QUALIFI

**SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE**

Qualifi Level 3 Diploma in Business, Management and Study Skills

Specification (For Centres)

November 2022

About QUALIFI

QUALIFI provides academic and vocational qualifications that are globally recognised. QUALIFI's commitment to the creation and awarding of respected qualifications has a rigorous focus on high standards and consistency, beginning with recognition as an Awarding Organisation (AO) in the UK. QUALIFI is approved and regulated by Ofqual (in full). Our Ofqual reference number is RN5160. Ofqual is responsible for maintaining standards and confidence in a wide range of vocational qualifications.

As an Ofqual recognised Awarding Organisation, QUALIFI has a duty of care to implement quality assurance processes. This is to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications and awards meet the required standards. This also safeguards the outcome of assessments and meets national regulatory requirements.

QUALIFI's qualifications are developed to be accessible to all learners in that they are available to anyone who is capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure learners are free from any barriers that may restrict access and progression.

QUALIFI's policy document for learners with specific requirements or who need special consideration is available for centre reference. Centres are responsible for reviewing the applicant's ability to complete the training programme successfully and ultimately achieve a qualification. The initial assessment by the centre, will need to take into account the support that is readily available or can be made available to meet individual needs as appropriate. The centre must also consider prior learning and qualifications and they must be in a position to make a judgement on the learner's entry requirements.

Supporting Diversity

QUALIFI and its partners recognise and value individual difference and have a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age.

Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for learners to feed back about their experience of teaching and learning. This can include questionnaires and surveys to allow both centres and QUALIFI to understand how we can improve the learner experience.

Contents

1 Introduction

1.1 Why Choose QUALIFI Qualifications?

QUALIFI qualifications look to provide a realistic and broad opportunity for learners seeking career and professional development. They will support learners in realising their potential and provide clear objectives.

These objectives are to:

- provide career path support to learners who wish to develop their management skills, enterprise capabilities and opportunities in their chosen sector
- improve learner understanding of any given business environments and organisations and how they are managed and developed
- develop skills and abilities in learners to support their professional development.

Our qualifications provide a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives and processes of organisations, appreciating their diversity and the influences and impact of external forces on them. The fast-changing and complex business environment and different organisational ability to stay resilient and respond positively to change and opportunities will be explored.

Our qualifications will develop the learner's ability to:

- apply analytical and evaluative techniques and to enhance those skills
- investigate issues and opportunities
- develop their awareness and appreciation of managerial, organisational and environmental issues
- use management techniques and practices in imaginative ways
- make use of relevant information from different sources
- develop and encourage problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social and other transferable skills.

1.2 Employer Support for the Qualification Development

The development of this qualification has been initiated and guided by discussions and idea sharing with a range of employers, providers and existing centres demonstrating the rigor, validity and demand for the qualification.

Discussions and feedback have been taken throughout the development of the qualifications on content, the potential learner audience for the qualification and assessment methods, ensuring a valuable experience and a recognised set of skills, knowledge and understanding is realised.

1.3 Qualification Title and Code

This qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit with the qualification has its own RQF code. The QAN for this qualification is as follows:

Qualifi Level 3 Extended Diploma in Business, Management and Study Skills (603/7380/5)

1.4 Awarding Organisation

QUALIFI LTD

2 Programme Purpose

2.1 Reasons for the Qualification

The qualification has been created to develop and reward those learners who are looking to or already have chosen a career in a business-related sector.

We hope that centres and learners take the opportunity to learn a great deal from this programme that will provide relevant new skills and qualities.

It is envisaged that this programme will encourage both academic and professional development so that learners move forward to realise not just their own potential but also that of organisations across a broad range of sectors.

The qualification is accredited at Level 3 with a total equivalence of 120 credits. It is envisaged that learners completing the Level 3 Diploma will progress to a QUALIFI Level 4 qualification.

2.2 Rationale for the Diploma

The rationale for the Diploma is to provide a career path for learners who wish to develop their core capabilities within the business sector. The outcome of the qualification, which is a recognised UK Qualification, is for learners to develop the skills required by organisations globally.

All QUALIFI programmes create learning that advances the thought leadership of organisations, offering conceptual and practical insights that are applicable in the companies of today and tomorrow.

Furthermore, we look to develop the team leaders, managers and leaders of the future through the creation and delivery of learning appropriate for industry.

The qualification will:

- prepare learners for employment; and
- support a range of roles in the workplace.

The qualification provides a specialist work-related programme of study that provides breadth and depth of knowledge and understanding, along with practical skills required in the business sector. It also allows specialist development through the optional units.

The qualification provides a generic core of mandatory units that apply to all business contexts; and allows learners to select specialisms in the optional units.

The qualification is suitable for part-time learners in the workplace but equally appropriate for full-time learners who can also participate in formal work placements or part-time employment. Learners can progress into or within employment in the business sector, either directly on achievement of the awards or following further study to any of QUALIFI's Level 4 Diplomas.

2.3 Aims of the Diploma

The Level 3 Diploma in Business, Management and Study Skills is aimed at those that have management responsibilities but no formal training. It is particularly suited to practicing team leaders seeking to move to the next level of management. It will also provide an entry level qualification for those who have studied Business related subjects at Level 3 and who wish to gain skills and competencies for employment is a management setting.

The Level 3 Diploma is designed to provide aspiring and existing junior managers with a broader knowledge of effective management skills, while focusing on key management areas specific to the workplace. In addition, industry has recognised that leadership and management training is essential for business growth, particularly in high-tech, high paced business environment that need to respond to a rapidly changing environment. To achieve this the essential attributes of being able to communicate, inspire and lead are often lacking, which are seen crucial to achieving organisational success.

2.4 Learning Outcomes of the Diploma

Learners studying for the Level 3 Diploma in Business, Management and Study Skills will be expected to develop the following skills during the programme of study:

1. The ability to read and use appropriate literature with a full and critical understanding the ability to think independently and solve problems
2. Apply subject knowledge and understanding to address familiar and unfamiliar problems
3. Recognise the moral and ethical issues of business practice and research, appreciating the need for ethical standards and professional codes of conduct
4. An appreciation of the interdisciplinary nature of business and service provision
5. Capacity to give a clear and accurate account of a subject, in a mature way and engage in debate and dialogue both with specialists and non-specialists
6. Transferable skills and knowledge that will enable individuals to meet changes in business
7. To motivate individuals to progress to further professional development through future study or as part of their chosen career.

These are the overall learning outcomes in line with a Level 3 qualification. The learning outcomes for each of the units are identified in Appendix 1 within the descriptors.

3. Delivering the Qualification

3.1 Quality Assurance Arrangements

All centres go through an application and approval process to be recognised as an approved centre. Centres must have in place qualified and experienced tutors. The experience of tutors and their ability to support learners will be important. Centres must commit to working with QUALIFI and its team of Quality Reviewers/External Verifiers. Continuing professional development (CPD) for tutors is also required.

Approved centres will be monitored by QUALIFI External Quality Reviewers (EQAs) to ensure that learners are provided with appropriate learning opportunities and guidance. EQAs will ask to see and discuss a centre's formative assessment plans. The suitability of these plans will be agreed with the centre.

QUALIFI's guidance on invigilation, preventing plagiarism and collusion will apply to centres. QUALIFI Quality Reviewers/External Verifiers will monitor centre compliance. For assessment purposes, unless otherwise agreed, QUALIFI:

- appoints assignment setters, markers and moderators
- sets and agrees assignments
- marks and moderates' assignments
- agrees the final mark and issues certificates.

QUALIFI's 'Handbook on Guidance and Requirements for Assessment and Marking' will apply to its assignment setters, markers and moderators.

3.2 Access to Study

All learners should be invited to an induction event to be introduced to the programme in detail through presentations and discussions with tutors and the centre support team.

All learners should be issued with the Diploma handbook, a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they take the right qualification and the right pathways or optional units, to allow them to progress to the next stage.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance in order to support them in making the necessary qualification and unit choices. When learners are recruited, centres need to give them accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within 30 days of centre registration.

