and software.	1.1. Outline common types of computer hardware and how to use them. 1.2. Outline how to start a computer. 1.3. Outline common software applications and their uses. 1.4. Outline the health and safety issues, laws and guidelines associated with using IT.	
2. Perform basic IT tasks.	2.1. Demonstrate basic IT tasks including: a) turning on a personal computer (PC) b) printing a document c) opening, closing and saving files d) change settings, such as sound volume, date and time 2.2. Demonstrate how to access files on a computer hard drive or local storage media.	
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

10.13 Accessing the Internet

Title	Accessing the Internet	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA131	
Unit Reference No	A/506/5688	
Unit purpose and aim(s): This unit will enable the learner to understand how to use the internet.		
Learning Outcomes		Assessment Criteria
1. Be able to connect to the internet.	1.1. Compare different types of connection methods. 1.2. Demonstrate how to connect to the Internet or intranet.	
2. Be able to use browser software to navigate web pages.	2.1. Demonstrate how to use a browser to navigate to web pages. 2.2. Outline and demonstrate how to change browser settings to aid navigation and meet needs. 2.3. Use browser help facilities.	
3. Be able to use browser tools to search for information from the internet.	3.1. Select and use search techniques to locate required information. 3.2. Demonstrate how to save search information. 3.3. Download and save different types of information from the Internet.	
4. Be able to use browser software to communicate information online.	4.1. Select and use tools and techniques to communicate information online. 4.2. Demonstrate how to share information sources with others online. 4.3. Demonstrate how to submit information online using forms or interactive sites or post or publish information.	
5. Understand importance of safety and security.	5.1. Outline the threats to user safety when working online and how to minimize them. 5.2. Demonstrate taking safety and security precautions when working online. 5.3. Keep personal information secure. 5.4. Follow relevant laws, guidelines and procedures for the use of the Internet.	
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

10.14 Using Spreadsheet Software

Title	Using Spreadsheet Software	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA134	
Unit Reference No	A/506/5691	
Unit purpose and aim(s): This unit will enable the learner to understand how to use spreadsheet software.		
Learning Outcomes	Assessment Criteria	
1. Be able to use a spreadsheet.	1.1. Assess information and how a spreadsheet needs to be configured to utilise information. 1.2. Enter and edit numerical and other data accurately. 1.3. Store and retrieve spreadsheet files.	
2. Be able to use spreadsheet formulas and tools.	2.1. Outline how to summarise and display the required information. 2.2. Use functions and formulas to meet calculation requirements. 2.3. Use spreadsheet tools and techniques to summarise and display information.	
3. Be able to present spreadsheet information.	3.1. Select and use appropriate tools and techniques to format spreadsheet cells, rows and columns. 3.2. Outline and demonstrate how charts or graphs may be used to display information. 3.3. Demonstrate how page layout can be used to present and print spreadsheet information. 3.4. Check spreadsheet information meets requirements and amend 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

10.15 Using Word Processing Software

Title	Using Word Processing Software	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBA135	
Unit Reference No	F/506/5692	
Unit purpose and aim(s): This unit will enable the learner to understand how to use word processing software.		
Learning Outcomes		Assessment Criteria
1. Be able to enter, edit and combine text and other information.	1.1. Identify what types of information are needed in documents. 1.2. Identify what templates are available and when to use them. 1.3. Demonstrate inserting text and other information. 1.4. Combine information of different types or from different sources into a document. 1.5. Enter information into existing tables, forms and templates. 1.6. Use editing tools to amend document content. 1.7. Store and retrieve document files.	
2. Be able to organise information within word processing documents.	2.1. Create and modify tables to organise tabular or numeric information. 2.2. Select and apply heading styles to text.	
3. Be able to format and present documents.	3.1. Demonstrate how to format text to enhance presentation. 3.2. Select and use appropriate page layout to present and print documents. 3.3. Review document and amend 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

10.16 Office Administrator Skills

Title	Office Administrator Skills	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CBA139	
Unit Reference No	Y/506/5696	
Unit purpose and aim(s): This unit will enable the learner to understand the role of an office administrator and the associated tasks.		
Learning Outcomes		Assessment Criteria
1. Understand the role of an office administrator.	1.1. Outline a range of administration activities and how these contribute to a workplace. 1.2. Outline why personal appearance is important. 1.3. Demonstrate how to greet, direct and introduce a visitor appropriately.	
2. Know how to carry out a range of basic administrative tasks.	2.1. Carry out a range of administrative tasks using appropriate equipment when required. 2.2. Outline why it is important to maintain confidentiality within an office environment.	
3. Be aware of the importance of good self-presentation and time management.	3.1. Outline the importance of good self-presentation to include the following: a) appropriate dress b) manner 3.2. Outline the importance of own time management.	
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

