OTHM LEVEL 3 DIPLOMA IN BUSINESS STUDIES (QCF)

Qualification Ref. No.: 601/6305/7

Programme Specification | September 2016 | Version 2.0

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QUALIFICATION OBJECTIVES

The qualification Business Studies at Level 3 has been developed to conform to regulatory requirements to meet the requirements of employers, the needs of learners and our centres. This qualification is not tied to any specific industry, but delivers the knowledge, understanding and skills that meet the needs of learners aspiring to roles in Business and Administrative Management in different sectors on a domestic and international platform.

We provide a flexible route for learners who have already achieved qualifications in Business and Administrative Management at a lower level and for learners who do not have management qualifications, but have qualifications in other areas and/or prior experience the workplace. The Diploma allows learners to acquire a range of knowledge and understanding and to develop some of the key skills required to work as an administrative manager.

QUALITY, STANDARDS AND RECOGNITIONS

OTHM Qualifications are approved and regulated by Ofqual (Office of Qualifications and Examinations Regulation). Visit register of Regulated Qualifications.

Qualifications Wales is a Welsh Government Sponsored Body but independent from the Welsh Government in relation to its qualifications functions for which is directly accountable to the National Assembly for Wales. It is responsible for the regulation of awarding bodies and the quality assurance of qualifications in Wales. It is charged with ensuring that qualifications in Wales are fit for purpose, that the qualification system in Wales is efficient and effective and that there is public confidence in qualifications in Wales. Visit Qualifications Wales for more information.

OTHM has progression arrangement with several UK universities that acknowledges the ability of learners after studying Level 3-7 qualifications to be considered for advanced entry into corresponding degree year/top up and master's/top-up programmes.

REGULATORY INFORMATION

Qualification Title	OTHM Level 3 Diploma in Business Studies (QCF)
Ofqual Reference Number	601/6305/7
Regulation Start Date	29-May-2015
Operational Start Date	01-Jun-2015
Duration	6 Months
Total Credit Value	60 Credits
Overall Grading Type	Pass
Assessment Methods	Coursework
Language of Study	English

EQUIVALENCE

OTHM qualifications at Level 3 provide knowledge, understanding and competences that in academic terms as being comparable to GCE AS/A Levels.

PROGRAMME STRUCTURE

The OTHM Level 3 Diploma in Business Studies consists of 4 mandatory units plus optional units that provide for a combined total of 60 credits and 360 guided learning hours (GLH) for the completed qualification.

Unit Ref. No.	Mandatory Units	Credit
R/507/6728	Personal, Professional and Academic Development	10
A/507/2897	Using IT for Business	10
Y/507/2891	Fundamentals of Business Accounting	10
D/507/2892	Introduction to the Business Environment	10
H/507/2893	Customer Service Excellence	10
K/507/2894	Managing Business Events	10
M/507/2895	Introduction to Marketing	10
T/507/2896	Introduction to People Management	10

ABOUT THE UNITS

Credit value is defined as being the number of credits that may be awarded to a Learner for the successful achievement of the learning outcomes of a unit.

The QCF credit value of the unit will remain constant in all contexts, regardless of the assessment method used or the qualification(s) to which it contributes. Learners will only be awarded credits for the successful completion of whole units. (One credit is awarded for those learning outcomes achievable in 10 hours of learning time).

Learning time is defined as 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.

Guided Learning Hours is defined as the number of hours of teacher-supervised or directed study time required to teach a qualification or unit of a qualification.

ENTRY REQUIREMENTS

The OTHM Level 3 qualifications can be offered to Learners from age 16. OTHM does not specify entry requirements for these qualifications, but Centres are required to ensure that learners admitted to the programme have sufficient capability at the right level to undertake the learning and assessment.

OTHM Centre must ensure learners are recruited with integrity onto appropriate qualifications that will:
- meet their needs
- enable and facilitate learning and achievement
- enable progression

PROGRESSION

Successful completion of the Level 3 Diploma in Business Studies provides the opportunity for a wide range of other academic programmes including progression to OTHM Level 4 Diploma in Business Management. The Level 3 Diploma in Business Studies has been developed with career progression and professional recognition in mind. OTHM has progression arrangement with a number of UK universities that acknowledges the ability of learners after studying Level 3-7 qualifications to be considered for advanced entry into corresponding degree year/top up and masters/top-up programmes.