3.3 Entry Criteria

QUALIFI Level 3 Diploma in Business, Management and Study Skills

The qualification has been designed to be accessible without artificial barriers that restrict access and progression. Entry to the qualification will be through centre interview and learners will be expected to hold the following:

- qualifications at Level 2 and/or.
- work experience in a business environment and demonstrate ambition with clear career goals.
- Level 3 qualification in another discipline and want to develop their careers in management.

In certain circumstances, learners with considerable experience but no formal qualifications may be considered, subject to interview and being able to demonstrate their ability to cope with the demands of the programme.

In the case of applicants whose first language is not English, then IELTS 5 (or equivalent) is required. International Qualifications will be checked for appropriate matriculation to UK Higher Education undergraduate programmes. The applicants are normally required to produce two supporting references, at least one of which should preferably be academic.

4 Structure of the Qualification

4.1 Units, Credits and Total Qualification Time (TQT)

The QUALIFI Level 3 Diploma in Business, Management and Study Skills is a Level 3 qualification made up of 120 credits.

All units are 10 credits in value. These units have been designed from a learning time perspective and are expressed in terms of **Total Qualification Time (TQT)**. TQT is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a Qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment. Each 10-credit unit approximates to a TQT of 100 hours incorporating either 65 or 75 hours of GLH.

Examples of activities which can contribute to Total Qualification Time include:

- guided learning
- independent and unsupervised research/learning
- unsupervised compilation of a portfolio of work experience
- unsupervised e-learning
- unsupervised e-assessment
- unsupervised coursework
- watching a pre-recorded podcast or webinar
- unsupervised work-based learning.

Guided Learning Hours (GLH) are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Some examples of activities which can contribute to Guided Learning include:

- classroom-based learning supervised by a tutor
- work-based learning supervised by a tutor
- live webinar or telephone tutorial with a tutor in real time
- e-learning supervised by a tutor in real time
- all forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

4.2 Qualification Structure

There are 10 mandatory and 4 optional units for this qualification. All units cover a number of topics relating to learning outcomes.

Learners are required to complete twelve units to achieve the 120 credits required to gain the Diploma. This includes 10 mandatory and 2 from 4 optional units. Learners will be expected to attend lectures and workshops that will introduce the subject matter. Formative assessments (weighted at 0%) may be used in lectures or tutorials to check knowledge and understanding of specific topics and subject areas. Units require reflective exam sets and/or summative assessments for marking.

Unit Reference	Mandatory Units	Level	TQT	GLH	Credits
A/615/5045	An Introduction to the Business Environment	3	100	65	10
F/615/5046	Business Resources	3	100	65	10
J/615/5047	An Introduction to Marketing	3	100	65	10
L/615/5048	Human Resource Management	3	100	65	10
R/615/5049	Business Communication	3	100	65	10
J/615/5050	Understanding Health and Safety in the Business Workplace	3	100	65	10
A/617/5537	Managing Business Operations	3	100	75	10
F/617/5538	An Introduction to Finance	3	100	75	10
T/618/7010	English for University Studies	3	100	65	10
A/618/7011	Communication and Cultural Skills for University	3	100	65	10
Unit Reference	Optional Units	Level	TQT	GLH	Credits
A/617/5540	An Introduction to Leadership Skills	3	100	75	10
F/617/5541	Organisational Culture	3	100	75	10
J/617/5542	Workplace Welfare	3	100	75	10
R/615/4774	Thinking Entrepreneurially	3	100	65	10

4.3 Progression and Links to other QUALIFI Programmes

Learners completing the **QUALIFI Level 3 Diploma in Business, Management and Study Skills** can progress to:

- a QUALIFI Level 4 qualification, or
- directly into employment in an associated profession, or
- an undergraduate degree.

4.4 Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) 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 so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's policy document on RPL.

5 Guidance to Teaching and Learning

To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures required to ensure the very best standards are available to learners. These include:
- expertise of staff
- learning and teaching methods
- study skills
- learning resources
- personal development planning
- career opportunities.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6 Learner Support

Centres should continue to support learners and encourage appropriate behaviour. To ensure consistency and quality of delivery amongst centres QUALIFI, has outlined a number of policies and procedures to ensure the very best standards are available to learners. These include:

- learners with disabilities
- health and safety
- conduct
- progression
- weekly timetable/attendance requirements.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6.1 Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email support@QUALIFI-international.com

7. Assessment

Our qualifications are vocational as they can support a learner's career progression. To meet QUALIFI's aim to provide an appropriate assessment method each unit will be assessed through tasks that will be written in a way to make them realistic 'work-related' tasks wherever possible. Learners will need to demonstrate knowledge, understanding and. Original thought, problem solving and recommendations on actions will also be asked for from learners where appropriate for the unit. Intellectual rigour will be expected appropriate to the level of the qualification.

Assignments will contain a question strand for each of the given unit's learning outcomes. The assignment tasks will address the LO (learning outcome) and AC (assessment criteria) requirements. Within assignments there will always be requirements for learners to engage with important and relevant theory that underpins the subject area.

The assignment questions will require learners to draw on real organisations to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, facilitate in-company opportunities for learners to undertake research and investigation projects and/or support the organisation with various tasks. Mature and part-time learners will ideally be able to draw on their personal work experience too.

Sample assessments and marking scheme are available on request as part of the Qualification Specification supplied to centres.

QUALIFI has an assessment policy and procedure documents that are available to all centres delivering this qualification. QUALIFI's 'Handbook on Guidance and Requirements for Assessment and Marking' covers the following:

- assessment strategy
- assessment arrangements for learners with a disability
- verification
- marking scheme/pass mark
- deferral after valid mitigating circumstances
- referral after failure
- dealing with difficulties in meeting assessment deadlines
- late submissions
- assessment boards
- appeals
- cheating and plagiarism
- referencing
- confidential material
- submission.

For more information, please contact Qualifi.

8. Course Regulations

8.1 Course Requirements

Learners must complete all units and pass the appropriate mark to receive the full Diploma Award.

QUALIFI will issue certificates to all successful students through the registered centres.

8.2 Classification of Awards

The qualification is a pass/fail. Learners must achieve a minimum of 40% on each unit to pass. When a candidate has achieved an overall average mark of at least 70% from all the units, QUALIFI may award a Distinction, although offering such a grade to individual candidates is at the discretion of QUALIFI and is not normally given after any successful referral attempts.

Decisions about the overall classification of awards are made by QUALIFI through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) or, at the discretion of QUALIFI, on the basis of your overall profile and performance subject to the minimum requirements.

8.3. Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there is a range of mechanisms for learners to feed back about their experience of teaching and learning.

8.4 Complaints

QUALIFI recognises that there may be occasions when learners and centres have cause for complaint about the service received. When this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system that ensures as an effective, prompt and appropriate response as possible.

For more information on our formal complaints procedure please contact in the first instance or email: support@QUALIFI-international.com

9 Equality and Diversity

QUALIFI recognises that discrimination and victimisation are unacceptable and that it is in the interests of QUALIFI employees to utilise the skills of the total workforce. It is our aim to ensure that no employee or other representative of QUALIFI receives less favourable facilities or treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability, gender/gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, or sexual orientation (protected characteristics).

Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give their best. We oppose all forms of unlawful and unfair discrimination or victimisation. To that end the purpose of this policy is to provide equality and fairness for all.

Our staff will not discriminate directly or indirectly, or harass customers or clients because of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the provision of QUALIFI's goods or services.

This policy and the associated arrangements shall operate in accordance with statutory requirements, particularly the Equality Act 2010 https://www.gov.uk/equality-act-2010-guidance. In addition, full account will be taken of any guidance or codes of practice issued by the Equality and Human Rights Commission, any government departments, and any other statutory bodies.

The policy document will be monitored and reviewed annually and can be downloaded from our website or by making contact with QUALIFI.

10. Further Professional Development and Training

QUALIFI supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

You can request customised training through your registered centre in the first instance. If you need to contact QUALIFI directly:

Our customer service number: +44 (0) 115 888 2323

Or email: support@QUALIFI-international.com

Website: www.QUALIFI.net   www.QUALIFI-international.com

Appendix 1: Unit Descriptors

Unit 1: An Introduction to the Business Environment

Unit code: A/615/5045
RQF level: 3

Aim

This Unit will explain different types of businesses and their ownership exist in an economy. Learners will understand role of owner and stakeholders to fulfil purpose of business.