10.17 Telephone Skills

Title	Telephone Skills	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CBA140	
Unit Reference No	D/506/5697	
Unit purpose and aim(s): This unit will enable the learner to make and receive telephone calls appropriately.		
Learning Outcomes	Assessment Criteria	
1. Be able to use a telephone system in an office environment.	1.1. Outline how to use a telephone system to facilitate internal and external calls. 1.2. Outline the importance of confidentiality and security when dealing with callers.	
2. Be able to make and receive telephone calls.	2.1. Outline the purpose of a range of telephone calls. 2.2. Demonstrate how to make a telephone call including the following: a) confirm details of caller b) communicate basic information clearly and accurately 2.3. Demonstrate how to receive a telephone call including the following: a) answer promptly and politely b) identify the caller and reason for call c) transfer calls to colleagues d) take a short message	
3. Recognise the importance of handling calls appropriately.	3.1. Outline the importance of handling calls appropriately. 3.2. Outline how appropriate tone and language create a positive impression.	
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

10.18 Arrange Business Travel and Accommodation

Title	Arrange Business Travel and Accommodation	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBD509	
Unit Reference No	K/508/1613	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to arrange business travel and accommodation in line with organisational procedures.		
Learning Outcomes	Assessment Criteria	
1. Be able to make business travel arrangements.	1.1. Identify business travel requirements following organisational procedures including: a) checklist b) accommodation requirements c) budgets	
2. Be able to produce business travel documentation.	2.1. Produce business travel documentation including: a) itinerary confirmation b) tickets	
3. Be able to clarify arrangements prior to the business travel.	3.1. Confirm business travel prior to departure including checking: a) with the travel agent b) media for updates 3.2. Communicate update information to traveller.	
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

10.19 Arrange Meetings

Title	Arrange Meetings	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBD510	
Unit Reference No	M/508/1614	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to arrange and support organisational meetings.		
Learning Outcomes	Assessment Criteria	
1. Know how to support meetings within a business environment.	1.1. Identify the purpose of meetings. 1.2. Confirm the requirements of a business meeting including: a) date b) time c) duration d) location e) attendees f) facilities 1.3. Book rooms for specified meetings. 1.4. Confirm bookings for meeting rooms.	
2. Be able to produce documentation required for meetings.	2.1. Produce a Notice of Meeting for a specified meeting. 2.2. Produce an agenda for a given meeting.	
3. Be able to keep accurate pre-meeting records.	3.1. Produce a list of attendees and apologies for the meeting.	
4. Be able to carry out pre-meeting checks and preparations.	4.1. Perform pre-meeting checks and preparations. 4.2. Produce all documents, items and facilities required for the meeting.	
5. Understand the need for confidentiality.	5.1. Outline how documents can be distributed while maintaining confidentiality. 5.2. Outline how meeting documents can be kept confidential and secure	
6. Be able to distribute documentation following meetings.	6.1. Circulate minutes and other meeting documentation 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

10.20 Handling Business Mail

Title	Handling Business Mail	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CBD511	
Unit Reference No	T/508/1615	
Unit purpose and aim(s): This unit will enable the learner to deal with mail efficiently.		
Learning Outcomes	Assessment Criteria	
1. Know why it is important for a business to handle mail efficiently and securely.	1.1. State how efficient distribution of mail benefits a business. 1.2. State why inaccuracies or delays can have a negative impact. 1.3. Outline procedures to protect confidential information.	
2. Be able to deal with incoming mail.	2.1. Sort and distribute incoming mail appropriately to a given deadline. 2.2. State how to deal with suspicious or damaged items.	
3. Be able to deal with outgoing mail.	3.1. Collect, sort and distribute outgoing mail accurately and on 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

10.21 Manage Diary Systems

Title	Manage Diary Systems	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBD512	
Unit Reference No	A/508/1616	
Unit purpose and aim(s): This unit will enable the learner to manage diary systems.		
The Learning Outcomes	Assessment Criteria	
1. Be aware of different diary systems.	1.1. Identify advantages and disadvantages of different diary systems. 1.2. Compare different diary systems including: a) confidentiality issues b) accessibility factors	
2. Be able to set up new diary entries.	2.1. Create new diary entries for meetings ensuring that each entry includes: 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.	
3. Understand how to manage changes to diary entries.	3.1. Check diary entries comply with organisational procedures taking into account: a) current commitments b) the purpose c) time/date d) location e) attendees 3.2. Record agreed changes in the diary including deleting previous entries. 3.3. Communicate final diary details to those affected.	
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

