



OTHM LEVEL 3 CERTIFICATE IN BUSINESS STUDIES

Qualification Number: 603/2338/3

(RQF) Specification | August 2017 | Version 1.0

TABLE OF CONTENTS

QUALIFICATION OBJECTIVES	3
QUALITY, STANDARDS AND RECOGNITIONS	3
REGULATORY INFORMATION	3
EQUIVALENCES	3
QUALIFICATION STRUCTURE.....	4
DEFINITIONS	4
ENTRY REQUIREMENTS	5
PROGRESSION	5
DELIVERY OF OTHM QUALIFICATIONS	5
ASSESSMENT AND VERIFICATION	5
RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT	6
EQUALITY AND DIVERSITY	6
CONTACT DETAILS.....	7
UNIT SPECIFICATIONS.....	8
UNIT 01: INTRODUCTION TO RESEARCH AND ACADEMIC SKILLS	9
UNIT 02: INTRODUCTION TO THE BUSINESS ENVIRONMENT	12
UNIT 03: INTRODUCTION TO CUSTOMER SERVICE	15
UNIT 04: USING IT FOR BUSINESS	18
UNIT 05: INTRODUCTION TO MARKETING.....	22
IMPORTANT NOTE	25

QUALIFICATION OBJECTIVES

The objective of the OTHM Level 3 Certificate in Business Studies qualification is to provide learners with an in depth understanding of the operations and structure of businesses. Successful completion of this qualification will equip learners with some of the underpinning knowledge and skills required to succeed in employment or further studies.

QUALITY, STANDARDS AND RECOGNITIONS

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

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 Certificate in Business Studies
Ofqual Reference Number	603/2338/3
Regulation Start Date	31-Aug-2017
Operational Start Date	31-Aug-2017
Duration	3 Months
Total Credit Value	30 Credits
Total Qualification Time (TQT)	300 Hours
Guided Learning Hours (GLH)	180 Hours
Sector Subject Area (SSA)	15.3 Business Management
Overall Grading Type	Pass / Fail
Assessment Methods	Coursework
Language of Assessment	English

EQUIVALENCES

OTHM qualifications at RQF Level 3 represent practical knowledge, skills, capabilities and competences that are assessed in academic terms as being equivalent to GCE AS/A Levels.

QUALIFICATION STRUCTURE

The Level 3 Certificate in Business Studies qualification consists of 2 mandatory units plus 1 optional unit for a combined total of 30 credits, 300 Total Qualification Hours (TQT) and 180 Guided Learning Hours (GLH) for the completed qualification.

Unit Ref. No.	Mandatory Units	Credit	GLH	TQT
R/616/0686	Introduction to Research and Academic Skills	10	60	100
L/616/2713	Introduction to the Business Environment	10	60	100
Optional Units: Choose any ONE				
H/616/0692	Introduction to Customer Service	10	60	100
J/616/2712	Using IT for Business	10	60	100
D/616/2716	Introduction to Marketing	10	60	100

DEFINITIONS

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time is comprised of the following two elements –

- a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and*
- b) an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.*

(Ofqual 15/5775 September 2015)

Guided Learning Hours (GLH) is defined as the hours that a teacher, lecturer or other member of staff is available to provide immediate teaching support or supervision to a student working towards a qualification.

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. One credit is equal to 10 hours of TQT.

ENTRY REQUIREMENTS

The Level 3 Certificate in Business Studies qualification can be offered to learners from age 16. OTHM does not specify entry requirements for these qualification, but delivery 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 Level 3 Certificate in Business Studies qualification enables learners' direct entry into Year 1 of a three-year UK Bachelor's degree or pursue Level 4 Diplomas. As this qualification is approved and regulated by Ofqual (Office of the Qualifications and Examinations Regulation), many universities acknowledge the ability of learners after studying Level 3 Certificate in Business Studies and consider for direct entry into a range of their Bachelor's degree programmes. For more information visit [University Progressions](#) page.

