



# **ATHE Level 3 Diploma in Business and Management**

601/8701/3

Specification Version 3.0 Valid from 1 December 2019



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## **About ATHE**

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

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

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

## **ATHE's Mission Statement**

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

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

## **Our Qualifications**

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

Key features of the qualifications include:

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

## **Support for Centres**

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

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

## ATHE Level 3 Diploma in Business and Management

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

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

**The QN number for this qualification is as follows:**

ATHE Level 3 Diploma in Business and Management	601/8701/3
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### Recognition Dates

This qualification is recognised from 1<sup>st</sup> May 2016, which is its operational start date in centres.

### Availability

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

### Entry Requirements

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

ATHE’s policy regarding access to our qualifications is that:

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

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

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

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

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

For those whom English is not their first language we recommend the following standards of proficiency in English language skills or an approved equivalent for this qualification:

- IELTS 5.5
- Common European Framework of Reference (CEFR) B2
- Cambridge English Advanced (CAE) 162 or above
- Pearson Test of English (PTE) Academic 42-49

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

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

### **Reasonable Adjustments and Special Considerations**

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

### **Support and Recognition**

This qualification has been developed with the support of Online Business School.

### **Progression**

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

Learners may progress to:

- a level 4 ATHE qualification such as the ATHE Level 4 Extended Diploma in Business and Management
- other level 4 qualifications
- a degree programme
- Employment or setting up own business

### **Recognition of Prior Learning (RPL)**

Learners have the opportunity to build their achievements from a single unit into a full Diploma.

There will be occasions where learners wish to claim recognition of prior learning which has not been formally assessed and accredited. Guidance on RPL is available on the Qualifications Guidance page on ATHE's website. Centres should contact ATHE to discuss the requirements for RPL if they require additional guidance.

### **Resources Required by Centres**

ATHE expects centres to provide the right human and physical resources needed to ensure the quality of the learner experience. Centres must ensure that staff have the appropriate level of subject knowledge and are normally qualified to at least a degree standard. It is desirable that staff have a teaching and/or assessing qualification and practical experience of this sector.

The physical resources required will vary depending on the style of delivery. Where distance or blended learning is used, ATHE expects centres to have appropriate learning support materials, infrastructure and technology in place to meet student needs.

This information will be checked by external verifiers on their visits to centres.

### **Support for ATHE Qualifications**

ATHE provides a wide range of support. This includes:

- materials on our website to support assessment and teaching and learning
- training events to support the delivery of the qualifications and assessment
- the services of a team of experienced advisors and external verifiers
- support for business development

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

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

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

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

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

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

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

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

- Supervised induction sessions
- Learner feedback with a teacher in real time

- Supervised independent learning
- Classroom-based learning supervised by a teacher
- Work-based learning supervised by a teacher
- Live webinar or telephone tutorial with a teacher in real time
- E-learning supervised by a teacher in real time
- All forms of assessment that take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

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

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

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

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

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

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

### **Credit**

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

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

Learning time includes all the activities described under guided learning hours and additional learning. The credit value of the unit will remain constant in all contexts regardless of the

assessment method or the mode of delivery. Learners will only be awarded credits for the successful completion of whole units.

### **Qualification Structure ATHE Level 3 Diploma in Business and Management**

**ATHE Level 3 Diploma in Business and Management is a 120-credit qualification.**

Rules of combination

To obtain the ATHE Level 3 Diploma in Business and Management learners must achieve all six mandatory units.

**The Total Qualification Time is 1200 Hours**

**The Total Guided Learning Hours is 720**

**The Total Credit value is 120**

<b>Unit Code</b>	<b>Unit Title</b>	<b>Level</b>	<b>Credit</b>	<b>GLH</b>
<b>Mandatory Units</b>				
K/508/3605	Managing Business Operations	3	20	120
M/508/3606	Maximising Resources to Achieve Business Success	3	20	120
T/508/3607	The Business Environment	3	20	120
H/508/3604	Managing People in Organisations	3	20	120
A/508/3608	Working in Teams	3	20	120
F/508/3609	Effective Business Communication	3	20	120

### **Guidance on Assessment and Grading**

#### **Assessment**

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

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



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

We would encourage our centres to develop their own assessment strategies, so you have the opportunity to put assignments in a context that is appropriate for your learners. Any assignments that you devise will need to be submitted to ATHE for approval before delivery of the programme. Centres can submit assignments for approval using the 'Centre-Devised Assignment' template documentation available on the ATHE website.

