



# **ATHE Level 3 Diploma in Business**

601/6170/X

Specification Version 3 Valid from 1 December 2019



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## **Introduction**

### **About ATHE**

Awards for Training and Higher Education (ATHE) is a global awarding organisation regulated by Ofqual and other United Kingdom and international regulators. We provide centres with a wide variety of qualifications including, but not limited to, business and management, administrative management, law, computing, health and social care and religious studies.

For the full list please visit our website: [www.athe.co.uk](http://www.athe.co.uk)

ATHE has also developed a range of bespoke qualifications for clients.

### **ATHE's Mission Statement**

The ATHE mission is to provide outstanding qualifications, customer service and support, enabling centres to thrive and their learners to achieve and progress. We will support this mission by:

- providing qualifications which enable learners to fulfil their potential and make a positive contribution to society both socially and economically
- delivering the highest standards of customer service
- delivering support and guidance which meet the needs of all centres and enable them to improve performance
- upholding and maintaining the quality and standards of qualifications and assessments
- having a commitment to lifelong learning and development

### **Our Qualifications**

Our qualifications are the culmination of expert input from colleges, industry professionals, Higher Education Institutes and our qualification development team. We have developed a flexible suite of awards, certificates and diplomas that offer progression across the levels of the RQF.

### **Key features of the qualifications include:**

- core units that are common to different sectors offering the opportunity for learners to move between sectors or delay decisions on specialisation
- small qualifications that can be used for professional development for those in employment or for learners who do not have the time to undertake a full-time program
- flexible methods of assessment allowing tutors to select the most appropriate methods for their learners

### **Support for Centres**

We are committed to supporting our centres and offer a range of training, support and consultancy services including:

- qualification guidance, suggested resources and sample assignments
- an ATHE centre support officer who guides you through the centre recognition process, learner registration and learner results submission
- health check visits to highlight any areas for development
- an allocated ATHE associate for advice on delivery, assessment and verification

## ATHE Level 3 Diploma in Business (RQF)

This specification provides key information about the ATHE Level 3 Diploma in Business (RQF) including the rules of combination, the content of all the units and guidance on assessment and curriculum planning. It should be used in conjunction with the ATHE handbook *Delivering ATHE Qualifications*. Further guidance and supporting documentation on curriculum planning, internal verification and assessment is provided separately in the *Delivering ATHE Qualifications* handbook and via the ATHE website.

This qualification is regulated by Ofqual and is listed on Ofqual's Register of Regulated Qualifications. Each qualification has a Qualification Number. This number will appear on the learner's final certification documentation. Each unit within a qualification also has a Unit Reference Number.

**The Qualification Number for this qualification is as follows:**

ATHE Level 3 Diploma in Business	601/6170/X
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### Regulation Dates

This qualification is regulated from 1st July 2015, which is its operational start date in centres.

### Availability

This qualification is available to learners who are registered at a recognised ATHE centre which is based in England, Wales or internationally, outside of the United Kingdom.

### Aims of the qualification

This qualification is designed to provide opportunities for learners to acquire a range of knowledge and understanding about business and to apply the knowledge and understanding by demonstrating skills in business.

### Entry requirements

**This qualification is designed for learners who are typically aged 16 and above.**

**ATHE's policy regarding access to our qualifications is that:**

- they should be available to everyone who is capable of reaching the required standard
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications

**Centres should review the prior qualifications and experience of each learner and consider whether they provide the necessary foundations to undertake the programme of study at level 3. For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification.**

For learners who have recently been in education or training the entry profile is likely to include one of following:

- 5 or more GCSEs at grades C and above
- other related level 2 subjects
- other equivalent international qualifications

Learners must also have an appropriate standard of English to enable them to access relevant resources and complete the unit assignments.

Mature learners may present a more varied profile of achievement that is likely to include relevant work experience (paid and/or unpaid), participation and/or achievement of relevant qualifications. This may be used for recognition of prior learning (RPL).

