OTHM LEVEL 3 DIPLOMA IN BUSINESS MANAGEMENT

Qualification Number: 603/7795/1

Specification | August 2021

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QUALIFICATION OBJECTIVES

The objective of the OTHM Level 3 Diploma in Business Management qualification is to provide learners with an in-depth understanding of the operations and structure of businesses.

The qualification will provide learners with the underpinning knowledge, understanding and skills associated with business activities. It will prompt research, investigation and review of aspects of business which include Business Communication, The Business Environment, People Management, Customer Service, Finance and Marketing.

After completing OTHM Level 3 Diploma in Business Management a learner should be able to demonstrate and/or work with:

Knowledge and Understanding

- An appreciation of the body of knowledge that constitutes a discipline of business.
- A range of knowledge, facts, theories, ideas, properties, materials, terminology, practices and techniques about, and associated with, business , its functions and its context.
- Apply knowledge, skills and understanding using some of the basic, routine practices, techniques to address set situations and/or problems related to the business management of organisations.
- Relating field of business, functions of business, industries, sector to a range of practical and/or commonplace applications.

Generic Skills

- Obtain, organise and use factual, theoretical and/or hypothetical information in drawing conclusions and suggest solutions to business organisations.
- Use a wide range of skills, such as ICT, basic analysis of range of numerical and graphical data and effective written and oral communication.
- Take responsibility for carrying out a range of activities where the overall goal is clear, under non-directive supervision.
- Exercise some supervisory responsibility, work in teams, evaluate the work of others and make use of limited resources efficiently.

Successful completion of this qualification will support learners progressing to university, and to provide learners with the requisite skills and knowledge to enter the world of work in their chosen sector.

QUALITY, STANDARDS AND RECOGNITIONS

OTHM Qualifications are approved and regulated by Ofqual (Office of Qualifications and Examinations Regulation). Visit the Register of Regulated Qualifications.

OTHM has progression arrangements with several UK universities that acknowledges the ability of learners after studying relevant Level 3-7 qualifications to be considered for advanced entry into corresponding degree year/top up and Master's/top-up programmes.

REGULATORY INFORMATION

Qualification Title	OTHM Level 3 Diploma in Business Management
Ofqual Reference Number	603/7795/1
Regulation Start Date	16/08/2021
Operational Start Date	16/08/2021
Duration	1 Year
Total Credit Value	120
Total Qualification Time (TQT)	1200 hours
Guided Learning Hours (GLH)	600 hours
Sector Subject Area (SSA)	15.3 Business Management
Overall Grading Type	Pass / Fail
Assessment Methods	Coursework
Language of Assessment	English

EQUIVALENCES

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

QUALIFICATION STRUCTURE

The OTHM Level 3 Diploma in Business Management qualification consists of 6 mandatory units making a combined total of 120 credits, 1200 hours Total Qualification Time (TQT) and 480 Guided Learning Hours (GLH) for the completed qualification.

Unit Ref. No.	Mandatory Units	Credit	GLH	TQT
F/618/8192	Communication for Business	20	80	200
J/618/8193	The Business Environment	20	80	200
L/618/8194	People Management	20	80	200
R/618/8195	Customer Service	20	80	200
Y/618/8196	Finance in Business	20	80	200
D/618/8197	Marketing	20	80	200

DEFINITIONS

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

Total Qualification Time is comprised of the following two elements –

a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and

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

(Ofqual 15/5775 September 2015)

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

Credit value is defined as being the number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit. One credit is equal to 10 hours of TQT.

ENTRY REQUIREMENTS

The OTHM Level 3 Diploma in Business Management qualification can be offered to learners from age 16. OTHM does not specify entry requirements for these qualifications, but delivery centres are required to ensure that learners admitted to the programme have sufficient capability at the right level to undertake the learning and assessment.

OTHM Centre must ensure learners are recruited with integrity onto appropriate qualifications that will:

- meet their needs
- enable and facilitate learning and achievement
- enable progression

PROGRESSION

Successful completion of the OTHM Level 3 Diploma in Business Management qualification provides learners with the opportunity for workplace and academic progressions to a wide range of OTHM Level 4 diplomas. For more information visit www.othm.org.uk.

As this qualification is approved and regulated by Ofqual (Office of the Qualifications and Examinations Regulation), many universities acknowledge the ability of learners after studying the OTHM Level 3 Diploma in Business Management and may consider them for direct entry into a range of their Bachelor's degree programmes.
For more information visit the OTHM University Progressions page.

