

# LEVEL 3 DIPLOMA IN BUSINESS (L3DB)

NCC Education  
Qualification Unit Specification  
2024 / 25



## Modification History

Version	Revision Description
V1.5	Added the TQT and GLH figures
V1.6	Added Eligibility Period 4.6
V1.7	Added 'Objective' in section 1.1 – 22/05/2019
V1.8	Added grading algorithm statement in <i>Section 6 Results and Certificates</i>
V1.9	Replacing IT Skills with Culture Studies, and Mathematical Techniques with Foundation Mathematics
V2.0	Updated NOS January 2020
V2.1	Updated Ofqual link in Section 1.1 and removal of Northern Ireland regulation (April 2020)
V2.2	March 2021 – updated ITB and ITAE syllabus tables, LO/AC tables, grade descriptors, assessment type tables and assessment method in Section 3.2
V2.3	July 2023 - updated wording of entry requirements
V2.4	All Ofqual registration number removed

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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. Why choose this qualification?

NCC Education's Level 3 Diploma in Business is:

- **Regulated** by Qualification Wales (QiW) designation number C00/1166/6 and is a general qualification.
- The NCC Education Level 3 Diploma in Business is a general qualification which allows candidates to demonstrate key transferrable study skills, mathematical competency and applied cultural understanding, particularly in the context of international business, as well as an understanding of the essential concepts of business and economics.

## Objective

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, 60 credits, all at RQF Level 3.</b>  <b>Total Qualification Time: 600 hours.</b>  <b>Guided Learning Hours: 293 hours.</b>  <b>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>Foundation Mathematics (10 credits)</p>	<p>Culture Studies (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>		

### 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	
	Global Examination	Global Assignment
Study and Communication Skills	-	100%
Foundation Mathematics	100%	-
Culture Studies	-	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.

Past examination and assignment papers may be made available only following results release for the corresponding assessment cycle. Results release dates and past examination and assignment release dates can be found in the Activity Schedules area of *Quartz Portal*, NCC Education's student registration system.

#### 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 Spring, Summer, Autumn and Winter.

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 *Quartz Portal*, 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

For entry onto the NCC Education L3DB qualification, students must meet the following entry requirements:

- Completed their GCSE/IGCSE 'O' Levels or an equivalent\* qualification in their own country and passed 5 subjects with minimum grades of 'C', '4' or equivalent\* in each. These should include Mathematics and English.
- Have a valid score of 5.5 or above in the International English Language Testing System (IELTS) examination or equivalent for students whose first language is not English. Alternatively, students can take the free NCC Education Higher English Placement Test which is administered by our Accredited Partner Centres.

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

\* Centres need to provide evidence to justify any equivalency decision (both qualification equivalency and grade equivalency) they make pertaining to any enrolments via non-GCSE or non-standard routes.

### 4.5 Candidate Entry

Candidates are registered for assessment via NCC Education's *Candidate Registration Portal* 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 Eligibility Period**

The maximum period of time that NCC Education allows for the completion of your programme is three years. Please contact your Accredited Partner Centre if you have any queries relating to this.

## **4.7 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

### Study and Communication Skills

<b>Title:</b>	Study and Communication Skills
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<b>RQF code:</b>	A/504/1424	<b>Credits</b>	20	<b>Level</b>	3
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<b>Guided Learning Hours</b>	75 hours	<b>Total Qualification Time</b>	200 hours
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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

Syllabus Content	
Topic	Course Coverage
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:** IT Users 6.2

**Related NOS:** ESKIIICF2 FSI2:2 Access, search for, select and use Internet-based information and evaluate its fitness for purpose

ESKIINT3 P8-10 Use browser tools to search effectively and efficiently for information from the Internet