An assignment can relate to a single unit or an integrated assignment, incorporating more than one unit. An integrated assignment must show which learning outcomes and assessment criteria from which units are being covered.

### **Methods of Assessment**

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

We would recommend avoiding an over-reliance on essay writing and that more varied types of assessment are included. This might include assessment through a set project, a research activity, the production of a portfolio of evidence relating to a particular unit.

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

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

- devised assignments are clearly mapped to the unit learning outcomes and assessment criteria they have been designed to meet.
- that the command verbs used in the assignment are appropriate for the level of the qualification, e.g. analyse, explain and that the implications of these verbs are understood by learners and assessors.
- that the assignment gives the learner sufficient opportunity to meet the assessment criteria at the right level, through the work they are asked to complete (The level descriptors will be helpful to you in determining the level of content of the assessment).
- learners are well-briefed on the requirements of the unit and what they must do to meet them.
- Assessors are well trained and have a full understanding of the content of the unit/s they are assessing.
- there is an internal verification process in place to ensure consistency and standardisation of assessment across the qualification.
- assessment decisions are clearly explained and justified through the provision of feedback to the learner.

- that work submitted can be authenticated as the learner's own work and that there is clear guidance on the centre's Malpractice Policy.
- that there is an assessment plan in place identifying dates for formative and summative assessment of each unit and indicating when external verification will be needed.
- enough time is included in the assessment planning to allow the learners time for any necessary remedial work that may be needed prior to certification.

## Grading

### Grading System

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

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

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

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

## Qualification Grading Structure

### Determining the Overall Qualification Grade

Each unit is graded Pass, Merit or Distinction. As well as receiving a grade for each individual unit learners will receive an overall grade for the qualification. Each unit is equally weighted. The formula for establishing the overall grade is as follows.

#### Points for each 20-credit unit achieved are:

Pass (achieves Learning Outcomes at the standards stated in pass assessment criteria) – **60 points**

Merit (achieves Learning Outcomes at the standards stated in pass and all merit assessment criteria) – **80 points**

Distinction (achieves Learning Outcomes at the standards stated in pass, all merit and all distinction Assessment Criteria) – **100 points**

#### Calculations for the overall qualification grade:

##### Level 3 Diploma in Business and Management (120 credits)

Pass 360 - 439

Merit 440 - 559

Distinction 560+

#### Example grading for Level 3 Diploma in Business and Management

##### Example 1

Marina has achieved a total of 420 points for the qualification:

Unit no.	Unit result	Unit points
1	Pass	60
2	Pass	60
3	Distinction	100
4	Pass	60
5	Merit	80
6	Pass	60
	<i>Total</i>	<i>420</i>

Marina has achieved 420 points and will be awarded a Pass grade for the qualification as the requirement for a Pass is 360- 439 points.

##### Example 2

Imran has achieved a total of 480 points for the qualification:

Unit no.	Unit result	Unit points
1	Pass	60
2	Merit	80
3	Distinction	100
4	Distinction	100
5	Pass	60
6	Merit	80
	<i>Total</i>	<i>480</i>

Imran has achieved 480 points and will be awarded an overall Merit grade for the qualification as the requirement for a Merit is 440 - 559 points

### **Quality Assurance of Centres**

Centres delivering ATHE qualifications must be committed to ensuring the quality of the units and qualifications they deliver, through application of a series of measures including effective standardisation of assessors and verification of assessor decisions. ATHE will rigorously monitor the application of quality assurance processes in centres.

ATHE's quality assurance processes will include:

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

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

### **Malpractice**

Centres must have a robust Malpractice Policy in place, with a clear procedure for implementation. Centres must ensure that any work submitted for verification can be authenticated as the learner's own. Plagiarism software must be used for each piece of submitted assignment based written work and the plagiarism report must be presented with the learner work. Any instance of plagiarism detected by the External Verifier during sampling, will result in an investigation, which could mean that the entire cohort is rejected.

Centres should refer to the ATHE Malpractice Policy on the ATHE website.

