



Qualification Guide

OCNLR Level 3 Certificate in the Principles of Business and Administration



OCN London Qualification Guide

OCNLR Level 3 Certificate in the Principles of Business and
Administration

Qualification No: 601/8988/5

OCN London aims to support learning and widening opportunities by recognising achievement through credit-based courses and qualifications, promoting high standards of excellence and inclusiveness.

We are proud of our long-term role and unique history in providing responsive, innovative learning solutions and qualifications for disadvantaged groups to meet the needs of learners not met by other Awarding Organisations.

At the heart of what OCN London offers is:

- A commitment to inclusive credit-based learning;
- Facilitating the creative use of credit with responsive, demand-led qualification development;
- Ensuring a robust business base through increasing learner registration/credit achievement and providing high quality service and support;
- Respect for and encouragement of diversity - in learners and learning approaches, partners and settings;
- Developing people, capacity and resources that will ensure effective business partnerships.

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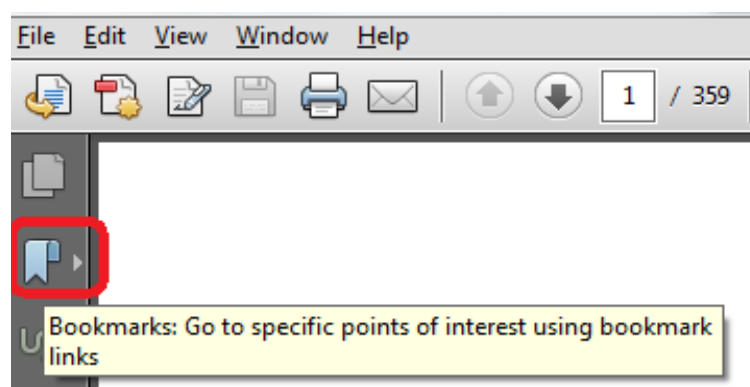
1 General Information

This qualification guide contains details of everything you need to know about the **OCNLR Level 3 Certificate in the Principles of Business and Administration** qualification. It makes reference to the curriculum areas covered, identifies the learners for whom the qualification has been developed and specifies the rules of combination for achievement of the qualification. The guide also covers any important aspects of assessment and moderation that are particular to this qualification. The guide should be used by all of those involved in the delivery and assessment of this qualification.

The Curriculum Development Manager (CDM) for your centre will provide support and advice on how to seek approval to offer this qualification. Please contact the main switchboard for the name of your CDM if you do not already know it. If you are not yet an OCN London Approved Centre but wish to use this qualification, then please contact OCN London for details of the Centre Approval Application process.

Helpful Hint for this Guide

The contents of this guide are bookmarked. The best way to use it is to download the PDF file then click on the ***Adobe** symbol to enable bookmarks and use them to navigate through the document:



Follow this link to enable bookmarks in [Adobe Reader](#)



2 Qualification Overview

The **OCNLR Level 3 Certificate in the Principles of Business and Administration** is aimed at learners who work, or wish to work, in a business and administrative environment.

Learners undertaking the **OCNLR Level 3 Certificate in the Principles of Business and Administration** will gain an understanding of key business and administration principles, including working with and supervising others, managing information and producing documents, and providing and maintaining administrative services. They will also learn about the principles of personal responsibilities and how to develop and evaluate their own performance.

The **OCNLR Level 3 Certificate in the Principles of Business and Administration** qualification is accredited by Ofqual, the qualifications regulator for England, and is registered on the Regulated Qualifications Framework (RQF).

2.1 Qualification level

The **OCNLR Level 3 Certificate in the Principles of Business and Administration** is a Level 3 qualification.

Level 3

- Qualification Number: 601/8988/5
- Qualification credit value: 17
- Operational start date: 1 July 2016
- Review date: 30 June 2021
- Total Qualification Time (TQT): 170 hours
- Guided Learning Hours (GLH): 136
- Assessment requirements: Internally assessed, internally and externally moderated.

