



Awarding Great British Qualifications

**Level 3 Diploma in Business**  
(QCF) (L3DB)  
Qualification Unit Specification  
2014/15



## Modification History

Version	Revision Description
V1.0	For release
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# 1. About NCC Education

NCC Education is a UK awarding body, active in the UK and internationally. Originally part of the UK National Computing Centre, NCC Education started offering IT qualifications in 1976 and from 1997 developed its Higher Education portfolio to include Business qualifications, IT qualifications for school children and a range of Foundation qualifications.

With Centres in over forty countries, four international offices and academic managers worldwide, NCC Education strives to employ the latest technologies for learning, assessment and support. NCC Education is regulated and quality assured by Ofqual (the Office of Qualifications and Examinations Regulation, see [www.ofqual.gov.uk](http://www.ofqual.gov.uk)) in England and Northern Ireland.

## 1.1 Why choose this qualification?

NCC Education's Level 3 Diploma in Business is:

- **Regulated** by Ofqual and listed on the Qualifications and Credit Framework – Qualification Number 600/6416/X. The Qualifications and Credit Framework (QCF) is a credit-based qualifications framework, allowing candidates to take a unit-based approach to building qualifications.

For more information see:

<http://ofqual.gov.uk/qualifications-and-assessments/qualification-frameworks/>

- **Quality assured** and well established in the UK and worldwide
- **Recognised and valued** by employers and universities worldwide
- The NCC Education Level 3 Diploma in Business (QCF) is an Applied General qualification which allows candidates to demonstrate key transferrable study skills, mathematical understanding and applied IT competency, as well as an understanding of the essential concepts of business and economics.

In addition successful candidates will fulfil the main entry requirements for NCC Education's Level 4 Diploma in Business or Level 4 Diploma in Business IT, as well as opening up opportunities to access a range of higher education courses or employment. Examples of higher education opportunities include, but are not limited to, progressing to university degrees in Business Management, Marketing, International Business, Accounting and Finance and examples of employment opportunities include roles such as Accounts Clerk, Recruitment Consultant and Accounting Technician.

The Level 3 Diploma in Business syllabus and assessment is suitable for students aged 16-19 as well as adult learners.

The above purpose is stated in the Qualification Specification, Section 1.1, Page 4. The Qualification Specification is published on the NCC Education website at: [http://www.nccedu.com/our-qualifications/foundation/ncc-education-level-3-diploma-in-business-\(qcf\)](http://www.nccedu.com/our-qualifications/foundation/ncc-education-level-3-diploma-in-business-(qcf))

## 2. Structure of the L3DB Qualification

Qualification Title, Credits, Units and Level		
<p><b>NCC Education Level 3 Diploma in Business (QCF), 60 credits, all at QCF Level 3. Candidates must pass all five Units to be awarded the L3 Diploma in Business certificate.</b></p>		
<p>Study and Communication Skills (20 credits)</p>	<p>Mathematical Techniques (10 credits)</p>	<p>IT Skills (10 credits)</p>
<p>Introduction to Business (10 Credits)</p>	<p>Introduction to Accounting and Economics (10 Credits)</p>	
<p><b>Please see Section 5 below for Syllabuses</b></p>		
<p>This qualification is regulated by Ofqual and listed on the Qualifications and Credit Framework – Qualification Number 600/6416/X. For further information see <a href="http://register.ofqual.gov.uk/Qualification/Details/600_6416_X">http://register.ofqual.gov.uk/Qualification/Details/600_6416_X</a></p>		

### 3. Assessment for the qualification

#### 3.1 Assessment objectives

All assessment for the qualification is intended to allow candidates to demonstrate they have met the relevant Learning Outcomes. Moreover NCC Education's assessment is appropriate to the assessment criteria as stated in this specification and is regularly reviewed to ensure it remains consistent with the specification.

#### 3.2 Overview of Qualification Unit Assessment

Unit	Assessment Methods		
	Local Examination	Global Examination	Global Assignment
Study and Communication Skills	-	-	100%
Mathematical Techniques	-	100%	-
IT Skills	100%	-	-
Introduction to Business	-	100%	-
Introduction to Accounting and Economics	-	100%	-

An examination is a time-constrained assessment that will take place on a specified date and usually in an NCC Centre. An assignment requires candidates to produce a written response to a set of one or more tasks, meeting a deadline imposed by the Centre.

The overall Unit mark is computed from the weighted mean of its components. The pass mark for a Unit is 40%.

NCC Education Centres can provide candidates with a specimen assessment paper as well as a limited number of past examination and assignment papers.

#### 3.3 Accessibility of Assessment

We review our guidelines on assessment practices to ensure compliance with equality law and to confirm assessment for our Units is fit for purpose.

##### 3.3.1 Reasonable adjustments and special consideration

NCC Education is committed to providing reasonable adjustments and special consideration so as to ensure disabled candidates, or those facing exceptional circumstances, are not disadvantaged in demonstrating their knowledge, skills and understanding.

Further information on NCC Education's arrangements for giving reasonable adjustments and special consideration can be found in the NCC Education *Reasonable Adjustments and Special Considerations Policy*.

##### 3.3.2 Supervision and Authentication of Assessment

NCC Education Centres are required to organise all assessment activity for this specification according to NCC Education's Policies and Advice.