**Sector Subject Area:** Business and Administration (2013)

**Related NOS:** CFABAA617 Develop a presentation

CFABAA623 Deliver a presentation

CFASAD111 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**

## Foundation Mathematics

<b>Title:</b>	Foundation Mathematics
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<b>RQF code:</b>	F/615/0154	<b>Credits</b>	10	<b>Level</b>	3
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<b>Guided Learning Hours</b>	50 hours	<b>Total Qualification Time</b>	100 hours
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<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Be able to perform a range of algebraic calculations	1.1 Simplify a range of algebraic expressions involving powers 1.2 Simplify algebraic expressions by multiplying and dividing expressions 1.3 Factorise algebraic expressions using a range of techniques 1.4 Simplify and solve Algebraic Fractions
2. Be able to solve a range of basic Calculations equations	2.1 Transpose formulae 2.2 Solve linear and quadratic equations 2.3 Solve simultaneous equations 2.4 Perform statistical calculations relating to central tendency
3. Be able to present data in graphical form	3.1 Present data using tables, pie charts and bar charts 3.2 Construct frequency distributions 3.3 Present data as histograms, ogives and time series graphs 3.4 Present linear and quadratic equations in graphical form 3.5 Provide graphical solutions to simultaneous equations
4. Understand the fundamentals of Differential Calculus	4.1 Explain the rate of change of one variable in respect of another 4.2 Calculate the gradient of a curve using differentiation 4.3 Plot maximum and minimum turning points using graphs 4.4 Identify the maximum and minimum turning points using differentiation

5. Understand the fundamentals of Integral Calculus	5.1 Recognise integration as the inverse of differentiation 5.2 Recognise the constant of integration 5.3 Evaluate the constant of integration 5.4 Evaluate the definite integral 5.5 Calculate of the area under a curve
6. Understand Measures of Dispersion	6.1 Calculate the range, quartiles and quantiles 6.2 Calculate the mean deviation 6.3 Calculate the variance 6.4 Calculate the standard deviation
7. Understand the fundamentals of Probability	7.1 Calculate probability using the addition and multiplication rules 7.2 Calculate the probability of compound events 7.3 Use tree diagrams to determine probability 7.4 Calculate probabilities of permutations and combinations

Syllabus Content	
Topic	Course coverage
Introduction to Algebra	<ul style="list-style-type: none"> <li>Simplification of a range of algebraic expressions including those involving powers</li> <li>Simplifying a range of algebraic expressions by multiplying and dividing expressions</li> <li>Factorising algebraic expressions by using a range of techniques</li> <li>Simplify and solve a range of Algebraic Fractions</li> </ul> <p><b>Learning Outcome: 1</b></p>
Using Algebraic Equations	<ul style="list-style-type: none"> <li>Transposing formulae</li> <li>Solving simple linear equations</li> <li>Solving simple quadratic equations</li> <li>Solving simultaneous equations</li> </ul> <p><b>Learning Outcome: 2</b></p>
Solving algebraic equations Using Graphs	<ul style="list-style-type: none"> <li>Presenting a range of linear equations in graphical form</li> <li>Presenting a range of quadratic equations in graphical form</li> <li>Solving simultaneous equations using graphical forms</li> </ul> <p><b>Learning Outcome: 3</b></p>

Introduction to Differential Calculus	<ul style="list-style-type: none"> <li>Using the principles of calculus to explain the rate of change of one variable in respect of another</li> <li>Calculation of the gradient of a curve using differentiation</li> <li>Plotting maximum and minimum turning points using graphical means</li> <li>Identification of the maximum and minimum turning points using differentiation</li> </ul> <p><b>Learning Outcome: 4</b></p>
Introduction to Integral Calculus	<ul style="list-style-type: none"> <li>Recognising the process of integration as the inverse of differentiation</li> <li>Recognition of the role played by the constant of integration</li> <li>Evaluation of the constant of integration</li> <li>Evaluation of the definite integral</li> <li>Calculation of the area under a curve</li> </ul> <p><b>Learning Outcome: 5</b></p>
Presentation of Data	<ul style="list-style-type: none"> <li>Present data using tables, pie charts and bar charts</li> <li>Construct Frequency distributions</li> <li>Present data as histograms, ogives and time series graphs</li> </ul> <p><b>Learning Outcome: 3</b></p>
Beginning Statistics	<ul style="list-style-type: none"> <li>Calculation of the arithmetic mean for a range of data samples</li> <li>Calculation of the arithmetic mean for a range of frequency distributions</li> <li>Calculation of the arithmetic mean for grouped data</li> <li>Calculation of the modal value of data sets</li> <li>Calculation of the median value of data sets</li> </ul> <p><b>Learning Outcomes: 2</b></p>
Understanding Dispersion	<ul style="list-style-type: none"> <li>Calculation of the range, quartiles and quantiles</li> <li>Calculation the mean deviation</li> <li>Calculation of the variance</li> <li>Calculation of the standard deviation</li> </ul> <p><b>Learning Outcome: 6</b></p>