2.2 Purpose of the qualification

The **OCNLR Level 3 Certificate in the Principles of Business and Administration** provides learners with the essential underpinning knowledge and understanding that they need to be competent in administrative and supervisory roles.

2.3 Who the qualification is for

This qualification is for learners who work, or wish to work, in a business and administrative environment. It is ideal for learners who want to develop a broad, but sufficiently in-depth, understanding of business and administration, with a view to creating a successful career in this field.

2.4 Entry guidance

The minimum age to access the qualification is **16** years.

There are no specific entry requirements for this qualification.

2.5 Additional information

The **OCNLR Level 3 Certificate in the Principles of Business and Administration** is based on the national occupational standards developed by Skills CFA.

2.6 Progression and related qualifications

On completion of the **OCNLR Level 3 Certificate in the Principles of Business and Administration** learners may progress onto further qualifications specific to their work context, or other training to support their continuing professional development.

Many learners continue to work, or are successful in securing employment, in administrative roles, and may supervise other team members.

Learners wishing to progress to further study may consider:

- Level 3 Diploma/Certificate in Business Administration;
- Advanced Apprenticeship in Business Administration;
- Higher level qualifications in Business Administration or Management.

3 Structure of the Qualification

3.1 Rules of combination for achieving the qualification

The **OCNLR Level 3 Certificate in the Principles of Business and Administration** consists of 4 mandatory units and 7 optional units. In order to gain the Award the learner must achieve 17 credits, 15 of which must be at Level 3.

3.2 Qualification units

Ofqual Unit Reference Number	OCNLR Unit Code	Unit Title	Mandatory or Optional	Credit Value	Level	GLH
A/508/5956	AA3/3/LQ/002	Principles of Personal Responsibilities and How to Develop and Evaluate Own Performance	M	4	3	32
F/508/6056	AA3/3/LQ/003	Principles of Working with and Supervising Others in a Business Environment	M	3	3	24
A/508/5939	AA3/3/LQ/004	Principles of Managing Information and Producing Documents in a Business Environment	M	4	3	32
A/508/5987	AA3/3/LQ/005	Principles of Providing and Maintaining Administrative Services	M	4	3	32
D/508/5920	AA3/3/LQ/006	Principles of Budgets in a Business Environment	O	2	3	16
A/508/5925	AA3/3/LQ/007	Principles of Contributing to Innovation and Change	O	2	3	16
R/508/5932	AA3/2/LQ/011	Principles of Maintaining Stationery Stock	O	1	2	8

M/508/5968	AA3/3/LQ/008	Principles of Project Management	O	2	3	16
F/508/5991	AA3/2/LQ/012	Principles of Supporting Change in a Business Environment	O	1	2	8
Y/508/6029	AA3/2/LQ/013	Principles of Working in the Public Sector	O	5	2	40
H/508/6051	AA3/3/LQ/009	Principles of Working in the Public Sector	O	7	3	56

3.3 Barred units

The following units cannot be taken together.

Source Unit	Ofqual Unit Reference Number	Target Unit	Ofqual Unit Reference Number
Principles of Working in the Public Sector	H/508/6051	Principles of Working in the Public Sector	Y/508/6029
Principles of Supporting Change in a Business Environment	F/508/5991	Principles of Contributing to Innovation and Change	A/508/5925

For Unit Content please click the Ofqual Unit Reference Number

4 Assessment and Moderation

4.1 Assessment process

The assessment process for the **OCNLR Level 3 Certificate in the Principles of Business and Administration** is as follows:

- The learners are assessed through activities that are internally set by tutor assessors;
- The activities must be designed to enable learners to meet the assessment criteria of the unit;
- Learners' portfolios of assessed evidence must be internally moderated at the Centre;
- The portfolios of assessed evidence will be externally moderated by an OCN London Centre Moderator.

There is no additional external assessment for this qualification.

4.2 Devising assessments

Each unit has a supplementary page with information on the types of assessment activities that can (indicated as Optional) and/or must (indicated as Prescribed) be used to assess learners against the unit. Tutor assessors must always refer to this page before devising assessment tasks.