Candidates' identity and the authenticity of their work is verified and NCC Education moderates all assessment to ensure that the marking carried out is fair, and that the grading reflects the standard

achieved by candidates as relevant to the specification Learning Outcomes and Assessment Criteria. Detailed guidance on this process and how candidate work must be submitted to NCC Education is given in NCC Education's *Examination Guidelines* and *Moderation Manual*. The Moderation Manual also includes full reminder checklists for Centre administrators.

## 4 Administration

### 4.1 Assessment Cycles

Four assessment cycles are offered throughout the year, in March, May, September and December.

Examination dates and assignment submission deadlines are published in the NCC Education *Activity Schedule*, which is provided to Centres by Customer Services. It is also available on *Connect*, NCC Education's student registration system.

The *Activity Schedule* also gives the key dates for registering candidates for assessment cycles, the dates when Centres can expect the assessment documentation and, ultimately, the assessment results from NCC Education.

### 4.2 Language of Assessment

All assessment is conducted in English.

### 4.3 Candidates

NCC Education's qualifications are available to those Centre candidates who satisfy the entry requirements as stated in this specification.

### 4.4 Qualification and Unit Entry Requirements

Entry Requirements
<p>For entry onto the NCC Education L3DB qualification, students must:</p> <ul style="list-style-type: none"><li>• have demonstrably previously studied in English at secondary school level or have a valid score of 5.5 or above in the International English Language Testing System (IELTS) Examination (or equivalent).</li></ul> <p>The Level 3 Diploma in Computing syllabus and assessment is suitable for students aged 16-19 as well as adult learners.</p>

### 4.5 Candidate Entry

Candidates are registered for assessment via NCC Education's *Connect* system and according to the deadlines for registration provided in the *Activity Schedule*.

Further details can be found in NCC Education's *Operations Manual*.

### 4.6 Resits

If a candidate fails an assessment, they will be provided with opportunities to resit during the eligibility period.

Candidates may only seek reassessment in a previously failed Unit.



## 5. Syllabus

### 5.1. Study and Communication Skills

<b>Title:</b>	Study and Communication Skills
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<b>QCF code:</b>	A/504/1424	<b>Credits</b>	20	<b>Level</b>	3
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<b>Guided Learning Hours</b>	75
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<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Be able to take effective notes from a variety of sources	1.1 Identify key information from a range of different texts 1.2 Record key points when listening to information being given 1.3 Critically review their own notes 1.4 Use their own notes to accurately summarise information given 1.5 Use their own notes to present a summary to others 1.6 Demonstrate using a range of sources to gather information
2. Understand how to work out the meaning of unfamiliar content	2.1 Identify unfamiliar content 2.2 Identify a number of different strategies for working out the meaning of unfamiliar content 2.3 Demonstrate the ability to find the meaning of unfamiliar content 2.4 Demonstrate the application of own understanding to unfamiliar content
3. Understand common steps in producing academic work	3.1 Describe the common steps in producing academic work 3.2 Define plagiarism 3.3 Explain correct referencing in an academic essay
4. Be able to produce a piece of academic work suitable for this level, following a drafting process	4.1 Create a timetabled plan to meet the requirements of an academic assignment 4.2 Check own work for errors 4.3 Evaluate own work against criteria/requirements given 4.4 Develop sections of an assignment towards a final draft 4.5 Demonstrate the correct use of academic referencing 4.6 Present a completed piece of academic work to others

5. Understand different learning styles	5.1 Explain the idea of multiple intelligences 5.2 Describe a range of learning styles 5.3 Identify own preferred learning style 5.4 Identify own study strengths and weaknesses
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<b>Syllabus Content</b>	
<b>Topic</b>	<b>Course Coverage</b>
Learning to Learn	<ul style="list-style-type: none"> <li>• Learner styles and multiple intelligences</li> <li>• Self study methodology</li> <li>• Time management</li> <li>• Goal setting</li> <li>• Self analysis and critical reflection</li> <li>• Keeping a learner diary</li> </ul> <p><b>Learning outcome: 5</b></p>
Reading Textbooks and Note Taking	<ul style="list-style-type: none"> <li>• Reading a textbook &amp; note taking skills</li> <li>• Using notes to write summaries</li> <li>• Public Speaking skills &amp; Peer assessment</li> <li>• Learner diaries and study skills self-assessment</li> </ul> <p><b>Learning outcomes: 1,4</b></p>
Note Taking in Lectures	<ul style="list-style-type: none"> <li>• Note taking in lectures</li> <li>• Recognising key points</li> <li>• Guessing meaning</li> <li>• Editing and reviewing notes</li> <li>• Planning a speech</li> <li>• Public speaking practice and assessment</li> </ul> <p><b>Learning outcomes: 1,2</b></p>
Library Research and Writing an Essay	<ul style="list-style-type: none"> <li>• Accessing the library and reading strategies</li> <li>• Note taking from books</li> <li>• Essay planning and organising notes</li> <li>• Public speaking practice and assessment</li> </ul> <p><b>Learning outcomes: 1,4</b></p>
Journal-based Research for Essay Writing	<ul style="list-style-type: none"> <li>• Journals and articles</li> <li>• Critical reading and analyzing data</li> <li>• Describing data in an essay</li> <li>• Academic Style</li> <li>• Editing and proof reading</li> <li>• Public speaking practice and assessment</li> </ul> <p><b>Learning outcome: 4</b></p>