DELIVERING THE QUALIFICATIONS

OTHM do not specify the mode of delivery for its qualifications, therefore OTHM Centres are free to deliver this qualification using any mode of delivery that meets the needs of their Learners. However, OTHM Centres should consider the Learners' complete learning experience when designing the delivery of programmes.

OTHM Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether direct or indirect, and that equality of opportunity is promoted. Where it is reasonable and practical to do so, it will take steps to address identified inequalities or barriers that may arise.

Guided Learning Hours (GLH) which are listed in each unit gives the Centres the number of hours of teacher-supervised or direct study time required to teach a unit of a qualification.

ASSESSMENT AND VERIFICATION

All units within this qualification are internally assessed by the centre and verified by OTHM. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' for a unit, a learner must have successfully passed all the assessment criteria for that unit.

The Assessor should provide an audit trail showing how the judgement of the Learner's overall achievement has been arrived at.

RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT

Recognition of Prior Learning (RPL) is a method of assessment that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

RPL policies and procedures have been developed over time, which has led to the use of a number of terms to describe the process. Among the most common are:
  - Accreditation of Prior Learning (APL)
  - Accreditation of Prior Experiential Learning (APEL)
  - Accreditation of Prior Achievement (APA)
  - Accreditation of Prior Learning and Achievement (APLA)

All evidence must be evaluated with reference to the stipulated learning outcomes and assessment criteria against the respective unit(s). The assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria at that particular level.

Most often RPL will be used for units. It is not acceptable to claim for an entire qualification through RPL. Where evidence is assessed to be only sufficient to cover one or more learning outcomes, or to partly meet the need of a learning outcome, then additional assessment methods should be used to generate sufficient evidence to be able to award the learning outcome(s) for the whole unit. This may include a combination of units where applicable.

EQUALITY AND DIVERSITY

OTHM has adopted a policy of providing equal opportunities for all its learners, staff, applicants and others involved in its work. One aspect of this policy is its intention to prevent, as far as possible, the harassment of one person by another, whether based on gender, sexual orientation, sexuality, race or ethnic origin, religion, disability, or any other personal attributes or views held by the person harassed. The qualification is expressly designed to support equality of opportunity and widening access to HE to all who can benefit from it, and it will operate on an inclusive and supportive basis to and for all learners.

CONTACT DETAILS

OTHM Qualifications

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Unit Specifications

UNIT 01: PERSONAL, PROFESSIONAL AND ACADEMIC DEVELOPMENT

Unit Reference Number	R/507/6728
Unit Title	Personal, Professional and Academic Development
Unit Level	3
Guided Learning Hours (GLH)	60 Hrs
Number of Credits	10
Mandatory / Optional	Mandatory
SSAs	15.3 Business Management
Unit Grading Structure	Pass

Unit Aims

The Unit aims to ensure that all learners have an appropriate grounding in key academic, personal and professional skills required for successful study at this level and subsequent employment and/or further study.

Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Be research information from a variety of sources	1.1	Identify useful information from a range of different sources
		1.2	Record key points when listening to information being given
		1.3	Use notes to accurately summarise information given
		1.4	Demonstrate using a range of sources, the ability to gather information
2	Understand common steps in producing academic work	2.1	Describe the common steps in producing academic work
		2.2	Understand what constitutes plagiarism
		2.3	Demonstrate referencing skills in academic writing
3	Be able to produce a piece of academic work according to conventions	3.1	Create a timetabled plan to meet the requirements of an academic assignment
		3.2	Evaluate own work against criteria given
		3.3	Demonstrate the correct use of academic referencing
		3.4	Present a completed piece of academic work to others
4	Understand different learning styles	4.1	Explain the idea of multiple intelligences
		4.2	Describe a range of learning styles
		4.3	Identify own preferred learning style
		4.4	Identify own study strengths and weaknesses

Study Contents

Topic	Course Coverage
Learning to Learn	- Learner styles and multiple intelligences - Self-study methodology - Time management - Goal setting - Self-analysis and critical reflection - Keeping a learner diary ***Learning outcome: 3***
Reading Textbooks and Note Taking	- Reading a textbook & note taking skills - Using notes to write summaries - Public Speaking skills & Peer assessment - Learner diaries and study skills self-assessment - Reading skills for academia: searching databases, reading difficult texts, analysing assignment questions.