The unit will help learners to understand how businesses are organised to achieve their targets. This unit will also help to understand the way in which the economic, political, legal and social environment can impact on businesses giving the learner an understanding of the range of businesses.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1: Know different types of Businesses and their ownership and the different types of stakeholders.	1.1: Describe two different types of business, and their ownership 1.2: Describe different types of stakeholders whose presence affect the purpose of two organisations.
2: Understand how businesses are organised.	2.1: Identify how two different businesses are organised.
3: Understand how Businesses achieve their target purpose.	3.1: Describe different types of business targets. 3.2: Identify how a business can achieve a target.
4: Identify legal, political, and social factors that can affect businesses.	4.1: Describe how political, legal, and social factors affect business.

Delivery Guidance

Learning Outcome 1

Learners should be encouraged to focus on businesses they are already familiar with or have an interest in, for example throughpart-time employment, work experience or as customers. The two businesses must contain different ownership, so careful consideration should be given when selecting them. For example, the contrast might be the ownership that the business operates in; one could be in the sole trading and the other could be in the private limited company. Alternatively, the contrast could be between a business in the private sector and one in the public sector. This could provide a good opportunity for group work, with each group investigating different businesses in the local area and using the information they find to produce wall charts or posters to build up a visual map of the local business environment.

Learners should be able to distinguish between internal stakeholders, such as employees and owners, and external stakeholders, such as customers and suppliers. They should examine the influence of the different stakeholders on businesses, especially in terms of possible conflicts of interest between different parties. It might be useful if learners focused on particular issues that illustrate such conflicts. The use of local newspaper articles highlighting local issues, such as planning applications, could be used to stimulate discussions about the impact on two contrasting businesses and how their different stakeholders might feel

Learning Outcome 2

Learners must understand how businesses are organised. They could be provided with the organisation charts of two businesses and asked to identify the various functional areas that the businesses are organised into. Learners could then compare and contrast the two businesses, in terms of span of control and chain of command and discuss possible reasons for the differences. In order to develop their understanding learners could research using websites, leaflets and booklets produced by the businesses. It would also be helpful, if the learners were able to visit the two businesses.

Learning Outcome 3

Learners need to appreciate that the organisation of businesses is not important for its own sake, but as a means of achieving its aims andobjectives. Learners could be provided with copies of mission statements from the two businesses and where a visit is possible, they should try to find out as much as they can about how the two businesses organise their strategic planning. The use of examples from the public and voluntary sector should enable learners to see how certain businesses involve stakeholders formally in their organisation structure.

Learning Outcome 4

Learners could work in groups to research how a particular business has been affected by political, legal and social factors, and summarise their findings in a visual form.
In terms of the political environment, learners should consider how governments have different policies in relation to certain business activities.

Learners also need to research any additions to the law, or changes to the existing law that could impact on businesses.

Learners should also consider the social factors that can impact upon the business activities of the selected organisations. For example, learners could consider how changes in demographics, such as the age of the population, could have a serious impact on many businesses.

Assessment Guidance

LO1-AC 1.1/1.2: Learners could write a newspaper article that describes the type of business, purpose and ownership of two contrasting businesses.
Tutor/learners should carefully select the two businesses to be compared as businesses that are very different may lead to a meaningless comparison. Ideally, the two businesses chosen should have some similarities but have sufficient differences to allow learners to progress to the merit and distinction requirements
Learners could create a report that describes the different stakeholders, both internal and external, who can influence the purpose of the two contrasting businesses

LO2/3 AC 2.1 /3.1/: Learners could produce a leaflet which describes how two businesses are organised. Learners should include in their leaflet an explanation of how the style of organisation used by each business helps them to fulfil their purposes.

LO4 4.1: Learners could give a presentation in which they describe how political, legal and social factors are impacting upon the business activities of selected organisations and its stakeholders. The presentation could be as a result of group work, with each learner taking responsibility for a particular area. However, tutors must record the contribution to the task of individual learners so that clear evidence of achieving the criteria is available for each learner.

Suggested Resources

Business Environment - Ian Worthington
Management and organisational behaviour - Laurie J. Mullins

Unit 2: Business Resources

Unit code: F/615/5046
RQF level: 3

Aim

The unit will explain how a range of resources including human, physical, technological and financial resources are used and managed within business.

This unit will help the learner to have an understanding of how human resources are managed and of the employability and personal skills required of personnel in an organisation. Learners will gain an understanding of the purpose of managing resources effectively, not only in relation to human resources but also in terms of physical and technological resources.

Learners will also gain an understanding of how an organisation can gain access to sources of finance, both internally and externally and be able to interpret financial statements.

There are clear links between this unit and many of the other units; it serves as a useful introduction to areas that may be covered in depth in further units.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1: Know how human resources are managed.	1.1: Describe how organisatiions select their employees and what document are required. 1.2 Describe the importance of employability and personal and communication skills when choosing employees in an organisation.
2: Understand the purpose of managing physical and technological resources.	2.1: Describe the importance of physical and technological resources required in selecting employees into an organisation.
3: Identify ways to access different sources of finance.	3.1: Describe the importance of internal and external finances available for a selected company.
4: Understand financial statements.	4.1 Describe the importance of content of financial statements in a selected organisation.

Delivery Guidance

Learning Outcome 1

Learners could be asked to use a job advertisement for an organisation with which they are already familiar, such as through part-time employment, work experience or as a customer. They could then work in small groups to identify all of the stages involved in the process prior to issuing the job advertisement, as well as a list of the stages involved after the job has been advertised. This could be followed up with research and the collection of various examples of recruitment documents.

Learners could then use these to create a set of documents which could be used by the organisation advertising the job. A great deal of information is likely to be available on the organisation's website, but it would be helpful if a visit from someone who works in a Human Resources department could be arranged.

Learners could select a job advertisement that interests them and undertake research into the skills that are required for the chosen role. This would provide an opportunity for learners to find out more about a role that they have an interest in and allow them to compare their skills with those required by the job role they have chosen. It would be useful for learners to visit careers advice organisations and careers websites in order to find out the particular skills that are required for certain jobs. Some websites provide an interactive facility that enables learners to gain a profile of their own skills which they should find interesting to do.

Learning Outcome 2

Learners could be asked to carry out an audit of their learning environment in order to identify the range of resources that are required for the organisation to operate. They could then work in small groups to discuss which are physical resources and which are technological and classify them accordingly. Each group could then be asked to justify their classifications.

Learners could work in groups to prepare a guide to business finance. The guide should outline the availability of various sources of finance, as well as their respective advantages and disadvantages. Learners could use various sources to assist them, including leaflets and booklets from banks.

Learners could then be asked to participate in a role play, whereby they are asked to play the role of an advisor and recommend a suitable source of finance for a business in differing scenarios.

Learning Outcome 4

Tutors will need to spend time explaining the two financial documents to learners. Learners could then use the trading and profit and loss account and balance sheet for two companies and undertake a comparison of the documents for both companies. Whilst learners are only required to use one company to meet the assessment criteria, comparing two sets of documents may help to develop understanding. Learners should be looking for both similarities and differences in the values within the documents. They could decide which of the two companies is in a better financial position, explaining their reasons.

Assessment Guidance

LO1- AC P1.1 and 1.2: Learners could produce a guide for applicants on the recruitment documentation used within a selected organisation. The guide should use a specified job role as an example and describe the recruitment documentation and the main employability, personal and communication skills required when applying for the specified job role.

LO2 –AC 2.1: Learners could produce a leaflet that describes the main physical and technological resources required in the operation of a selected organisation.

LO3-AC 3.1: Learners could create a wall chart to describe the sources of internal and external finance for a selected business.

LO4-AC 4.1: Learners could create a report for the financial director of a selected company that interprets the contents of a trading and profit and loss account and balance sheet for the company. Learners should use a larger company, not a sole trader or a partnership.

Suggested Resources

Business the Ultimate Resources - Daniel Goleman
Management and Organisational Behaviour - Laurie J. Mullins

Unit 3: An Introduction to Marketing

Unit code: J/615/5047
RQF level: 3

Aim

Marketing is a key business function covering a wide range of activities and employing many people. This unit will develop the knowledge necessary to understand key concepts of the marketing mix, marketing planning and marketing research. As an introduction to marketing, the unit will allow learners who study other, specialist marketing units to keep in mind the strategic purpose of the marketing function and how it contributes to business success.