Internet Research for Essay Writing	<ul style="list-style-type: none"> <li>• Using the internet for research</li> <li>• Bibliographies and referencing</li> <li>• Plagiarism and paraphrasing</li> <li>• Editing and checking work against criteria</li> <li>• Including sufficient detail</li> <li>• Public speaking practice and assessment</li> </ul> <p><b>Learning outcomes: 1,4</b></p>
Writing a Research Report	<ul style="list-style-type: none"> <li>• Approaching a task and making an assignment strategy</li> <li>• Understanding requirements and using criteria</li> <li>• Integrating evidence into a report</li> <li>• Editing and proof reading</li> <li>• Public speaking practice and assessment</li> </ul> <p><b>Learning outcome: 3,4</b></p>
Examinations and Assessment	<ul style="list-style-type: none"> <li>• Writing summaries and reviewing notes</li> <li>• Preparing for exams</li> <li>• Time Management</li> <li>• Stress and anxiety management</li> </ul> <p><b>Learning outcome: 1</b></p>

#### Related National Occupational Standards (NOS)

**Sector Subject Area:** 6.2 ICT for Users:

**Related NOS:** ICF:B2 Access, search for, select and use Internet-based information and evaluate its fitness for purpose

INT:C3 Use browser tools to search effectively and efficiently for information from the Internet

**Sector Subject Area:** 15.3 Business Management

**Related NOS:** BAA617 Develop a presentation

BAA623 Deliver a presentation

SAS 5 Plan and manage own workload

#### Assessment Type

Global Assignment (100%)

The assignment is broken into three sections as follows:

- Learner Portfolio
- Note-taking and summary writing assignment
- Research project

**See also Section 3 above**

## 5.2. Mathematical Techniques

<b>Title:</b>	Mathematical Techniques
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<b>QCF code:</b>	F/504/0968	<b>Credits</b>	10	<b>Level</b>	3
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<b>Guided Learning Hours</b>	60
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<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Be able to perform basic number calculations	1.1 Identify place value 1.2 Perform all four operations with large numbers and decimals up to two decimal points 1.3 Round numbers up and down, to the nearest whole number, and up to 3 decimal places 1.4 Estimate answers to a range of calculations
2. Be able to use ratio, percentages and fractions	2.1 Identify multiples, factors and primes 2.2 List a range of multiples, factors and primes 2.3 Use ratio notation 2.4 Divide quantities using a given ratio 2.5 Use proportional reasoning to solve a range of problems 2.6 Identify equivalent fractions, decimals and percentages 2.7 Perform calculations with fractions, decimals and percentages
3. Understand the fundamentals of algebra and algebraic calculations	3.1 Explain the difference between an expression, a formula and an equation 3.2 Explain linear graphs 3.3 List a range of algebraic expressions and formulae 3.4 Solve a range of linear equations 3.5 Simplify algebraic expressions 3.6 Factorise algebraic expressions 3.7 Substitute positive and negative values into algebraic expressions and formulae
4. Understand the fundamentals of probability and probability calculations	4.1 Describe the probability scale 4.2 Explain relative frequency 4.3 Use the probability scale to show a range of probabilities 4.4 Calculate probabilities for mutually exclusive events 4.5 Demonstrate use of tree diagrams in calculating conditional probabilities

5. Be able to perform basic calculations with shapes, spaces and measurements	5.1 List a range of metric units for length, mass and capacity 5.2 Identify conversions between different units of measurement 5.3 Estimate angles 5.4 Calculate unknown angles 5.5 Calculate perimeter, area and volume 5.6 Demonstrate use of Pythagoras' Theorem in finding the length of unknown sides in a right-angled triangle
6. Be able to use a range of techniques to present mathematical data	6.1 Explain the difference between discrete and continuous data 6.2 Demonstrate appropriate use of a range of methods for visually representing discrete data 6.3 Demonstrate appropriate use of a range of methods for visually representing continuous data 6.4 Identify correlation and the line of best fit in a scattergraph

<b>Syllabus Content</b>	
<b>Topic</b>	<b>Course Coverage</b>
Number 1	<ul style="list-style-type: none"> <li>• Place Value</li> <li>• Multiplying and dividing by powers of 10.</li> <li>• Four rules of number – mental and written calculations including with decimals</li> <li>• Estimation and Rounding</li> <li>• Solving written problems</li> </ul> <p><b>Learning Outcome: 1</b></p>
Number 2	<ul style="list-style-type: none"> <li>• Negative numbers</li> <li>• Multiples, factors and primes</li> <li>• Index numbers</li> <li>• Ratio</li> <li>• Fractions, decimals and percentages</li> </ul> <p><b>Learning Outcome: 2</b></p>
Algebra	<ul style="list-style-type: none"> <li>• Sequences</li> <li>• Using formulae and substituting values into formulae</li> <li>• Simplifying algebraic expressions</li> <li>• Solving linear equations</li> <li>• Graphs of the form <math>y = mx + c</math></li> </ul> <p><b>Learning Outcome: 3</b></p>

Probability	<ul style="list-style-type: none"> <li>• Using the probability line</li> <li>• Calculating probability</li> <li>• Probability of successive independent events</li> <li>• Theoretical and experimental probability</li> <li>• Conditional probability</li> </ul> <p><b>Learning Outcome: 4</b></p>
Shape, Space and Measures	<ul style="list-style-type: none"> <li>• Angles</li> <li>• 2D and 3D shape names and properties</li> <li>• Perimeter, area and volume</li> <li>• Metric measures</li> <li>• Pythagoras' Theorem</li> </ul> <p><b>Learning Outcome: 5</b></p>
Data Handling	<ul style="list-style-type: none"> <li>• Representing data <ul style="list-style-type: none"> <li>- Tally tables</li> <li>- Frequency diagrams</li> <li>- Stem and Leaf diagrams</li> <li>- Pie charts</li> <li>- Grouping data</li> <li>- Scatter graphs</li> </ul> </li> <li>• Statistics <ul style="list-style-type: none"> <li>- Calculating averages</li> </ul> </li> <li>• Interpreting data <ul style="list-style-type: none"> <li>- Carrying out a survey</li> </ul> </li> </ul> <p><b>Learning Outcome: 6</b></p>