<b>Assessment Type</b>
<ul style="list-style-type: none"> <li>Global Examination (100%)</li> </ul>
<b>See also Section 3 above</b>





## Culture Studies

<b>Title:</b>	Culture Studies
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<b>RQF code:</b>	J/615/0155	<b>Credits</b>	10	<b>Level</b>	3
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<b>Guided Learning Hours</b>	45 hours	<b>Total Qualification Time</b>	100 hours
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<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Understand the concept of culture, cultural values and how different cultures can be defined	1.1 Explain the terms 'culture' and 'subculture' 1.2 Identify a range of cultural practices and values and their unique aspects 1.3 Explain what is meant by a 'stereotype'
2. Understand how the political and education system of a foreign country differs from their own	2.1 Explain the general organisational structure of the education and political systems of a particular city or country 2.2 Demonstrate understanding of the application and enrolment process for studying abroad
3. Understand how the business culture of a foreign country differs from their own	3.1 Identify variances in work culture and management structures 3.2 Describe the benefits of cultural diversity for an organisation 3.3 Assess how cultural factors impact on communication and effective working practices
4. Understand the relationship between digital technologies, communication and culture	4.1 Understand how life online has impacted how people communicate 4.2 Explain the impact of social media, online retail and online news on culture 4.3 Understand aspects of digital culture. 4.4 Explain the ways in which digital technologies have impacted on the individual and society.

<b>Syllabus Content</b>	
<b>Topic</b>	<b>Course coverage</b>
What is Culture?	<ul style="list-style-type: none"> <li>• Definition of culture</li> <li>• Aspects of culture</li> <li>• Personal Cultural Identity</li> <li>• Cultural Practice and unique aspects</li> </ul> <p><b>Learning Outcome: 1</b></p>
Subcultures	<ul style="list-style-type: none"> <li>• Definition of subculture</li> <li>• Aspects of subcultures</li> <li>• Comparisons between different cultural aspects</li> <li>• Stereotypes</li> </ul> <p><b>Learning Outcome: 1,3</b></p>
Government	<ul style="list-style-type: none"> <li>• Basic types of political system</li> <li>• Police and Crime</li> </ul> <p><b>Learning Outcome: 1,3</b></p>
Values	<ul style="list-style-type: none"> <li>• Personal, familial and societal values</li> <li>• Common etiquette in different countries</li> <li>• Common pastimes and the values associated with these</li> </ul> <p><b>Learning Outcome: 1, 3, 4</b></p>
Education Systems	<ul style="list-style-type: none"> <li>• Different stages of education systems at home and abroad</li> <li>• Identifying universities in different places</li> </ul> <p><b>Learning Outcome: 1, 2</b></p>
Application to Higher Education	<ul style="list-style-type: none"> <li>• Courses, subjects and methods of assessment at chosen universities</li> <li>• The university application process</li> <li>• Personal statements</li> </ul> <p><b>Learning Outcome: 2</b></p>
Work	<ul style="list-style-type: none"> <li>• Understanding different attitudes to work</li> <li>• Work culture; organisational and management structures</li> <li>• Cultural differences in international business</li> <li>• Benefits of cultural diversity to an organisation</li> </ul> <p><b>Learning Outcome: 1,3</b></p>

Digital Culture	<ul style="list-style-type: none"> <li>• Understanding social media, online retail and online news and its impact on culture</li> <li>• Digital culture and disparity in access</li> <li>• Positives/ negatives of life online on the individual</li> <li>• Positives/ negatives of life online on society</li> </ul> <p><b><i>Learning Outcome: 1, 4</i></b></p>
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<b>Assessments</b>
Global Assignment (100%)
<b>See also Section 3 above</b>