Learners will gain a basic understanding of the role of the marketing function, with particular emphasis on the role of marketing research and how it contributes to marketing planning and the development of a marketing mix for a target group of customers. Learners will have the opportunity to develop, analyse and evaluate key marketing techniques in order to obtain a better understanding of them.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1: Know the importance of marketing in an organisation.	1.1: Describe and compare how two organisations use different types of marketing technique to achieve their target 1.2: Describe the limitations of marketing.
2: Understand marketing research and planning.	2.1: Identify how a selected organisation use marketing research to develop a marketing plan.
3: Understand how and why customer groups are targeted	3.1: Describe how and why selected organisation targets their group of customers.
4: Be able to develop a coherent marketing mix.	4.1 Describe how a selected organisation develops a coherent marketing mix for a new product

Delivery Guidance

Learning Outcome 1

Tutors should aim to introduce the topic by providing a range of marketing definitions, from simple to more sophisticated, and encourage group debate and discussion. Types of customers and customer satisfaction should be explained as central to the marketing function. Through the use of everyday objects such as mobile phones, phone contracts, fashion items, gym or club memberships, tutors can encourage learners to explore concepts such as branding, target customers, as well as techniques relating to the 4Ps of marketing (product, price, place and promotion). Case studies, DVDs, YouTube videos, as well as actual products can all be used to engage learners in activities and introduce the marketing techniques discussed in the teaching content.

Once the techniques have been introduced, learners should start to think about how organisations use them when marketing their products and services. Where possible learners should be encouraged to visit local organisations to consider different marketing techniques used.
Tutors should encourage learners to consider a range of limitations and constraints of marketing.

Tutors could draw the learners' attention to some of the organisational constraints often faced by marketing professionals within organisations that may not have a marketing focus, or where the management and leadership style are more autocratic and possibly less conducive to a customer focused business approach.

Learning Outcome 2

Tutors could introduce learners to marketing planning by starting with an explanation of strategic and operational objectives with examples from private and public sector, as well as small and large organisations. Group discussion could then focus on academic theory and how marketing objectives fit into this. Plus, how the marketing planning process and models such as Ansoff Growth strategies, PESTLE and SWOT analysis are used. Websites such as "thetimes100" offer a range of case studies that can be used for group discussions and presentations.

Having considered marketing planning, tutors can lead naturally onto the question of where organisations obtain the information necessary for the planning process, which in turn leads into the topic of marketing research.

Whilst there could be some tutor-led input, ample opportunity could be given for learners to investigate different aspects of primary and secondary research and consider a range of research methods using internal and external sources of qualitative and quantitative information. YouTube videos of focus groups and sources of secondary research such as Mintel may be useful. Tutors could then focus on the way that research information is used in the marketing planning process, for example in the development of a PESTLE analysis, a new product development, or a change in packaging or distribution channel.

Learning Outcome 3

Learners should be introduced to the concept of market segmentation, target markets or customer groups. Tutors should explain the characteristics used for segmentation and the reasons why

organisations do this. Learners should be able to build on work that they carried out for learning outcome 1 regarding fashion items, mobile phones and phone contracts and consider which segments have been identified and why. Learners could be encouraged to identify why products and services are consumed by people, taking into consideration different ages, backgrounds and socio-economic groups. Learners could work in small groups and feedback their findings as a presentation to their peers. Tutors should also introduce learners to the difference between B2B and B2C markets and how the segmentation characteristics will be different.

Learning Outcome 4

Tutors should introduce the concept of the 4Ps of marketing or the Marketing Mix. Learners must develop their own marketing mix for a new product or service taking into account how this mix may need to be modified in order to meet the needs of different customer groups. A good example to use as the focus for group discussion would be the Blackberry mobile phone which was originally developed primarily for the B2B market and in recent years has been targeted at the B2C market with a different marketing mix

Assessment Guidance

LO1-AC 1.1/1.2: Scenario and task: A company is looking to set up a new operation in the UK in order to launch a brand-new product. They are not sure how to approach this new market. They want you to feed back to them via presentation describing how marketing techniques are used by two organisations in the UK market.

The company would like you to produce a report that describes any limitations and constraints to marketing that they should be aware of when dealing in the UK market. To achieve this criterion, learners should describe the legal, ethical and voluntary constraints that marketers work under in the UK market. They should also refer to some of the organisational constraints that may limit marketers in their course of actions such as financial restrictions, or the organisation being production or sales led.

LO2-AC2.1: Scenario and task: The company wants more information about how market research is carried out by UK firms. You are asked to describe how one organisation uses both primary and secondary marketing research in the development of its marketing plans.

Guidance: Learners should describe how their chosen organisation uses marketing research to provide information for their marketing planning. The description should cover the type of research undertaken (primary, secondary, quantitative and qualitative) as well as the methods used and how the information is used in the planning process.

Scenario and task: The company is keen to ensure that their product launch into the UK market is successful. Using a range of research information, you are asked to make recommendations both in terms of marketing planning and as to what further research should be conducted.

Guidance: Learners should use the research provided as a basis for marketing planning. This information could be provided by tutors. Learners could use the information as part of PESTLE or SWOT analyses, to inform marketing mix decisions or to identify new target markets.

LO3-AC 3.1: The company asks you to identify a group of customers that they should target their new product at. Recommend a customer target group, ensuring that you explain how and why you have chosen that group.

Guidance: Learners should explain the segmentation methods used for market segmentation in both B2B and B2C markets and provide a variety of examples for different products and/or services.

LO4-AC 4.1: Scenario and task: The company decides to commission you to develop a coherent marketing mix for their brand-new product aimed at the target customer group you have identified. They would like you to present your proposed marketing mix to them.

Suggested Resources

Introduction to Marketing - Professor Adrian Palmer
Marketing - Paul Baines

Unit 4: Human Resource Management

Unit code: L/615/5048
RQF level: 3

Aim

This unit will describe as the most valuable resource of any organisation, its human capital. All resources, especially the most valuable, need to be managed in order to obtain the greatest value from them. The unit provides an overview of some of the key areas that fall within the remit of the human resources function.

By the end of this unit learners will gain an understanding of the factors that are taken into account by organisations when planning their human resource management. They will also learn how organisations gain employee motivation and employee commitment.

Finally, learners will know about how employee performance is measured and managed as well as the benefits of doing so. This knowledge will help learners to understand the working environment and the nature of Human Resource Management when they are seeking or engaged in employment.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1: Know the internal and external factors involved in human resources planning in organisation.	1.1: Describe how an organisation considers the internal and external factors when planning requirement of human resources. 1.2: Describe how an organisation identifies skills for employee to carry out a job function.
2: Understand know how an organisation motivates its employees.	2.1: Identify different ways how an organisation can motivate employees.
3: Know how organisations manage and measure employee performance.	3.1 Describe how an organisation can manage and measure employee performance.
4: Understand how organisations cooperate with their employees.	4.1: Describe how organisations gain cooperation from their employees.

Delivery Guidance

Learning Outcome 1

In small groups, learners could identify the employability and personal skills that are required by organisations for specific roles. Job descriptions and person specifications from jobs advertised on the internet could be used to help identify what employers are looking for. Learners should understand the concept and importance of transferable skills, as well as job specific skills. They could carry out a personal skills audit and review of their own skills in relation to jobs that they currently do, or they may be interested in doing. Tutors could provide a skills audit template for learners to complete for a range of different employment opportunities, this could lead to a discussion on the effectiveness of a skills audit and how an organisation could utilise this information. Learners should be able to understand and explain the benefits of using a skills audit, how it benefits the organisation, the employee and its effect on human resource planning.

Learning Outcome 2

Tutors should aim for learners to gain an understanding of the main motivation methods used by organisations. Through presentations, group discussion and case studies learners should be made aware of a variety of different motivational methods. In small groups, learners could research a motivation method and present their findings to the whole group. Using case-studies learners could discuss the effectiveness of different motivational methods. The learners could then put their theory into practice and as a group apply a selection of methods to tasks or projects they are undertaking.