Extracts from the OCN London assessment guidance relevant to the units in this qualification are in the **Appendix A** of this qualification guide. The guidance includes a general description of the activity and the type of evidence that is appropriate. The activity or activities set must enable learners to meet the standards detailed in the assessment criteria. Please contact OCN London for further guidance on devising appropriate assessments.

Centre devised assessments should be scrutinised by the Internal Moderator before use to ensure that they are fit for purpose. Centre devised assessments will be scrutinised by the External Moderator to ensure reliability and validity of assessment.

4.3 Marking assessment activities

Each activity must be marked against the identified assessment criteria in the unit and judged to be either achieved or not achieved.

Assessors need to ensure that the work in a learner's portfolio is:

- Authentic – it is the result of the learner's own performance or activity;
- Sufficient – enabling the assessor to make a consistent and reliable judgement;
- Adequate – appropriate to the level.

Where a series of activities are set, learners must demonstrate the achievement of the required standard identified in the assessment criteria in all activities. All of the assessment criteria in a unit must be met before the unit is deemed achieved.

The unit achievement is not graded. Units are either achieved or not achieved.

4.4 Standardisation

Standardisation is a process that promotes consistency in the understanding and application of standards, it:

- Establishes statements on the standard of evidence required to meet assessment criteria for units in OCN London qualifications;
- Identifies good practice in assessment;
- Makes recommendations on assessment practice.

It is a requirement of the Centre Approval process that each centre offering the units from the qualification must contribute assessment materials and learners' evidence for standardisation if requested.

OCN London will notify centres of the required sample for standardisation purposes and assessment materials, learners' evidence and tutor feedback may be collected by Centre Moderators. Outcomes from standardisation will be made available to centres.

4.6 Learners with particular requirements

If you have learners with particular requirements you should refer to the 'Access to Fair Assessment Policy and Procedure' which can be found on our website at: [Access to Fair Assessment Policy and Procedure](#) and gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty, without compromising the achievement of the assessment criteria.

4.7 Requirements for assessors

Assessors of the qualification are expected to be:

Sufficiently competent

In addition to being qualified to make assessment decisions, each assessor must be capable of carrying out the full requirements within the competency of the units they are assessing. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Expert witnesses can be used where they have suitable expertise for specialist areas.

Sufficiently knowledgeable

Each assessor should possess relevant knowledge and understanding, and so be able to make robust and reliable assessment decisions in relation to the subject.

Appendix A OCNLR Assessment Guidance

Essay A discursive, written response to a question or statement which involves the learner in finding and presenting information and opinion in a structured way, which normally includes an introduction, the information/opinions/evaluation/analysis and a conclusion.	
Level Two	
Activity	The essay subject should be familiar and the response should demonstrate the ability to interpret information, make comparisons and apply knowledge and demonstrate comprehension in a number of different areas. Learners should be given information on the expected structure of the essay and criteria for achievement. GL = 500 words.
Assessed by	Assessed by the tutor.
Evidence	Evidence would include the marked essay and tutor feedback.
Level Three	
Activity	The essay subject should allow the learner to access and evaluate information independently, to analyse information and to make reasoned judgements and demonstrate comprehension of relevant theories. Learners should be given information on possible structures for an essay and for the criteria for achievement. GL = 1000 words.
Assessed by	Assessed by the tutor.
Evidence	Evidence would include the marked essay and tutor feedback.

Oral question and answer

Specific, open or closed questions for immediate response. Can range from quite formal questions in, for example, an oral test, to a quick, fun way of finding out where learners are up to, for example, a quiz. Allows responses and questions from learners and immediate feedback from tutor.

Level Two

Activity	Open and closed questions should be included, covering a number of topics. Learners should be encouraged to expand on their answers.
Assessed by	Assessed by tutor, with a degree of self-assessment.
Evidence	Evidence could include tutor records, learner log or audio-visual record.