#### Related National Occupational Standards (NOS)

**Sector Subject Area:** 15.3 Business Management

**Related NOS:** BAD: 321 Organise and report data

BAD: 322 Analyse and report data

**Sector Subject Area:** 6.2 ICT for Users

**Related NOS:** ISF:B3: Present information in ways that are fit for purpose and audience

#### Assessments

Global Examination (100%)

**See also Section 3 above**

### 5.3. IT Skills

<b>Title:</b>	IT Skills
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<b>QCF code:</b>	J/504/0728	<b>Credits</b>	10	<b>Level</b>	3
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<b>Guided Learning Hours</b>	50
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<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Understand the main functions of a word processor	1.1 Explain the main functions within a word processing package 1.2 Describe how to insert, overtype, move and delete text 1.3 Describe how to open, save and close an existing document 1.4 Describe how tables and diagrams can be inserted within a text 1.5 Describe how pictures and symbols can be inserted within a text document
2. Be able to use the main functions of a word processor	2.1 Demonstrate the use of common functions for manipulating and evaluating text 2.2 Demonstrate the use of a range of functions to alter the presentation of word processed documents 2.3 Demonstrate the use of a range of functions to improve the presentation of word processed documents
3. Be able to extract information from the Internet without plagiarising	3.1 List a range of search engines which can be used to find specific information 3.2 Extract text from a website 3.3 Export website text into a word processed document 3.4 Demonstrate how website text should be presented in a word processed document in order to avoid plagairism
4. Understand how to open, create and modify a spreadsheet	4.1 Explain how to open a new spreadsheet 4.2 Describe how to open a new worksheet and enter data 4.3 Describe how to save and close a worksheet 4.4 Describe a range of ways in which data can be manipulated and evaluated 4.5 Describe how to modify and print graphs

<p>5. Be able to format a spreadsheet</p>	<p>5.1 Demonstrate how cells, rows, columns and worksheets can be formatted</p> <p>5.2 List a range of formulae which can be applied to data in a worksheet</p> <p>5.3 Demonstrate the use of a range of formulae to manipulate worksheet data</p> <p>5.4 Identify the tools which navigate worksheets, different views and sections</p> <p>5.5 Demonstrate the use of a range of functions to improve the presentation of data in a worksheet</p>
<p>6. Be able to create graphs from a spreadsheet</p>	<p>6.1 Select from a range of graph types according to how information needs to be presented</p> <p>6.2 Enter data ranges, titles and labels to create graphs</p> <p>6.3 Demonstrate how to place a graph onto a spreadsheet</p>
<p>7. Understand the main functions of presentation software</p>	<p>7.1 Describe how to open, save and close a presentation slideshow</p> <p>7.2 Explain how to insert and duplicate slides</p> <p>7.3 Describe how to print slides, handouts and speaker notes</p> <p>7.4 Explain how to incorporate animation into a presentation</p>
<p>8. Be able to utilise presentation software</p>	<p>8.1 Demonstrate how to navigate a screen display and view a presentation</p> <p>8.2 Demonstrate the use of a range of tools for editing slide text</p> <p>8.3 Demonstrate the creation of a presentation with a range of types of text, graphics and animation</p>



Syllabus Content	
Topic	Course Coverage
An Introduction to Word Processing	<ul style="list-style-type: none"> <li>• A definition of word processing and its main functions</li> <li>• Microsoft Office Word</li> <li>• The Word screen</li> <li>• Navigating the screen, different views</li> <li>• Basic commands: new, open, save, close, print, page set-up, print properties, print preview</li> <li>• Enter text, set language, autocorrect, spelling check, grammar check, thesaurus, word count</li> <li>• Insert, overtype, move, delete, highlight text</li> <li>• Edit: cut, copy, paste, undo, redo/repeat</li> <li>• Modify text: find and replace, change case</li> <li>• Search for text, graphics, tables</li> <li>• Insert pictures, symbols, special characters, charts, screenshots</li> <li>• Use shortcut keys</li> </ul> <p><b>Learning Outcome: 1</b></p>
Editing and Formatting Word Processed Documents Part I	<ul style="list-style-type: none"> <li>• Format a page: format and edit background, change page orientation and size, adjust margins, insert columns, edit columns, add headers and footers, add page numbers, insert a page break, insert a watermark, select the page background colour</li> <li>• Format text: bold, italics, underline, alignment, font style, font size, font colour, font effects</li> <li>• Format paragraphs: alignment, indentation, spacing</li> <li>• Select and edit themes and styles</li> <li>• Insert and edit bullet points and numbering</li> <li>• Format borders and shading</li> <li>• Use shortcut keys</li> </ul> <p><b>Learning Outcome: 2</b></p>
Finding and Using Information from the Internet	<ul style="list-style-type: none"> <li>• Define plagiarism</li> <li>• Examples of search engines</li> <li>• Use search engines to find and select specific information</li> <li>• Select text from a website</li> <li>• Export text from a website</li> <li>• Present website text and cite its source</li> <li>• Select a picture from a website</li> <li>• Export a picture from a website</li> <li>• Present a picture taken from a website and cite its source</li> </ul> <p><b>Learning Outcome: 3</b></p>