## Introduction to Business

<b>Title:</b>	Introduction to Business
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<b>RQF code:</b>	T/504/0966	<b>Credits</b>	10	<b>Level</b>	3
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<b>Guided Learning Hours</b>	50 hours	<b>Total Qualification Time</b>	100 hours
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<b>Learning Outcomes;</b> The Learner will:	<b>Assessment Criteria;</b> The Learner can:
1. Understand the purpose of businesses; their different forms, and the business environment	1.1 Identify different types of business 1.2 Explain why businesses exist e.g., profit, growth, survival, cash flow, social and ethical objectives 1.3 Assess what type of business would be suitable for what type of output 1.4 Identify the various stakeholders involved with a business 1.5 Understand how stakeholders can affect business activity 1.6 Review and assess an organisation's business objectives 1.7 Understand corporate social responsibility 1.8 Analyse the perceived negatives and benefits of socially responsible business behaviour
2. Understand people, processes, structures and change management	2.1 Identify different business department and their functions 2.2 Understand the structure of business and how that influences productivity and effectiveness 2.3 Understand why organisations develop layers of authority 2.4 Identify a range of leadership styles and select the most appropriate for change management 2.5 Explain change management tools and how they are used to manage change 2.6 Assess the importance of communication in a business 2.7 Use methods of communication to outline how to introduce change in a business 2.8 Describe a range of elements that can influence business culture and understand the role of culture during periods of change

3. Understand basic marketing principles in business	3.1 Use basic marketing principles 3.2 Define and assess 'needs' and 'wants' 3.3 Create a SWOT analysis for an organisation 3.4 Review a range of market segment categories 3.5 Explain and use market research and the marketing mix 3.6 Review available marketing channels and select the most appropriate for a product 3.7 Assess and devise appropriate marketing goals for a product 3.8 Assess a range of marketing tactics and propose the most appropriate for a product
4. Understand production and the role of quality in business	4.1 Define 'production' 4.2 Understand the steps necessary in a range of production processes 4.3 Compare and contrast different production layouts 4.4 Demonstrate the ability to select the most suitable production method for a particular product 4.5 Explain why quality is important in business 4.6 Explain the Kaizen method for quality control 4.7 Analyse a production process and define how quality control can be implemented
5. Understand and analyse the business environment	5.1 Analyse the macro business environment using business tools such as PESTLE 5.2 Determine activities that an organisation should pursue in light of analysis of its environment 5.3 Analyse the risk arising from the business environment 5.4 Understand how competition functions 5.5 Understand the basics of market structure 5.6 Understand common barriers to entry

<b>Syllabus Content</b>	
<b>Topic</b>	<b>Course Coverage</b>
Concepts of Business	<ul style="list-style-type: none"> <li>• What Businesses are</li> <li>• What Businesses do</li> </ul>
The Business Environment	<ul style="list-style-type: none"> <li>• The Business Environment</li> <li>• Micro and Macro Environments</li> <li>• PESTLE analysis</li> </ul>
Competition and Market Structure	<ul style="list-style-type: none"> <li>• Competition</li> <li>• Market Structures</li> </ul>

Business Ethics and Corporate Social Responsibility	<ul style="list-style-type: none"> <li>• What are Business Ethics?</li> <li>• What is Corporate Social Responsibility?</li> </ul>
Production and Quality – Production and Assembly Lines	<ul style="list-style-type: none"> <li>• Product</li> <li>• Assembly Lines and Layouts</li> <li>• Operations Management</li> </ul>
Production and Quality – Quality and Kaizen	<ul style="list-style-type: none"> <li>• What is quality?</li> <li>• Why is quality important?</li> <li>• Quality inspection and quality assurance</li> <li>• Methods for managing quality e.g., TQM, Kaizen</li> </ul>
People and Processes – Management and Leadership Styles	<ul style="list-style-type: none"> <li>• Management</li> <li>• Managers and Leaders</li> <li>• Leadership Styles</li> </ul>
People and Processes – Organisational Structure and Design	<ul style="list-style-type: none"> <li>• Organisation Structure and Design</li> </ul>
People and Processes – Culture and Change	<ul style="list-style-type: none"> <li>• What is Culture?</li> <li>• What is Change?</li> <li>• Managing, Leading, and Communicating Change</li> </ul>
Marketing – Marketing and Market Segments	<ul style="list-style-type: none"> <li>• Marketing</li> <li>• Market Segments</li> </ul>
Marketing – Market Research	<ul style="list-style-type: none"> <li>• Market Research</li> <li>• Primary</li> <li>• Secondary</li> </ul>
Marketing – Marketing Mix and SWOT	<ul style="list-style-type: none"> <li>• The Marketing Mix</li> <li>• SWOT Analysis</li> <li>• Marketing tactics</li> <li>• Marketing planning</li> </ul>