DELIVERY OF OTHM 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 directly or indirectly, and that equality of opportunity is promoted. Where it is reasonable and practicable 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 likely to be required to teach that unit.

ASSESSMENT AND VERIFICATION

All units within this qualification are internally assessed by the centre and externally 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, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment

criteria. Judgement that the learners have successfully fulfilled the assessment criteria is made by the Assessor.

The Assessor should provide an audit trail showing how the judgement of the learners' 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 Qualifications has adopted a policy of providing equal opportunities for 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 on the basis of gender, sexual orientation, sexuality, race or ethnic origin, religion, disability, or any other personal attributes or views held. 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

Regus House, Victory Way, Crossways Business Park, Dartford, Kent DA2 6QD
United Kingdom

Tel : +44(0)20 7118 4243
Email : info@othm.org.uk
Website : www.othm.org.uk

UNIT SPECIFICATIONS

UNIT 01: INTRODUCTION TO RESEARCH AND ACADEMIC SKILLS

Unit Reference Number	R/616/0686
Unit Title	Introduction to Research and Academic Skills
Unit Level	3
Total Qualification Time (TQT)	100 Hours
Guided Learning Hours (GLH)	60 Hours
Number of Credits	10
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to provide learners with a grounding in the key research and academic 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 able to 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	Collate information using a range of reliable sources.
2	Understand common steps in producing academic work.	2.1	Describe the common steps in producing academic work.
		2.2	Explain what constitutes plagiarism and other forms of academic misconduct.
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	Use 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.

Indicative contents

Topic	Course Coverage
Learning Outcome 4 Learning to Learn	<ul style="list-style-type: none"> • Learner styles and multiple intelligences • Self-study methodology • Time management • Goal setting • Self-analysis and critical reflection • Keeping a learner diary
Learning Outcomes 1 and 4 Reading Textbooks and Note Taking	<ul style="list-style-type: none"> • Reading a textbook & note taking skills • Using notes to write summaries • Public Speaking skills & Peer assessment • Learner diaries and study skills self-assessment • Reading skills for academia: searching databases, reading difficult texts, analysing assignment questions.
Learning Outcomes 1 and 2 Note Taking in Lectures	<ul style="list-style-type: none"> • Note taking in lectures • Recognising key points • Editing and reviewing notes • Communication techniques • Public speaking practice and assessment
Learning Outcomes 1 and 4 Library Research and Writing an Essay	<ul style="list-style-type: none"> • Accessing the library and reading strategies • Note taking from books • Essay planning and organising notes • Public speaking practice and assessment
Learning Outcome 1 Journal-based Research for Essay Writing	<ul style="list-style-type: none"> • 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 Outcomes 1 and 2 Internet Research for Essay Writing	<ul style="list-style-type: none"> • 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 3 and 4 Writing a Research Report	<ul style="list-style-type: none"> • 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

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be 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

Adair, J. and Allen, M. (2003) *The Concise Time Management and Personal Development*. London: Thorogood.

Cottrell, S. (2008) *The Study Skills Handbook*. 3rd Edition. Basingstoke: Palgrave Macmillan

Covey, S. R. (1999) *The 7 Habits of Highly Effective People*. New York: Simon & Schuster Ltd.

De Bono, E. (2000) *Six Thinking Hats*. London: Penguin.

Joyce, B. and Calhoun, E. (2010) *Models of Professional Development: A Celebration of Educators*. Thousand Oaks. CA: Corwin Press.

McKay, M. (2008) *Messages: The Communication Skills Book*. Oakland. CA: New Harbinger Publications.

McMillan K. and Weyers J. (2011) *How to Succeed in Exams and Assessments*. 2nd Edition. Essex, UK: Pearson Education

Mills, C. (2009) *You're Hired! CV: How to Write a Brilliant CV*. London: Trotman.

Pease, A. and Pease, B. (2006) *The Definitive Book of Body Language*. New York: Bantam Books.

Winstanley, D. (2005) *Personal Effectiveness*. London: Chartered Institute of Personnel & Development.