<p>Editing and Formatting Word Processed Documents Part II</p>	<ul style="list-style-type: none"> <li>• Insert a table</li> <li>• Format a table</li> <li>• Edit a table</li> <li>• Insert shapes</li> <li>• Draw shapes</li> <li>• Format shapes, apply special effects</li> <li>• Insert objects</li> <li>• Resize, move, copy, delete, add text, fill, align, rotate, edit, and rotate shapes and objects</li> <li>• Insert and format WordArt</li> <li>• Insert and format SmartArt</li> <li>• Produce a checklist for an effective word processed document</li> </ul> <p><b>Learning Outcome: 2</b></p>
<p>An Introduction to Spreadsheets</p>	<ul style="list-style-type: none"> <li>• A definition of spreadsheet software and its main functions</li> <li>• Key terminology: workbook, worksheet, cell, row, column</li> <li>• Microsoft Office Excel</li> <li>• The Excel screen</li> <li>• Navigating the screen, different views</li> <li>• Basic commands: new, open, save, close, print page set-up, print properties, print preview, select a print area</li> <li>• Types of data: labels, constants, formulae</li> <li>• Enter data: cell, row, column</li> <li>• Edit: cut, copy, paste, undo, redo, find, replace, select all, edit active cell, clear cell contents</li> <li>• Format labels</li> <li>• Format values</li> <li>• Insert a row, column</li> <li>• Widen columns</li> <li>• Introduction to formulae: constants and operators</li> <li>• Addition formula</li> <li>• Subtraction formula</li> <li>• Use shortcut keys</li> </ul> <p><b>Learning Outcomes: 4, 5</b></p>

<p>Spreadsheet Formulae and Functions</p>	<ul style="list-style-type: none"> <li>• Use relative cell references</li> <li>• Use absolute cell references</li> <li>• Use mixed cell references</li> <li>• Use commonly used formulae and functions: multiplication, division, average, minimum, maximum, round a number, count values</li> <li>• Use AutoSum</li> <li>• Use Autocalculate</li> <li>• Display formulae when printing</li> <li>• Display row and column headings when printing</li> <li>• Sort data</li> <li>• Filter data</li> <li>• Understand common error messages</li> </ul> <p><b>Learning Outcomes: 4, 5</b></p>
<p>Formatting Spreadsheets</p>	<ul style="list-style-type: none"> <li>• Workbook management: insert a new worksheet, rename a worksheet, move/copy a worksheet, change a worksheet tab colour, delete a worksheet</li> <li>• Protect a worksheet</li> <li>• Format cells, rows and columns</li> <li>• Add borders</li> <li>• Insert: diagrams, pictures, symbols</li> <li>• Insert headers and footers</li> <li>• Format as a table</li> <li>• Hide selected rows</li> <li>• Apply cell styles</li> <li>• Hide columns and rows</li> <li>• Produce a checklist for an effective spreadsheet</li> </ul> <p><b>Learning Outcomes: 4, 5</b></p>
<p>Creating Graphs from a Spreadsheet</p>	<ul style="list-style-type: none"> <li>• Present information using a graph</li> <li>• Select appropriate types of graph</li> <li>• Enter data ranges</li> <li>• Enter titles: main, axes and data</li> <li>• Enter a legend</li> <li>• Format a graph</li> <li>• Print a graph</li> <li>• Modify a graph</li> <li>• Resize a graph</li> <li>• Move a graph</li> <li>• Produce a checklist for an effective graph</li> </ul> <p><b>Learning Outcome: 6</b></p>

<p>An Introduction to Presentation Software</p>	<ul style="list-style-type: none"> <li>• A definition of presentation software and its main functions</li> <li>• Microsoft Office PowerPoint</li> <li>• The PowerPoint screen</li> <li>• Navigate the PowerPoint screen and different views.</li> <li>• Define presentation software and its main functions.</li> <li>• Navigate the PowerPoint screen and different views, including normal, slide sorter, reading, slide show and the outline pane.</li> <li>• Select slide design, background and layout.</li> <li>• Enter text, set language and use the spelling check, grammar check and thesaurus.</li> <li>• Use basic commands such as: new, open, save, close, print, page set-up, print properties, print preview, handouts and speaker notes.</li> <li>• Format text – select font style, size and colour and alignment.</li> <li>• Edit, delete, copy, find and replace text.</li> <li>• Format paragraphs.</li> <li>• Insert slide numbers, date and time, headers and footers.</li> <li>• Insert new slides and duplicate slides.</li> <li>• Re-arrange and delete slides.</li> <li>• Insert pictures, Clip Art graphics, SmartArt, diagrams, graphs, tables, text boxes and hyperlinks.</li> <li>• Format graphics.</li> <li>• Draw shapes and objects and format, move, resize and delete objects.</li> <li>• Run and stop a slideshow.</li> <li>• Use shortcut keys</li> </ul> <p><b>Learning Outcome: 7</b></p>
<p>Producing a Multimedia Presentation</p>	<ul style="list-style-type: none"> <li>• Define transitions and add transitions and effects to slides</li> <li>• Define animations and add animations and effects to objects</li> <li>• Copy animation from one object to another</li> <li>• Insert audio clips from files and ClipArt</li> <li>• Record an audio clip</li> <li>• Insert videos from files, websites and ClipArt</li> <li>• Insert actions</li> <li>• Set up slideshow delivery</li> <li>• Produce a checklist for an effective slideshow</li> </ul> <p><b>Learning Outcome: 8</b></p>

