



# **OTHM LEVEL 3 DIPLOMA IN BUSINESSSTUDIES**

Qualification Number: 603/2171/4

Specification | March 2023

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## QUALIFICATION OBJECTIVES

The objective of the OTHM Level 3 Diploma 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 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 Diploma in Business Studies |
| Ofqual Reference Number        | 603/2171/4                               |
| Regulation Start Date          | 25 July 2017                             |
| Operational Start Date         | 31 August 2017                           |
| Duration                       | 6 Months                                 |
| Total Credit Value             | 60 Credits                               |
| Total Qualification Time (TQT) | 600 Hours                                |
| Guided Learning Hours (GLH)    | 360 Hours                                |
| Sector Subject Area (SSA)      | 15.3 Business Management                 |
| Overall Grading Type           | Pass / Fail                              |
| Assessment Methods             | Coursework                               |
| Language of Assessment         | English                                  |

## EQUIVALENCES

OTHM qualifications 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 Diploma in Business Studies qualification consists of 4 mandatory units plus 2 optional units for a combined total of 60 credits, 600 hours Total Qualification Time (TQT) and 360 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 |
| J/616/2712                            | Using IT for Business                        | 10     | 60  | 100 |
| D/616/0691                            | Introduction to Economics and Accounting     | 10     | 60  | 100 |
| L/616/2713                            | Introduction to the Business Environment     | 10     | 60  | 100 |
| <b>Optional Units: Choose any TWO</b> |  |        |     |     |
| H/616/0692                            | Introduction to Customer Service             | 10     | 60  | 100 |
| R/616/2714                            | Managing Business Events                     | 10     | 60  | 100 |
| D/616/2716                            | Introduction to Marketing                    | 10     | 60  | 100 |
| K/616/2718                            | Introduction to People Management            | 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 Diploma in Business Studies qualification can be offered to learners from age 16. OTHM does not specify entry requirements for these qualifications, 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 Diploma 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 Diploma 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.

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document. These are made available to centres immediately after registration of one or more learners.

## **OPPORTUNITIES FOR LEARNERS TO PASS**

Centres are responsible for managing learners who have not achieved a Pass for the qualification having completed the assessment. However, OTHM expects at a minimum, that centres must have in place a clear feedback mechanism to learners by which they can effectively retrain the learner in all the areas required before re-assessing the learner.

## **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 provides equality and diversity training to staff and consultants. This makes clear that staff and consultants must comply with the requirements of the Equality Act 2010, and all other related equality and diversity legislation, in relation to our qualifications.

We develop and revise our qualifications to avoid, where possible, any feature that might disadvantage learners because of their age, disability, gender, pregnancy or maternity, race, religion or belief, and sexual orientation.

If a specific qualification requires a feature that might disadvantage a particular group (e.g. a legal requirement regarding health and safety in the workplace), we will clarify this explicitly in the qualification specification.

## CONTACT DETAILS

OTHM Qualifications  
8 Waterside Court, Galleon Boulevard, Crossways Business Park, Dartford, Kent DA2 6NX  
United Kingdom

Tel : +44(0)20 7118 4243  
Email : [info@othm.org.uk](mailto:info@othm.org.uk)  
Website : [www.othm.org.uk](http://www.othm.org.uk)