<b>Related National Occupational Standards (NOS)</b>
<p><b>Sector Subject Area:</b> Business and Administration (2013)</p> <p><b>Related NOS:</b> CFABAD321 Collate and organise data  CFABAD322 Analyse and report data  CFABAA617 Develop a presentation  CFABAA623 Deliver a presentation</p>

<b>Assessments</b>
Global Assignment (100%)

**See also Section 3 above**

## Introduction to Accounting and Economics

<b>Title:</b>	Introduction to Accounting and Economics
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<b>RQF code:</b>	M/504/0965	<b>Credits</b>	10	<b>Level</b>	3
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<b>Guided Learning Hours</b>	36 hours	<b>Total Qualification Time</b>	100 hours
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<b>Learning Outcomes</b> The Learner will be able to:	<b>Assessment Criteria</b> The Learner can:
1. Understand the purpose of accounting and its importance to a business for sustainability and decision making	1.1 Understand how businesses use accounting for decision making 1.2 Understand the principles and purpose of accounting 1.3 Understand business sustainability 1.4 Use the analysis of financial performance and economic environment to propose business strategy 1.5 Understand how to develop business strategies that promote business sustainability
2. Understand core concepts of economics and their application for businesses in the real-world	2.1 Understand the main economic principles 2.2 Understand the difference between microeconomics and macroeconomics 2.3 Apply economic thinking to business decision making 2.4 Understand and use the concept of opportunity cost to propose business strategy 2.5 Understand the principle of the invisible hand 2.6 Apply and create supply and demand diagrams 2.7 Analyse the factors that influence supply and demand 2.8 Understand how much influence a business has on the price of its products
3. Analyse the financial health and performance of a business using information from financial statements and data	3.1 Interpret financial statements 3.2 Understand ratio analysis 3.3 Understand the importance of profit margins 3.4 Understand the importance of cash to a business 3.5 Analyse financial statements to establish the relative health of a business



Syllabus Content	
Topic	Course Coverage
How does accounting help in business?	<ul style="list-style-type: none"> <li>• How accounting is used in record keeping.</li> <li>• How accounting is used in decision-making.</li> <li>• How accounting is useful in maintaining business sustainability.</li> <li>• Concept of profit.</li> </ul>
Why is economics important for business?	<ul style="list-style-type: none"> <li>• Relevance of economics to business.</li> <li>• Four core concepts of economics.</li> <li>• Differences between microeconomics and macroeconomics.</li> <li>• Applying economic thinking to business decision making.</li> </ul>
Deciding what a business should produce	<ul style="list-style-type: none"> <li>• Factors that influence supply and demand.</li> <li>• Creation and application of supply and demand diagrams.</li> <li>• Principle of the invisible hand.</li> <li>• The use of the concept of opportunity cost to propose business strategy.</li> </ul>
Deciding when to produce products	<ul style="list-style-type: none"> <li>• How economic systems influence timeliness.</li> <li>• How to analyse the economic environment.</li> <li>• The role of government in the economic system and environment.</li> <li>• Developing strategy concerning business decisions to produce a product.</li> </ul>
Deciding how and where to produce the product	<ul style="list-style-type: none"> <li>• How economic systems influence how and where to produce a product</li> <li>• How to analyse the economics environment</li> <li>• Analyse the factors that influence supply.</li> <li>• Apply economic thinking to business decision making.</li> </ul>
Deciding where to sell the product	<ul style="list-style-type: none"> <li>• How the economic environment impacts sales.</li> <li>• How factors that influence supply and demand impact on sales.</li> <li>• How much influence a business has on the price of its products.</li> <li>• Developing strategy concerning business decisions to sell a product.</li> </ul>