## Related National Occupational Standards (NOS)

**Sector Subject Area:** 6.2 ICT for Users

**Related NOS:** IPU: A2 - Use IT systems and software efficiently to complete planned tasks

IPU: B1 - Plan, select and use appropriate IT systems and software for different purposes

IUF: B1 - Use IT systems to meet a variety of needs

IUF: B2 - Manage information storage and retrieval appropriately

ICF: B2 - Access, search for, select and use Internet-based information and assess its fitness for purpose

INT: C3 - Use browser tools to search effectively and efficiently for information from the Internet

ISF: A4 - Make effective use of IT tools and facilities to present information

ISF: B2 - Enter, develop and format different types of information to suit its meaning and purpose

ISF: B3 - Present information in ways that are fit for purpose and audience

PS : B1 - Input and combine text and other information within presentation slides

PS : C2 - Use presentation software tools to structure, edit and format presentations

PS : C3 - Prepare interactive slideshow for presentation

SS : C1 - Use a spreadsheet to enter, edit and organise numerical and other data

SS : C2 - Select and use appropriate formulae and data analysis tools and techniques to meet requirements

SS : C3 - Use tools and techniques to present, and format and publish spreadsheet information

WP :C1 - Enter and combine text and other information accurately within word processing documents

WP:C2 - Create and modify appropriate layouts, structures and styles for word processing documents

WP:C3 - Use word processing software tools and techniques to format and present documents effectively to meet requirements

## Assessments

Local Examination (100%)

**See also Section 3 above**

## 5.4. Introduction to Business

<b>Title:</b>	Introduction to Business
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<b>QCF code:</b>	T/504/0966	<b>Credits</b>	10	<b>Level</b>	3
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<b>Guided Learning Hours</b>	60
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<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Understand different types of businesses and their functions	1.1 List different types of businesses found in the public and private sectors 1.2 Identify the various stakeholders involved with a business 1.3 Describe how stakeholders can affect business activity 1.4 Identify an organisation's business objectives 1.5 Define primary, secondary and tertiary organisations 1.6 Define corporate social responsibility 1.7 List a range of benefits of socially responsible business behaviour 1.8 List a range of perceived negatives of socially responsible business behaviour
2. Understand a range of basic business and management structures	2.1 Identify different business departments 2.2 Explain the function of different business departments 2.3 Explain why organisations develop layers of authority 2.4 Identify a range of leadership styles 2.5 Explain an organisation's staffing and management structure 2.6 Describe a range of elements which can influence business culture
3. Be able to demonstrate an understanding of basic marketing principles in business	3.1 Define 'marketing' 3.2 Define 'needs' and 'wants' in relation to marketing 3.3 Identify a range of market segment categories 3.4 Explain market research and the 'marketing mix'
4. Understand the basic concepts of production	4.1 Define 'production' 4.2 Describe the steps necessary in a range of production processes 4.3 Explain different production layouts 4.4 Demonstrate the ability to select the most suitable production method for a particular product

5. Be able to utilise a number of key business concepts	5.1 Explain the difference between a micro and macro business environment 5.2 Explain why quality is important in business 5.3 Explain the 'Kaizen method' for quality control 5.4 Present information to others, following research, on what type of business an unfamiliar organisation is 5.5 Present information to others, following research, on the activities of an unfamiliar organisation 5.6 Create a SWOT analysis for an organisation 5.7 Perform a PESTLE analysis on an organisation
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<b>Syllabus Content</b>	
<b>Topic</b>	<b>Course Coverage</b>
Concepts of Business	<ul style="list-style-type: none"> <li>• Business activities</li> <li>• Types of business</li> </ul> <p><b>Learning Outcome: 1</b></p>
Business Environment	<ul style="list-style-type: none"> <li>• Macro Economy</li> <li>• Competition</li> <li>• Legal Environment</li> <li>• Corporate Social Responsibility</li> <li>• Ethics</li> <li>• PESTLE</li> </ul> <p><b>Learning Outcome: 5</b></p>
Production and Quality	<ul style="list-style-type: none"> <li>• Production</li> <li>• Manufacture vs. Services</li> <li>• Quality</li> </ul> <p><b>Learning Outcome: 4</b></p>
People and Processes	<ul style="list-style-type: none"> <li>• Management and structures</li> <li>• Organisation Design</li> <li>• Leadership and Management styles</li> <li>• Change and culture</li> </ul> <p><b>Learning Outcome: 2</b></p>
Marketing	<ul style="list-style-type: none"> <li>• Market analysis</li> <li>• Marketing mix</li> <li>• SWOT</li> </ul> <p><b>Learning Outcome: 3</b></p>

<b>Related National Occupational Standards (NOS)</b>
<b>Sector Subject Area:</b> 15.3 Business Management <b>Related NOS:</b> BAD: 321 Organise and report data BAD: 322 Analyse and report data BAA: 617 Develop a presentation BAA: 623 Deliver a presentation