UNIT 02: INTRODUCTION TO THE BUSINESS ENVIRONMENT

Unit Reference Number	L/616/2713
Unit Title	Introduction to the Business Environment
Unit Level	3
Total Qualification Time (TQT)	100 Hours
Guided Learning Hours (GLH)	60 Hours
Number of Credits	10
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to enable learners to understand different types of businesses, their functions and structures, as well as an introduction to basic marketing principles. They will be required to explore the micro and macro business environment, understand the concept of quality and carry out basic business analyses.

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	Describe 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	Explain the function of different business departments.
		2.2	Explain an organisation’s staffing and management structure.
		2.3	Describe a range of factors that can influence business culture.
3	Understand basic marketing in business.	3.1	Define the term ‘marketing’ in relation to a business.
		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	4.1	Explain the difference between a micro and macro business environment.

	business concepts.	4.2	Explain why quality is important in business.
		4.3	Carry out a SWOT analysis for an organisation.
		4.4	Carry out a PESTLE analysis on an organisation.

Indicative contents

Topic	Course Coverage
Learning Outcome 1 Concepts of Business	<ul style="list-style-type: none"> 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 4 Business Environment	<ul style="list-style-type: none"> 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 Outcomes 1 and 2 People and Processes	<ul style="list-style-type: none"> 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 3 Marketing	<ul style="list-style-type: none"> 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

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be 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

Best, R. J. (2009) *Market-based Management: Strategies for Growing Customer Value and Profitability*. 5th Edition. Harlow: Prentice Hall.

Bradley, F. (2005) *International Marketing Strategy*. New Jersey, FL: Prentice Hall.

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

Chernev, A. (2009) *Strategic Marketing Management*. 5th Edition. New York: Brightstar Media.

Erbert, J. and Griffin, R.W. (2013). *Business Essentials, Global Edition*. 9th Edition. London: Financial Times Prentice Hall

Hastings, H. and Saperstein, J. (2007) *Improve Your Marketing to Grow Your Business*. New York: Wharton School Publishing.

Hooley, G., Saunders, J., Piercy, N. F. and Nicoulaud, B. (2007) *Marketing Strategy and Competitive Positioning*. 4th Edition. Harlow: Financial Times/Prentice Hall.

Journals, Magazines and Newspapers

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

UNIT 03: INTRODUCTION TO CUSTOMER SERVICE

Unit Reference Number	H/616/0692
Unit Title	Introduction to Customer Service
Unit Level	3
Total Qualification Time (TQT)	100 Hours
Guided Learning Hours (GLH)	60 Hours
Number of Credits	10
Mandatory / Optional	Optional
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to develop the learners' understanding of the principles that apply to customer service delivery in organisations across different sectors. Learners will 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	Explain how an organisation develops its service offer.
		1.3	Evaluate how an organisation's policies and procedures ensure consistent service delivery.
2	Understand the use of effective communication techniques with customers.	2.1	Explain the main communication techniques and how they meet the needs of customers.
		2.2	Assess how communication techniques and individual behaviour affect the implementation of improvements to service delivery.
3	Understand how organisations in different sectors deliver customer service	3.1	Evaluate the customer service approach of different sectors.
		3.2	Describe the difference in the needs and expectations of customers of organisations in different sectors.
		3.3	Explain the formation of customer expectations.
4	Understand how to recommend improvements to customer service.	4.1	Identify the organisational policies, procedures and practices that need to be considered when recommending improvements to customer service.
		4.2	Explain the organisational process for recommending improvements to customer service.
		4.3	Assess the effect of internal and external requirements when recommending improvements to customer service.