Deciding on the type of business	<ul style="list-style-type: none"> <li>• Types of business and their suitability for their purpose</li> <li>• Limited liability and how it relates to business ownership and control</li> <li>• The importance of share capital and business ownership</li> <li>• The profit motive</li> </ul>
Understanding the business financially	<ul style="list-style-type: none"> <li>• Assets, liabilities and capital</li> <li>• Income, expenses and appropriations</li> <li>• The content and presentation of a Statement of Financial Position</li> <li>• The content and presentation of an Income Statement</li> </ul>
Business Survival and Growth	<ul style="list-style-type: none"> <li>• The importance of cash to a business</li> <li>• The relationship between cash and profit</li> <li>• The role of credit in business</li> <li>• Business liquidity</li> <li>• The importance of solvency, insolvency and going concern</li> <li>• What is growth? and how to develop a growth strategy</li> </ul>
Importance of profit	<ul style="list-style-type: none"> <li>• The measurement of profit</li> <li>• Understanding investor needs</li> <li>• Understanding profit planning</li> <li>• Understanding how profits are divided between interested parties</li> </ul>
Analysis of business performance	<ul style="list-style-type: none"> <li>• Interpreting a financial statement</li> <li>• Understanding financial analysis</li> <li>• Understanding and analysing profit margins, liquidity, solvency, and business activity</li> <li>• Analysing financial statements to establish the relative health of a business</li> </ul>
Establishing business health and growth	<ul style="list-style-type: none"> <li>• Understanding how companies use accounting and economic information for decision making</li> <li>• Analysing financial statements to establish the relative health of a business</li> <li>• Analysing business performance from information in annual accounts</li> <li>• Understanding the analysis of financial performance and economic environment to propose business strategy</li> </ul>

<b>Related National Occupational Standards (NOS)</b>
<p><b>Sector Subject Area:</b> Business and Administration (2013)  <b>Related NOS:</b> CFABAD321 Collate and organise data</p> <p><b>Sector Subject Area:</b> Accountancy  <b>Related NOS:</b> FSPFA3 – Account for income and expenditure  FSPFA5 – Draft financial statements</p>

<b>Assessment</b>
Global Assignment (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.

A final qualification mark will be awarded upon successful completion of all units. This is calculated by finding the average mark of all units that make up the qualification. Please note that in exceptional circumstances, NCC Education may be required to change the algorithm to calculate a final qualification mark for a learner in order to secure the maintenance of standards over time. Any necessary changes to this algorithm would be shared with Centres and learners promptly by NCC Education. An example is given below:

Unit	Unit Points	Candidate Mark	Unit Points * Candidate Mark
Introduction to Accounting and Economics	10	86	860
Introduction to Business	10	72	720
Culture Studies	10	81	810
Foundation Mathematics	10	88	880
Study and Communication Skills	20	93	1860
	<b>60</b>	<b>420</b>	<b>5130</b>

**5130/potential 6000 = 86**

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 which contain your qualification grade and pass mark 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 the purpose of accounting and its importance to a business for sustainability and decision making	Demonstrates adequate knowledge and understanding of the subject matter Provides consistent interpretation and evaluation of relevant information and ideas to complete tasks, address well defined problems, and give appropriate justification for conclusions	Demonstrates good knowledge and understanding of the subject matter Provides critical interpretation and evaluation of relevant information and ideas to complete tasks, address well defined problems, and give well explained and appropriate justification for conclusions	Demonstrates comprehensive knowledge and understanding of the subject matter Provides consistently critical interpretation and evaluation of relevant information and ideas to complete tasks, address well defined problems, and give well explained and highly appropriate justification for conclusions
Understand core concepts of economics and their application for businesses in the real-world	Demonstrates adequate ability to review effectiveness of methods, actions, and results  Can adequately identify, select, and use appropriate information and/or skills, methods, and procedures to reach appropriate conclusions	Demonstrates sound ability to review effectiveness of methods, actions, and results  Can soundly identify, select, and use appropriate information and/or skills, methods, and procedures to reach well explained and appropriate conclusions	Demonstrates comprehensive ability to review effectiveness of methods, actions, and results  Can coherently identify, select, and use appropriate information and/or skills, methods, and procedures to reach well explained and highly appropriate conclusions
Analyse the financial health and performance of a business using information from financial statements and data	Uses appropriate investigation and/or analysis of supplied information to inform conclusions	Uses detailed investigation and/or detailed analysis of supplied information to inform conclusions	Uses thorough and detailed investigation and/or consistently critical analysis of supplied information to inform well explained conclusions

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### Grade descriptors for Introduction to Business

