



Awarding
Great British
Qualifications

LEVEL 3 DIPLOMA IN BUSINESS

(L3DB)

NCC Education
Qualification Unit Specification
2020/21



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

© NCC Education Limited, 2020

All Rights Reserved

The copyright in this document is vested in NCC Education Limited. The document must not be reproduced by any means, in whole or in part, or used for manufacturing purposes, except with the prior written permission of NCC Education Limited and then only on condition that this notice is included in any such reproduction.

Published by: NCC Education Limited, The Towers, Towers Business Park, Wilmslow Road, Didsbury, Manchester M20 2EZ UK

Tel: +44 (0) 161 438 6200 Fax: +44 (0) 161 438 6240 Email: info@nccedu.com
<http://www.nccedu.com>

CONTENTS

1. About NCC Education	3
1.1 Why choose this qualification?.....	3
2. Structure of the L3DB Qualification	4
3. Assessment for the qualification	5
3.1 Assessment objectives.....	5
3.2 Overview of Qualification Unit Assessment.....	5
3.3 Accessibility of Assessment.....	5
3.3.1 Reasonable adjustments and special consideration.....	5
3.3.2 Supervision and Authentication of Assessment.....	5
4 Administration	7
4.1 Assessment Cycles.....	7
4.2 Language of Assessment.....	7
4.3 Candidates.....	7
4.4 Qualification and Unit Entry Requirements.....	7
4.5 Candidate Entry.....	7
4.6 Eligibility Period.....	7
4.7 Resits.....	7
5 Syllabus	8
Study and Communication Skills.....	8
Foundation Mathematics.....	11
Culture Studies.....	14
Introduction to Business.....	17
Introduction to Accounting and Economics.....	20
6 Results and Certificates	23
7 Further Information	23
Appendix 1 Qualification Documentation	24
Appendix 2 Grade Descriptors	25

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) 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 Regulated Qualifications Framework (RQF) 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 (RQF) is an Applied 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>NCC Education Level 3 Diploma in Business (RQF), 60 credits, all at RQF Level 3.</p> <p>Total Qualification Time: 600 hours.</p> <p>Guided Learning Hours: 293 hours.</p> <p>Candidates must pass all five Units to be awarded the L3 Diploma in Business certificate.</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>Please see Section 5 below for Syllabuses</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 http://register.ofqual.gov.uk/Qualification/Details/600_6416_X</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 *Candidate Registration 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 *Candidate Registration 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
<p>For entry onto the NCC Education L3DB qualification, students must:</p> <ul style="list-style-type: none">• 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). <p>The Level 3 Diploma in Business 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 *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

Title:	Study and Communication Skills
---------------	--------------------------------

RQF code:	A/504/1424	Credits	20	Level	3
------------------	------------	----------------	----	--------------	---

Guided Learning Hours	75 hours	Total Qualification Time	200 hours
------------------------------	----------	---------------------------------	-----------

Learning Outcomes; The Learner will:	Assessment Criteria; 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"> • Learner styles and multiple intelligences • Self study methodology • Time management • Goal setting • Self analysis and critical reflection • Keeping a learner diary <p>Learning outcome: 5</p>
Reading Textbooks and Note Taking	<ul style="list-style-type: none"> • Reading a textbook & note taking skills • Using notes to write summaries • Public Speaking skills & Peer assessment • Learner diaries and study skills self-assessment <p>Learning outcomes: 1,4</p>
Note Taking in Lectures	<ul style="list-style-type: none"> • Note taking in lectures • Recognising key points • Guessing meaning • Editing and reviewing notes • Planning a speech • Public speaking practice and assessment <p>Learning outcomes: 1,2</p>
Library Research and Writing an Essay	<ul style="list-style-type: none"> • Accessing the library and reading strategies • Note taking from books • Essay planning and organising notes • Public speaking practice and assessment <p>Learning outcomes: 1,4</p>
Journal-based Research for Essay Writing	<ul style="list-style-type: none"> • Journals and articles • Critical reading and analyzing data • Describing data in an essay • Academic Style • Editing and proof reading • Public speaking practice and assessment <p>Learning outcome: 4</p>
Internet Research for Essay Writing	<ul style="list-style-type: none"> • Using the internet for research • Bibliographies and referencing • Plagiarism and paraphrasing

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

Related National Occupational Standards (NOS)
<p>Sector Subject Area: IT Users 6.2</p> <p>Related NOS: ESKIICF2 FS12:2 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</p> <p>Sector Subject Area: Business and Administration (2013)</p> <p>Related NOS: CFABAA617 Develop a presentation CFABAA623 Deliver a presentation CFASAD111 Plan and manage own workload</p>

Assessment Type
<p>Global Assignment (100%)</p> <p>The assignment is broken into three sections as follows:</p> <ul style="list-style-type: none"> • Learner Portfolio • Note-taking and summary writing assignment • Research project
See also Section 3 above

Foundation Mathematics

Title:	Foundation Mathematics
---------------	------------------------

RQF code:	F/615/0154	Credits	10	Level	3
------------------	------------	----------------	----	--------------	---

Guided Learning Hours	50 hours	Total Qualification Time	100 hours
------------------------------	----------	---------------------------------	-----------