	Learning outcomes: 1, 4
Note Taking in Lectures	▪ Note taking in lectures ▪ Recognising key points ▪ Editing and reviewing notes ▪ Communication techniques ▪ Public speaking practice and assessment *Learning outcomes: 1, 2*
Library Research and Writing an Essay	▪ Accessing the library and reading strategies ▪ Note taking from books ▪ Essay planning and organising notes ▪ Public speaking practice and assessment *Learning outcomes: 1, 4*
Journal-based Research for Essay Writing	▪ Reading journals and articles ▪ Critical reading and analysing data ▪ Describing interpretation of data in an essay ▪ Writing abstracts ▪ Editing and proof reading ▪ Public speaking practice and assessment *Learning outcome: 4*
Internet Research for Essay Writing	▪ Using the internet for research ▪ Using information tools to gather and evaluate resources relevant to professional activities ▪ Bibliographies and referencing ▪ Plagiarism and paraphrasing ▪ Editing and checking work against criteria ▪ Using a range of software including tools to organize and communicate information to a range of audiences and contexts ▪ Synthesising information ▪ Public speaking practice and assessment *Learning outcomes: 1, 4*
Writing a Research Report	▪ Approaching a task and devising a strategy for completion ▪ Understanding requirements and using relevant criteria ▪ Integrating evidence into a report ▪ Editing and proof reading ▪ Public speaking practice and assessment *Learning outcome: 3, 4*
Examinations and Assessment	▪ Writing summaries and reviewing notes ▪ Examination preparation techniques ▪ Time Management ▪ Stress and anxiety management *Learning outcome: 1*

Assessment

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit.

Learning Outcomes to be met	Assessment criteria covered	Assessment type	Word count (approx. length)
All 1 to 4	All ACs under LO 1 to 4	Coursework	2000 words

Indicative Reading list

Textbooks

Cottrell, S. (2008). *The Study Skills Handbook*. Third Edition, Palgrave.
McMillan K, Weyers J. (2010). *How to succeed in Exams and Assessments*, Prentice Hall

UNIT 02: USING IT FOR BUSINESS

Unit Reference Number	A/507/2897
Unit Title	Using IT for Business
Unit Level	3
Guided Learning Hours (GLH)	60
Number of Credits	10
Mandatory / Optional	Mandatory
SSAs	15.3 Business Management
Unit Grading Structure	Pass

Unit Aims

The Unit aims to familiarise learners with the use, application and development of core study and academic skills including the use of IT, preparation for presentations, and formats for academic writing such as essay and report formats.

Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand and the main functions of a word processor	1.1	Understand the main functions within of a word processing package
		1.2	Demonstrate how pictures and symbols can be inserted within a text document
		1.3	Demonstrate the use of common functions for manipulating and evaluating text
		1.4	Demonstrate the use of a range of functions to alter the presentation of word processed documents
2	Identify useful information from the Internet	2.1	List a range of search engines which can be used to find specific information
		2.2	Extract relevant information from a web source
		2.3	Use website information in a word processed document
		2.4	Demonstrate how website text should be presented in academic work in order to avoid plagiarism
3	Understand the main functions of spreadsheet software	3.1	Demonstrate an understanding of the functions in a spread sheet
		3.2	Demonstrate how cells, rows, columns and worksheets can be formatted
		3.3	List a range of formulae which can be applied to data in a worksheet
		3.4	Demonstrate the use of a range of functions to improve the presentation of data in a worksheet
4	Understand the main functions of presentation software	4.1	Describe how to open, save and close a presentation slideshow
		4.2	Explain how to insert and duplicate slides
		4.3	Explain how to incorporate animation into a presentation
		4.4	Demonstrate the creation of a presentation with text, graphics and animation