Learning Outcome	Pass	Merit	Distinction
Understand the purpose of businesses, their different forms, and the business environment	Demonstrates adequate knowledge and understanding of the subject matter	Demonstrates good knowledge and understanding of the subject matter	Demonstrates comprehensive knowledge and understanding of the subject matter
Understand people, processes, structures and change management	Provides consistent interpretation and evaluation of relevant information and ideas to complete tasks, address well defined problems and give appropriate justification for choices/conclusions	Provides critical interpretation and evaluation of relevant information and ideas to complete tasks, address well defined problems and give well explained and appropriate justification for choices/ conclusions	Provides consistently critical interpretation and evaluation of relevant information and ideas to complete tasks, address well defined problems and give well explained and highly appropriate justification for choices/conclusions
Understand the basic marketing principles in business	Demonstrates adequate ability to review effectiveness of methods, actions and results	Demonstrates sound ability to review effectiveness of methods, actions and results	Demonstrates comprehensive ability to review effectiveness of methods, actions and results
Understand production and the role of quality in business	Can adequately identify, select and use appropriate information and/or skills, methods and procedures to reach appropriate conclusions	Can soundly identify, select and use appropriate information and/or skills, methods, and procedures to reach well explained and appropriate conclusions	Can coherently identify, select and use appropriate information and/or skills, methods, and procedures to reach well explained and highly appropriate conclusions
Understand and analyse the business environment	Uses appropriate investigation and/or analysis of supplied information to	Uses detailed investigation and/or detailed analysis of supplied information	Uses thorough and detailed investigation and/or consistently critical analysis of supplied information to

	inform actions/ conclusions	to inform actions/ conclusions	inform well explained actions/ conclusions
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## Grade descriptors for Culture Studies

Learning Outcome	Pass	Merit	Distinction
Understand the concept of culture, cultural values and how different cultures can be defined	Provides consistent interpretation and evaluation of relevant information and ideas to complete tasks and address well defined problems.	Provides critical interpretation and evaluation of relevant information and ideas to complete tasks and address well defined problems.	Provides consistently critical interpretation and evaluation of relevant information and ideas to complete tasks and address well defined problems.
Understand how the political and education system of a foreign country differs from their own	Demonstrates adequate ability to review effectiveness of methods, actions and results  Can adequately identify, select and use appropriate skills, methods and procedures to reach appropriate solutions	Demonstrates sound ability to review effectiveness of methods, actions and results  Can soundly identify, select and use appropriate skills, methods and procedures to reach well explained and appropriate solutions	Demonstrates comprehensive ability to review effectiveness of methods, actions and results  Can coherently identify, select and use appropriate skills, methods and procedures to reach well explained and highly appropriate solutions
Understand how the business culture of a foreign country differs from their own	Has adequate awareness of different perspectives or approaches in the area of study	Has sound awareness of different perspectives or approaches in the area of study	Has comprehensive awareness of different perspectives or approaches in the area of study
Understand the relationship between digital technologies, communication and culture	Uses appropriate investigation to inform actions/ conclusions	Uses detailed investigation to inform actions/ conclusions	Uses thorough and detailed investigation to inform well explained actions/ conclusions

## Grade descriptors for Foundation Mathematics

<b>Learning Outcome</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
Be able to perform a range of algebraic calculations	Demonstrate ability to perform calculations	Demonstrate ability to perform calculations consistently well	Demonstrate ability to perform all calculations to the highest standard
Be able to solve a range of basic Calculations equations	Demonstrate ability to perform techniques	Demonstrate ability to perform techniques consistently well	Demonstrate ability to perform techniques to the highest standard
Be able to present data in graphical form	Demonstrate ability to perform techniques	Demonstrate ability to perform techniques consistently well	Demonstrate ability to perform techniques to the highest standard
Understand the fundamentals of Differential Calculus	Demonstrate adequate understanding of techniques	Demonstrate robust understanding of techniques	Demonstrate highly comprehensive understanding of techniques
Understand the fundamental of Integral Calculus	Demonstrate adequate understanding of techniques	Demonstrate robust understanding of techniques	Demonstrate highly comprehensive understanding of techniques
Understand Measures of Dispersion	Demonstrate adequate understanding of techniques	Demonstrate robust understanding of techniques	Demonstrate highly comprehensive understanding of techniques
Understand the fundamentals of Probability	Demonstrate adequate understanding of techniques	Demonstrate robust understanding of techniques	Demonstrate highly comprehensive understanding of techniques

## 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