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

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

Your approach to delivery should give the learners sufficient structure and information on which to build without you doing the work for them. In achieving the right balance, you will need to produce well-planned sessions that follow a logical sequence.

### **Top Tips for Delivery**

- Adopt a range of teaching and learning methods, including active learning.
- Plan sessions well to ensure a logical sequence of skills development.

- Include study skills aspects, e.g. how to construct a report or Harvard Referencing. Build time into your Scheme of Work and Session Plans to integrate study skills teaching.
- Set structured additional reading and homework tasks to be discussed in class.
- Elicit feedback from your students. Get them to identify where they believe the work they've done meets the learning outcomes at the standards specified by the assessment criteria.
- Contextualise your activities, e.g. using real case studies as a theme through the sessions.
- Take an integrated approach to teaching topics across units, where appropriate, rather than always taking a unit-by-unit approach. In this way, learners will be able to see the links between the content of the different units.

## **Unit Specifications**

### Unit Format

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

Each unit has the following sections:

### Unit Title

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

### Unit Aims

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

### Unit Code

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

### Level

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

### Guided Learning Hours (GLH)

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

### Total Qualification Time (TQT)

TQT represents the total time required for a learner to complete a qualification.

### Credit Value

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

### Learning Outcomes

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

### Assessment Criteria

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

### Unit Indicative Content

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

<b>Managing Business Operations</b>			
<b>Unit aims</b>	This unit aims to introduce learners to key aspects of all businesses and how they operate within the wider business environment, as well as internally. Learners will explore the important business areas of finance, customer service, planning, decision making and operational control		
<b>Unit level</b>	3		
<b>Unit code</b>	K/508/3605		
<b>GLH</b>	120		
<b>Credit value</b>	20		
<b>Unit grading structure</b>	Pass/Merit/Distinction		
<b>Assessment guidance</b>	Assignments in accordance with awarding organisation guidance		
<b>Learning outcomes. The learner will:</b>	<b>Assessment criteria. The learner can:</b>		
	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
1. Understand the key features of a business environment	1.1 Identify common functions and divisions found in organisations 1.2 Using examples, describe different structures within organisations 1.3 Describe the key differences between public, private, voluntary sector, and public service organisations	1 M1 Explain the advantages and disadvantages of each organisational structure	1 D1 Explain why an organisation may choose to change its structure and the impact this may have
2. Know key financial concepts used in organisations	2.1 Explain key accounting concepts 2.2 Describe the stakeholders who wish to understand an organisation's financial situation 2.3 Describe the kinds of business information which can be provided by budgets	2 M1 Interpret accounting information using key accounting concepts  2 M2 Explain how and why budgets are monitored and managed and the processes used (3-step budget management and virement)	2 D1 Explain how stakeholders' interests might influence an organisation's financial decision making
3. Understand the importance of customer service to business	3.1 Explain the importance of excellent customer service to organisations		3 D1 Evaluate the cost implications of poor service to both internal and external customers

operations	3.2 Describe the elements of excellent customer service	3 M1 Differentiate between functional and personal customer expectations and how an organisation can 'delight' a customer in both areas.	3 D2 Propose customer service improvements in your own organisation
4. Understand key aspects of planning to ensure business success	4.1 Explain why business planning is important 4.2 Describe the importance of mission, vision, business strategy and organisational objectives and how they are used in business 4.3 Explain the key elements of a business plan and how it is created		
5. Understand the importance of operational control	5.1 Explain why an organisation needs operational control 5.2 Describe the systems organisations use to achieve operational control	5 M1 Identify the different types of information which enable managers to have control and how they use the three-stage control loop	
6. Understand the decision-making process	6.1 Describe different techniques that managers can use to help decision making	6 M1 Describe good and poor business decisions, based on their impacts on business	6 D1 Evaluate own decision-making skills in terms of techniques used, outcomes and sensitivity to the culture of others.

### Indicative Content

#### The Structure of Organisations

- Organisational functions/divisions; organisational structures (simple, functional, matrix, hierarchical, divisional); their differences; advantages and disadvantages, examples of their use in different types of organisations, why organisations change structures
- Span of Control.
- Private, public, voluntary sector and public service organisations.