10.22 Producing Business Documents

Title	Producing Business Documents	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBD513	
Unit Reference No	F/508/1617	
Unit purpose and aim(s): This unit will enable the learner to identify different types of business documents and produce documents in an appropriate style.		
Learning Outcomes		Assessment Criteria
1. Know that there are different types of business documents.	1.1. Outline a range of different business documents and their uses. 1.2. State why templates are used for some business documents	
2. Know why it is important to use the right communication style in business documents.	2.1. Outline, with examples, a range of communication styles in business documents. 2.2. State why some businesses adopt a “house style” for certain documents.	
3. Be able to produce routine business documents.	3.1. Produce routine business documents using appropriate communication styles.	
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

10.23 Skills for Working in Business and Administration

Title	Skills for Working in Business and Administration	
Level	One	
Credit Value	3	
Guided Learning Hours (GLH)	27	
OCN NI Unit Code	CBD515	
Unit Reference No	L/508/1622	
Unit purpose and aim(s): This unit will enable the learner to understand the skills required for working in business and administration.		
Learning Outcomes		Assessment Criteria
1. Understand the role of an office administrator.	1.1. Outline the role of an office administrator. 1.2. State how an office administrator contributes to overall team goals.	
2. Be able to carry out routine administrative tasks.	2.1. Follow instructions to complete routine administrative tasks. 2.2. Use a range of office equipment in accordance with organisational procedures.	
3. Be able to present oneself in a positive manner.	3.1. Adopt a positive manner in dealings with colleagues and/or customers 3.2. Dress appropriately.	
4. Be able to organise own work effectively.	4.1. Use simple tools to organise own time. 4.2. Prioritise tasks in discussion with supervisor or manager.	
5. Know the importance of information confidentiality.	5.1. State the reason why it is important to keep some information confidential. 5.2. Give examples of information that should be kept confidential.	
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

10.24 Welcoming Visitors

Title	Welcoming Visitors	
Level	One	
Credit Value	2	
Guided Learning Hours (GLH)	18	
OCN NI Unit Code	CBD514	
Unit Reference No	J/508/1618	
Unit purpose and aim(s): This unit will enable the learner to welcome visitors.		
Learning Outcomes		Assessment Criteria
1. Be able to welcome visitors in a positive way.	1.1. Welcome visitors establishing the purpose for their visit following organisational procedures. 1.2. Deal with routine enquiries. 1.3. Use appropriate tone and language, including body language, when dealing with visitors.	
2. Know why it is important for an organisation to make visitors welcome.	2.1. State how treating visitors politely and in a positive way benefits an organisation.	
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

11. Quality Assurance of Centre Performance

11.1 Internal Assessment

When delivering and assessing this qualification, centres must align with stakeholders' expectations and address learners' needs by implementing a practical and applied programme. Centres have the flexibility to customise programmes to meet local requirements and establish connections with local employers and the broader vocational sector.

The Assessor should work with the Internal Quality Assurer to ensure that the assessment is planned in line with OCN NI requirements. Assessment Plans must be developed and approved by the Internal Quality Assurer prior to the delivery of the qualification.

All units within this qualification must undergo internal assessment. Learners must provide evidence that they have appropriately met all assessment criteria required for that grade.

The assessment format for all units involves a task conducted after the delivery of the unit's content, or part of it, if multiple tasks are used. Tasks may exhibit in various forms, encompassing practical and written types. Please refer to 'OCN NI's Assessment Definitions Guide' for additional details.

A task constitutes a distinct activity completed independently by learners, separated from teaching, practice, exploration, and other activities guided by tutors. Tasks are assigned to learners with a specified start date, completion date, and explicit requirements for the evidence to be produced. Some tasks may include observed practical components and require diverse forms of evidence.

A valid assignment will enable a clear and formal assessment outcome which meets the requirements of the assessment criteria. Assessment decisions are based on the specific assessment criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualification.

It is the Assessor's role to ensure that learners are appropriately prepared for assessment, this begins from induction onwards. Assessors should ensure that learners understand how assessment tasks are used to determine the award of credit, the importance of meeting assessment timelines, and that all learners work must be independently created, where source documents are used this should be appropriately referenced, learners should be aware of what would constitute plagiarism and the possible consequences.

When conducting the assessment, Assessors must ensure they do not provide direct input, instructions or specific feedback which may compromise the authenticity of the work submitted.

Once the Assessor has authenticated the learners work, they must transparently demonstrate the rationale behind their assessment decisions. Once a learner completes all assigned tasks for a unit, the Assessor will allocate a grade for the unit. Refer to the 'Unit Grading Matrix' for additional information on the grading process.

Once the Assessor has completed the assessment process for the task, the assessment decision is recorded formally, and feedback is provided to the learner. The feedback should show the learner the outcome of the assessment decision, how it was determined or where the criteria has been met, it may indicate to the learner why achievement of the assessment criteria has not been met. It must be clear to the learner that this Assessment outcome is subject to verification.