DELIVERY OF OTHM QUALIFICATIONS

OTHM do not specify the mode of delivery for its qualifications, therefore OTHM Centres are free to deliver this qualification using any mode of delivery that meets the needs of their learners. However, OTHM Centres should consider the learners' complete learning experience when designing the delivery of programmes.

OTHM Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether directly or indirectly, and that equality of opportunity is promoted. Where it is reasonable and practicable to do so, it will take steps to address identified inequalities or barriers that may arise.

Guided Learning Hours (GLH) which are listed in each unit gives centres the number of hours of teacher-supervised or direct study time likely to be required to teach that unit.

ASSESSMENT AND VERIFICATION

All units within this qualification are internally assessed by the centre and externally verified by OTHM. The qualifications are Criteria referenced, based on the achievement of all the specified learning outcomes.

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

The assessor should provide an audit trail showing how the judgement of the learners' overall achievement has been arrived at.

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

RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT

Recognition of Prior Learning (RPL) is a method of assessment that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

RPL policies and procedures have been developed over time, which has led to the use of a number of terms to describe the process. Among the most common are:

- Accreditation of Prior Learning (APL)
- Accreditation of Prior Experiential Learning (APEL)
- Accreditation of Prior Achievement (APA)
- Accreditation of Prior Learning and Achievement (APLA)

All evidence must be evaluated with reference to the stipulated learning outcomes and assessment criteria against the respective unit(s). The assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria at that particular level.

Most often RPL will be used for units. It is not acceptable to claim for an entire qualification through RPL. Where evidence is assessed to be only sufficient to cover one or more learning outcomes, or to partly meet the need of a learning outcome, then additional assessment methods should be used to generate sufficient evidence to be able to award the learning outcome(s) for the whole unit. This may include a combination of units where applicable.

EQUALITY AND DIVERSITY

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

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

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

UNIT SPECIFICATIONS

Communication for Business

Unit Reference Number	F/618/8192
Unit Title	Communication for Business
Unit Level	3
Number of Credits	20
Total Qualification Time (TQT)	200 Hours
Guided Learning Hours (GLH)	80 Hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 Business Management
Unit Grading Type	Pass/Fail

Unit Aims

The aim of this unit is to provide learners with the fundamental and important skills required to communicate in a business environment. Learners will develop an awareness of different forms of communication – non-verbal, verbal, written and IT. This will enable learners to effectively communicate different messages by selecting the most efficient form of communication based on the situation and the message to be sent.

Learning Outcomes. Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Know about communication in a business context.	1.1 State the basic components of communication. 1.2 State barriers to communication in a business context. 1.3 Explain how to overcome barriers to effective communication.	Basic components are; ● sender ● message ● medium ● receiver ● feedback Barriers include; ● Language ● Use of jargon ● Physical environment ● Culture

		● Choice of medium Techniques to overcome barriers include; ● Understand the recipient/audience ● Think before sending ● Avoid emotion ● Listen attentively ● Obtain feedback
2. Be able to use verbal and non-verbal communication.	2.1 State different aspects of verbal and non-verbal communication in a business context. 2.2 Explain why verbal and non-verbal communication is important in a business context. 2.3 Explain how to use effective verbal and non-verbal communication in different situations.	Verbal communication Aspects include; ● pitch ● tone ● words ● language ● etiquette Important reasons include; ● can express oneself more clearly ● communicate quickly ● can avoid ambiguity/misunderstandings ● spoken words can be more powerful than written ones ● speaking is a vital life-skill Situations include; ● one to one meetings ● group discussions ● presentations ● online meetings Non-verbal communication Aspects include; ● body language ● eye contact ● appearance ● hygiene ● dress

		Important reasons include; ● indicates emotion (e.g. happiness, anger and anxiety) ● supports face to face interactions ● helps to build relationships ● reinforces verbal messages Situations include; ● one to one meetings ● group discussions ● presentations ● online meetings
3. Be able to use written communication.	3.1 State different types of written communication used in a business. 3.2 Explain why written communication is important in a business context. 3.3 Demonstrate effective written communication for different requirements.	Types include; ● email ● letter ● report ● essay ● spreadsheets ● policies ● procedures ● business plan Important reasons include; ● provides a record of the message/decision/actions ● provide greater clarity to a large audience ● the receiver(s) have more time to take in the information ● can reduce the need for questions Requirements include; ● one to many communication ● reports to a board of directors ● producing accounts ● showing a system ● marketing literature