For example, they may offer an incentive to a member of the group who performs well on a task, or a reward for someone who completes a piece of work to a high standard and before the deadline. This will give the learners the opportunity to analyse how they felt about the motivational method used. What were the advantages/ disadvantages? Did they feel motivated or did it de-motivate them? Learners will then be able to evaluate their findings and provide recommendations on ways an organisation could improve employee motivation.

Learning Outcome 3

Learners must understand and be able to explain how employee performance could be measured and managed. Performance management tools such as individual objectives, SMART targets, probationary periods, performance indicators and individual development plans could be discussed as a group. Learners could then research examples using case studies, local businesses or the internet, and create a presentation to explain a variety of performance management tools. Learners could use examples of documentation used in appraisals and performance reviews to illustrate methods that employers use to manage and monitor performance.

This activity could be extended to allow the learner to analyse the advantages and limitations of measuring and managing employee performance. Learners may find it beneficial to question a variety of employers and employees in order to increase their understanding. The use of disciplinary and grievance procedures could also be the focus of a group debate.

Learning Outcome 4

Learners should understand how organisations achieve committed employee cooperation. Tutors could use case studies of organisations that have a particular approach to and culture for gaining co-operation from employees (e.g., Google, Innocent, Apple or Virgin). This could follow with a group discussion on an organisations attitude and culture; considering the importance of fairness, openness, communication policies, attitude, customs and beliefs, power and control structures, and how these may assist in gaining employee co-operation. In small groups, learners could research accreditation schemes such as IIP and C2E and consider whether they can help gain employee commitment. Tutors should also explain that a written contract of employment is not mandatory, however after two months a written statement of employment particulars is a required legal document. Learners could research examples of written statements or employment contracts.

Assessment Guidance

LO1-AC 1.1/1.2: Scenario: The organisation that you work for has recently won some large new contracts and is expanding rapidly. Their number of employees has grown from 10 to 20 and is expected to grow by another 10 to 15 employees over the next two years. The managing director recognises that human resource planning has not previously been a priority for the organisation, but that they must improve in this area and needs some help and guidance.

Task: You are asked to report on the internal and external factors to consider when planning human resources requirements. Describe the use of a skills audit by an employer and explain the benefits of its use. Make reasoned suggestions for how the organisation can improve, develop and build upon the existing skills base of its employees.

LO2-AC2.1 /LO3-AC3.1/LO4-AC4.1: Scenario and task: The managing director has recognised that motivating and managing a larger workforce requires the use of a range of motivational and performance management techniques

Task: You are to produce a presentation and report on how the organisation can motivate its employees, obtain their co-operation and manage their performance. Ideally you should analyse the links between motivation theories and reward systems that the organisation uses and make recommendations as to how they can improve employee performance through the use of measurement and management techniques.

Suggested Resources

Human Resource Management in a Business Context - Jon Kew
Human Resource Management - Derek Torrington

Unit 5: Business Communication

Unit code: R/615/5049
RQF level: 3

Aim

Effective communication is a key area in terms of its contribution to business success. When studying this unit, learners will gain a thorough understanding of the types of business information used both internally and externally by organizations and the methods used to communicate information to different audiences.

In this unit, learners will have the opportunity to develop, analyse and evaluate a range of methods used to communicate different types of business information and will understand the purpose of such communication. They will also produce and evaluate different types of business communication of their own.

Learning and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1: Understand different types of business information.	1.1: Describe how organisations use different types of business information to fulfil their purpose.
2: Know how to present business information effectively.	2.1: Describe different types of cooperate communication.
3: Understand the limitations in relation to the use of business information in an organisation.	3.1: Describe legal and ethical issues in relation to the use of business information in an organisation.
4: Know how to communicate business information using appropriate methods.	4.1 Describe how organisations use electronic and non-electronic methods to communicate business information internally and externally.

Delivery Guidance

Learning Outcome 1

Learners need to understand different types of business information, be able to differentiate between internal and external sources, and explain its purpose. In small groups, they could research the types of information used across a variety of functional areas within a business. Each group could showcase examples of different types of business information; they could present this as a talk to the rest of the group, a wall chart with examples, or magazine article.

Learning Outcome 2

Learners should create examples of corporate communication. For example, a press release, board paper, internal memo, product presentation or design for a logo. Tutors should provide some input outlining the range of communication methods, as indicated in the teaching content.

Learning Outcome 3

Learners must understand the issues and constraints in relation to the use of business information. This should include the legal, ethical and operational issues relating to the use of business information. Initially this topic may require some formal input from the tutor, followed by research, either carried out individually by the learner or in small groups. When considering legal issues, learners could be encouraged to research relevant UK legislation and European directives.

Learning Outcome 4

Within this unit learners must be able to present business information. Therefore, they will need to able to select the most appropriate method of communication depending on the message, the purpose, and the audience. Learners will need to understand the use of electronic and non-electronic methods of communication, and when and where their use is appropriate. In small groups the learners could use the different types of business information identified in learning outcome 1 and suggest the types of audience where it would be utilised. This activity could then be developed further with the learners suggesting the method of communication used, and if it is electronic or non-electronic. The learners could then select a variety of organisations and undertake group research into the methods of communication used with their stakeholders.

Assessment Guidance

LO1-AC 1.1: The owner of a local business has contacted you to ask for help training their staff with regards to business communication. You have been asked to produce a fact sheet explaining different types of business information, where the information is obtained, what is its purpose and how it can be communicated.

LO2-AC2.1: A local business has developed an exciting new product range which it expects will double turnover, require substantial investment and impact on staff through job changes, possible promotions and hiring of new staff. The owner needs your help to present the situation, using three different methods, to investors and current staff who are nervous about the changes to come.

LO3 - AC 3.1: The business owner is concerned about the legal, ethical and operational issues relating to the use of business information and would like you to provide an overview of the issues and constraints involved.

LO 4 - AC 4.1: The owner of a local business has contacted you to ask for help training their staff with regards to business communication. You have been asked to produce a fact sheet explaining different types of business information, where the information is obtained, what is its purpose and how it can be communicated.

Suggested Resources

Business communication - JP Parikh
Communicating at Work: Strategies for Success in Business and the Professions llth Edition - Ronald Adler (Author), Jeanne Marquardt Elmhorst (Author), Kristen Lucas (Author)
The Communication Book: How to Say it, Mean it, and Make it Matter - Emma Ledde

Unit 6: Understanding Health and Safety in the Business Workplace

Unit code: J/615/5050
RQF level: 3

Aim

This unit will help to prepare learners for the world of work, where health and safety is a vital part of the modern workplace whatever sector is chosen. There are trends to be level of myth surrounding Health and safety requirements.

This unit will help to dispel these and to promote good health and safety practise as a means to a productive working environment. Learner will understand about health and safety legislation, regulations and requirements that form the basis of all workplaces in UK.

Learning and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1: Understand how health and safety legislation and regulations affect a business working environment.	1.1: Describe the legal requirements and regulations for ensuring the health, safety and security of those employed in business.
2: Know the requirements for healthy, safe productive working conditions	2.1: Describe the requirements for a healthy and safe workplace, as applied to the physical environment and equipment used in a selected business.
3: Understand the role and responsibilities of key personnel	3.1: Describe the roles and responsibilities for health and safety of key personnel in selected workplace.
4: Be able to assess and manage risk.	4.1 Plan a risk assessment for a selected administrative work environment.

Learning Outcome 1

The tutor could ask the learners what they consider to be a safe and healthy environment. The learners could identify a variety of ideas that could be used to facilitate a discussion about the types of legislation required to ensure an environment is safe and healthy. The tutor could then introduce the major pieces of legislation. For example, a learner may suggest that employees need to wear gloves when using cleaning materials, this would lead into an introduction of the COSHH regulations. Once the major pieces of legislation have been introduced the learners could undertake group research on specific pieces of legislation and present their findings.

The Health and Safety Executive's website has excellent advice about the legislation and will provide a good basis for research. Presentations could include an element of role-play to highlight the specific risks involved and/or the production of posters to be used in the workplace.

Learning Outcome 2

Learners could identify a range of specific working environments, for example a building site, an office, a shop, and research the specific requirements that these environments may have. In small groups learners could select different items of equipment or physical environments, for example display screen equipment for an office, moving and handling regulations in a hospital, electricity and noise in a factory, and describe the requirements of the legislation associated with them.