#### Financial Concepts (from Financial Stewardship and the Use of Budgets)

- Key accounting concepts (turnover, cash flow, profit & loss, break even, assets, liabilities, balance sheet and liquidity).



- Stakeholders - who is interested in knowing about an organisation's financial situation, and why.
- Reasons for changes to an organisation's financial situation
- Definition: business information provided by a budget.
- Monitoring and managing budgets – why; the 3-Step Budget Management Process, the Virement process, fixed and variable costs.

### **Putting Customers First**

- The costs involved in losing customers; why it is important to keep customers.
- Internal and External Customers.
- Excellent customer service: definition; functional expectations and personal expectations; delighting customers; Six Key Actions for Providing Excellent Customer Service; putting Customers First within your own organisation.

### **Business Planning**

- Importance; short-term, medium-term and long-term business planning.
- Five key planning questions
- Mission statement, organisational vision, organisational objectives, business strategy.
- Business planning.

### **Controlling Operations**

- Monitoring and controlling.
- Elements that need to be controlled; the different types of information which managers need to be able to control; three-stage control loop.

### **The Decision-Making Process**

- Techniques for decision making, balance sheet technique, mind mapping process, the criteria list technique, brainstorming
- Implications of different kinds of decisions; Own preferred approach to decision making.
- Use of appropriate decision-making technique to suit situations/circumstances; monitoring outcome of decisions; recognising how cultural differences can impact on decision-making process.

<b>Maximising Resources to Achieve Business Success</b>			
<b>Unit aims</b>	Effective use of resources can be business critical. This unit aims to ensure learners understand the range of resources businesses need, why this must be monitored and how this can be achieved through technology and other project management tools		
<b>Unit level</b>	3		
<b>Unit code</b>	M/508/3606		
<b>GLH</b>	120		
<b>Credit value</b>	20		
<b>Unit grading structure</b>	Pass/Merit/Distinction		
<b>Assessment guidance</b>	Assignments in accordance with awarding organisation guidance		
<b>Learning outcomes. The learner will:</b>	<b>Assessment criteria. The learner can:</b>		
	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
1. Understand the importance of resources to business success	1.1 Explain the resources needed by organisations in different business sectors of the economy	1 M1 Explain the impact of a shortfall in resources on business performance	
2. Know how organisations monitor the use of resources	2.1 Explain how and why resources must be monitored 2.2 Explain what is meant by benchmarking and how it is used by organisations to monitor resources 2.3 Explain what is meant by performance indicators and how they are used by organisations to monitor human resources	2 M1 Explain best practice in terms of resource monitoring and usage	2 D1 Assess resource monitoring in an organisation, recommending further developments and/or corrective action
3. Know about new technologies used in organisations	3.1 Describe new technologies available to organisations 3.2 Explain how new technologies are used by organisations	3 M1 Explain how new technologies are impacting on organisations	3 D1 Assess the risks faced by organisations if they do not protect their technology
4. Understand the process of project management and how it contributes to the efficient use of resources	4.1 Identify and explain the key skills needed by a successful project manager 4.2 Describe the Three Stage-Project Cycle 4.3 Explain why it is important to identify	4 M1 Plan a project to manage or monitor resources using all the stages of project management	

	and rank a project's critical factors		
	4.4 Explain the tools used for managing projects		
	4.5 Explain the purpose and importance of project evaluation and review.		
5. Understand how organisations work towards 'best practice'	5.1 Explain the terms excellence and quality and the impact of these concepts on organisations		5 D1 Evaluate the quality systems within an organisation and make recommendations for improvement
	5.2 Describe tools and techniques that are used by organisations to ensure the quality of their products and services		

## Indicative Content

### Using and monitoring resources

- Resources which are necessary for any organisation to prosper and thrive; their importance and purpose, how to maximise use of, manage and conserve organisation's resources.
- Monitoring resources: factors which need to be monitored on a regular basis; how to monitor resources at work. Impact of not monitoring resources
- Efficient resource monitoring, identification of problems, appropriate corrective action.

### Best Practice and Sound Policy

- Benchmarking: process benchmarking; performance benchmarking; strategic benchmarking and internal benchmarking.
- What performance indicators are and how they are used.
- Best Practice; sound policy; why it is necessary to ensure best practice/create sound policy.