4. Be able to use IT communication.	4.1 State different aspects of IT communication used in a business. 4.2 Explain why IT communication is important in a business context. 4.3 Demonstrate effective use of IT to communicate in different situations.	Aspects include; ● internet ● email ● blogs ● vlogs ● social media ● software packages (e.g. excel. PowerPoint, word) Important reasons include; ● essential business tools ● access vast amount of information ● share information with a global audience ● makes business admin effective and efficient Situations include; ● finding information ● collating information ● using it as a tool to produce and share information ● presenting information in different formats

Assessment

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

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
1 to 4	All AC under LO1 to LO4	Portfolio of evidence	3000 words

Indicative Reading list

- Jovin, E. (2019) *Writing for Business*, Nicholas Brealy Publishing, London ISBN 978-1-529-30354-4
- Newman, A. (2017) *Business Communication; in person, in print, online*, Nelson Education Ltd, Boston ISBN 978-1-305-50064-8

- Prince, E.S. (2017) *Practical Business Communication*, Red Globe Press, London ISBN 978-1-137-60605-1
- Schofield, J. and Osborn, A. (2011) *Business Speaking*, Harper Collins, London ISBN 978-0-00-742323-1
- Journal of Business Communication

The Business Environment

Unit Reference Number	J/618/8193
Unit Title	The Business Environment
Unit Level	3
Number of Credits	20
Total Qualification Time (TQT)	200 Hours
Guided Learning Hours (GLH)	80 Hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 Business Management
Unit Grading Type	Pass/Fail

Unit Aims

The aim of this unit is to provide learners with an understanding of the concept of a business environment. Learners will develop an awareness of different types of business sectors and forms as well as different business functions. Additionally, learners will be able to gain an understanding of the internal and external environments of a business, where micro and macro-economic factors have a significant influence on business activity. This will enable learners to effectively assess a business' internal and external environments.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative content
1. Understand different types of business and the sectors they operate in.	1.1 Explain different types of business activity. 1.2 Explain different business sectors. 1.3 Compare different forms of business ownership.	Types of activity are; ● primary ● secondary ● tertiary Business sectors are; ● private ● public ● third Forms of business include; ● sole trader ● partnership

		● private limited company ● public limited company
2. Know about the functional areas of a business.	2.1 State the functional areas of a business. 2.2 Describe the activities of a business' functional areas. 2.3 Explain how different functional areas are interrelated.	Functional areas include; ● human resources ● finance ● operations ● marketing ● customer service ● procurement Activities of functional areas include; ● human resources – recruitment and selection ● finance – budgeting and payroll ● operations – manufacturing or providing a service ● marketing – advertisement and research ● customer service – improving the customer experience and problem solving ● procurement – purchasing and supplier selection Interrelationships include; ● operations require staff – human resources recruit ● marketing wants to run a campaign – finance provides a budget ● customer service feeds back to operations when complaints are received about quality
3. Understand the internal environment of a business.	3.1 Explain different organisation structures. 3.2 Compare the advantages of different organisation structures. 3.3 Compare the disadvantages of different organisation structures. 3.4 Show how an organisation is structured. 3.5 Conduct a SWOT analysis on a business.	Structures include; ● functional ● divisional ● flat ● matrix Advantages include; ● functional – supports quick decision making

		● divisional – supports greater efficiency ● flat – eliminate bureaucracy ● matrix – team members are given more autonomy Disadvantages include; ● functional – reduced interaction with other areas of a business ● divisional – there is often conflict between divisional heads ● flat – this can encourage power struggles Elements of SWOT are; ● strengths ● weaknesses ● opportunities ● threats
4. Understand the external environment of a business.	4.1 State the factors which form a business' external environment. 4.2 Explain how these factors impact a business. 4.3 Explain how a business can respond to changes in its external environment. 4.4 Conduct a PESTLE analysis on a business.	Factors include; ● Political ● Economic ● Social ● Technical ● Legal ● Environmental How they can impact a business includes; ● political – governments raise business taxation increasing costs ● economic – inflation increases which reduces disposable income ● social – attitudes to certain types of work changes affecting recruitment ● technological – automation can increase efficiencies, technological innovations trends and technological disruption. ● legal – new legislation which can impact on working hours can increase costs ● environmental – business encouraged to