## **UNIT SPECIFICATIONS**



## 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 –<br>The learner will: |   | Assessment Criterion –<br>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   |
|---|---|
| <b>Learning Outcome 4</b><br>Learning to Learn                            | <ul style="list-style-type: none"> <li>• Learner styles and multiple intelligences</li> <li>• Self-study methodology</li> <li>• Time management</li> <li>• Goal setting</li> <li>• Self-analysis and critical reflection</li> <li>• Keeping a learner diary</li> </ul>  |
| <b>Learning Outcomes 1 and 4</b><br>Reading Textbooks and Note Taking     | <ul style="list-style-type: none"> <li>• Reading a textbook &amp; note taking skills</li> <li>• Using notes to write summaries</li> <li>• Public Speaking skills &amp; Peer assessment</li> <li>• Learner diaries and study skills self-assessment</li> <li>• Reading skills for academia: searching databases, reading difficult texts, analysing assignment questions.</li> </ul>   |
| <b>Learning Outcomes 1 and 2</b><br>Note Taking in Lectures               | <ul style="list-style-type: none"> <li>• Note taking in lectures</li> <li>• Recognising key points</li> <li>• Editing and reviewing notes</li> <li>• Communication techniques</li> <li>• Public speaking practice and assessment</li> </ul>   |
| <b>Learning Outcomes 1 and 4</b><br>Library Research and Writing an Essay | <ul style="list-style-type: none"> <li>• Accessing the library and reading strategies</li> <li>• Note taking from books</li> <li>• Essay planning and organising notes</li> <li>• Public speaking practice and assessment</li> </ul>  |
| <b>Learning Outcome 1</b><br>Journal-based Research for Essay Writing     | <ul style="list-style-type: none"> <li>• Reading journals and articles</li> <li>• Critical reading and analysing data</li> <li>• Describing interpretation of data in an essay</li> <li>• Writing abstracts</li> <li>• Editing and proof reading</li> <li>• Public speaking practice and assessment</li> </ul>  |
| <b>Learning Outcomes 1 and 2</b><br>Internet Research for Essay Writing   | <ul style="list-style-type: none"> <li>• Using the internet for research</li> <li>• Using information tools to gather and evaluate resources relevant to professional activities</li> <li>• Bibliographies and referencing</li> <li>• Plagiarism and paraphrasing</li> <li>• Editing and checking work against criteria</li> <li>• Using a range of software including tools to organize and communicate information to a range of audiences and contexts</li> <li>• Synthesising information</li> <li>• Public speaking practice and assessment</li> </ul> |
| <b>Learning Outcomes 3 and 4</b><br>Writing a Research Report             | <ul style="list-style-type: none"> <li>• Approaching a task and devising a strategy for completion</li> <li>• Understanding requirements and using relevant criteria</li> <li>• Integrating evidence into a report</li> <li>• Editing and proof reading</li> <li>• Public speaking practice and assessment</li> </ul>   |

## 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*. 3<sup>rd</sup> 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.