### Harnessing Technology

- Some of the most commonly used new technology words and phrases.
- The most popular and widely used computer software programmes.
- computer software programmes currently used in own workplace, and own current level of skill and ability to use each one.
- ways in which skills and abilities can be developed to work with the computer software currently in use.
- the Internet and how it works.
- Demonstrate, at work, confidence in your ability to work with new technology.

### Project Management Skills

- project management skills
- the Three Stage-Project Cycle
  - Identify and rank a project's Critical Factors.
  - key dates/milestones (Gantt Chart)
  - Analysis of project (e.g. SWOT Analysis Technique to identify project strengths, weaknesses, opportunities and threats.)
  - possible causes of a project's problems (e.g. Ishikawa Fishbone Diagram)
  - *project tasks and the order in which these should be completed (e.g.' Critical Path Analysis*
  - Project Evaluation & Review
- Apply skills to manage projects.

### **The Excellent Organisation**

- The terms quality and excellence, why they are important to organisations
- Tools and techniques to implement quality in an organisation:
  - Total Quality Management (TQM)
  - 3-Step Quality Control process
  - Right First Time
  - Quality Assurance
  - Continuous improvement (Kaizen)

<b>The Business Environment</b>			
<b>Unit aims</b>	All businesses operate within a wider business environment – of which they must be constantly aware. This unit aims to introduce learners to all aspects of that external environment and how an organisation may choose to ‘position itself’ through marketing or its ethical image. The unit also considers the impact of culture on organisations.		
<b>Unit level</b>	3		
<b>Unit code</b>	T/508/3607		
<b>GLH</b>	120		
<b>Credit value</b>	20		
<b>Unit grading structure</b>	Pass/Merit/Distinction		
<b>Assessment guidance</b>	Assignments in accordance with awarding organisation guidance		
<b>Learning outcomes. The learner will:</b>	<b>Assessment criteria. The learner can:</b>		
	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
1. Understand how external factors can impact on organisations	1.1 Describe external factors which may have an effect upon organisations 1.2 Explain why organisations carry out PESTLE analyses 1.3 Describe the three-step crisis management procedure	1 M1 Using a PESTLE analysis, describe the political, economic, social and technological legal and environmental factors facing a specific organisation	1 D1 Make recommendations for dealing with the external opportunities and challenges facing a specific organisation  1 D2 Evaluate how a specific crisis in an organisation was managed.
2. Understand why organisations need to be aware of their impact on the environment	2.1 Identify the factors which contribute towards environmental damage and explain how these can be minimised by organisations 2.2 Explain how lack of care for the environment can impact on business profitability and reputation		2 D1 Make recommendations to a specific organisation to help them reduce their environmental impact
3. Understand key elements of marketing	3.1 Explain the function of marketing and how it differs from selling 3.2 Describe the purpose of a marketing plan and marketing	3 M1 Describe the elements of the marketing mix, using examples from a specific organisation	

	<p>objectives, providing examples as appropriate</p> <p>3.3 Explain the differences between internal and external data and information</p> <p>3.4 Explain the differences between primary and secondary information</p>	<p>3 M2 Describe how organisations use the information which has been collected for marketing purposes</p>	<p>3 D1 Evaluate a specific marketing campaign used by an organisation</p>
<p>4 Understand why organisations and individuals need to behave ethically</p>	<p>4.1 Describe the benefits to organisations of behaving ethically</p>	<p>4 M1 Using examples, explain why individuals and organisations might make unethical decisions or use unethical business practices</p>	<p>4 D1 Review the ethical record of a named organisation operating in the private sector</p>
<p>5 Understand the impact of organisational culture</p>	<p>5.2 Explain the effect of organisational culture on business, providing examples from different organisations</p>	<p>5 M1 Explain how the management style would vary in a power, role, task and person culture</p> <p>5 M2 Assess which type of organisational culture you would prefer to work in</p>	

## Indicative Content

### External Influences on Business

- External factors which may have an impact on organisations.
- How to use a PESTLE to identify the political, economic, social and technological, legal and environmental factors which may cause problems for your organisation; why they are needed; possible solutions which could be used to deal with the external factors highlighted by the PESTLE Analysis
- How to deal with external factors eg Three-Step Crisis Management Procedure, using appropriate people for a crisis management team.