Photographs of offices and shops could be used to highlight the elements, such as emergency exit signs and workstation ergonomics. Learners could also design their own healthy and safe working environment and describe the equipment that it must contain.

Learning Outcome 3

Learners must understand the health and safety responsibilities of key personnel within a selected business. Learners could select a business they are already familiar with or have an interest in; this could include part-time employment, work experience or as customers. They could identify the roles and responsibilities, for example health www.ocr.org.uk 8 and safety office, First Aider, fire officer, site maintenance or IT equipment. The learners should then assign the relevant personnel to the roles they have identified.

Learning Outcome 4

Learners could be introduced to a variety of risk assessment formats. They could then identify the common components of a risk assessment. The learners could design their own risk assessment form for a selected environment, incorporating some or all of the components they identified. Within their plan the learner should consider the format, content and how often the risk assessment should be completed.

Assessment Guidance

LO1 - AC 1.1/2.1: Learners can prepare a report that should contain: an explanation of the legislation that is relevant in ensuring the health, safety and security of the employees; a description of the requirements that their business should put in place in terms of the physical environment and equipment.

LO3 -AC3.1 /LO4 - AC4.1: A new business is setting up in your area and would like you to advise them on employer/employee responsibilities and the implementation of risk assessments. You should prepare a presentation, to be given to the owner, explaining the roles and responsibilities for health and safety and the planning of a risk assessment for the business.

Suggested Resources

Introduction to Health and Safety at Work 4th Edition – Phil Hugh (Author), Ed Ferrett (Author)

Unit 7: Managing Business Operations

Unit code: A/617/5537
RQF level: 3

Unit Aim

The aim of this unit is to introduce learners to key aspects of all businesses and how they operate within the wider business environment, as well as internally. Operational control and the provision of best practice and sound policy will be shown to facilitate organisational excellence.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1. Understand functions and structures of businesses.	1.1 Identify the key functions of businesses and how these lead to business success. 1.2 Compare common organisational structures and how they impact on business operation.
2. Understand the importance of operational control.	2.1 Explain why an organisation needs effective operational control. 2.2 Describe the systems organisations use to achieve operational control.
3. Understand how organisations work towards best practice.	3.1 Explain the terms excellence and quality and the impact of these concepts on organisations. 3.2 Describe tools and techniques that are used by organisations to ensure the quality of their products and services.

Indicative Content

Understand functions and structures of businesses

- Key business functions – finance, HRM, sales, marketing, production, R&D, distribution
- Organisations structures – function-based/product-based/project-based/matrix team-based

Understand the importance of operational control

- Controlling operations
- Monitoring and controlling
- Types of information managers need
- Three-stage control loop

Understand how organisations work towards 'best practice'

- Benchmarking - process benchmarking; performance benchmarking; strategic benchmarking and internal benchmarking
- Performance indicators and how they are used.
- Best Practice; sound policy

The Excellent Organisation

- Importance 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)

Suggested Reading

Bozarth, C. & Handfield, R. (2016) *Introduction to Operations and Supply Chain Management*. 4th ed. Pearson

Heizer, J., Render, B. & Munson, C. (2017) *Principles of Operations Management* (2017) 10th ed. Pearson Educational

Slack, N. & Lewis, M. (2017) *Operations Strategy*. 5th ed. Pearson

Worthington, I. & Britton, C. (2015) *The Business Environment*. 7th ed. Pearson

Unit 8: An Introduction to Finance

Unit code: F/617/5538
RQF level: 3

Unit Aim

This unit introduces learners to practical accounting and financial reporting techniques used by managers in business organisations.

Learning Outcomes and Assessment Criteria

Learning outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1. Understand the requirements for financial recording and reporting.	1.1 Explain the purpose and value of systematic financial recording. 1.2 Analyse techniques used for recording financial information. 1.3 Analyse legal requirements for financial reporting.
2. Understand accounting techniques.	2.1 Explain the difference between management and financial accounting. 2.2 Explain the budgetary control process.
3. Understand the preparation and format of financial statements.	3.1 Describe financial statements used in accounting. 3.2 Compare the format of financial statements. 3.3 Analyse the content of each type of statement.
4. Know how to interpret financial information.	4.1 Explain the need to interpret the information contained within each statement. 4.2 Evaluate financial information using appropriate ratio analysis.

Indicative Content

Understand the requirements for financial recording and reporting

- Purpose of financial records
- Legal requirements
- Internal control requirements

Understand accounting techniques

- Management and financial accounts
- Financial recording methods – bookkeeping, double entry
- Information required by managers

- Purpose and content of budgets
- Cash flow forecasts

Understand the preparation and format of financial statements

- The financial statements – statement of financial position, statement of income, cash flow statement, notes to accounts
- Users/stakeholders
- Usefulness of financial statements

Know how to interpret financial information

- Purpose of ratio analysis
- Benchmarks
- Liquidity ratios
- Profitability ratios
- Investment ratios
- Limitations of ratio analysis

Suggested Reading

Atrill, P. & McLaney, E. (2016) *Accounting and Finance: an introduction*. 8th ed. Pearson Educational
Bamber, M. & Parry, S. (2014) *Accounting and Finance for managers.* Kogan Page
Dyson, J. R. (2007) *Accounting for Non-Accounting Students*. 7th ed. FT Prentice Hall

Unit 9: English for University Studies

Unit code: T/618/7010
RQF level: 3

Unit Aim

This unit aims to develop the language competencies required of an undergraduate level student. The content is organised around three core skills: listening, reading and writing using authentic academic materials as well as language learning materials. Alongside these skills, learners will have opportunities to develop and expand their range and accuracy of functional, lexical and grammatical structures.

The listening component aims to develop comprehension strategies required when attending lectures as well as practice in note-taking.

The reading component aims to introduce students to a variety of academic texts, reading purposes and strategies.

The writing aims to introduce learners to academic conventions as well as a variety of academic writing text types. Research classes will further expand on students reading and writing skills in their specific subject area.

Finally, learners are expected to work on collaborative and independent tasks throughout the course. There will be a strong emphasis on taking responsibility for autonomous learning.

Learning Outcomes and Assessment Criteria

Learning Outcome To achieve this unit a learner must:	Assessment Criteria Assessment of this outcome will require a learner to demonstrate that they can:
1. Be able to utilise different 'pre', 'while' and post reading strategies to understand academic texts.	1.1 Identify the overall function of an academic text 1.2 Identify the specific function of sentences, paragraphs and sections in academic texts. 1.3 Demonstrate comprehension of a range of academic texts.
2. Be able to demonstrate an appropriate academic vocabulary.	2.1 Demonstrate active use of a range of subject specific vocabulary. 2.2 Use subject specific vocabulary accurately

3. Be able to structure sentences, paragraphs and full texts to suit academic requirements.	3.1 Demonstrate the ability to use the structure and linguistic conventions of well written academic sentences and paragraphs. 3.2 Demonstrate the ability to link sentences, paragraphs and sections together to produce overall cohesion in academic writing 3.3 Effectively reference and avoid plagiarism
4. Be able to utilise 'pre', 'while' and post listening strategies to understand different speakers and academic topic information.	4.1 Demonstrate the ability to recognise linguistic signposts and reference markers when listening to different speakers and to different delivery styles 4.2 Demonstrate the ability to utilise notes made whilst listening to a range of different speakers

Indicative Content

- Academic reading skills such as predicting, skimming, scanning and guessing vocabulary from meaning using a range of general and discipline specific texts
- Text evaluation skills/Summarising skills/Critical reading skills/Synthesising skills/Paraphrasing and summarising skills
- Active listening and note-taking
- Time management and planning for writing
- Essay and report construction: Format and structure, paragraphs, indentations, when to use quotes, line spacing, font and font size, title page, acknowledgments, summary and abstract
- Clarifying the essay and report topic (e.g., identifying key words)
- Building arguments and counterarguments
- Plagiarism and its consequences
- Essay/report submission and feedback

Delivery Guidance

This module will be delivered through a series of lectures and class discussions in line with student-centred, communicative methodologies. The tutor will act a facilitator in the classroom ensuring

students actively produce English through pair-work, group work and peer learning activities. Students will receive regular feedback on their reading and writing progress and the feedback will inform students on what they need to do to improve their reading and writing and the tutor on how to amend their class materials accordingly to meet students' needs.