Please note that UK Visas and Immigration Department (UKVI) requires adult students to have acceptable English language ability before they can apply to become an adult student under Tier 4 (General) of the points-based system. As an education provider you must ensure that the applicant is competent in the English language at IELTS 5.5 at a minimum of CEFR level B2.

Centres are required to recruit learners to qualifications with integrity. Centres must carry out robust initial assessment to ensure that learners who undertake this qualification have the necessary background knowledge, understanding and skills to undertake the learning and assessment at level 3. ATHE will review centre recruitment policies as part of their monitoring processes.

### Recognition of Prior Learning (RPL)

The RQF is based on the principle of credit accumulation and transfer. Within this suite of qualifications, learners have the opportunity to build their achievements from a single unit into a full Diploma.

There will be occasions where learners wish to claim recognition of prior learning which has not been formally assessed and certificated. Centres should contact ATHE to discuss the requirements for RPL.

### Reasonable Adjustments and Special Considerations

ATHE's policy on reasonable adjustments and special consideration aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010) without compromising the assessment of skills, knowledge and understanding. Where the learner has been awarded a Reasonable Adjustment or Special Consideration this must be recorded on the assessment sheet and the learner record. External Verifiers will take account of this information at the external verification of learner work. Further details on Reasonable Adjustments and Special Considerations are provided in the policy document, which can be found on our website. Please contact ATHE if you uncertain about adjustments for certain learners.

### Progression

On successful completion of the ATHE Level 3 Diploma in Business (RQF) learners may progress to:

- qualifications at level 3 or 4 specialising in specific areas of business e.g. qualifications in marketing, finance, operations, management and leadership

- business qualifications at level 4 and above e.g. ATHE Level 4 Extended Diploma in Business and Management or university degrees
- RQF qualifications in business and business-related subjects at level 4
- employment in business
- self-employment or setting up own business.

### **Modes of delivery**

Subject to checks by external verifiers centres are able to deliver this qualification using the following modes of delivery in order to meet the needs of their learners.

This can include:

- full –time
- part-time
- blended learning
- distance learning.

### **ATHE Definition of Guided Learning Hours (GLH), Total Qualification Time (TQT) and Credit**

Values for Total Qualification Time, Guided Learning Hours and Credit are calculated by considering the different activities that a learner would typically complete to demonstrate achievement of the learning outcomes of a qualification.

The needs of individual learners and the differing teaching styles used mean there will be variation in the actual time taken to complete a qualification.

Values for Total Qualification Time, Guided Learning Hours and Credit are estimates.

### **Guided Learning Hours (GLH)**

The term Guided Learning Hours (GLH) is an estimate of the amount of time, on average, that a tutor, trainer, workshop facilitator etc., will work with a learner, to enable the learner to complete the learning outcomes of a unit to the appropriate standard.

GLH are intended to provide guidance for centres on the amount of time required to deliver the programme and support learners. GLH are made up of activities completed by the learner under direct instruction or supervision of a tutor/teacher, lecturer, supervisor, trainer etc. whether through actual attendance or via electronic means, the activity must be in real time.

Some examples of activities that can contribute to Guided Learning Hours include:

- Supervised induction sessions
- Learner feedback with a teacher in real time
- Supervised independent learning
- Classroom-based learning supervised by a teacher
- Work-based learning supervised by a teacher
- Live webinar or telephone tutorial with a teacher in real time
- E-learning supervised by a teacher in real time

- All forms of assessment that take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

### **Total Qualification Time (TQT)**

Total Qualification Time (TQT) is a guide to the amount of time a learner would take, on average, to complete the different activities to demonstrate achievement of the learning outcomes of a whole qualification.

TQT includes all the activities described under guided learning hours (GLH) plus all the additional unsupervised learning and assessment.

Additional learning and assessment will take place away from the classroom and this will not be under direct supervision of a tutor/teacher, lecturer, supervisor, trainer etc. The activities will vary depending on the qualifications, their level and the nature of the learning and assessment.