Study Contents

Topic	Course Coverage
An Introduction to Word Processing	- A definition of word processing and its main functions - Basic commands functions - Enter text, set language, autocorrect, spelling check, grammar check, thesaurus, word count - Insert, overtype, move, delete, highlight text - Edit functions on MS Word - Modify text: find and replace, change case - Search for text, graphics, tables - Insert pictures, symbols, special characters, charts, screenshots - Use shortcut keys ***Learning Outcome: 1***
Editing and Formatting Word Processed Documents Part I	- Format a page: format and edit background, change page orientation and size, adjust margins, insert columns, edit columns, add headers and footers, add page numbers, insert a page break, insert a watermark, select the page background colour - Format text: bold, italics, underline, alignment, font style, font size, font colour, font effects - Format paragraphs: alignment, indentation, spacing - Select and edit themes and styles - Insert and edit bullet points and numbering - Format borders and shading ***Learning Outcome: 1***
Finding and Using Information from the Internet	- Understand what constitutes plagiarism - Search engine tools - Use search engine tools to find and select specific information - Selecting and exporting information from websites in the form of texts - Select a picture from a website - Export a picture from a website - Present a picture taken from a website and cite its source ***Learning Outcome: 2***
Editing and Formatting Word Processed Documents Part II	- Insert a table - Format a table - Edit a table - Insert shapes - Draw shapes - Format shapes, apply special effects - Insert objects - Resize, move, copy, delete, add text, fill, align, rotate, edit, and rotate shapes and objects - Insert and format WordArt - Insert and format SmartArt - Produce a checklist for an effective word processed document ***Learning Outcome: 2***
An Introduction to Spreadsheets	- A definition of spreadsheet software and its main functions - Key terminology: workbook, worksheet, cell, row, column - Microsoft Office Excel – basic functions - Basic commands: new, open, save, close, print page set-up, print properties, print preview, select a print area - Types of data: labels, constants, formulae - Enter data: cell, row, column - Edit: cut, copy, paste, undo, redo, find, replace, select all, edit, active cell, clear cell contents - Format labels - Format values - Insert a row, column - Widen columns - Introduction to formulae: constants and operators - Use shortcut keys

	Learning Outcomes: 3
Spreadsheet Formulae and Functions	▪ Use relative, absolute and mixed cell references ▪ Use commonly used formulae and functions: multiplication, division, average, minimum, maximum, round a number, count values ▪ Use AutoSum and Use Auto calculate ▪ Display formulae when printing ▪ Display row and column headings when printing ▪ Sort and filter data *Learning Outcomes: 3*
Formatting Spreadsheets	▪ Workbook management: insert a new worksheet, rename a worksheet, move/copy a worksheet, change a worksheet tab colour, delete a worksheet ▪ Protecting a worksheet ▪ Formatting cells, rows, columns and tables ▪ Produce a checklist for an effective spreadsheet *Learning Outcomes: 3*
Creating Graphs from a spreadsheet	▪ Present information using a graph ▪ Select appropriate types of graph ▪ Enter data ranges ▪ Enter titles: main, axes and data ▪ Format, print, modify and move a graph ▪ Produce a checklist for an effective graph *Learning Outcomes: 3*
An Introduction to Presentation Software	▪ A definition of presentation software and its main functions ▪ Microsoft Office PowerPoint - basic functions ▪ Navigate the PowerPoint screen and different views. ▪ Define presentation software and its main functions. ▪ Navigate the PowerPoint screen and different views, including normal, slide sorter, reading, slide show and the outline pane. ▪ Select slide design, background and layout. ▪ Enter text, set language and use the spelling check, grammar check and thesaurus. ▪ Use basic command functions ▪ Format, edit, delete, copy, find and replace text. ▪ Format paragraphs. ▪ Insert slide numbers, date and time, headers and footers. ▪ Insert new slides and duplicate slides. ▪ Re-arrange and delete slides. ▪ Insert pictures, Clip Art graphics, SmartArt, diagrams, graphs, tables, text boxes and hyperlinks. ▪ Format graphics. ▪ Draw shapes and objects and format, move, resize and delete objects. ▪ Run and stop a slideshow. ▪ Use shortcut keys *Learning Outcome: 4*
Producing a Multimedia Presentation	▪ Define transitions and add transitions and effects to slides ▪ Define animations and add animations and effects to objects ▪ Copy animation from one object to another ▪ Insert audio clips from files and ClipArt ▪ Record an audio clip ▪ Insert videos from files, websites and ClipArt ▪ Insert actions ▪ Set up slideshow delivery ▪ Produce a checklist for an effective slideshow *Learning Outcome: 4*

Assessment

To pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit.

Learning Outcomes to be met	Assessment criteria covered	Assessment type	Word count (approx. length)
All 1 to 4	All ACs under LO 1 to 4	Coursework	2000 words

Indicative Reading list

Clarke, A. (2005). *IT Skills for Successful Study.* Basingstoke, Palgrave

Curtis, F. (2013). *Microsoft Excel 2013*, Plain and Simple, Microsoft Press

Nancy, M (2013). *Microsoft PowerPoint 2013,* Plain and Simple, Microsoft Press

Freedman, J (2013). *Microsoft Word 2013*, Plain and Simple, Microsoft Press

UNIT 03: FUNDAMENTALS OF BUSINESS ACCOUNTING

Unit Reference Number	Y/507/2891
Unit Title	Fundamentals of Business Accounting
Unit Level	3
Guided Learning Hours (GLH)	60
Number of Credits	10
Mandatory / Optional	Mandatory
SSAs	15.3 Business Management
Unit Grading Structure	Pass

Unit Aims

The unit aims to provide learners with an understanding of the basic principles of accounting in a business environment. Learners will also develop an understanding of the content of basic financial statements and the principles of recording financial transactions.

Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand essential aspects of accounting	1.1	Define the term 'accounting'
		1.2	Explain a range of common accounting terms
		1.3	Describe the different forms of business units
2	Understand the role of money, interest rates and inflation within the area of accounting	2.1	Describe the different measures of money
		2.2	Explain how governments use interest rates
		2.3	Explain what is meant by 'exchange rates'
		2.4	Describe the effects of inflation on a business
3	Be able to apply key concepts in accounting	3.1	Process simple accounting statements using the double entry system
		3.2	Balance a business account
		3.3	Produce a trial balance
		3.4	Calculate period end adjustments
		3.5	Interpret a financial statement
		3.6	Produce a financial statement

Study Contents

Topic	Course Coverage
Money, Interest Rates and Inflation	▪ The price of money ▪ The banking system ▪ Inflation and its impact ***Learning Outcome: 2***
Introducing the International Dimension	▪ The international dimension ▪ How currencies affect international trade ▪ Overview of the impact of globalisation on businesses ***Learning Outcome: 2***
Introduction to Accounting	▪ From economics to accounting ▪ Concepts and conventions in accounting ***Learning Outcome: 1***
Bookkeeping	▪ Writing things down ▪ Income, expenses, assets, liabilities and capital ***Learning Outcome: 3***
Period End Adjustments	▪ The accounting period ▪ Accounting estimates; depreciation, inventories, payables, receivables

	and provisions **Learning Outcome: 3**
Preparing Financial Statements	▪ Putting the numbers together ▪ Types of financial statement ▪ How financial statements are linked ▪ The annual report **Learning Outcome: 3**
Interpreting Financial Statements	▪ Reasons for interpreting statements ▪ Methods of interpretation ▪ Reporting the results of interpretation **Learning Outcome: 3**

Assessment

To pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit.

Learning Outcomes to be met	Assessment criteria covered	Assessment type	Word count (approx. length)
All 1 to 3	All ACs under LO 1 to 3	Coursework	2000 words

Indicative Reading list

Textbooks

Lipsey, L. and Chrystal, A. (2011). *Economics* (12th Edition), Oxford, Publisher: Oxford University Press

Wood, F & Sangster, A (2012). *Business Accounting* (12th edition), Financial Times/ Prentice Hall.

UNIT 04: INTRODUCTION TO THE BUSINESS ENVIRONMENT

Unit Reference Number	D/507/2892
Unit Title	Introduction to the Business Environment
Unit Level	3
Guided Learning Hours (GLH)	60
Number of Credits	10
Mandatory / Optional	Mandatory
SSAs	15.3 Business Management
Unit Grading Structure	Pass

Unit Aims

The unit aims to enable students to explore the different internal and external elements of a business, understand the business context and explore the political, social, economic, technological and ethical considerations affecting businesses. It also enables learners to explore common aims and characteristics of business and to understand business structures, cultures and function.

Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:		Assessment Criterion - 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	Identify an organisation's business objectives
		1.4	List a range of benefits 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 an organisation's staffing and management structure
		2.4	Describe a range of elements which can influence business culture
3	An introduction to marketing 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	Be able to utilise a number of key business concepts	4.1	Explain the difference between a micro and macro business environment
		4.2	Explain why quality is important in business
		4.3	Create a SWOT analysis for an organisation
		4.4	Carry out a PESTLE analysis on an organisation

Study Contents

Topic	Course Coverage
Concepts of Business	▪ Structure and classification of business ▪ Classification an economy by sector: primary, secondary, tertiary ▪ Difference between the private sector and the public sector in terms of ownership and objectives **Learning Outcome: 1**
Business Environment	▪ How the external environment creates opportunities and threats for a business ▪ Effect on businesses of changes in external economic factors: interest rates, exchange rates, inflation, unemployment, the business cycle,

	government legislation, technology. ▪ Non-economic influences on business activity: environmental, cultural, moral and ethical. ▪ PESTEL (political, economic, social, technological, environmental, legislative influences) ***Learning Outcome: 4***
People and Processes	▪ Leadership and Management styles ▪ Change and culture ▪ Different approaches to recruitment, selection, induction and training. ▪ Motivation theories and different practical approaches to motivation, ▪ Benefits and disadvantages of different means of remuneration ***Learning Outcome: 1 and 2***
Marketing	▪ Marketing process including marketing strategy, marketing planning and market research ▪ Marketing terms, including market segmentation, Product Life Cycle, marketing mix, niche market, mass market, Unique Selling Point. ▪ SWOT analysis ***Learning Outcome: 3***

Assessment

To pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit.

