Level 3 Diploma in Business

Objective of the qualification:
• It should available to everyone who is capable of reaching the required standards
• It should be free from any barriers that restrict access and progression
• It should give equal opportunities for all those wishing to access the qualifications.

Contents

Entry Requirements

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

The 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

Progression

On successful completion of a Level 3 Diploma in Business there are a number of progression opportunities.

Learners may progress to:
- a level 4 qualification such as the Level 4 Extended Diploma in Management
- a degree programme

Level 3 Diploma in Business

The Level 3 Diploma in Business is a 60 credit qualification. Learners must complete the four mandatory units totalling 60 credits.

Unit Title	Level	Credit	GLH
Mandatory Units			
How Businesses Operate	3	15	90
Marketing Principles and Techniques	3	15	90
Academic and Research Skills for Business	3	15	90
Communication Skills for Business	3	15	90

Unit Specifications

Unit Format
Each unit 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 summarises the content of the unit.

Unit Code
Each unit is assigned a unit code that appears with the unit title on the Register of Regulated Qualifications.

Level
All units and qualifications have a level assigned to them which represents the level of achievement. The level of each unit is informed by the level descriptors.

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.

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.

3.23 How Businesses Operate			
Unit aims	To provide an overview of how businesses operate. Learners will gain knowledge and understanding of key business functions and their importance to business success.		
Unit level	3		
Unit code	M/507/2220		
Credit value	15		
Unit grading structure	Pass/Merit/Distinction		
Assessment guidance	Assignments in accordance with awarding organisation guidance		
Learning outcomes. The learner will:	**Assessment criteria. The learner can:**		
	Pass	**Merit**	**Distinction**
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	1 M1 Explain and exemplify how and why business objectives differ between different organisations	1 D1 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	3 M1 Analyse business performance using basic ratios	3 D1 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 an analysis to determine own and others' roles within a team. 4.3 Assess three motivation theories 4.4 Describe different types of leadership style	4 M1 Explain why it might be appropriate to use different leadership and motivational styles in different situations	4 D1 Evaluate how motivational theories are used in businesses to motivate employees 4 D2 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	5 M1 Explain the benefits of employment legislation to employees and businesses	5 D1 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.	6 M1 Analyse the impact of customer service on business success	6 D1 Analyse how customer profiling is used to help deliver targeted customer service

Indicative Content

1. The business environment

- Ownership: Limited company (public and private), sole trader, partnership, limited partnership, not for profit.
  Objectives: sales of goods and/or services, profit maximisation; growth, diversification, consolidation; corporate and social responsibility (CSR) agenda; customer service priorities, position in market; reasons for differences, differences between profit and not-for-profit organisations; stage of growth; type of organisation (e.g. sole trader vs public corporation.)
- Structure: Hierarchical; flat, matrix, variation due to organisation culture, type of industry, size of business.
- The impact of the economic environment on business e.g. local and national tax systems, availability of physical and human resources, government fiscal and monetary policies, exchange rates, consumer behaviour, national wealth (GDP), investment (e.g. in infrastructure); how businesses contribute to wealth via distribution of profit via salaries and dividends, multiplier effect
- External influences: political, economic, social, technological, legal, environmental (PESTLE)

2. Principles of accounting for business

- Reasons for accounting: managing, calculating, predicting and controlling; expenditure, income and cash flow, intra-business vs. extra-business (e.g. salaries, expenditure vs. tax)
- Accounting information: income and expenditure, budgets, profit and loss and cash flow
- Basic ratios: working capital / current, acid test / quick ratio, return on investment, return on capital, gross margin; net profit margin, break even, stock turnover

3. Managing and leading teams in organisations

- Team development: forming, norming, storming, performing (Tuckman, 1965).
- Belbin team roles: shaper, completer/finisher, team worker, plant, monitor/evaluator, implementer, specialist, co-ordinator, resource investigator
- Motivation theories: Maslow, Herzberg, McGregor, Taylor, Mayo
- Leadership styles: authoritarian, democratic, laissez-faire, transactional, transformational.