		4.4	Explain how to involve others when implementing improvements to customer service.
--	--	-----	---

Indicative contents

Topic	Course Coverage
<p>Learning Outcomes 1, 3 and 4 Product / Service Offer</p> <p>Development of the service offer</p> <p>Benefits of continuous improvement</p>	<ul style="list-style-type: none"> • The service offers • Features and benefits • How customer expectations are met • Organisational priorities • Policies and procedures • Customer expectations • Customer loyalty • Ethical and value base • Competition • Cost • Resource limitations • Service chain • Continuous improvement • Teamwork • Balancing customer and organisational needs <p>The positive and negative impact:</p> <ul style="list-style-type: none"> • 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
<p>Learning Outcomes 2 and 3 Effective communication techniques across sectors</p>	<p>The effective use of a range of communication techniques:</p> <ul style="list-style-type: none"> • Face to face • Written and electronic • Telephone • Verbal • Positive and negative body language <p>Effective communication techniques and customer needs:</p> <ul style="list-style-type: none"> • Communication techniques • Behaviours and personalities • Diverse groups of customers • The needs of different sectors <p>The needs of customers in different situations which may include:</p> <ul style="list-style-type: none"> • Satisfied with the service and/or product • Unhappy with the service and/or product <p>The positive and negative effect of an individual's own behaviour on the success of service improvements</p>
<p>Learning Outcomes 1, 2 and 3 Customer service approach of different sectors</p>	<ul style="list-style-type: none"> • 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

<p>Learning Outcomes 2, 3 and 4 Organisational process for proposing improvements to customer service</p>	<ul style="list-style-type: none"> • The reporting lines and procedures to be followed • The continuous improvement cycles • 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
--	---

Assessment

To achieve a ‘pass’ for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be 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 Edition. London: Kogan Page

Gilmore, A. (2003) *Services Marketing and Management*. London: Sage Publications.

Gittomer, J. (2003) *The Sales Bible: The Ultimate Sales Resource*. Hoboken, N.J.: John Wiley & Sons.

Mukerjee, K. (2007) *Customer Relationship Management: A Strategic Approach to Marketing*, New Delhi: Prentice Hall of India.

UNIT 04: USING IT FOR BUSINESS

Unit Reference Number	J/616/2712
Unit Title	Using IT for Business
Unit Level	3
Total Qualification Time (TQT)	100 Hours
Guided Learning Hours (GLH)	60 Hours
Number of Credits	10
Mandatory / Optional	Optional
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to familiarise learners with the use, application and development of core IT skills, including preparation for presentations, and formats for business writing such as a report.

Learning Outcomes and Assessment Criteria

Learning Outcome – The learner will:		Assessment Criterion – The learner can:	
1	Be able to utilise the main functions of a word processor.	1.1	Describe the main functions within a word processing package.
		1.2	Insert pictures and symbols in a word-processed business document.
		1.3	Use common functions to manipulate and evaluate text in a business document.
		1.4	Use of a range of functions to alter the presentation of word processed business documents.
2	Be able to 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 business document.
		2.4	Describe how website text should be presented in academic work in order to avoid plagiarism.
3	Be able to utilise the main functions of spreadsheet software.	3.1	Describe the main functions of spreadsheet.
		3.2	Format cells, rows, columns and worksheets.
		3.3	Explain a range of formulae that can be applied to data in a worksheet.
		3.4	Use a range of functions to improve the presentation of

			data in a worksheet.
4	Be able to utilise the main functions of presentation software.	4.1	Open, save and close a presentation slideshow.
		4.2	Insert and duplicate slides.
		4.3	Incorporate animation into a presentation.
		4.4	Create a business presentation with text, graphics and animation.

Indicative contents

Topic	Course Coverage
Learning Outcome 1 An Introduction to Word Processing	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 2 Finding and Using Information from the Internet	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • Insert and format WordArt • Insert and format SmartArt • Produce a checklist for an effective word-processed document
<p>Learning Outcome 3 An Introduction to Spreadsheets</p>	<ul style="list-style-type: none"> • 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
<p>Learning Outcome 3 Spreadsheet Formulae and Functions</p>	<ul style="list-style-type: none"> • 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
<p>Learning Outcome 3 Formatting Spreadsheets</p>	<ul style="list-style-type: none"> • 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
<p>Learning Outcome 3 Creating Graphs from a spreadsheet</p>	<ul style="list-style-type: none"> • 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
<p>Learning Outcome 4 An Introduction to Presentation Software</p>	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be 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 MacMillan