Some examples of activities that can contribute to Total Qualification Time, include:

Preparation for classes  
Independent and unsupervised research/learning  
Unsupervised work on assignments  
Unsupervised compilation of a portfolio of work experience  
Unsupervised e-learning  
Unsupervised e- assessment  
Unsupervised e-assessment  
Unsupervised coursework  
Watching a pre-recorded podcast or webinar  
Unsupervised work-based learning  
Any other form of learning, education or training, not under the direct supervision of a tutor/teacher, lecturer, supervisor, trainer.

### **Credit**

The credit value specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of a unit at the specified standard.

Each credit represents 10 hours of learning time and equates to 10 hours of total qualification time. Therefore, one 15 credit unit represents 150 hours of total qualification time. Learning time is a notional measure which indicates the amount of time a learner at the level of the unit is expected to take, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

Learning time includes all the activities described under guided learning hours and additional learning. The credit value of the unit will remain constant in all contexts regardless of the assessment method or the mode of delivery. Learners will only be awarded credits for the successful completion of whole units.

The level is an indication of relative demand, complexity and depth of achievement and autonomy.

Each qualification has agreed rules of combination which indicates the number of credits to be achieved, the units that are mandatory and the choice of optional units.

## Qualification Structure for ATHE Level 3 Diploma in Business

### ATHE Level 3 Diploma in Business is a 60-credit qualification Rules of combination

Learners must achieve the four Mandatory Units.

**The Total Qualification Time is 600 hours**

**The Total Guided Learning Hours is 360**

**The Total Credit value is 60**

Unit ref no	Unit Title	Level	Credit	GLH
M/507/2220	How Businesses Operate	3	15	90
K/507/2152	Marketing Principles and Techniques	3	15	90
M/507/2153	Academic and Research Skills for Business	3	15	90
T/507/2154	Communication Skills for Business	3	15	90

### Guidance on Assessment and Grading

#### Assessment

The assessment of the ATHE Level 3 Diploma in Business is completed through the submission of internally assessed learner work. To achieve a pass for a unit, a learner must have successfully achieved the learning outcomes at the pass standard set by the assessment criteria for that unit. To achieve merit or distinction, the learner must demonstrate that they have achieved the criteria set for these grades. Learners cannot omit completing work to meet the pass standard and simply work to the higher grades, as this would put a pass for the unit in jeopardy. Similarly, learners cannot complete work to meet the criteria for distinction in the anticipation that this will also meet the criteria for merit. However, where work for the pass standard is marginal, assessors can take into account any extension work completed as this may support achievement of the pass standard.

ATHE will provide a sample assignment for each unit which can be used as the assessment for the unit. These assignments have extension activities, which enable the learners to provide additional evidence to show that the criteria for the higher grades have been met. The assessor therefore must judge the grade for the work submitted on the basis of whether the LO has been met at the standard, specified for the pass, merit or distinction grade for that LO. In making their judgements assessors will continue to check whether the command verbs stated in the AC have been delivered. There is no requirement for learners to produce the additional work required for the higher grades and the tutor may advise the learner to work to the pass standard, where this is appropriate.

The assessor should record their judgements on the ATHE template, stating what grade the learner has achieved and providing evidence for the judgements. The internal verifier can also use the ATHE IV template but the feedback to the assessor must show whether the assessor has made valid judgements for all the learner work, including any extension activities which have been completed. Assessment judgements always require care to ensure that they are reliable and that there is sufficient and specific feedback to the learner to show whether he or she has demonstrated achievement of the LO at the specified standard. The additional grades mean that assessors must take even greater care to assure the validity of their judgements. They must provide specific feedback to learners, on whether the additional evidence provided has or has not met the standard for merit and distinction grades. Assessment is therefore more complex.

## **Methods of Assessment**

ATHE encourages centres to use a range of assessment vehicles that will engage learners and give them an opportunity to both demonstrate their knowledge and understanding of a topic and to evaluate how they might apply that knowledge in a given context. This should be part of the assessment strategy.

We would recommend avoiding essay writing and that more varied types of assessment are included. This might include assessment through:

- a research activity resulting in the compilation of a report
- an academic paper or article for publication
- the compilation of a case study
- a critical review and evaluation of a chosen company's policies, procedures and systems
- a set project completed for an employer (also known as an 'employer-engagement' activity)
- the production of a portfolio of evidence relating to a particular unit.