4. Human Resources (HR)

Functions of the HR department: leading on processes for recruitment & promotions of staff, training & development, benefits & compensation, legal compliance & policy implementation, implementing grievance & disciplinary procedures, workforce relationships & performance measures.
employment legislation: hours of work, holidays, rest periods, shift work; minimum wage; sick leave and pay; redundancy; trade union membership, benefits to employees and implications for employers

5. Customer service

- Impact: on customers, repeat business, staff morale/job satisfaction, staff turnover (churn)
- Customer profiling: market segmentation; customer types; targeting customers; loyalty schemes

3.24 Marketing Principles and Techniques			
Unit aims	To develop knowledge and understanding of marketing principles and techniques.		
Unit level	3		
Unit code	K/507/2152		
Credit value	15		
Unit grading structure	Pass/Merit/Distinction		
Assessment guidance	Assignments in accordance with awarding organisation guidance		
Learning outcomes. **The learner will:**	**Assessment criteria.** **The learner can:**		
	Pass	**Merit**	**Distinction**
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	1 M1 Explain why different tools are used to market products and services	1 D1 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		2 D2 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	3 M1 Use market analysis techniques to make informed product or service decisions	3 D1 Analyse findings of market research to inform marketing objectives 3 D2 Present findings and make

		market research and market analysis	3 M2 Use appropriate technology to present findings of market research and analysis	recommendations to the marketing team
	3.3	Present findings to the marketing team		
4. Understand how e – marketing is used	4.1	Describe the methods used to e-market products and services	4 M1 Assess the benefits of e-marketing compared to traditional marketing techniques	4 D1 Evaluate the measures companies need to take to manage their online image
	4.2	Explain how companies manage their online image		

Indicative Content

1. The principles of marketing

- Marketing activities: research, customer profiling/segmentation, targeting, advertising/promotion; pricing, public relations (PR), managing social media
- Market segmentation: socio economic, behaviours, demographic, psychographic, geography
- Marketing mix: product, price, promotion, place

2. Market research methods

- Aims of research: macro and micro levels, identify the market/consumer, identify customer needs, identify problems/product or service improvements, look for new markets, monitor existing markets
- Research techniques: primary (interviews, questionnaires, focus groups) and secondary; analysing qualitative and quantitative

3. Market analysis

- Market analysis techniques: Micro: SWOT, Macro: PESTLE, Competitor Analysis,
- Interpreting research findings: review research goals, organise data ,identify patterns

4. E – marketing

- Methods: search engine marketing, pay per click, search engine optimisation, on line advertising, viral marketing, on line reputation management, email marketing
- Use of Social Media
- Benefits to traditional marketing techniques: cost, global reach, scope, allows interactivity, immediate, allows targeting

3.25 Academic and Research Skills for Business			
Unit aims	To develop academic research skills and the language skills needed to be able to formally present academic research, both in writing and orally.		
Unit level	3		
Unit code	M/507/2153		
Credit value	15		
Unit grading structure	Pass/Merit/Distinction		
Assessment guidance	Assignments in accordance with awarding organisation guidance		
Learning outcomes. The learner will:	**Assessment criteria. The learner can:**		
	Pass	**Merit**	**Distinction**
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	1 M1 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		2 D1 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	4 M1 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	5 M1 Present academic work orally at a professional standard to an audience	5 D1 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	6 M1 Provide academic feedback to peers	

Indicative Content

1. Self-assessment of academic competency

   - Self-assessment: Academic English ability (oral and written), academic competencies, personal skills and qualities, personal skills for academic work (time management, initiative, perseverance flexibility, responding positively to change and feedback); strengths and weaknesses.
   - Targets: Specific, Measurable, Achievable, Realistic and Timed (SMART)
   - Plan: for improvement (revisited and updated at regular intervals), with targets, timescales, clarity of tasks

2. Research methods

   - Primary research: questionnaires (design of questionnaires, avoiding leading questions, gathering qualitative and quantitative data, issues of bias and analysis), focus groups (design of questions, timing; number of participants, balance of group); interviews (design of questions)
   - Secondary research: desk research; making notes, recording sources; collating information, evaluation of sources, citation and reference lists