Assessment Guidance

LO1 - AC 1., 1.2, 1.3/LO2 – AC 2.1, 2.2/LO3-AC3.1, 3.2: Learners can prepare an article summary review that will help them to write an academic essay later. The article should summarise and review a suitable academic text on their chosen research topic (a list of topics will be provided).

In preparation for their essay, learners write an annotated bibliography to demonstrate the research done to this point. The annotated bibliography should summarise and evaluate 3 academic texts – one of which can be an improved version of the first assignment.

LO1 -AC1.1, 1.2, 1.3/LO2 – AC 2.1, 2.2/LO3 – AC3.1, 3.2, 3.3: In preparation for their essay, learners write an essay plan that paraphrases, highlights, and lays out the main sections and points of the research. The plan should adhere to academic conventions and use appropriate citation styles.

Learners write an essay on their chosen research topic using a minimum of 3 sources that are appropriately referenced.

LO4-AC4.1, 4.2: Students do two listening tests based on excerpts from academic talks and take notes.

Suggested Resources

Barry, M. (2013). *Summary and Note-Taking*, Cambridge.

Beglar, D., Murray, N., & Beglar, D. (2009). *Contemporary topics 3: Academic listening and note-taking skills*. White Plains, N.Y: Pearson Longman.

Chazal, E. ., & McCarter, S. (2012). *Oxford EAP: A course in English for Academic Purposes: upper-intermediate / B2*. Oxford: Oxford University Press.

Glendinning, E.H. and Homstrom, B.S. (2001). *Study Reading, A Course in Reading Skills for Academic Purposes,* Cambridge University Press.

Godfrey, J. (2013), *How to Use your Reading in your Essays,* Palgrave.

Hamp-Lyons, L. & Heasly, B. (2001). *Study Writing, a Course in Written English for Academic and Professional Purposes Intermediate to Proficiency,* Cambridge University Press.

Houge, A. & Oshima, A. (2006). *Writing Academic English*, Pearson Education.

Houge, A. & Oshima, A. (2014). *Academic Writing Series 4,* Longman Pearson Education.

Manning, S.A. & O' Cain, A. (2007). *Research and Referencing*, University of Reading.

Ohsima, A. (2008). *Writing Academic English*, Pearson Education US.

Paterson, K. (2013). *Oxford Grammar for EAP*, Oxford University Press.

Zemach, D. E., Rumisek, L. A., & Macmillan Publishers. (2015). *Academic writing: From paragraph to essay*. Oxford: Macmillan Education.

Unit 10: Communication and Cultural Skills for University

Unit code: A/618/7011
RQF level: 3

Unit Aim

The aim of this unit is to support learners to develop confidence and skills to communicate in an academic environment while gaining awareness and understanding of other cultures and addressing the issues relevant to transitioning to higher education.

The communication component aims to improve speaking skills through oral summaries and presentations. Focus will also be given to the development of critical thinking skills through discussions and debates.

The academic culture component is focused on content reflecting important aspects of university life for first year undergraduates (e.g. email etiquette, finding information, university system) as well as strategies for studying effectively (e.g. time management, dealing with stress, traits of successful learners).

The cultural component enables learners to have an increased understanding of other and local cultures. Focus will be given to learning about Irish culture and society as well as student life when studying abroad.

Learning Outcomes and Assessment Criteria

Learning Outcome To achieve this unit a learner must be able to:	Assessment Criteria Assessment of this outcome will require a learner to demonstrate that they can:
1. Communicate fluently, accurately and effectively, speaking on a range of topics, with appropriate control of grammar, vocabulary and register.	1.2 Participate in discussion of familiar issues, giving relevant and meaningful contributions appropriate to the conversation and participants 1.5 Prepare and deliver presentations on topics of social and academic interest.
2. Understand different learning styles.	2.3 Identify own preferred learning style 2.4 Identify own study strengths and weaknesses 2.5 Examine personality profiles and determine how these impact on learning as individuals and working as part of a group

3. Understand the concept of culture, cultural values and how different cultures can be defined.	3.1 Explain the terms 'culture' and 'subculture' 3.4 Understand cultural expectations when studying abroad. 3.5 Reflect on Irish society, culture and history.
4. Understand academic culture and conventions.	4.1 Identify differences in academic culture in different countries. 4.2 Develop an understanding of the Irish third level system. 4.3 Understand how to use appropriate email language to communicate with university staff. 4.4 Recognise strategies for dealing with stress.

Indicative Content

- Reflective learning blog/entries
- Irish society, culture and history
- Third level education systems in Ireland
- Characteristics of successful learners and setting learn goals
- Value of healthy eating, regular sleep and exercise for learning
- Time management strategies
- Developing techniques to improve memory and information retention
- Understanding and dealing with stress and being assertive
- Learning styles/multiple intelligences
- Dealing with conflict (intrapersonal, interpersonal, intragroup and
- intergroup)
- Referencing styles
- Email etiquette
- Planning presentations
- Debates/discussions

Delivery Guidance

The unit will be used to support students to reflect on their experiences of being in a higher education institute/programme and compliment their other modules through group work processes led by a tutor. These processes are designed to support students to self-reflect and to document their learning through the use of a learner portfolio. Students are supported to develop skills and strategies to enable them to participate successfully at third level. The processes will include lectures, role-play, workshops and blogs as a tool for self-expression and self-analysis.

Learners will also have practice in participating in discussions, seminars, debates and delivering presentations. Students will receive regular feedback on their speaking progress and the feedback will inform students on what they need to do to improve their speaking skills and the tutor on how to amend their class materials accordingly to meet students' needs.

Assessment Guidance

LO1 - AC 1.1: Learners can take part in a group discussion on a topic (given in advance) that they should research. Learners should prepare to deliver a 3-minute spoken turn on the topic with supporting details and relevant examples. Learners should also respond and contribute to others' input.

LO1 -1.2 /LO3 – AC 3.1: Learners can prepare a 5-minute oral presentation (with slides) on culture/subculture. This may be followed by a question-and-answer session from classmates/tutor.

Learners can prepare a 5-minute oral presentation (with slides) on a topic within business (a list of topics will be provided). This may be followed by a question-and-answer session from classmates/tutor.

LO2 -AC2.1, 2.2, 2.3/LO3 – AC 3.4, 3.5/LO4 – AC4.1, 4.2, 4.3, 4.4: Learners can complete a Learner Portfolio to record their learning styles, identify barriers and strategies, reflect on progress, etc.

Suggested Resources

Textbooks

Bangor University (2014). *How to Develop a Personal Development Plan?*

Comfort, J., Rodgerson, P., Stott, T. and Utley, D. (2001). *Speaking Effectively,* Cambridge University Press.

Lynch, T. & Anderson, K. (2004). *Study Speaking: A Course in Spoken English for Academic Purposes Intermediate to Proficiency,* Cambridge University Press.

McMillan, K. (2010). *Study Skills for International Students*, Prentice Hall.

Powell, M. (2011). *Presenting in English,* Cengage Heinle.

Ur, P. (2012). *Discussions that Work*, Cambridge Handbooks for Language Teachers.
Wallwork, A. (2013). *A-Z Discussions Advanced*, Cambridge.

Williams, K. & Reid, M. (2011). *Time Management (Pocket Study Skills),* Palgrave MacMillan.

Unit 11: An Introduction to Leadership Skills

Unit code: A/617/5540
RQF level: 3

Unit aim

The aim of this unit is to provide the learner with an introduction to leadership skills, and how they can be identified and developed, and to show the importance of providing motivation for others.

Learning Outcomes and Assessment Criteria

Learning outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1. Understand the leadership role and leadership functions.	1.1 Discuss the key roles and functions of leaders. 1.2 Evaluate key leadership theories. 1.3 Analyse the concept of situational leadership.
2. Understand effective leadership skills.	2.1 Describe the attributes and personal qualities common to effective leaders. 2.2 Identify different leadership behaviours. 2.3 Evaluate the effectiveness of style of famous leaders.
3. Understand how successful leaders bring about effective change.	3.1 Describe the importance of change management. 3.2 Analyse the stages of change management. 3.3 Explain the need for focus on people and task elements of change initiatives.