This list is by no means exhaustive but gives examples of some creative assessment methods that could be adopted.

## **Recording Assessment Judgements**

Assessors are required to record assessment judgements for each student by unit. ATHE has provided a template for centres to use to record their judgements and this form should be used. The form enables the centre to record any adjustments due to special considerations or reasonable adjustments. Any adjustments following appeals should also be recorded. These records must be retained as they will be checked at external verification visits. All learner work must be retained for a minimum of 4 years after certification has taken place.

## **Putting an Assessment Strategy in Place**

You will need to demonstrate to your External Verifier that you have a clear assessment strategy supported by robust quality assurance in order to meet the ATHE requirements for registering learners for a qualification. In devising your assessment strategy, you will need to ensure that:

- centre devised assignments are clearly mapped to the unit learning outcomes and assessment criteria they have been designed to meet
- the command verbs used in the assignment are appropriate for the level of the qualification, e.g. analyse, evaluate, synthesise
- the assignment gives the learner sufficient opportunity to meet the assessment criteria at the right level, through the work they are asked to complete (The RQF level descriptors will be helpful to you in determining the level of content of the assessment)
- students are well-briefed on the requirements of the unit and what they have to do to meet them
- assessors are well trained and familiar with the content of the unit/s they are assessing

- there is an internal verification process in place to ensure consistency and standardisation of assessment across the qualification
- assessment decisions are clearly explained and justified through the provision of feedback to the learner
- work submitted can be authenticated as the learner's own work and that there is clear guidance and implementation of the centre's Malpractice Policy
- there is an assessment plan in place identifying dates for summative assessment of each unit and indicating when external verification will be needed
- sufficient time is included in the assessment planning to allow the learners time for any necessary remedial work that may be needed prior to certification

## Qualification Grading

### Grading system

The grading algorithms and overall grade thresholds published in any ATHE specification may be subject to change where this is necessary to maintain standards.

This qualification involves assessment using judgements against 'Pass', 'Merit' and 'Distinction' Assessment Criteria to make a decision about whether a learner has met the required standard. Our grading system is simple and we do not currently envisage the need to change this. However, should a change become necessary, the change would be published in an updated version of the specification with a clearly revised version number and a new 'valid from' date on the front cover. We will write to all centres in good time to inform them of this change so that plans for any changes can be made to your programme delivery, internal assessment and quality assurance arrangements

The ATHE grading system where a qualification result can be either Pass, Merit, Distinction or Fail is as currently follows and we plan to maintain this system for the foreseeable future:

- Learner meets all Learning Outcomes at Pass standards stated in the assessment criteria in a unit > Learner gains a Pass for the unit
- Learner meets all Learning Outcomes at Pass standards, and where available also at Merit standards stated in the assessment criteria in a unit > Learner gains a Merit for the unit
- Learner meets all Learning Outcomes at Pass standards, and where available also at Merit and Distinction standards stated in the assessment criteria in a unit > Learner gains a Distinction for the unit
- Learner does not meet all Learning Outcomes at Pass standards as stated in the assessment criteria in a unit > Learner gains a Fail for the unit
- Learner meets the rules of combination in a qualification and points for achieving units are added up > points are converted to an overall qualification grade > learner meets minimum number of points required > learner achieves a Pass, Merit or Distinction for the qualification
- Learner does not meet the rules of combination in a qualification and/or points for achieving units are added up > points are converted to an overall qualification grade > learner does not meet rules of combination or minimum number of points required >

learner achieves a Fail for the qualification but may receive unit credit certification for those units achieving a Pass.

## Qualification Grading Structure

### Determining the Overall Qualification Grade

Assessment is completed based on achievement of the Learning Outcome at the standards set by the Assessment Criteria in each unit and the learner can achieve a pass, merit or distinction. The units are equally weighted. As well as receiving a grade for each individual unit, learners will receive an overall grade for the qualification. The calculation of the overall qualification grade is based on the student's performance in all units and the points gained from all credits required for the Diploma or Extended Diplomas. The learner must have attempted the valid combination of units. The formula for establishing the overall grade is as follows.