3. Be able to take effective notes from a variety of sources

   - Taking notes: use of acronyms, symbols and shorthand.
   - Active Reading: reading aloud, paraphrase, summary, synthesis
   - Active Listening skills: acknowledging, eye contact, body language, concentrating and understanding what is being said,
   - Reviewing notes: re-reading, checking understanding, clarifying/expanding

4. Be able to plan a piece of research

   - Create a plan: check understanding of the brief and, in particular, the use of action words, check deadline, plan research methods, schedule time, set SMART objectives, review plan
   - Drafting work: avoiding plagiarism, referencing, personal organisation
   - Reviewing: editing, proof reading

5. Produce academic work*

   - Academic work of professional standard: written work that meets brief, good standard of English, demonstrates referencing skills, reviewed and edited
   - Presenting work orally to professional standard: planning and preparation, use of technology; support materials/aids, use of verbal and non-verbal skills
   - discuss content of work: with peers and supervisors/academic staff, demonstrate depth of knowledge

6. Review work*

- Academic progress: evaluate content of own work, own skills development, Academic English ability, academic competencies, personal skills and qualities, personal skills for academic work (time management, initiative, perseverance flexibility, responding positively, to change and feedback) ; strengths and weaknesses.
- Action plan: for academic development, for personal development

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

3.26 Communication Skills for Business	
Unit aims	To develop knowledge and understanding of communication in organisations and to develop personal communication skills
Unit level	3
Unit code	T/507/2154
Credit value	15
Unit grading structure	Pass/Merit/Distinction
Assessment guidance	Assignments in accordance with awarding organisation guidance

Learning outcomes. The learner will:	Assessment criteria. The learner can:		
	Pass	**Merit**	**Distinction**
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	1 M1 Propose solutions to the barriers for effective communication	1 D1 Analyse the effectiveness of communication models and systems used in specific businesses 1 D2 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	2 M1 Use appropriate methods including technology and other aids to present business information orally	2 D1 Manage and facilitate a question

	orally in a formal situation 2.3 Respond to questions arising from presentation of business information		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	3 M1 Communicate complex information using different written business styles and methods	3 D1 Use appropriate technology and supporting graphs, diagrams and/or artwork to support complex communication.

Indicative Content

1. How businesses communicate

- Communication models: sender, message, transmission of message, receiver, response from receiver.
- Communication systems: there will be variation in the systems used in business depending on different factors. This will include the size of the organisation, the stakeholders involved, the nature of the communications which are needed and also whether they are internal or external. A large organisation on more than one site will have complex systems in place to ensure information is transferred to the right personnel in different locations. In addition there will also be internal transfer of information within the specific site. A range of methods will be used in one system to ensure communications are transferred accurately.
- Communication methods: Nonverbal (gestures, postures, touch, use of time/space, dress/personal grooming; facial expressions and eye movement); verbal (oral and written), visual (posters, diagrams charts); face to face (meetings,) electronic use of technology (oral and written); formal and informal; vertical (upward and downward) horizontal; internal and external.
- Principles of effective communication: clarity of language and message (non-ambiguous), choice of channel, timing, listening to response
- Use of technology: social media; email, web, webinars, presentation software, e.g., Powerpoint, Prezi
- Barriers to effective communication: filtering, language, poor listening, emotions, cultural diversity, inconsistent nonverbal cues, background noise, information overload, complexity, lack of trust, wrong choice of channel, personal conduct and appearance

2. Present business information orally

- Styles and methods of oral communication: conversation/dialogue, formal presentation, discussion groups, interviews; formal and informal; use of verbal and non-verbal communication to build rapport, adapting communication for different audiences
- Different audiences: colleagues; customers; board
- Present business information: plan formal presentation, use of technology, presentation aids and software (e.g. Powerpoint, Prezi), question and answer
- Respond to questions: demonstrate subject knowledge, use of language, use of verbal and non-verbal communication, adapting communication for audience

3. Communicate business information in writing

- Written business styles and methods: formal/academic report, informal report, letters, emails; formal structure of materials (contents pages, footnotes, referencing, bibliography) ; use of software to enhance communication; use of images, graphs and tables to enhance communication