Cleary, T. (1998) *Business Information Technology*. London: Financial Times

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

Elliot, G. and Starkings, S. (1998) *Business Information Technology: Systems, Theory and Practice*. United Kingdom: Longman

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

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

Senn, J. (1998) *Information Technology in Business: Principles, Practices and Opportunities*. 2nd Edition. London: Prentice Hall

UNIT 05: INTRODUCTION TO MARKETING

Unit Reference Number	D/616/2716
Unit Title	Introduction to Marketing
Unit Level	3
Total Qualification Time (TQT)	100 Hours
Guided Learning Hours (GLH)	60 Hours
Number of Credits	10
Mandatory / Optional	Optional
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to develop the learners' understanding of the principles that apply to marketing in a business environment, including marketing models, sales principles, and marketing planning.

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	Describe the role of marketing in a business.
		1.2	Explain 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 apply the core components of the marketing mix.	2.1	Describe the concept of the marketing mix.
		2.2	Explain the core elements of the marketing mix.
		2.3	Develop a coherent marketing mix for a new business product or service.
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	Understand the principles of marketing planning.	4.1	Explain 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.

Indicative contents

Topic	Course Coverage
Learning Outcome 1 Understand the role of marketing in the business environment	<ul style="list-style-type: none"> • 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
Learning Outcome 2 Be able to identify marketing models and theories	<ul style="list-style-type: none"> • Marketing strategy • Marketing planning • The 7P model • Relationship marketing • Digital marketing • B2B Marketing • Branding
Learning Outcome 3 Understand the principles of sales in a business	<ul style="list-style-type: none"> • Sales strategy • Sales as a function of marketing • Sales techniques • Sales targets • Sales planning
Learning Outcome 4 Be able to apply principles of marketing planning	<ul style="list-style-type: none"> • The role of marketing planning • Market research • Monitoring marketing plans • Evaluating marketing plans • Marketing and plans and marketing strategy

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be 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. and Brennan, R. (2012) *Marketing: An Introduction*. 2nd Edition. Essex: Pearson Education

Baines, P. and Fil, C. (2014) *Marketing*. 3rd Edition. Oxford: Oxford University Press

Best, R. J. (2009) *Market-based Management: Strategies for Growing Customer Value and Profitability*. 5th Edition. Harlow: Prentice Hall.

- Bradley, F. (2005) *International Marketing Strategy*. New Jersey, FL: Prentice Hall.
- Chernev, A. (2009) *Strategic Marketing Management*. 5th Edition. New York: Brightstar Media.
- Hastings, H. and Saperstein, J. (2007) *Improve Your Marketing to Grow Your Business*. New York: Wharton School Publishing.
- Hooley, G., Saunders, J., Piercy, N. F. and Nicoulaud, B. (2007) *Marketing Strategy and Competitive Positioning*. 4th Edition. Harlow: Financial Times/Prentice Hall.
- Kotler, P. and Armstrong, G. (2008) *Principles of Marketing*. 13th Edition. New York: Prentice Hall.
- Kotler, P. and Keller, K. L. (2008) *A Framework for Marketing Management*. London: Pearson Education.
- Lambin, J. J. (2007) *Market Driven Management: Strategic and Operational Marketing*, 2nd Edition, London: Palgrave Macmillan
- Mullins, J. Walker, O. C. and Boyd, H. W. (2009). *Marketing Management: A Strategic Decision-Making Approach*, 7th Edition, New York: McGraw-Hill Higher Education.
- Tollin, K. and Carù, A. (eds.) (2008) *Strategic Market Creation: A New Perspective on Marketing and Innovation Management*. Chichester: John Wiley and Sons.
- Winer, R. and Dhar, R. (2010) *Marketing Management*. 4th Edition. London: Pearson Education.

IMPORTANT NOTE

Whilst we make every effort to keep the information contained in programme specification 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 booklet serves only as a useful guide to your learning experience. For updated information please visit our website www.othm.org.uk.