<b>Assessments</b>
Global Examination (100%)
<b>See also Section 3 above</b>



## 5.5. Introduction to Accounting and Economics

<b>Title:</b>	Introduction to Accounting and Economics
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<b>QCF code:</b>	M/504/0965	<b>Credits</b>	10	<b>Level</b>	3
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<b>Guided Learning Hours</b>	48
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<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Understand essential aspects of accounting	1.1 Define the term 'accounting' 1.2 Contrast the role of the accountant with the economist 1.3 Explain a range of common accounting terms 1.4 Describe the different forms of business unit
2. Understand essential aspects of economics	2.1 Define the term 'economics' 2.2 Explain the difference between microeconomics and macroeconomics 2.3 Contrast the role of the economist with the accountant 2.4 Explain a range of common Economics terms 2.5 List a range of factors that influence supply and demand
3. Understand how markets operate	3.1 Describe the different types of market that can exist 3.2 Explain a range of factors which can determine the structure of a market 3.3 Describe the effect of competition on the structure of a market 3.4 Explain the term 'globalisation' 3.5 Explain how economic growth may occur within markets
4. Understand the role of money, interest rates and inflation within the area of accounting and economics	4.1 Describe the different measures of money 4.2 Explain how governments use interest rates 4.3 Explain how governments use monetary policy 4.4 Explain what is meant by 'exchange rates' 4.5 Explain the link between exchange rates and monetary policy 4.6 Describe the effects of inflation on the economy

5. Be able to apply a number of key concepts in accounting	5.1 Process simple accounting statements using the double entry system 5.2 Balance a business account 5.3 Produce a trial balance 5.4 Calculate period end adjustments 5.5 Explain the process of preparing a financial statement 5.6 Interpret a financial statement 5.7 Prepare a financial statement 5.8 Incorporate period end adjustments into a financial statement 5.9 Prepare supply and demand curves to describe how markets work
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<b>Syllabus Content</b>	
<b>Topic</b>	<b>Course Coverage</b>
Introduction	<ul style="list-style-type: none"> <li>• The economic perspective</li> <li>• Types of economic system</li> <li>• What is economics?</li> <li>• What is accounting?</li> <li>• Module overview</li> </ul> <p><b>Learning Outcome: 1, 2</b></p>
Supply and Demand	<ul style="list-style-type: none"> <li>• How markets work</li> <li>• Describing the behaviour of sellers</li> <li>• Describing the behaviour of buyers</li> <li>• How prices reconcile supply and demand</li> </ul> <p><b>Learning Outcome: 3</b></p>
Market Structures and Competition	<ul style="list-style-type: none"> <li>• Describing markets</li> <li>• Things that affect the structure of markets</li> <li>• Is competition important?</li> </ul> <p><b>Learning Outcome: 3</b></p>
Income and Output of Nations	<ul style="list-style-type: none"> <li>• Micro and macro economics</li> <li>• Describing the behaviour of national economies</li> </ul> <p><b>Learning Outcome: 2</b></p>
Money, Interest Rates and Inflation	<ul style="list-style-type: none"> <li>• The price of money</li> <li>• The banking system</li> <li>• When money loses its value</li> </ul> <p><b>Learning Outcome: 4</b></p>

Introducing the International Dimension	<ul style="list-style-type: none"> <li>• The international dimension</li> <li>• How currencies affect international trade</li> <li>• Globalisation, is this good or bad?</li> </ul> <p><b>Learning Outcome: 3, 4</b></p>
Introduction to Accounting	<ul style="list-style-type: none"> <li>• From economics to accounting</li> <li>• Concepts and conventions in accounting</li> </ul> <p><b>Learning Outcome: 1</b></p>
Bookkeeping	<ul style="list-style-type: none"> <li>• Writing things down</li> <li>• Income, expenses, assets, liabilities and capital</li> </ul> <p><b>Learning Outcome: 5</b></p>
Period End Adjustments	<ul style="list-style-type: none"> <li>• The accounting period</li> <li>• Accounting estimates; depreciation, inventories, payables, receivables and provisions</li> </ul> <p><b>Learning Outcome: 5</b></p>
Preparing Financial Statements	<ul style="list-style-type: none"> <li>• Putting the numbers together</li> <li>• Types of financial statement</li> <li>• How financial statements are linked</li> <li>• The annual report</li> </ul> <p><b>Learning Outcome: 5</b></p>
Interpreting Financial Statements	<ul style="list-style-type: none"> <li>• Reasons for interpreting statements</li> <li>• Methods of interpretation</li> <li>• Reporting the results of interpretation</li> </ul> <p><b>Learning Outcome: 5</b></p>
Review	<ul style="list-style-type: none"> <li>• The main ideas in this module</li> <li>• Economics, the big picture of markets and countries</li> <li>• Accounting, the view from the firms</li> </ul> <p><b>Learning Outcome: 1, 2, 3, 4, 5</b></p>

<b>Related National Occupational Standards (NOS)</b>
<p><b>Sector Subject Area:</b> 15.3 Business Management</p> <p><b>Related NOS:</b> BAA 521 – Account for income and expenditure  BAA 522 – Draft financial statements  BAD 321 – Organise and report data</p>

<b>Assessment</b>
Global Examination (100%)
<b>See also Section 3 above</b>

## 6. Results and Certificates

The grade descriptors Pass, Merit and Distinction are awarded by Unit to successful candidates. A Pass is awarded for an overall Unit mark of between 40 and 59. A Merit is awarded for an overall Unit mark of between 60 and 69 and a Distinction is awarded for an overall Unit mark of 70 and above. Candidates who obtain an overall Unit mark of below 40 are classed as *failed* in the Unit and may resit.