#### Points for each 15-credit unit achieved are:

Pass (achieves Learning Outcomes at the standards stated in pass assessment criteria) – 40 points

Merit (achieves Learning Outcomes at the standards stated in pass and all merit assessment criteria) – 53 points

Distinction (achieves Learning Outcomes at the standards stated in pass, all merit and all distinction Assessment Criteria) – 66 points

#### Level 3 Diploma in Business (60 Credits)

##### Total points required for each qualification grade:

Pass **160 - 198**

Merit **199 - 250**

Distinction **251+**

### Example grading for Level 3 Diploma in Business

#### Example 1

Marina has achieved a total of 186 points for the qualification:

Unit no.	Unit result	Unit points
1	Pass	40
2	Pass	40
3	Distinction	66
4	Pass	40
	<i>Total</i>	<i>186</i>

Marina has achieved 186 points and will be awarded a Pass grade for the qualification as the requirement for a Pass is 160-198 points.

#### Example 2

Imran has achieved a total of 225 points for the qualification:

Unit no.	Unit result	Unit points
1	Pass	40
2	Merit	53

3	Distinction	66
4	Distinction	66
	<i>Total</i>	225

Imran has achieved 225 points and will be awarded an overall Merit grade for the qualification as the requirement for a Merit is 199-239 points.

### **Quality Assurance of Centres**

Centres delivering ATHE qualifications must be committed to ensuring the quality of teaching and learning so that the learner experience is assured. Quality assurance will include a range of processes as determined by the centre and this could include, gathering learner feedback, lesson observation, analysis of qualitative and quantitative data etc. There must also be effective standardisation of assessors and verification of assessor decisions. ATHE will rigorously monitor the application of quality assurance processes in centres.

#### **ATHE's quality assurance processes will include:**

- Centre approval for those centres which are not already recognised to deliver ATHE RQF qualifications
- Monitoring visits to ensure the centre continues to work to the required standards
- External verification of learner work

**Centres will be required to undertake training, internal verification and standardisation activities as agreed with ATHE. Details of ATHE's quality assurance processes are provided in the ATHE Guide: "Delivering ATHE Qualifications" which is available on our website.**

### **Malpractice**

Centres must have a robust Malpractice Policy in place, with a clear procedure for implementation. Centres must ensure that any work submitted for verification can be authenticated as the learner's own. Any instance of plagiarism detected by the External Verifier during sampling, will be investigated and could lead to sanctions against the centre.

**Centres should refer to the Delivering ATHE Qualifications Guide and the ATHE Malpractice and Maladministration Policy on the ATHE website.**

### **Guidance for Teaching and Learning**

Learners learn best when they are actively involved in the learning process. We would encourage practitioners delivering our qualifications to use a range of teaching methods and classroom-based activities to help them get information across and keep learners engaged in the topics they are studying. Learners should be encouraged to take responsibility for their learning and need to be able to demonstrate a high degree of independence in applying the skills of research and evaluation. You can facilitate this by using engaging methods of delivery that involve active learning rather than relying on traditional methods of lecture delivery to impart knowledge.

**Your approach to delivery should give the learners sufficient structure and information on which to build without you doing the work for them. In achieving the right balance, you will**

**need to produce well-planned sessions that follow a logical sequence and build on the knowledge, understanding and skills already gained.**

### **Top Tips for Delivery**

- Adopt a range of teaching and learning methods, including active learning.
- Plan sessions well to ensure a logical sequence of skills development.
- Include study skills aspects, e.g. how to construct a report or Harvard Referencing. Build time into your Scheme of Work and Session Plans to integrate study skills teaching.
- Set structured additional reading and homework tasks to be discussed in class.
- Elicit feedback from your students. Get them to identify where the work they have done meets the assessment criteria.
- Contextualise your activities, e.g. using real case studies as a theme through the sessions.
- Use learner experience from the workplace or other personal learning
- Take an integrated approach to teaching topics across units, where appropriate, rather than always taking a unit-by-unit approach. In this way, learners will be able to see the links between the content of the different units.