		reduce carbon footprint which would be viewed as a positive Responses include; ● being proactive not reactive ● seeing threats as opportunities ● working with the workforce to deliver changes ● innovate to improve efficiencies PESTLE Analysis: opportunities, threats and challenges arising from the external environment ● Political ie government policy, political stability or instability, corruption, foreign trade policy, tax policy, labour law, environmental law and trade restrictions ● Economic ie economic growth, exchange rates, inflation rates, interest rates, disposable income of consumers and unemployment rates. ● Social ie population trends such as the population growth rate, age distribution, income distribution, career attitudes, safety emphasis, health consciousness, lifestyle attitudes and cultural barriers. ● Technical ie technology incentives, the level of innovation, automation, research and development (R&D) activity, technological change, technological awareness ● Legal ie discrimination laws, antitrust laws, employment laws, consumer protection laws, copyright and patent laws, and health and safety laws ● Environmental ie Weather, Climate, Environmental policies, Climate change, Natural disasters, Air and water pollution, Recycling standards, Attitudes towards green products, Support for renewable energy

5. Know about a business' economic environment.	5.1 Outline how different microeconomic factors impact a business. 5.2 Outline how different macroeconomic factors impact a business. 5.3 Explain why a national government influences a business' economic environment. 5.4 Explain how the international economy influences a business' economic environment.	Microeconomic factors include; ● buyer behaviour ● determinants of demand ● determinants of supply ● market equilibrium ● economies of scale ● types and size of competition Macroeconomic factors include; ● economic growth ● employment/unemployment rates ● inflation ● taxation ● interest rates Government reasons include; ● political doctrine ● fiscal policy ● monetary policy ● supply side policies International influences include; ● globalisation ● free trade agreements ● transport infrastructure ● organisations such as the IMF and WTO

Assessment

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

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1 to 5	All AC under LO1 to LO5	Portfolio of evidence	3000 words

Indicative Reading list

- Nallathambi, J. I., (2021) *Business Environment*, JPS Scientific India ISBN 978-81-940316-8-0
- Needle, D. and Burns, J. (2019) *Business in Context* 7th edition, Cengage Learning Boston ISBN 978-1-4737-58391
- Sloman, J., Guest, J. and Garratt, D. (2018) *Economics* 10th edition, Pearson London ISBN 978-1-2921-87853
- The Economic Journal

People Management

Unit Reference Number	L/618/8194
Unit Title	People Management
Unit Level	3
Number of Credits	20
Total Qualification Time (TQT)	200 Hours
Guided Learning Hours (GLH)	80 Hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 Business Management
Unit Grading Type	Pass/Fail

Unit Aims

The aim of this unit is to provide learners with the necessary knowledge and understanding to effectively lead and manage people in a business. Learners will develop an awareness of employee motivation, employee relations and performance management. This will help learners to understand what is required by leaders and managers to deliver and support effective employee engagement.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative content
1. Understand employee motivation.	1.1 Explain different motivational theories. 1.2 Describe ways in which employees can be motivated. 1.3 Explain the benefits to a business of motivated employees. 1.4 Suggest ways in which a business can increase employee motivation. 1.5 Discuss how flexible working and working from home can impact employees' motivations and wellbeing and performance.	Theories include; ● Maslow's Hierarchy of Needs ● Herzberg's Two Factor Theory ● Vroom's Expectancy Theory Ways include; ● monetary rewards (performance related pay, bonuses, benefits in kind) ● non-monetary rewards (empowerment, job rotation, flexible working) Benefits include; ● Increase loyalty

		● improved productivity ● greater customer satisfaction ● reduced absentee rate ● lower staff turnover Ways in which to increase motivation; Impacts of flexible working include; ● reduces stress ● reduces burn out ● increase productivity ● improves retention ● improves job satisfaction ● Impacts of working from home include; ● no need to commute ● provides additional sleep time ● more time to relax ● improves eating and diet
2. Understand employee relations.	2.1 Explain the factors which influence the employer/employee relationship. 2.2 State barriers to effective employee relations. 2.3 Explain the benefits to a business of effective employee engagement. 2.4 Suggest ways in which a business could improve its employee relations.	Factors include; ● levels of trust ● level of motivation ● organisation structure ● organisation culture ● clarity of communication Barriers include; ● lack of leadership ● employee dissatisfaction ● recruitment choices ● disengaged employees Benefits include; ● reduced conflict ● improved productivity ● increase in innovation ● reduced staff turnover ● improved customer service