For further information on assessment practice, please see the 'OCN NI Centre Handbook'. Assessment Training is also available and can be booked through the OCN NI Website.

11.2 Internal Quality Assurance

The role of the Internal Quality Assurer is to ensure appropriate internal quality assurance processes are carried out. The Internal Quality Assurer must oversee that assessments are conducted in accordance with relevant OCN NI policies, regulations, and this specification.

The Internal Quality Assurer must ensure assessments are fair, reliable, and uniform, thereby providing a consistent standard for all learners.

Internal Quality Assurers are required to provide constructive feedback to Assessors, identifying areas of strength and those that may require improvement. This feedback contributes to the ongoing professional development of Assessors.

Contributing to the standardisation of assessment practices within the centre is an important function of this role. This entails aligning assessment methods, grading criteria, and decision-making processes to maintain fairness and equity.

Internal Quality Assurers will actively engage in the sampling and monitoring of assessments to ensure the consistency and accuracy of assessment decisions. This process helps identify trends, areas for improvement, and ensures the robustness of the overall assessment system.

For further information on Internal Quality Assurance practice, please see the 'OCN NI Centre Handbook'. Internal Quality Assurance Training is also available and can be booked through the OCN NI Website.

11.3 Documentation

For internal quality assurance processes to be effective, the internal assessment and Internal Quality Assurance team needs to keep effective records.

- The programme must have an assessment and Internal Quality Assurance plan. When producing a plan, they should consider:
 - the time required for training and standardisation activities
 - the time available to undertake teaching and carry out assessment,
 - consider when learners may complete assessments and when quality assurance will take place
 - the completion dates for different assessment tasks
 - the date by which the assignment needs to be internally verified
 - sampling strategies
 - how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
 - how resubmission opportunities can be scheduled.

The following documents are available from OCN NI and document templates can be found in the Centre Login section of the OCN NI website www.ocnni.org.uk:

- A1 – Learner Assessment Record per Learner
- Learner Authentication Declarations
- Records of any reasonable adjustments applied for and the outcome – please see 'OCN NI's Reasonable Adjustments and Special Consideration Policy' for further information
- M1 Internal Quality Assurance Sample Record
- M2 Feedback to Assessor
- Records of any complaints or appeals

11.4 External Quality Assurance

All OCN NI recognised centres are subject to External Quality Assurance. External quality assurance activities will be conducted to confirm continued compliance with the CCEA Regulation General Conditions of Recognition, OCN NI terms and conditions and the requirements outlined within this qualification specification.

The External Quality Assurer is assigned by OCN NI. The External Quality Assurer will review the delivery and assessment of this qualification. This will include, but is not limited to, the review of a sample of assessment evidence and evidence of the internal quality assurance of assessment and assessment decisions. This will form the basis of the External Quality Assurance report and will help OCN NI determine the centre's risk.

The role of the External Quality Assurer serves as an external overseer of assessment quality, working to uphold consistency, compliance, and continuous improvement within the assessment process. Their role is crucial in ensuring that assessments are valid, reliable, fair, and aligned with the required standards and regulations.

For further information on OCN NI Centre Assessments Standards Scrutiny (CASS) Strategy, please see the OCN NI Centre Handbook.

11.5 Standardisation

As a process, standardisation is designed to ensure consistency and promote good practice in understanding and the 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 Quality Assurance

Centres offering this qualification must carry out internal standardisation activities prior to the claim for certification.

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 Quality Assurer documentation). OCN NI will make standardisation summary reports available and correspond directly with centres regarding event outcomes.

12. Administration

12.1 Registration

A centre must register learners for this qualification within 20 working days of commencement of the delivery of the programme.

For further information on learner registration please see the OCN NI Centre Handbook and the QuartzWeb Manual, available through the Centre Login section of the OCN NI website. Administration training is also available and can be booked through www.ocnni.org.uk.

12.2 Certification

Once all internal quality assurance activities have been successfully completed, the centre can claim certification for the learner(s).

Certificates will be issued to centres within 20 working days from completion of a satisfactory external quality assurance activity, if appropriate, alternatively from the submission of an accurate and complete 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.

For further information on the uploading of results please see the QuartzWeb Manual for guidance, administration training is also available and can be booked through [OCN NI](#)

12.3 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.

12.4 Equality, Fairness and Inclusion

OCN NI's are committed to ensuring all learners have an equal opportunity to access our qualifications and assessment, and that our qualifications are awarded in a way that is fair to every learner.

OCN NI is committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers

For information on reasonable adjustments and special considerations please see the OCN NI Centre Handbook and Reasonable Adjustments and Special Considerations Policy held in the back office of the OCN NI website.

12.5 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 1 Certificate in Business Administration
Qualification Number: 601/8446/2

Operational start date: 1 March 2016
Review date: 31 December 2032

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