Grade Descriptors incorporate characteristics intended to provide a general indication of assessment performance in relation to each Unit's Learning Outcomes in this specification. The final Unit grade awarded will depend on the extent to which a candidate has satisfied the Assessment Criteria. A qualification is awarded when the candidate has achieved at least a pass in all Units.

After each assessment cycle, results slips are issued (in electronic format) which detail the grades achieved, i.e. Fail, Pass, Merit or Distinction (see *Appendix 2*). Certificates are then dispatched to Centres.

## 7. Further Information

For more information about any of NCC Education's products please contact [customer.service@nccedu.com](mailto:customer.service@nccedu.com) or alternatively please visit [www.nccedu.com](http://www.nccedu.com) to find out more about our suite of high-quality British qualifications.

## Appendix 1 Qualification Documentation

The following NCC Education documentation has been referred to in this specification:

- Reasonable Adjustments and Special Considerations Policy
- Examination Guidelines
- Marking and Moderation Manual
- Activity Schedule
- Operations Manual

All documentation, together with access to NCC Education's online resources, is available to Centres and (where applicable) candidates who have registered for assessment.

## Appendix 2 Grade Descriptors

The grade descriptors Pass, Merit and Distinction are awarded to successful candidates. The following are characteristics intended to provide a general indication of assessment performance in relation to each Learning Outcome in this specification. The final grade awarded will depend on the extent to which a candidate has satisfied the Assessment Criteria overall.

### Grade descriptors for Introduction to Accounting and Economics

Learning Outcome	Pass	Merit	Distinction
Understand essential aspects of accounting	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Understand essential aspects of economics	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Understand how markets operate	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Understand the role of money, interest rates and inflation within the area of accounting and economics	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Be able to apply a number of key concepts in accounting	Demonstrate adequate and appropriate application	Demonstrate sound and consistently appropriate application	Demonstrate detailed and highly appropriate application

## Grade descriptors for Introduction to Business

<b>Learning Outcome</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
Understand different types of businesses and their functions	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Understand a range of basic business and management structures	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Be able to demonstrate an understanding of basic marketing principles in business	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Understand the basic concepts of production	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Be able to utilise a number of key business concepts	Demonstrate adequate and appropriate use	Demonstrate appropriate and effective use	Demonstrate highly appropriate and effective use

## Grade descriptors for IT Skills

<b>Learning Outcome</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
Understand the main functions of a word processor	Demonstrate adequate understanding of functions	Demonstrate robust understanding of functions	Demonstrate highly comprehensive understanding of functions
Be able to use the main functions of a word processor	Demonstrate adequate and appropriate use	Demonstrate appropriate and effective use	Demonstrate highly appropriate and effective use
Be able to extract information from the Internet without plagiarising	Demonstrate ability to perform the task	Demonstrate ability to perform the task consistently well	Demonstrate ability to perform the task to the highest standard
Understand how to open, create and modify a spreadsheet	Demonstrate adequate understanding of functions	Demonstrate robust understanding of functions	Demonstrate highly comprehensive understanding of functions
Be able to format a spreadsheet	Demonstrate ability to perform the task	Demonstrate ability to perform the task consistently well	Demonstrate ability to perform the task to the highest standard
Be able to create graphs from a spreadsheet	Demonstrate ability to perform the task	Demonstrate ability to perform the task consistently well	Demonstrate ability to perform the task to the highest standard
Understand the main functions of presentation software	Demonstrate adequate understanding of functions	Demonstrate robust understanding of functions	Demonstrate highly comprehensive understanding of functions
Be able to utilise presentation software	Demonstrate adequate and appropriate use	Demonstrate appropriate and effective use	Demonstrate highly appropriate and effective use



## Grade descriptors for Mathematical Techniques

<b>Learning Outcome</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
Be able to perform basic number calculations	Demonstrate ability to perform all techniques	Demonstrate ability to perform all techniques consistently well	Demonstrate ability to perform all techniques to the highest standard
Be able to use ratio, percentages and fractions	Demonstrate ability to perform all techniques	Demonstrate ability to perform all techniques consistently well	Demonstrate ability to perform all techniques to the highest standard
Understand the fundamentals of algebra and algebraic calculations	Demonstrate adequate understanding of techniques	Demonstrate robust understanding of techniques	Demonstrate highly comprehensive understanding of techniques
Understand the fundamentals of probability and probability calculations	Demonstrate adequate understanding of techniques	Demonstrate robust understanding of techniques	Demonstrate highly comprehensive understanding of techniques
Be able to perform basic calculations with shapes, spaces and measurements	Demonstrate ability to perform all techniques	Demonstrate ability to perform all techniques consistently well	Demonstrate ability to perform all techniques to the highest standard
Be able to use a range of techniques to present mathematical data	Demonstrate ability to perform all techniques	Demonstrate ability to perform all techniques consistently well	Demonstrate ability to perform all techniques to the highest standard

## Grade descriptors for Study and Communication Skills

<b>Learning Outcome</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
Be able to take effective notes from a variety of sources	Demonstrate ability to perform the task	Demonstrate ability to perform the task consistently well	Demonstrate ability to perform the task to the highest standard
Understand how to work out the meaning of unfamiliar content	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Understand common steps in producing academic work	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding
Be able to produce a piece of academic work suitable for this level, following a drafting process	Demonstrate ability to perform the task	Demonstrate ability to perform the task consistently well	Demonstrate ability to perform the task to the highest standard
Understand different learning styles	Demonstrate adequate level of understanding	Demonstrate robust level of understanding	Demonstrate highly comprehensive level of understanding