		Ways in which to improve employee relations; ● This will be specific to a business case study selected by, or given to, the learners.
3. Know about performance management.	3.1 Explain ways in which a business can monitor employee performance. 3.2 State different performance management tools. 3.3 Explain the benefits to a business of effective performance management. 3.4 Explain the benefits to an employee of effective performance management.	Monitoring techniques include; ● 360-degree feedback ● self-appraisal ● annual appraisal ● management by objectives Tools include; ● professional development plan ● probationary periods ● discipline procedure ● grievance procedure Benefits to a business include; ● identify training needs ● align targets to strategy ● prevent/reduce poor practice ● measure leadership/management performance Benefits to employees include; ● route to additional training and development ● measure own performance ● opportunity to 'stand out from the crowd' ● opportunity to achieve a pay rise
4. Understand leadership and management.	4.1 Explain different leadership styles. 4.2 Explain the key functions of management. 4.3 Compare key differences between managers and leaders. 4.4 Suggest ways in which a business could improve how it leads and manages its employees.	Leadership styles; include ● autocratic ● democratic ● participative ● transactional ● transformational Management functions include; ● planning ● organising

		● controlling ● decision making ● communication ● delegation Key differences; ● leaders set the vision; managers follow ● leaders create ideas; managers implement them ● leaders achieve through inspiration; managers achieve through systems and processes Ways in which to improve employee leadership and management; ● This will be specific to a business case study selected by, or given to, the learners.

Assessment

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

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1 to 4	All AC under LO1 to LO4	Portfolio of evidence	3000 words

Indicative Reading list

- Ashdown, L. (2018) *Performance Management: A Practical Introduction*, Kogan Page London ISBN 978-0-7494-83388
- Bridger, E. (2018) *Employee Engagement: A Practical Introduction* 2nd edition, Kogan Page London ISBN 978-0-7494-85324
- Wyatt, S. (2020) *Management and Leadership in the 4th Industrial Revolution*, Kogan Page London ISBN 978-1-7896-66816
- Journal of Management
- Chartered Management Institute (https://www.managers.org.uk/)

Customer Service

Unit Reference Number	R/618/8195
Unit Title	Customer Service
Unit Level	3
Number of Credits	20
Total Qualification Time (TQT)	200 Hours
Guided Learning Hours (GLH)	80 Hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 Business Management
Unit Grading Type	Pass/Fail

Unit Aims

The aim of this unit is to provide learners with the knowledge and understanding required to operate in a customer service role. Learners will develop an awareness of customer service fundamentals before exploring types of customers and how a business can develop relationships with its customers. Building on an awareness of different interpersonal skills, the unit will also enable a learner to demonstrate they have the skills to work alone and in a team to provide high quality customer experiences.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative content
1. Know about customer service.	1.1 State the legislation and regulations which influence customer service. 1.2 Explain the difference between product and service quality 1.3 Outline examples of good customer service. 1.4 Outline examples of poor customer service. 1.5 Explain why effective customer service is important to a business.	Legislation and regulations related to customer service includes; ● data protection ● consumer protection ● health and safety ● discrimination Features of product quality include; ● performance ● reliability ● conformity ● durability

		Features of service quality include; ● responsiveness ● access ● communication ● credibility Good customer service includes; ● product knowledge ● quick response ● assurance, trustworthiness ● Empathy ● good interpersonal skills ● effective communicator ● problem-solving Poor customer service includes; ● poorly trained representatives ● long wait times ● transferring from one person to another ● a lack of empathy Reasons why customer service is important includes; ● increases brand reputation ● provides a competitive advantage ● increases customer loyalty ● helps to manage customer expectations.
2. Understand the customers of a business.	2.1 State the types of customers of a business. 2.2 Explain what influences the behaviour of a business' customers. 2.3 State ways in which to measure levels of customer service. 2.4 Assess the levels of customer service offered by a business.	Types of customers include; ● internal customers ● one-off customers ● returning customers ● new customers Behaviour influenced by; ● customer needs and wants ● geographic location ● customer demographics ● cultural differences ● b2b or b2c