## 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           | Mandatory             |
| 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 –<br>The learner will: |  | Assessment Criterion –<br>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  |
|--|--|
| <b>Learning Outcome 1</b><br>An Introduction to Word Processing                      | <ul style="list-style-type: none"> <li>• A definition of word processing and its main functions</li> <li>• Basic commands functions</li> <li>• Enter text, set language, autocorrect, spelling check, grammar check, thesaurus, word count</li> <li>• Insert, overtype, move, delete, highlight text</li> <li>• Edit functions on MS Word</li> <li>• Modify text: find and replace, change case</li> <li>• Search for text, graphics, tables</li> <li>• Insert pictures, symbols, special characters, charts, screenshots</li> <li>• Use shortcut keys</li> </ul>  |
| <b>Learning Outcome 1</b><br>Editing and Formatting Word Processed Documents Part I  | <ul style="list-style-type: none"> <li>• 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</li> <li>• Format text: bold, italics, underline, alignment, font style, font size, font colour, font effects</li> <li>• Format paragraphs: alignment, indentation, spacing</li> <li>• Select and edit themes and styles</li> <li>• Insert and edit bullet points and numbering</li> <li>• Format borders and shading</li> </ul> |
| <b>Learning Outcome 2</b><br>Finding and Using Information from the Internet         | <ul style="list-style-type: none"> <li>• Understand what constitutes plagiarism</li> <li>• Search engine tools</li> <li>• Use search engine tools to find and select specific information</li> <li>• Selecting and exporting information from websites in the form of texts</li> <li>• Select a picture from a website</li> <li>• Export a picture from a website</li> <li>• Present a picture taken from a website and cite its source</li> </ul>   |
| <b>Learning Outcome 2</b><br>Editing and Formatting Word Processed Documents Part II | <ul style="list-style-type: none"> <li>• Insert a table</li> <li>• Format a table</li> <li>• Edit a table</li> <li>• Insert shapes</li> <li>• Draw shapes</li> <li>• Format shapes, apply special effects</li> <li>• Insert objects</li> <li>• Resize, move, copy, delete, add text, fill, align, rotate, edit, and rotate shapes and objects</li> </ul>   |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• Insert and format WordArt</li> <li>• Insert and format SmartArt</li> <li>• Produce a checklist for an effective word-processed document</li> </ul>   |
| <p><b>Learning Outcome 3</b><br/>An Introduction to Spreadsheets</p>          | <ul style="list-style-type: none"> <li>• A definition of spreadsheet software and its main functions</li> <li>• Key terminology: workbook, worksheet, cell, row, column</li> <li>• Microsoft Office Excel – basic functions</li> <li>• Basic commands: new, open, save, close, print page set-up, print properties, print preview, select a print area</li> <li>• Types of data: labels, constants, formulae</li> <li>• Enter data: cell, row, column</li> <li>• Edit: cut, copy, paste, undo, redo, find, replace, select all, edit, active cell, clear cell contents</li> <li>• Format labels</li> <li>• Format values</li> <li>• Insert a row, column</li> <li>• Widen columns</li> <li>• Introduction to formulae: constants and operators</li> <li>• Use shortcut keys</li> </ul>                        |
| <p><b>Learning Outcome 3</b><br/>Spreadsheet Formulae and Functions</p>       | <ul style="list-style-type: none"> <li>• Use relative, absolute and mixed cell references</li> <li>• Use commonly used formulae and functions: multiplication, division, average, minimum, maximum, round a number, count values</li> <li>• Use AutoSum and Use Auto calculate</li> <li>• Display formulae when printing</li> <li>• Display row and column headings when printing</li> <li>• Sort and filter data</li> </ul>  |
| <p><b>Learning Outcome 3</b><br/>Formatting Spreadsheets</p>                  | <ul style="list-style-type: none"> <li>• Workbook management: insert a new worksheet, rename a worksheet, move/copy a worksheet, change a worksheet tab colour, delete a worksheet</li> <li>• Protecting a worksheet</li> <li>• Formatting cells, rows, columns and tables</li> <li>• Produce a checklist for an effective spreadsheet</li> </ul>   |
| <p><b>Learning Outcome 3</b><br/>Creating Graphs from a spreadsheet</p>       | <ul style="list-style-type: none"> <li>▪ Present information using a graph</li> <li>▪ Select appropriate types of graph</li> <li>▪ Enter data ranges</li> <li>▪ Enter titles: main, axes and data</li> <li>▪ Format, print, modify and move a graph</li> <li>▪ Produce a checklist for an effective graph</li> </ul>  |
| <p><b>Learning Outcome 4</b><br/>An Introduction to Presentation Software</p> | <ul style="list-style-type: none"> <li>• A definition of presentation software and its main functions</li> <li>• Microsoft Office PowerPoint - basic functions</li> <li>• Navigate the PowerPoint screen and different views.</li> <li>• Define presentation software and its main functions.</li> <li>• Navigate the PowerPoint screen and different views, including normal, slide sorter, reading, slide show and the outline pane.</li> <li>• Select slide design, background and layout.</li> <li>• Enter text, set language and use the spelling check, grammar check and thesaurus.</li> <li>• Use basic command functions</li> <li>• Format, edit, delete, copy, find and replace text.</li> <li>• Format paragraphs.</li> <li>• Insert slide numbers, date and time, headers and footers.</li> </ul> |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Insert new slides and duplicate slides.</li> <li>• Re-arrange and delete slides.</li> <li>• Insert pictures, Clip Art graphics, SmartArt, diagrams, graphs, tables, text boxes and hyperlinks.</li> <li>• Format graphics.</li> <li>• Draw shapes and objects and format, move, resize and delete objects.</li> <li>• Run and stop a slideshow.</li> <li>• Use shortcut keys</li> </ul>   |
| <b>Learning Outcome 4</b><br>Producing a Multimedia Presentation | <ul style="list-style-type: none"> <li>• Define transitions and add transitions and effects to slides</li> <li>• Define animations and add animations and effects to objects</li> <li>• Copy animation from one object to another</li> <li>• Insert audio clips from files and ClipArt</li> <li>• Record an audio clip</li> <li>• Insert videos from files, websites and ClipArt</li> <li>• Insert actions</li> <li>• Set up slideshow delivery</li> <li>• Produce a checklist for an effective slideshow</li> </ul> |