### Environmental Awareness

- Environmental damage: what it is, how it is caused (the factors which can contribute towards environmental damage); how lack of care for the environment can impact on business profitability and global reputation
- Environmental awareness: why it is necessary for you/managers to understand the importance of environmental awareness; methods to minimise environmental damage within organisations

**Marketing;** the difference between marketing and selling; marketing objectives and marketing plans

- the Marketing Mix and its application
- Information: the difference between Data and Information, internal and external information, primary and secondary information; how they are all used in marketing
- problems you experience with the supply of information and possible improvements to the way in which information is supplied
- database of sources of secondary information – how to compile, (important elements, need for clean data)

### **The Ethics of the Organisation**

- Business ethics: what an ethical organisation actually does and the benefits
- Why individuals and organisations might make unethical decisions/use unethical business practices.
- How to introduce an ethical approach to an organisation.

### **Cultural impact**

- The term 'organisational culture'; types of cultures e.g. Power culture, Role culture, Task culture, Person culture.
- Impact of culture; on management style, on individuals, on self (own preferred style)

<b>Managing People in Organisations</b>			
<b>Unit aims</b>	People are often considered to be the most important resource in any organisation. This unit aims to give learners the knowledge and understanding about recruitment, performance management and development.		
<b>Unit level</b>	3		
<b>Unit code</b>	H/508/3604		
<b>GLH</b>	120		
<b>Credit value</b>	20		
<b>Unit grading structure</b>	Pass/Merit/Distinction		
<b>Assessment guidance</b>	Assignments in accordance with awarding organisation guidance		
<b>Learning outcomes. The learner will:</b>	<b>Assessment criteria. The learner can:</b>		
	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
1. Understand key elements of the recruitment and selection process	1.1 Explain the recruitment methods and processes used by organisations 1.2 Prepare a job description and person specification for a specified job 1.3 Produce guidelines to ensure interviewers carry out best practice before during and after an interview	1 M1 Describe the difference between direct and indirect discrimination	1 D1 Evaluate the effect of legislation on the recruitment and selection process
2. Know how organisations carry out performance management	2.1 Describe each stage of the seven-step process for Managing Performance 2.2 Using examples, explain why standards are a necessary part of performance management	2 M1 Explain performance management and how it benefits employees, managers and organisations.	2 D1 Design an appraisal process including examples of the documentation required
3. Know how organisations develop people	3.1 Explain the difference between training, coaching, mentoring and counselling 3.2 Describe the learning cycle 3.3 Describe a range of psychometric tests and their uses	3 M1 Using examples, describe different kinds of opportunities which organisations use to develop employees  3 M2 Select appropriate support to offer to individuals, using diverse	3 D1 Evaluate the benefits of training, counselling, mentoring and coaching to individuals and organisations



		scenarios	
4. Know how to ensure employee training is effective	<p>4.1 Explain the key elements of a Learning Organisation</p> <p>4.2 Describe the elements of the training cycle</p> <p>4.3 Explain the characteristics of effective training courses</p>	<p>4 M1 Explain the purpose of a training needs analysis, and how to carry one out</p> <p>4 M2 For three different training methods, describe the advantages and disadvantages of their use</p>	4 D1 Produce the learning objectives for a work-related training course
5. Review own personal effectiveness	<p>5.1 Identify own preferred learning style</p> <p>5.2 Describe the behaviours of people who are confident, lacking in confidence and over-confident, and relate to self</p> <p>5.3 Explain the goal setting process and the difference between long-term and short-term goals</p> <p>5.4 Assess own time management skills</p>	<p>5 M1 Set SMART personal and work-related goals</p> <p>5 M2 Use techniques to priorities your own workload</p>	<p>2 D1 Devise solutions for handling non-productive 'time wasting' activities</p> <p>2 D2 Use a range of tools and techniques to develop own creativity at work</p>
6. Know the steps taken by organisations to ensure workplace welfare	<p>6.1 Explain the term workplace welfare</p> <p>6.2 Describe employers' and employees' health &amp; safety responsibilities</p> <p>6.3 Explain how organisations can reduce the occurrence of work-related stress</p>	6 M1 Explain each step of the 5-Step Health & Safety Management Procedure	
7. Know how to manage change	<p>7.1 Explain why organisations must embrace 'change'</p> <p>7.2 Describe the most common reactions to change</p>	7 M1 Explain the Four-Step Change Management Process and how it can help organisations	7 D1 Assess own reactions to change