Learning Outcomes; The Learner will:	Assessment Criteria; 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"> • Simplification of a range of algebraic expressions including those involving powers • Simplifying a range of algebraic expressions by multiplying and dividing expressions • Factorising algebraic expressions by using a range of techniques • Simplify and solve a range of Algebraic Fractions <p>Learning Outcome: 1</p>
Using Algebraic Equations	<ul style="list-style-type: none"> • Transposing formulae • Solving simple linear equations • Solving simple quadratic equations • Solving simultaneous equations <p>Learning Outcome: 2</p>
Solving algebraic equations Using Graphs	<ul style="list-style-type: none"> • Presenting a range of linear equations in graphical form • Presenting a range of quadratic equations in graphical form • Solving simultaneous equations using graphical forms <p>Learning Outcome: 3</p>
Introduction to Differential Calculus	<ul style="list-style-type: none"> • Using the principles of calculus to explain the rate of change of one variable in respect of another • Calculation of the gradient of a curve using differentiation • Plotting maximum and minimum turning points using graphical means • Identification of the maximum and minimum turning points using differentiation <p>Learning Outcome: 4</p>

Introduction to Integral Calculus	<ul style="list-style-type: none"> • Recognising the process of integration as the inverse of differentiation • Recognition of the role played by the constant of integration • Evaluation of the constant of integration • Evaluation of the definite integral • Calculation of the area under a curve <p>Learning Outcome: 5</p>
Presentation of Data	<ul style="list-style-type: none"> • Present data using tables, pie charts and bar charts • Construct Frequency distributions • Present data as histograms, ogives and time series graphs <p>Learning Outcome: 3</p>
Beginning Statistics	<ul style="list-style-type: none"> • Calculation of the arithmetic mean for a range of data samples • Calculation of the arithmetic mean for a range of frequency distributions • Calculation of the arithmetic mean for grouped data • Calculation of the modal value of data sets • Calculation of the median value of data sets <p>Learning Outcomes: 2</p>
Understanding Dispersion	<ul style="list-style-type: none"> • Calculation of the range, quartiles and quantiles • Calculation the mean deviation • Calculation of the variance • Calculation of the standard deviation <p>Learning Outcome: 6</p>

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

Culture Studies

Title:	Culture Studies
---------------	-----------------

RQF code:	J/615/0155	Credits	10	Level	3
------------------	------------	----------------	----	--------------	---

Guided Learning Hours	55 hours	Total Qualification Time	100 hours
------------------------------	----------	---------------------------------	-----------

Learning Outcomes; The Learner will:	Assessment Criteria; 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.

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

Assessments
Global Assignment (100%)
See also Section 3 above

Introduction to Business

Title:	Introduction to Business
---------------	--------------------------

RQF code:	T/504/0966	Credits	10	Level	3
------------------	------------	----------------	----	--------------	---

Guided Learning Hours	60 hours	Total Qualification Time	100 hours
------------------------------	----------	---------------------------------	-----------

Learning Outcomes; The Learner will:	Assessment Criteria; 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
---	---

Syllabus Content	
Topic	Course Coverage
Concepts of Business	<ul style="list-style-type: none"> • Business activities • Types of business <p>Learning Outcome: 1</p>
Business Environment	<ul style="list-style-type: none"> • Macro Economy • Competition • Legal Environment • Corporate Social Responsibility • Ethics • PESTLE <p>Learning Outcome: 5</p>
Production and Quality	<ul style="list-style-type: none"> • Production • Manufacture vs. Services • Quality <p>Learning Outcome: 4</p>
People and Processes	<ul style="list-style-type: none"> • Management and structures • Organisation Design • Leadership and Management styles • Change and culture <p>Learning Outcome: 2</p>
Marketing	<ul style="list-style-type: none"> • Market analysis • Marketing mix • SWOT <p>Learning Outcome: 3</p>

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

Assessments
Global Examination (100%)
See also Section 3 above

Introduction to Accounting and Economics

Title:	Introduction to Accounting and Economics
---------------	--

RQF code:	M/504/0965	Credits	10	Level	3
------------------	------------	----------------	----	--------------	---

Guided Learning Hours	48 hours	Total Qualification Time	100 hours
------------------------------	----------	---------------------------------	-----------

Learning Outcomes; The Learner will:	Assessment Criteria; 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
--	---

Syllabus Content	
Topic	Course Coverage
Introduction	<ul style="list-style-type: none"> • The economic perspective • Types of economic system • What is economics? • What is accounting? • Module overview <p>Learning Outcome: 1, 2</p>
Supply and Demand	<ul style="list-style-type: none"> • How markets work • Describing the behaviour of sellers • Describing the behaviour of buyers • How prices reconcile supply and demand <p>Learning Outcome: 3</p>
Market Structures and Competition	<ul style="list-style-type: none"> • Describing markets • Things that affect the structure of markets • Is competition important? <p>Learning Outcome: 3</p>
Income and Output of Nations	<ul style="list-style-type: none"> • Micro and macro economics • Describing the behaviour of national economies <p>Learning Outcome: 2</p>
Money, Interest Rates and Inflation	<ul style="list-style-type: none"> • The price of money • The banking system • When money loses its value <p>Learning Outcome: 4</p>

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

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

Assessment
Global Examination (100%)
See also Section 3 above

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
	60	420	5130
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 or alternatively please visit 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

Learning Outcome	Pass	Merit	Distinction
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 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

Learning Outcome	Pass	Merit	Distinction
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

Learning Outcome	Pass	Merit	Distinction
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	Demonstrate robust level of	Demonstrate highly comprehensive level

	understanding	understanding	of understanding
--	---------------	---------------	------------------