## 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*. 2<sup>nd</sup> Edition. London: Prentice Hall

## INTRODUCTION TO ECONOMICS AND ACCOUNTING

|                                |  |
|--------------------------------|--|
| Unit Reference Number          | D/616/0691                               |
| Unit Title                     | Introduction to Economics and Accounting |
| 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 an understanding of the basic principles of economics and 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 –<br>The learner will: |   | Assessment Criterion –<br>The learner can: |  |
|---|---|--|--|
| 1                                       | Understand essential aspects of business accounting.            | 1.1  | Define the term 'accounting'.  |
|   |   | 1.2  | Explain a range of common accounting terms.                            |
|   |   | 1.3  | Describe the different forms of business unit.                         |
| 2                                       | Understand basic economics as they apply to the business world. | 2.1  | Describe the different measures of money.                              |
|   |   | 2.2  | Explain why interest rates are important to government and businesses. |
|   |   | 2.3  | Explain how 'exchange rates' can potentially affect businesses.        |
|   |   | 2.4  | Describe the effects of inflation on a business.                       |
| 3                                       | Be able to apply key concepts in financial 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.   |



## Indicative contents

| Topic   | Course Coverage   |
|---|---|
| <b>Learning Outcome 2</b><br>Money, Interest<br>Rates and Inflation     | <ul style="list-style-type: none"> <li>• The price of money</li> <li>• The banking system</li> <li>• Inflation and its impact</li> </ul>  |
| <b>Learning Outcome 2</b><br>Introducing the International<br>Dimension | <ul style="list-style-type: none"> <li>• The international dimension</li> <li>• How currencies affect international trade</li> <li>• Overview of the impact of globalisation on businesses</li> </ul> |
| <b>Learning Outcome 1</b><br>Introduction to Accounting                 | <ul style="list-style-type: none"> <li>• From economics to accounting</li> <li>• Concepts and conventions in accounting</li> </ul>  |
| <b>Learning Outcome 3</b><br>Bookkeeping                                | <ul style="list-style-type: none"> <li>• Writing things down</li> <li>• Income, expenses, assets, liabilities and capital</li> </ul>  |
| <b>Learning Outcome 3</b><br>Period End Adjustments                     | <ul style="list-style-type: none"> <li>• The accounting periods</li> <li>• Accounting estimates; depreciation, inventories, payables, receivables and provisions</li> </ul>                           |
| <b>Learning Outcome 3</b><br>Preparing Financial<br>Statements          | <ul style="list-style-type: none"> <li>• Putting the numbers together</li> <li>• Types of financial statement</li> <li>• How financial statements are linked</li> <li>• The annual report</li> </ul>  |
| <b>Learning Outcome 3</b><br>Interpreting Financial<br>Statements       | <ul style="list-style-type: none"> <li>• Reasons for interpreting statements</li> <li>• Methods of interpretation</li> <li>• Reporting the results of interpretation</li> </ul>                       |

## 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 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: Oxford University Press

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

## 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 –<br>The learner will: |   | Assessment Criterion –<br>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 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 | Carry out a SWOT analysis for an organisation.  |
|  |  | 4.4 | Carry out a PESTLE analysis on an organisation. |