Level Three

Activity	Questions should cover a wide range of knowledge and contexts. They should allow responses to unfamiliar and unpredictable problems. The process may be time limited and formal, or may be a structured two-way discussion.
Assessed by	Assessed by tutor, with a degree of self-assessment and evaluation of own learning.
Evidence	Evidence could include tutor record, learner log or audio-visual record.

Reflective log or diary

A description, normally in writing but may be oral, by the learner reflecting on how and what they have learned. Often completed at regular intervals during the learning process thus allowing discussion on individual progress and how further learning could be supported.

Level Two

Activity	The reflection process should be written in a structured format that allows some autonomy in recording. Learners should be asked to record regularly what they have learned and to make judgements on the learning in terms of, for example, usefulness, interest, how it has extended their knowledge/skills, what else they need to learn.
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Assessed by	Assessed by learner supported by tutor through tutorials.
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Evidence	Evidence could include written log/diary, tutorial notes and tutor record.
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Level Three

Activity	The reflection process should be written and learners given guidance on appropriate methods. Learners should be asked to record regularly what they have learned and to make judgements on how effective the learning process has been in terms of, for example, usefulness, interest, extension of knowledge/skills, their own learning style and what else they need to learn.
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Assessed by	Assessed by learner, discussed with the tutor.
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Evidence	Evidence could include written log/diary, tutorial notes and tutor record.
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Written description

Consideration of a particular subject, situation or example selected by the tutor or by learners, which enables learners to apply knowledge to specific situations and to present them in written format.

Level Two

Activity	Subjects should allow the application of knowledge in a number of areas and contexts. Written work should be directed but should allow for a degree of autonomy. GL = 500 words.
Assessed by	Assessed through self-assessment and tutor assessment.
Evidence	Evidence could include tutor record, learner record, summary of discussion and feedback or completed work.

Level Three

Activity	Subjects should allow the application of knowledge in a range of complex areas, in a variety of familiar and unfamiliar context. GL = 1000 words.
Assessed by	Assessed through self-assessment and tutor assessment.
Evidence	Evidence could include tutor record, learner record, summary of feedback or completed work.

Written question and answer/Test/Exam

Specific, open and closed questions for immediate response from tutor. Can range from formal exams and tests, to a quick, fun way of finding out where learners are up to, for example, a quiz.

Level Two

Activity	Open and closed questions should be included, covering a number of areas. Learners should be encouraged to make use of/interpret knowledge rather than just testing recall. May be time limited.
Assessed by	Assessed by tutor or external marker (for exams/tests).
Evidence	Evidence to include written responses and may also include learner responses and tutor feedback.

Level Three

Activity	Questions should cover a wide range of knowledge and contexts, and allow responses to unfamiliar and unpredictable problems. Learners should be encouraged to make use of/interpret knowledge rather than just testing recall. The process may be time limited.
Assessed by	Assessed by tutor or external marker (for exams/tests).
Evidence	Evidence to include written responses and may also include learner responses and tutor feedback.

Appendix B Ofqual Level Descriptors

Level	Knowledge descriptor (the holder...)	Skills descriptor (the holder can...)
Level 2	<p>Has knowledge and understanding of facts, procedures and ideas in an area of study or field of work to complete well-defined tasks and address straightforward problems.</p> <p>Can interpret relevant information and ideas.</p> <p>Is aware of a range of information that is relevant to the area of study or work.</p>	<p>Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems.</p> <p>Identify, gather and use relevant information to inform actions.</p> <p>Identify how effective actions have been.</p>

Level	Knowledge descriptor (the holder...)	Skills descriptor (the holder can...)
Level 3	<p>Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine.</p> <p>Can interpret and evaluate relevant information and ideas.</p> <p>Is aware of the nature of the area of study or work.</p> <p>Is aware of different perspectives or approaches within the area of study or work.</p>	<p>Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine.</p> <p>Use appropriate investigation to inform actions.</p> <p>Review how effective methods and actions have been.</p>



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