## **Indicative Content**

### **Recruiting the Right People**

- Common recruitment methods
- Job descriptions and person specifications: content; layout
- The selection process: shortlisting, interviewing; best practice: what should happen before, during and after interviews
- Direct and indirect discrimination

### **Managing Performance**

- Performance management: what it is; why it is important; the benefits for individual members of staff, managers and organisations.
- Standards: what they are and why they are necessary; the importance of realistic, work-related Standards
- The Seven-Step Process for Managing Performance
- Staff appraisals: how to conduct them to ensure they are effective

### **Developing and supporting people**

Difference between training and development, different kinds of development opportunities

- Learning Organisations; psychometric tests and their uses; the learning cycle, learning styles.
- Supporting employees: coaching, mentoring, counselling, when to offer
- The coaching process

### **Making Training Work**

- The training cycle; knowledge and skills gap; the training needs analysis
- Training courses: the importance of developing suitable training materials, i.e. at the right level, relevant and applicable; Learning Objectives; different training methods (including work-related training) their advantages and disadvantages,
- Learning styles; active and passive learning

### **Managing own performance**

- Levels of confidence: the differences between people who are confident, lacking in confidence and over-confident; own self confidence
- The goal-setting process; long-term and short-term goals, personal and work-related goals, SMART goals
- Workload and time management; time pressures – planning, doing and dealing with people; how to prioritise, time-wasting activities; solutions
- Tools and techniques to develop creativity at work

### **Workplace Welfare**

- Workplace Welfare: employers' and employees' health & safety responsibilities
- The 5-Step Health & Safety Management Procedure, Safety audits, what they are and how to carry them out; Risk assessments, what they are and how to carry them out
- Work-Related Stress; how to reduce incidence

## **Making Change Positive**

- Why organisations change (internal and external reasons).
- Reactions to change, why people resist
- How to manage change - the Four-Step Change Management Process
- How to contribute positively to change

<b>Working in Teams</b>			
<b>Unit aims</b>	Good teamwork creates synergy within an organisation. This unit introduces the learner to the skills of teamwork. Learners will explore the features of an effective team, motivation and leadership and the importance of delegating, influencing and developing excellent interpersonal skills.		
<b>Unit level</b>	3		
<b>Unit code</b>	A/508/3608		
<b>GLH</b>	120		
<b>Credit value</b>	20		
<b>Unit grading structure</b>	Pass/Merit/Distinction		
<b>Assessment guidance</b>	Assignments in accordance with awarding organisation guidance		
<b>Learning outcomes. The learner will:</b>	<b>Assessment criteria. The learner can:</b>		
	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
1. Understand the key features of an effective team	1.1 Describe the qualities that make a team effective 1.2 Describe different team styles	1 M1 Discuss own preferred team style giving reasons for their preference	1 D1 Explain own approach to building a successful team
2. Understand the key features of an effective team leader	2.1 Outline the role of a team leader and the skills and qualities they require 2.2 Describe different leadership styles	2 M1 Explain own personal preferred leadership style	2 D1 Evaluate the team leadership skills of a specific individual
3. Understand theories of motivation	3.1 Describe different theories of motivation 3.2 With reference to leadership theory, identify those factors which are generally considered to demotivate and motivate people in the workplace	3 M1 Assess own personal motivating and demotivating factors	
4. Know the principles of effective delegation to team members	4.1 Explain the difference between delegation and abdication of responsibility 4.2 Describe the benefits and risks of delegation to managers and	4 M1 Describe the 'Eight-step plan for successful delegation'	

	members of a team		
5. Know how to influence others	5.1 Explain what influencing is 5.2 Describe the actions and behaviours of people when they attempt to influence others 5.3 Explain the negotiation process		
6. Know how to build and maintain interpersonal relationships with colleagues	6.1 Explain the importance of creating good interpersonal relationships at work 6.2 Explain the differences between positive, negative and constructive feedback 6.3 Describe the indications and common causes of disagreement in work teams 6.4 Explain the approaches people use to resolve conflict situations in work teams	6 M1 Analyse the characteristics of good interpersonal relationships with work colleagues  6 M2 Describe the six-step conflict management process	6 D1 Analyse the characteristics of effective feedback  6 D2 Evaluate feedback to assess its effectiveness

## Indicative Content

### Working in Teams

- Definition; the qualities of an effective team.
- Team styles, personal/preferred team style.
- Making a team cohesive: how to establish unity of direction in a team; encouraging positive teamwork in your own team.