## Indicative contents

| Topic  | Course Coverage  |
|--|--|
| <b>Learning Outcome 1</b><br>Concepts of Business        | <ul style="list-style-type: none"> <li>Structure and classification of business</li> <li>Classification an economy by sector: primary, secondary, tertiary</li> <li>Difference between the private sector and the public sector in terms of ownership and objectives</li> </ul>  |
| <b>Learning Outcome 4</b><br>Business Environment        | <ul style="list-style-type: none"> <li>How the external environment creates opportunities and threats for a business</li> <li>Effect on businesses of changes in external economic factors: interest rates, exchange rates, inflation, unemployment, the business cycle, government legislation, technology.</li> <li>Non-economic influences on business activity: environmental, cultural, moral and ethical.</li> <li>PESTEL (political, economic, social, technological, environmental, legislative influences)</li> </ul> |
| <b>Learning Outcomes 1 and 2</b><br>People and Processes | <ul style="list-style-type: none"> <li>Leadership and Management styles</li> <li>Change and culture</li> <li>Different approaches to recruitment, selection, induction and training.</li> <li>Motivation theories and different practical approaches to motivation,</li> <li>Benefits and disadvantages of different means of remuneration</li> </ul>  |
| <b>Learning Outcome 3</b><br>Marketing                   | <ul style="list-style-type: none"> <li>Marketing process including marketing strategy, marketing planning and market research</li> <li>Marketing terms, including market segmentation, Product Life Cycle, marketing mix, niche market, mass market, Unique Selling Point.</li> <li>SWOT analysis</li> </ul>   |

## 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*. 2<sup>nd</sup> 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*. 9<sup>th</sup> 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/](http://www.news.bbc.co.uk/)

## 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 –<br>The learner will: |   | Assessment Criterion –<br>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><b>Learning Outcomes 1, 3 and 4</b><br/>Product / Service Offer</p> <p>Development of the service offer</p> <p>Benefits of continuous improvement</p> | <ul style="list-style-type: none"> <li>• The service offers</li> <li>• Features and benefits</li> <li>• How customer expectations are met</li> <li>• Organisational priorities</li> <li>• Policies and procedures</li> <li>• Customer expectations</li> <li>• Customer loyalty</li> <li>• Ethical and value base</li> <li>• Competition</li> <li>• Cost</li> <li>• Resource limitations</li> <li>• Service chain</li> <li>• Continuous improvement</li> <li>• Teamwork</li> <li>• Balancing customer and organisational needs</li> </ul> <p>The positive and negative impact:</p> <ul style="list-style-type: none"> <li>• Of goals, policies and procedures</li> <li>• Of customer expectations</li> <li>• Of the offer of competitors</li> <li>• Of financial and other resource limitations</li> <li>• Of ethics and values</li> <li>• On the internal and external value chain</li> </ul> |
| <p><b>Learning Outcomes 2 and 3</b><br/>Effective communication techniques across sectors</p>  | <p>The effective use of a range of communication techniques:</p> <ul style="list-style-type: none"> <li>• Face to face</li> <li>• Written and electronic</li> <li>• Telephone</li> <li>• Verbal</li> <li>• Positive and negative body language</li> </ul> <p>Effective communication techniques and customer needs:</p> <ul style="list-style-type: none"> <li>• Communication techniques</li> <li>• Behaviours and personalities</li> <li>• Diverse groups of customers</li> <li>• The needs of different sectors</li> </ul> <p>The needs of customers in different situations which may include:</p> <ul style="list-style-type: none"> <li>• Satisfied with the service and/or product</li> <li>• Unhappy with the service and/or product</li> </ul> <p>The positive and negative effect of an individual's own behaviour on the success of service improvements</p>                       |
| <p><b>Learning Outcomes 1, 2 and 3</b><br/>Customer service approach of different sectors</p>  | <ul style="list-style-type: none"> <li>• Public sector or third sector</li> <li>• Commercial</li> <li>• Competitive edge and best value</li> <li>• Differences in commercial, public and third sector</li> <li>• Difference in the needs and expectations of customers of each type of organisation</li> </ul>  |
| <p><b>Learning Outcomes 2,</b></p>   | <ul style="list-style-type: none"> <li>• The reporting lines and procedures to be followed</li> </ul>   |

|   |  |
|---|--|
| <p><b>3 and 4</b><br/>Organisational process for proposing improvements to customer service</p> | <ul style="list-style-type: none"> <li>• The continuous improvement cycles</li> <li>• Techniques to use when identifying, proposing and implementing improvements to customer service</li> <li>• Policies, practices and procedures</li> <li>• External legislation and regulation</li> <li>• Industry specific legislation and codes of practice</li> </ul> |
|---|--|