ATHE has a range of resources available to support teachers and learners. Please check the website or contact the office for information.

## **Unit specifications**

### Unit Format

Each unit in ATHE's qualifications is presented in a standard format. This format provides guidance on the requirements of the unit for learners, tutors, assessors and external verifiers.

Each unit has the following sections:

### Unit Title

The unit title reflects the content of the unit. The title of each unit completed will appear on a learner's statement of results.

### Unit Aims

The unit aims section sets out what the unit intends to provide for learners

### Unit Code

Each unit is assigned an RQF unit code that appears with the unit title on the Register of Regulated Qualifications.

### RQF Level

All units and qualifications in the RQF have a level assigned to them which represents the level of achievement. The level of each unit is informed by the RQF level descriptors. The RQF level descriptors are available on the ATHE website.

### Credit Value

The credit value is the number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit.

### Guided Learning Hours (GLH)

**Guided learning hours is an estimate of the amount of time, on average, that a tutor, trainer, workshop facilitator etc., will work with a learner, to enable the learner to complete the learning outcomes of a unit to the appropriate standard.**

### Learning Outcomes

The learning outcomes set out what a learner is expected to know, understand or be able to do as the result of the learning process.

### Assessment Criteria

The assessment criteria describe the requirements a learner is expected to meet in order to demonstrate that the learning outcome has been achieved. Command verbs reflect the level of the qualification e.g. at level 4 you would see words such as analyse and evaluate

### Unit Indicative Content

**The unit indicative content section provides details of the range of subject material for the programme of learning for the unit.**

<b>3.23 How Businesses Operate</b>			
<b>Unit aims</b>	To provide an overview of how businesses operate. Learners will gain knowledge and understanding of key business functions and their importance to business success.		
<b>Unit level</b>	3		
<b>Unit code</b>	M/507/2220		
<b>GLH</b>	90		
<b>Credit value</b>	15		
<b>Unit grading structure</b>	Pass/Merit/Distinction		
<b>Assessment guidance</b>	Assignments in accordance with awarding organisation guidance		
<b>Learning outcomes. The learner will:</b>	<b>Assessment criteria. The learner can:</b>		
	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
1. Understand the key features of a business environment	1.1 Describe the different types of organisations found in the public and private sectors in a named country  1.2 Explain the different structures within the businesses in the named country and suggest reasons for the variation  1.3 Describe how the local, national and global economic environment impacts on a particular named business	Explain and exemplify how and why business objectives differ between different organisations	Analyse the impact of the current national and global environments on businesses in the named country
2. Know the importance of accounting for business	2.1 Explain the importance of accounting for business success.		
3. Be able to apply key principles of accounting and present and interpret data'	3.1 Present and interpret key accounting information using profit and loss accounts	Analyse business performance using basic ratios	Analyse business performance using ratios and accounting information including budgets, profit and loss accounts, cash flow predictions and ratios
4. Understand the principles of managing and leading teams in organisations	4.1 Describe the stages of team development  4.2 Carry out a Belbin analysis to determine own and others' roles within a team.		

	4.3 Assess three motivation theories	Explain why it might be appropriate to use different leadership and motivational styles in different situations	Evaluate how motivational theories are used in businesses to motivate employees
	4.4 Describe different types of leadership style		Evaluate the impact of different leadership styles on employees.
5. Know the role of the Human Resources department	5.1 Describe the different functions carried out by the HR department in a business 5.2 Outline key features of employment legislation	Explain the benefits of employment legislation to employees and businesses	Analyse the impact of employment legislation on businesses in a named country
6. Understand the importance of customer service to organisational success	6.1 Explain the impact of customer service on business success 6.2 Explain the benefits of customer profiling to a business.	Analyse the impact of customer service on business success	Analyse how customer profiling is used to help deliver targeted customer service

## Indicative Content

### 1. The business environment

- Ownership and objectives
- Structure
- Economic environment and impacts
- Other external influences