Learning Outcomes to be met	Assessment criteria covered	Assessment type	Word count (approx. length)
All 1 to 4	All ACs under LO 1 to 4	Coursework	2000 words

Indicative Reading list

Textbooks

Brooks, I., Weatherston, J. and Wilkinson, G. (2011). *The International Business Environment 2nd edition,* London: Pearson

Erbert,J., Griffin, R.W. (2013). *Business Essentials, global edition. 9th edition.* Financial Times Prentice Hall

Journals, Magazines and Newspapers

Economist
Business Week
Financial Times
BBC News: www.news.bbc.co.uk/

UNIT 05: CUSTOMER SERVICE EXCELLENCE

Unit Reference Number	H/507/2893
Unit Title	Customer Service Excellence
Unit Level	3
Guided Learning Hours (GLH)	60 Hrs
Number of Credits	10
Mandatory / Optional	Optional
SSAs	15.3 Business Management; 15.4 Marketing and Sales
Unit Grading Structure	Pass

Unit Aims

This unit supports the learner to develop an understanding of the principles that apply to customer service delivery in organisations across different sectors and understand how to propose and implement improvements to customer service.

Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how organisations carry out customer service in a particular sector	1.1	Describe the services and/or products of an organisation
		1.2	Analyse how an organisation develops its service offer
		1.3	Discuss how an organisation's policies and procedures ensure consistent service delivery
2	Identify the importance of using effective communication techniques with customers	2.1	Identify the main communication techniques used in customer service
		2.2	Explain how effective communication techniques meet the needs of customers
		2.3	Explore how communication techniques and individual behaviour affect the implementation of improvements to service delivery
3	Assess how organisations in different sectors deliver customer service	3.1	Explore the customer service approach of different sectors
		3.2	Understand the difference in the needs and expectations of customers of each type of organisation
		3.3	Explain the formation of customer expectations
4	Understand how to propose improvements to customer service	4.1	Identify the organisational policies, procedures and practices that need to be considered when proposing improvements to customer service
		4.2	Explain the organisational process for proposing improvements to customer service
		4.3	Explore the effect of internal and external requirements when proposing improvements to customer service
		4.4	Explain how to involve others when implementing improvements to customer service

Study Contents

Topic	Course Coverage
Product / Service Offer	▪ The service offer ▪ Features and benefits
Development of the service offer	▪ How customer expectations are met ▪ Organisational priorities ▪ Policies and procedures
Benefits of continuous improvement	▪ Customer expectations ▪ Customer loyalty ▪ Ethical and value base

	▪ Competition
	▪ Cost
	▪ Resource limitations
	▪ Service chain
	▪ Continuous improvement
	▪ Teamwork
	▪ Balancing customer and organisational needs
	The positive and negative impact:
	▪ Of goals, policies and procedures
	▪ Of customer expectations
	▪ Of the offer of competitors
	▪ Of financial and other resource limitations
	▪ Of ethics and values
	▪ On the internal and external value chain
	Learning Outcomes 1, 3 and 4
Effective communication techniques across sectors	The effective use of a range of communication techniques:
	▪ Face to face
	▪ Written and electronic
	▪ Telephone
	▪ Verbal
	▪ Positive and negative body language
	Effective communication techniques and customer needs:
	▪ Communication techniques
	▪ Behaviours and personalities
	▪ Diverse groups of customers
	▪ The needs of different sectors
	The needs of customers in different situations which may include:
	▪ Satisfied with the service and/or product
	▪ Unhappy with the service and/or product
	The positive and negative effect of an individual's own behaviour on the success of service improvements
	Learning Outcomes 2, 3
Customer service approach of different sectors	▪ Public sector or third sector
	▪ Commercial
	▪ Competitive edge and best value
	▪ Differences in commercial, public and third sector
	▪ Difference in the needs and expectations of customers of each type of organisation
	Learning Outcomes 1, 2 and 3
Organisational process for proposing improvements to customer service	• The reporting lines and procedures to be followed
	• The continuous improvement cycle
	• Techniques to use when identifying, proposing and implementing improvements to customer service
	• Policies, practices and procedures
	• External legislation and regulation
	• Industry specific legislation and codes of practice
	Learning Outcomes 2, 3 and 4

Assessment

To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by all assessment criteria for the unit.