## 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.

## MANAGING BUSINESS EVENTS

|                                |                          |
|--------------------------------|--------------------------|
| Unit Reference Number          | R/616/2714               |
| Unit Title                     | Managing Business Events |
| 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 learners' understanding of the principles that apply to the planning and management of events in a range of business sectors. It explores reasons why businesses hold events and why these have become more prominent in recent years.

### Learning Outcomes and Assessment Criteria

| Learning Outcome –<br>The learner will: |  | Assessment Criterion –<br>The learner can: |  |
|---|--|--|--|
| 1                                       | Understand the business events sector.                   | 1.1  | Describe the different categories of business event.       |
|   |  | 1.2  | Explain the growth of the business events sector.          |
|   |  | 1.3  | Justify why businesses hold events.                        |
| 2                                       | Understand the principles of business event planning.    | 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 business event management.  | 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 process of event evaluation.                  |



## Indicative contents

| Topic  | Course Coverage  |
|--|--|
| <b>Learning Outcome 1</b><br>Understand the business events sector                   | <ul style="list-style-type: none"> <li>• Different types of events</li> <li>• Characteristics of events</li> <li>• Business and corporate events</li> <li>• Types of business event</li> <li>• Reasons for the growth of business events</li> <li>• The contribution of events to business growth and development</li> </ul> |
| <b>Learning Outcome 2</b><br>Understand the principles of planning business events   | <ul style="list-style-type: none"> <li>• Event planning</li> <li>• Event logistics</li> <li>• Event budgeting</li> <li>• Event staffing</li> <li>• Venue selection</li> <li>• Event design</li> <li>• Event theming</li> </ul>   |
| <b>Learning Outcome 3</b><br>Understand the principles of managing business events   | <ul style="list-style-type: none"> <li>• Customer service at events</li> <li>• Event health and safety</li> <li>• Risk management</li> <li>• Crowd management</li> <li>• Speaker management</li> <li>• Registration procedures</li> </ul>  |
| <b>Learning Outcome 4</b><br>Understand the principles of evaluating business events | <ul style="list-style-type: none"> <li>• Principles of evaluation</li> <li>• Methods of event evaluation</li> <li>• Customer feedback</li> <li>• Evaluating financial aspects of events</li> <li>• SMART Objectives and evaluation</li> <li>• Practical aspects of evaluation</li> <li>• The event planning cycle</li> </ul> |

## 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

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

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

## 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 –<br>The learner will: |   | Assessment Criterion –<br>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   |
|---|---|
| <b>Learning Outcome 1</b><br>Understand the role of marketing in the business environment | <ul style="list-style-type: none"> <li>• The evolution of marketing</li> <li>• Marketing as a business function</li> <li>• The relationship between marketing and sales</li> <li>• Marketing planning</li> <li>• Promotions</li> <li>• Distribution channels</li> <li>• Product orientation vs. Marketing orientation</li> <li>• The marketing mix</li> </ul> |
| <b>Learning Outcome 2</b><br>Be able to identify marketing models and theories            | <ul style="list-style-type: none"> <li>• Marketing strategy</li> <li>• Marketing planning</li> <li>• The 7P model</li> <li>• Relationship marketing</li> <li>• Digital marketing</li> <li>• B2B Marketing</li> <li>• Branding</li> </ul>  |
| <b>Learning Outcome 3</b><br>Understand the principles of sales in a business             | <ul style="list-style-type: none"> <li>• Sales strategy</li> <li>• Sales as a function of marketing</li> <li>• Sales techniques</li> <li>• Sales targets</li> <li>• Sales planning</li> </ul>   |
| <b>Learning Outcome 4</b><br>Be able to apply principles of marketing planning            | <ul style="list-style-type: none"> <li>• The role of marketing planning</li> <li>• Market research</li> <li>• Monitoring marketing plans</li> <li>• Evaluating marketing plans</li> <li>• Marketing and plans and marketing strategy</li> </ul>   |

## 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*. 3<sup>rd</sup> 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.