### 2. Principles of accounting for business

- Reasons for
- Budgets
- Profit and loss/ cash flow
- Basic ratios

### 3. Managing teams in organisations

- Team development
- Team roles
- Motivation theories
- Leadership styles

#### **4. Human Resources**

- **The HR department**
- **recruitment, selection employment legislation**

#### **5. Customer service**

- Importance
- Types of customers
- Skills required
- Selling skills

<b>3.24 Marketing Principles and Techniques</b>			
<b>Unit aims</b>	To develop knowledge and understanding of marketing principles and techniques.		
<b>Unit level</b>	3		
<b>Unit code</b>	K/507/2152		
<b>GLH</b>	90		
<b>Credit value</b>	15		
<b>Unit grading structure</b>	Pass/Merit/Distinction		
<b>Assessment guidance</b>	Assignments in accordance with awarding organisation guidance		
<b>Learning outcomes. The learner will:</b>	<b>Assessment criteria. The learner can:</b>		
	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
1. Understand the principles of marketing	1.1 Describe the diverse activities carried out in marketing departments in businesses 1.2 Explain market segmentation as a tool to identify customers 1.3 Explain the marketing mix	Explain why different tools are used to market products and services	Analyse how the marketing mix is used to support decision making in businesses
2. Understand market research and market analysis methods	2.1 Explain the aims of research and market analysis 2.2 Describe market research methods 2.3 Outline market analysis tools and techniques		Evaluate the market research methods used for specific products and/or services
3. Be able to apply market analysis techniques	3.1 Use market analysis techniques to research the target market for a selected product or service 3.2 Interpret findings of market research and market analysis 3.3 Present findings to the marketing team	Use market analysis techniques to make informed product or service decisions  Use appropriate technology to present findings of market research and analysis	Analyse findings of market research to inform marketing objectives  Present findings and make recommendations to the marketing team
4. Understand how e – marketing is used	4.1 Describe the methods used to e-market products and services 4.2 Explain how companies manage their online image	Assess the benefits of e-marketing compared to traditional marketing techniques	Evaluate the measures companies need to take to manage their online image

## **Indicative Content**

### **1. The principles of marketing**

- Definitions and terminology
- Functions of marketing
- Purpose of promotion
- Market segmentation
- Restrictions on marketing activities

### **2. Market research methods**

- Aims of research
- Research techniques
- Interpreting research findings

### **3. E – marketing**

- Terminology
- Benefits to traditional marketing techniques
- Social media

### **4. Developing and using marketing plans**

- **Using analytical techniques to inform marketing decisions**
- **Setting marketing objectives**
- **Know the elements of the marketing mix used in business organisations**

### **5. Marketing strategy**

- Strategy
- Target markets
- Marketing mix
- Evaluating strategies

<b>3.25 Academic and Research Skills for Business</b>			
<b>Unit aims</b>	To develop academic research skills and the language skills needed to be able to formally present academic research, both in writing and orally.		
<b>Unit level</b>	3		
<b>Unit code</b>	M/507/2153		
<b>GLH</b>	90		
<b>Credit value</b>	15		
<b>Unit grading structure</b>	Pass/Merit/Distinction		
<b>Assessment guidance</b>	Assignments in accordance with awarding organisation guidance		
<b>Learning outcomes. The learner will:</b>	<b>Assessment criteria. The learner can:</b>		
	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
1. Be able to assess own academic competence	1.1 Assess own academic strengths and weaknesses including academic English language skills 1.2 Set targets for improvement using the self-assessment	Develop a plan to show how targets will be achieved	
2. Know how to research information using primary and secondary methods	2.1 Outline the process for carrying out primary research from different sources 2.2 Outline the process for carrying out secondary research from different sources		Analyse with examples what constitutes good practice in primary and secondary research
3. Be able to take effective notes from a variety of sources	3.1 Note key points of information from a variety of sources using active listening skills and reading strategies 3.2 Paraphrase and summarise the information		
4. Be able to plan and draft a piece of research	4.1 Create a plan for research on a chosen topic in Business 4.2 Draft a piece of research work using appropriate reference techniques	Use own review and feedback from tutor to improve draft work	