Learning Outcomes to be met	Assessment criteria covered	Assessment type	Word count (approx. length)
All 1 to 4	All ACs under LO 1 to 4	Coursework	2000 words

Indicative Reading list

Cook, S. (2011). *Customer care excellence: How to create an effective customer focus.* (6th ed.). London: Kogan Page

Gilmore, A., (2003). *Services marketing and management.* London: Sage Publications.

UNIT 06: MANAGING BUSINESS EVENTS

Unit Reference Number	K/507/2894
Unit Title	Managing Business Events
Unit Level	3
Guided Learning Hours (GLH)	60
Number of Credits	10
Mandatory / Optional	Optional
SSAs	15.3 Business Management
Unit Grading Structure	Pass

Unit Aims

This unit supports the learner to develop an understanding of the principles that apply to the management of events in arrange of business sectors. It also introduces the reasons why businesses hold events and why these have become more prominent in recent years.

Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the business events sector	1.1	Describe the different categories of event
		1.2	Explain the growth of the business events sector
		1.3	Discuss why businesses hold events
2	Understand the principles of planning business events	2.1	List the requirements of business events
		2.2	Explain the principles of venue selection
		2.3	Identify the markets for business events
3	Understand the principles of managing business events	3.1	Describe the principles of event operations management
		3.2	Identify key factors in the management of live events
		3.3	Discuss how to manage customer service at business events
4	Understand the principles of evaluating business events	4.1	Explain why it is important to evaluate business events
		4.2	List key event evaluation techniques
		4.3	Explain the choice of event evaluation techniques
		4.4	Describe the practical aspects of event evaluation

Study Contents

Topic	Course Coverage
Understand the business events sector	- Different types of events - Characteristics of events - Business and corporate events - Types of business event - Reasons for the growth of business events - The contribution of events to business growth and development
Understand the principles of planning business events	- Event planning - Event logistics - Event budgeting - Event staffing - Venue selection - Event design - Event theming
Understand the principles of managing business events	- Customer service at events - Event health and safety - Risk management - Crowd management - Speaker management

	▪ Registration procedures
Understand the principles of evaluating business events	▪ Principles of evaluation ▪ Methods of event evaluation ▪ Customer feedback ▪ Evaluating financial aspects of events ▪ SMART Objectives and evaluation ▪ Practical aspects of evaluation ▪ The event planning cycle

Assessment

To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by all assessment criteria for the unit.

Learning Outcomes to be met	Assessment criteria covered	Assessment type	Word count (approx. length)
All 1 to 4	All ACs under LO 1 to 4	Coursework	2000 words

Indicative Reading list

Allen, J. (2011). *The Business of Event Planning*, Ontario: John Wiley & Sons

Bladen, C, Kennell, J., Abson, E. & Wilde, N. (2012). *Events Management: An Introduction*, London: Routledge

UNIT 07: INTRODUCTION TO MARKETING

Unit Reference Number	M/507/2895
Unit Title	Introduction to Marketing
Unit Level	3
Guided Learning Hours (GLH)	60 Hrs
Number of Credits	10
Mandatory / Optional	Optional
SSAs	15.3 Business Management; 15.4 Marketing and Sales
Unit Grading Structure	Pass

Unit Aims

This unit supports the learner to develop an understanding of the principles that apply to the management of events in arrange of business sectors. It also introduces the reasons why businesses hold events and why these have become more prominent in recent years.

Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the role of marketing in the business environment	1.1	Understand the role of marketing in a business
		1.2	List the key roles of a marketing department
		1.3	Identify the principles of the marketing mix for a business product or service
2	Be able to identify marketing models and theories	2.1	Explain the relationship between a marketing strategy and a marketing plan
		2.2	Discuss the concept of the marketing mix
		2.3	Understand the concept of branding
		2.4	Discuss the concept of relationship marketing
3	Understand the principles of sales in a business	3.1	List the different approaches to business sales
		3.2	Explain the importance of sales targets in a business
		3.3	List the key elements of a sales plan
4	Be able to apply principles of marketing planning	4.1	Discuss the importance of marketing planning
		4.2	List the key components of a marketing plan
		4.3	Explain the role of market research in marketing planning
		4.4	Develop a coherent market mix for a new business product or service

Study Contents

Topic	Course Coverage
1. Understand the role of marketing in the business environment	- The evolution of marketing - Marketing as a business function - The relationship between marketing and sales - Marketing planning - Promotions - Distribution channels - Product orientation vs. Marketing orientation - The marketing mix
2. Be able to identify marketing models and theories	- Marketing strategy - Marketing planning - The 7P model - Relationship marketing

	▪ Digital marketing ▪ B2B Marketing ▪ Branding	
3. Understand the principles of sales in a business	▪ Sales strategy ▪ Sales as a function of marketing ▪ Sales techniques ▪ Sales targets ▪ Sales planning	
4. Be able to apply principles of marketing planning	▪ The role of marketing planning ▪ Market research ▪ Monitoring marketing plans ▪ Evaluating marketing plans ▪ Marketing and plans and marketing strategy	

Assessment

To pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit.

Learning Outcomes to be met	Assessment criteria covered	Assessment type	Word count (approx. length)
All 1 to 4	All ACs under LO 1 to 4	Coursework	2000 words

Indicative Reading list

Armstrong, G., Kotler, P., Harer, M. & Brennan, R. (2012). *Marketing: An Introduction.* London: Pearson

Baines, P. & Fil, C. (2014) *Marketing.* Oxford: Oxford University Press

UNIT 08: INTRODUCTION TO PEOPLE MANAGEMENT

Unit Reference Number	T/507/2896
Unit Title	Introduction to People Management
Unit Level	3
Guided Learning Hours (GLH)	60
Number of Credits	10
Mandatory / Optional	Optional
SSAs	15.3 Business Management
Unit Grading Structure	Pass

Unit Aims

This unit supports the learner to develop an understanding of the principles that apply to the management of people in a range of business sectors. It also introduces concepts such as reward, motivation and leadership.

Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the principles of human resources management	1.1	Explain the role of human resources management in an organisation
		1.2	Describe key pieces of legislation that effect human resources management in a business
		1.3	Explain the importance of diversity in a workforce
2	Understand the principles of performance management	2.1	Describe the characteristics of an effective performance management system
		2.2	Describe best practice in conducting staff appraisals
		2.3	Explain the importance of disciplinary and grievance procedures
3	Understand the role of reward and recognition in a business	3.1	Describe the relationship between motivation and reward
		3.2	Explain different types of pay schemes
		3.3	List the ways in which businesses can recognise excellent performance
4	Understand the principles of leadership in business management	4.1	Understand the role of leadership in a business
		4.2	Discuss the personal characteristics of leaders
		4.3	Consider whether leadership can be taught
		4.4	List different leadership styles

Study Contents

Topic	Course Coverage
1. Understand the principles of human resources management	- Evolution of Human Resources Management - Nature and characteristics of contemporary HRM - HRM and legislation - Cultural diversity and the workforce - Organisational structure - Contemporary issues in HRM
2. Understand the principles of performance management	- Models of performance management - Appraisals - Disciplinary procedures - Grievance procedures - Labour relations and trade unions
3. Understand the role of reward and recognition in a	- Reward systems - Pay and reward - Theories of motivation

business	▪ Pay schemes and payroll ▪ Non-pay recognition ▪ Staff award schemes
4. Understand the principle of leadership in business management	▪ Theories of leadership ▪ Leadership traits ▪ Leadership styles ▪ Leadership education ▪ Leadership and management

Assessment

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit.

Learning Outcomes to be met	Assessment criteria covered	Assessment type	Word count (approx. length)
All 1 to 4	All ACs under LO 1 to 4	Coursework	2000 words

Indicative Reading list

Banfield, P. & Kay, R. (2012). *Introduction to Human Resource Management.* Oxford: Oxford University Press.

Leatherbarrow, C. & Fletcher, J. (2014). *Introduction to Human Resource Management: A Guide to HR in Practice.* London: CIPD

IMPORTANT NOTE

Whilst we make every effort to keep the information contained in programme handbooks up to date, some changes to procedures, regulations, fees matter, timetables, etc. may occur during the course of your studies. You should, therefore, recognise that this handbook serves only as a useful guide to your learning experience. For updated information please visit www.othm.org.uk, which is updated regularly.