## INTRODUCTION TO PEOPLE MANAGEMENT

|                                |                                   |
|--------------------------------|-----------------------------------|
| Unit Reference Number          | K/616/2718                        |
| Unit Title                     | Introduction to People Management |
| 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 learners' 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 –<br>The learner will: |   | Assessment Criterion –<br>The learner can: |  |
|---|---|--|--|
| 1                                       | Understand the principles of people management.                 | 1.1  | Explain the role of people management in an organisation.  |
|   |   | 1.2  | Describe the core human resource functions.  |
|   |   | 1.3  | Describe key pieces of legislation that affect people management in a business, including the importance of diversity. |
| 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  | Explain the role of leadership in a business.  |
|   |   | 4.2  | List different leadership styles.  |
|   |   | 4.3  | Describe the personal characteristics of leaders.  |
|   |   | 4.4  | Determine whether leadership can be taught.  |

## Indicative contents

| Topic  | Course Coverage  |
|--|--|
| <b>Learning Outcome 1</b><br>Understand the principles of people management                | <ul style="list-style-type: none"> <li>• Evolution of Human Resources Management</li> <li>• Nature and characteristics of contemporary HRM</li> <li>• HRM and legislation</li> <li>• Cultural diversity and the workforce</li> <li>• Organisational structure</li> <li>• Contemporary issues in HRM</li> </ul> |
| <b>Learning Outcome 2</b><br>Understand the principles of performance management           | <ul style="list-style-type: none"> <li>• Models of performance management</li> <li>• Appraisals</li> <li>• Disciplinary procedures</li> <li>• Grievance procedures</li> <li>• Labour relations and trade unions</li> </ul>   |
| <b>Learning Outcome 3</b><br>Understand the role of reward and recognition in a business   | <ul style="list-style-type: none"> <li>• Reward systems</li> <li>• Pay and reward</li> <li>• Theories of motivation</li> <li>• Pay schemes and payroll</li> <li>• Non-pay recognition</li> <li>• Staff award schemes</li> </ul>  |
| <b>Learning Outcome 4</b><br>Understand the principle of leadership in business management | <ul style="list-style-type: none"> <li>• Theories of leadership</li> <li>• Leadership traits</li> <li>• Leadership styles</li> <li>• Leadership education</li> <li>• Leadership and management</li> </ul>  |

## 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

Banfield, P. and Kay, R. (2012) *Introduction to Human Resource Management*. 2<sup>nd</sup> Edition. Oxford: Oxford University Press.

Bratton, J., Grint, K. and Nelson, D. L. (2005) *Organizational Leadership*. New York: Thomson South Western.

Brooks, I. (2009) *Organisational Behaviour: Individuals, Groups, and Organisations*. Harlow: FT Prentice Hall.

Buchanan, D. and Huczynski, A. (2007) *Organisational Behaviour*. Harlow: FT Prentice Hall

Daft, R. (2006) *The Leadership Experience*. New York: Thomson South Western.

Gill, R. (2006) *Theory and Practice of Leadership*. London: Sage.

Gold, J., Thorpe, R. and Mumford, A. (2010) *Leadership and Management Development*, 5<sup>th</sup> Edition. CIPD

Leatherbarrow, C. and Fletcher, J. (2014). *Introduction to Human Resource Management: A Guide to HR in Practice*. 3<sup>rd</sup> Edition. London: CIPD

Martin, J. (2005) *Organizational Behaviour and Management*. London: Thomson Learning.

Mullins, L. J. (2010) *Management and Organisational Behaviour*. 9th Edition. Harlow: Financial

Northouse, P. G. (2009) *Introduction to Leadership, Concepts and Practice*. London: Sage

Robbins, S. and Judge, T. (2009) *Organizational Behaviour*. New Jersey: Person Prentice Hall

## 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](http://www.othm.org.uk).