### The Art of Leadership

- The leadership role, the qualities and skills an effective leader needs to use, why leaders are necessary, the connection between leadership and vision.
- leadership styles, own preferred leadership style

### Motivating People

- What is motivation? Motivation theories/what the leading thinkers have to say about motivation

- Attitudes and behaviours which motivate/demotivate

### **Effective Delegation**

- What is delegation: the difference between delegation and abdication of responsibility
- Benefits of delegation for a manager, and members of a team.
- Tasks most suitable for delegation
- How to delegate; the 'Eight-step plan for successful delegation'.

### **Influencing Skills**

- What is influencing: who you need to influence in your own working life.
- Actions you need to take and the behaviours you need to demonstrate when you are attempting to influence others
- The negotiation process; a win/win situation, benefits of win-win

### **Build and maintaining interpersonal relationships**

- Good interpersonal relationships; their importance, the main characteristics of good interpersonal relationships with colleagues.
- Feedback: the difference between positive and negative feedback; constructive feedback; how to give and receive positive and constructive manner
- Common causes of conflict at work, the signs which indicate conflict; the tactics used in conflict situations at work



	non-verbal signals they can send through their own personal appearance		
4. Know how to run an effective business meeting	<p>4.1 Describe the factors that differentiate a productive meeting from an unproductive one</p> <p>4.2 Differentiate between a formal and an informal agenda.</p> <p>4.3 Describe the purpose and contents of the meeting Minutes.</p> <p>4.4 Describe the responsibilities of a Chairperson.</p> <p>4.5 Explain how to make a positive contribution to any meeting.</p>	4 M1 Plan an effective virtual business meeting	4 D1 Analyse the characteristics of effective meetings
5. Know how to make an effective business presentation	<p>5.1 Describe the different work occasions which require information to be presented to others</p> <p>5.2 Explain the characteristics of an effective presentation</p> <p>5.3 Explain the difference between an effective (good) visual aid, and an ineffective (poor) visual aid</p>	5 M1 Produce a variety of visual aids which can be used during a presentation	5 D1 Prepare and deliver interesting and appropriate presentations
6. Know how to deal with problems faced by business organisations	6.1 Explain the nature of common business problems	6 M1 Explain the six-step process of analysing a problem and finding the right solution.	

## Indicative Content

### Verbal communication

- The importance of clear communication; impact of confused, unclear communication.
- Effective listening
- Questions: open and closed questions; appropriate use
- Communication styles: aggressive, passive and assertive; the importance and elements of assertive communication.



- Using communication skills to develop rapport with others.
- Effective telephone calls.

### **Written communication**

- Importance of clear, concise and complete written communication.

### **Non-verbal communication**

- Importance of non-verbal communication; including personal space.
- Body language signals: how to interpret those used by others; how to send body language signals
- Personal appearance and the non-verbal signals it can send

### **Effective Meetings**

- Meetings: productive and non-productive meetings; the Seven-Step Process for organizing productive meetings.
- Documents: agendas formal and informal; minutes, purpose and contents
- Responsibilities of a chairperson; how to chair a meeting
- Making a positive contribution to any meeting.

### **Presenting Information**

- Types of presentation: when you could be called upon to present information to others.
- Key areas of every presentation: Content, Visual Aids, and Delivery:
  - Content: Introduction, main message, summary and closure; how to prepare content
  - Visual aids: types; difference between an effective (good) visual aid, and an ineffective (poor) visual aid; how to prepare visual aids
  - How to deliver: positive actions to take, and the negative actions to avoid; how to prepare to deliver

### **Analysing and Solving Problems**

- the nature of problems; differences between maintenance and achievement problems; urgent and non-urgent problems
- approaches to tackling a problem; the six-step process of analysing a problem and finding the right solution.