5. Be able to produce academic work	5.1 Produce academic work to a professional standard using the existing draft	Present academic work orally at a professional standard to an audience	Present academic work at a professional standard to an audience and discuss the content of the work
6. Be able to reflect on own academic progress	6.1 Reflect on own academic progress including, development of academic skills and academic English language skills 6.2 Develop action plan for further improvement	Provide academic feedback to peers	

### Indicative Content

#### 1. Self-evaluation of current academic competency

- Reflective account of what their current strengths and weaknesses are.
- Action plan for improvement (revisited and updated at regular intervals)
- Self-assessment on Academic English ability

#### 2. Understand how to research information\*

- Academic research
- Interviewing people
- Surveys

#### 3. Referencing

- Evaluation of sources
- Citation and reference lists

#### 4. Be able to take effective notes from a variety of sources\*

- Key points of information
- Active Reading (SQ3R)
- Paraphrase, summary, synthesis
- Active Listening skills
- Reviewing notes

#### 5. Be able to plan a piece of research

- Understanding the brief
- Creating a plan
- Drafting work
- Avoiding plagiarism

- Referencing
- Reviewing, editing

#### **6. Personal skills for academic work (for the workplace?)**

- Time management, initiative, perseverance flexibility
- Responding positively, to change and feedback

#### **7. Produce academic work\***

- Create academic written work that meets brief
- Demonstrate referencing skills
- Review and edit work
- Present work to professional standard
- Be able to discuss content of work with peers and supervisors/academic staff

#### **8. Review work\***

- Evaluate content of own work
- Evaluate own skills
- Evaluate content of work of a peer and provide feedback

\* It is envisaged that the Academic and Research Skills unit would be assessed through the submission of a portfolio of work that demonstrates the preparation for an extended project on a marketing topic, alongside the actual final piece of writing on a marketing topic.

<b>3.26 Communication Skills for Business</b>			
<b>Unit aims</b>	To develop knowledge and understanding of communication in organisations and to develop personal communication skills		
<b>Unit level</b>	3		
<b>Unit code</b>	T/507/2154		
<b>GLH</b>	90		
<b>Credit value</b>	15		
<b>Unit grading structure</b>	Pass/Merit/Distinction		
<b>Assessment guidance</b>	Assignments in accordance with awarding organisation guidance		
<b>Learning outcomes. The learner will:</b>	<b>Assessment criteria. The learner can:</b>		
	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
1. Know how businesses communicate	1.1 Describe communication models and systems used in businesses 1.2 Describe the methods used and the benefits of both informal and formal communication systems 1.3 Outline the principles of effective communication 1.4 Explain how technology is used for different types of communication 1.5 Explain the barriers to effective communication	Propose solutions to the barriers for effective communication	Analyse the effectiveness of communication models and systems used in specific businesses  Evaluate how different uses of technology can enhance and/or detract from good communication in business
2. Be able to present business information orally	2.1 Use different styles and methods of oral communication for different audiences 2.2 Present business information orally in a formal situation 2.3 Respond to questions arising from presentation of business information	Use appropriate methods including technology and other aids to present business information orally	Manage and facilitate a question and answer session to demonstrate subject knowledge and communication skills
3. Be able to communicate business information in writing	3.1 Communicate information using appropriate written business styles and methods	Communicate complex information using different written business styles and methods	Use appropriate technology and supporting graphs, diagrams and/or artwork to support complex communication.

## **Indicative Content**

### **1. How organisations communicate**

- Communication models and systems
- Informal and formal
- Use of technology
- Principles of effective communication
- Barriers to effective communication

### **2. Personal communication skills for the workplace**

- Use of verbal and non-verbal communication to build rapport
- Adapt communication for different audiences
- Use different styles and methods for different audiences
- Professional conduct and appearance

### **3. Communicate business information orally**

- Plan formal presentation
- Use of technology
- Presentation aids
- Question and answer

### **4. Communicate business information in writing**

- Present complex information using appropriate business methods