Indicative Content

Understand the leadership role and leadership functions

- The leadership role
- Qualities and skills an effective leader needs
- Leadership styles
- Task orientation vs people orientation
- Theories of leadership - Tannenbaum and Schmidt, McGregor
- Kerr and Schriesheim, Blake and Mouton, Adair, Hersey and Blanchard
- Managerial grid
- Situational leadership
- Cultural differences

Understand effective leadership skills

- Personal attributes
- Leadership behaviours
- Essential practices – inspiring, challenging, enabling, encouraging, modelling
- Leadership style of a famous leader

Understand how successful leaders bring about effective change

- Leadership and vision
- Communicating vision
- Mission statement
- Change management strategy
- Gaining commitment

Suggested Reading

Roe, K. (2014) *Leadership: practice and perspectives*. Oxford University Press
Iszatt-White, M. & Saunders, C. (2017) *Leadership*. 2nd ed. Oxford University Press
Northouse, P. (2018) *Leadership: theory and practice*. 8th ed. Sage

Unit 12 : Organisational Culture

Unit code: F/617/5541
RQF level: 3

Unit Aim

To understand aspects of an organisation's culture and their effects on its activities and its management, as well as the significance of an ethical business approach.

Learning Outcomes and Assessment Criteria

Learning outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1. Understand what is meant by organisational culture.	1.1 Analyse different theories of organisational culture. 1.2 Assess different types of organisational cultures. 1.3 Examine how culture is manifested within an organisation.
2. Be able to identify the influence of culture on business performance.	2.1 Identify the cultural values in operation in an organisation. 2.2 Evaluate the influence of cultural values on leadership styles and business structures in an organisation. 2.3 Evaluate the influence of cultural values on productivity in an organisation.
3. Understand the impact of organisational culture.	3.1 Explain the effect of organisational culture on business, providing examples from different organisations. 3.2 Explain how the management style would vary in a power, role, task and person culture. 3.3 Assess which type of organisational culture you would prefer to work in. 3.4 Describe the benefits to organisations of behaving ethically.

Indicative Content

Understand what is meant by organisational culture

- Culture web
- National cultures
- Orientation, language and religion
- Impact on values

Be able to identify the influence of culture on business performance

- Operational excellence
- Business impact
- Scheid's model of organisational culture
- Schneider's Four Cultures model
- Value disciplines
- Team culture
- Cross-cultural theories

Understand the impact of organisational culture

- Types of culture – power, role, task, person
- Impact - on management style, on individuals, on self (own preferred style)
- Business ethics:
- Avoiding unethical decisions and business practices.
- Ethical approach

Suggested Reading

Mullins, L. (2016) *Management and Organisational Behaviour*. 11th ed. Pearson
Hamilton, L., Mitchell, L. & Mangan, A. (2014) *Contemporary Issues in Management.* Edward Elgar
Browaeys, M. & Price, R. (2015) *Understanding Cross-Cultural Management*. 3rd ed. Pearson

Unit 13: Workplace Welfare

Unit code: J/617/5542
RQF level: 3

Unit Aim

To understand that workforce welfare ensures that everybody employed within the organisation is valued and that there are benefits to be gained from being part of the organisation.

Learning Outcomes and Assessment Criteria

Learning outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1. Understand the concept of workplace welfare.	1.1 Explain the term workplace welfare. 1.2 Identify the costs and benefits of workplace welfare.
2. Understand responsibilities of health and safety.	2.1 Describe employers' and employees' health & safety responsibilities. 2.2 Explain each step of the 5-Step Health & Safety Management Procedure.
3. Understand the steps taken by organisations to ensure workplace welfare.	3.1 Identify a safety culture. 3.2 Describe a staff training needs analysis.
4. Know how to reduce work-related stress.	4.1 Explain how organisations can reduce the occurrence of work-related stress. 4.2 Describe benefits for the organisation and its employees.

Indicative Content

Understand the concept of workplace welfare

- Key areas of welfare
- Valuing employees
- Employee benefits vs employer risks and costs
- Employee days lost
- Implementing safe systems of work

Understand responsibilities of health and safety

- Importance of healthy and safe working environments
- Hazards
- Responsibilities of employers and employees
- Legislation
- Personal protection
- Work environment and space
- Safety culture

Know how to reduce work-related stress

- Types and causes of work-related stress
- Relationship between stress management and workplace welfare
- Work-life balance
- Techniques for stress reduction

Suggested Reading

Armstrong, M. (2016) *Armstrong's Handbook of Management and Leadership for HR*. 4th ed. Kogan Page
Wilson, F. (2018) *Organizational Behaviour and Work: a critical introduction*. 5th ed. Oxford University Press
Leatherbarrow, C. & Fletcher, J. (2019) *Introduction to Human Resource Management: a guide to HR in practice*. 4th ed. Kogan Page

Unit 14 Thinking Entrepreneurially

Unit code: R/615/4774
RQF level: 3

Aim

The aim of this unit is to introduce the learner to an evaluation of themselves in an entrepreneurial context by using several techniques including SWOT.

Learners will be introduced to critically thinking skills and put into context against a business plan.

Learning Outcomes and Assessment Criteria

Learning outcomes. To achieve this unit a learner must be able to:	Assessment Criteria: Assessment of these outcomes demonstrates a learner can:
1. Be able to understand self-analysis in the context of entrepreneurial career.	1.1. Define the terms 'Entrepreneur', Entrepreneurship, opportunity assessment and creativity. 1.2. Examine different types of Entrepreneurs and their success stories. 1.3. Conduct your self-analysis for entrepreneurial abilities. 1.4. Identify your strengths and weaknesses using a SWOT analysis.
2. Be able to develop critical thinking skills for innovative business ideas.	2.1. Define the term 'critical thinking', and 'innovation'. 2.2. Create a mind map of creative thinking skills and attributes required by entrepreneurs. 2.3. Identify potential barriers to entrepreneurship. 2.4. Conduct market research to analyse your potential business idea.
3. Be able to evaluate entrepreneurial business idea.	3.1. Justify your business idea to an innovative using logical argument. 3.2. Explain the reasoning behind the business idea. 3.3. Explain the importance of knowledge in IT, finance and accounting and marketing and sales for evaluation purposes.

Delivery Guidance

A range of learning and teaching methods can be employed such as lectures, practical exercises using ICT, guided private study, presentation and discussion of case studies.

Tutors will provide one to one feedback to students on their progress towards summative assessment submission. Feeding back on draft work before final submission.

Students will be encouraged to form study groups to support each other and the VLE will facilitate this remotely.

Assessment Guidance

Learning outcomes 1-3 can be assessed through multiple-choice questions and a submission of an assignment of minimum 500 words in length to pass the unit.

Suggested Resources

Drummond, H. (2009). *How to be a Successful Entrepreneur [electronic resource]: Spot the Opportunity, Take a Risk and Build a Brilliant Business*. London: Kogan Page.

Prosek Jennifer. (2011). 3. Thinking Entrepreneurially - Even if You're a Big Company. In *Army of Entrepreneurs - Create an Engaged and Empowered Workforce for Exceptional Business Growth* (pp. 1-2). AMACOM – Book Division of American Management Association.

Birch, R. (2012). Thinking Like an Entrepreneur. *Credit Union Journal, 16*(39), 14.

Anonymous. (2004). Entrepreneur shows the way to creative thinking. *Motor Transport,* 19.

Moore, B., & Parker, Richard. (2009). *Critical thinking* (9th ed., International ed.). Boston, [Mass.]; London: McGraw-Hill Higher Education

Paul, R., & Elder, Linda. (2014). *Critical thinking: Concepts & tools* (Seventh ed., Thinker's guide library).

Friend, G., & Zehle, Stefan. (2004). *Guide to business planning*. London: Economist Books.

Journal of New Business Ideas & Trends. (n.d.).

Bragg, A., & Bragg, Mary. (2005). *Developing new business ideas: A step-by-step guide to creating new business ideas worth backing*. Harlow: Financial Times Prentice Hall.

How to Be a Successful Entrepreneur: Spot the Opportunity, Take a Risk and Build a Brilliant Business. (n.d.). Kogan Page.