		Ways to measure include; ● customer satisfaction and customer dissatisfaction ● number of complaints ● customer retention rates ● resolution time ● response times Assessing the levels of customer service; ● This will be specific to a business case study selected by, or given to, the learners.
3. Understand how to improve the relationship with customers.	3.1 Explain how to exceed customer expectations. 3.2 Explain how to negotiate effectively. 3.3 Explain different factors which increase customer satisfaction. 3.4 Recommend ways in which a business could improve its relationships with customers.	Ways to exceed include; ● being proactive not reactive ● having effective communication ● building rapport ● going above and beyond what is expected Negotiation includes; ● seeking a win-win situation ● effective listening ● knowing your boundaries ● knowing your customer Factors include; ● personalise the service ● offer a loyalty programme ● use technology effectively ● respond quickly to issues Making recommendations; ● This will be specific to a business case study selected by, or given to, the learners.
4. Know how to effectively operate in a customer service role.	4.1 Explain why effective interpersonal skills are important in a customer service context. 4.2 Explain how to balance the needs of customers with those of a business. 4.3 Describe techniques which are used to resolve customer issues and complaints.	Interpersonal skills include; ● verbal communication ● non-verbal communication ● written communication Needs of customers include; ● problem resolution ● to be shown empathy and friendliness

	4.4 Explain how working with others improves a customer's experience.	● sufficient information to make a decision ● transparency Needs of a business include; ● upselling ● promote other products and/or services ● increase revenue ● share relevant information Techniques include; ● code of conduct/practice ● smooth processes ● prevent not cure ● have empathy

Assessment

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

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1 to 4	All AC under LO1 to LO4	Portfolio of evidence	3000 words

Indicative Reading list

- Heppell, M. (2015) *5 Star Service: How to deliver exceptional customer service* 3rd edition, Pearson Business Harlow ISBN 978-1-2921-00203
- Pennington, A. (2016) *The Customer Experience Book*, Pearson Harlow ISBN 978-1-2921-48489
- Soloman, M. (2020) I*gnore Your Customers (and they'll go away)*, Thomas Nelson Nashville ISBN 978-1-4002-14955
- Journal of Customer Service in Marketing and Management

Finance In Business

Unit Reference Number	Y/618/8196
Unit Title	Finance in Business
Unit Level	3
Number of Credits	20
Total Qualification Time (TQT)	200 Hours
Guided Learning Hours (GLH)	80 Hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 Business Management
Unit Grading Type	Pass/Fail

Unit Aims

The aim of this unit is to provide learners with the fundamental knowledge required to record financial transactions and produce financial statements. Learners will develop an awareness of different finance and accounting techniques such as the double entry accounting system, budgeting and investment appraisal. This will enable learners to effectively record financial transactions and produce accounting statements.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative content
1. Know about business finance.	1.1 Explain why a business would keep financial records. 1.2 Explain the purpose of business accounting. 1.3 Explain the accounting requirements of different types of business. 1.4 State different types of business finance at different stages in the growth of a business. 1.5 Explain the different types of accounting and financial statements.	Reasons why include; ● it is a legal requirement ● for business planning ● to support a loan application ● to prepare budgets Purpose includes to; ● provide information ● monitor financial performance ● monitor business performance ● make decisions Different types of business includes;

		● sole traders ● partnerships ● private limited companies ● public limited companies Types of business finance includes; ● own capital ● retained profit ● bank loads ● venture capitalists ● crowd funding Different types of accounting and financial statements include ● balance sheet ● profit loss account ● cash flow ● budget
2. Be able to record financial transactions.	2.1 Demonstrate accurate use of the double entry accounting system. 2.2 Demonstrate accurate bank reconciliation. 2.3 Develop control accounts for accounts receivable and accounts payable. 2.4 Demonstrate how to correct errors in accounting records.	Features of the double entry accounting system include; ● purchase ● sales ● returns ● cash and bank ● trial balance Features of bank reconciliation include; ● receipts credited by the bank ● payments debited by the bank ● transaction errors ● balancing errors Features of control accounts include; ● balances brought down ● sales and purchases ● irrecoverable debts ● refunds Correcting errors;

		● identify then update control accounts ● preparation of a reconciliation statement
3. Know about cost and management accounting.	3.1 Explain how absorption and marginal costing is used for decision-making. 3.2 Explain how budgeting is used for financial planning and control. 3.3 Explain how to undertake investment appraisal.	Features of absorption and marginal costing includes; ● allocation of variable and fixed costs ● stepped costs ● cost centres ● absorption costing ● marginal costing Features of budgets include; ● fixed budgets ● flexible budgets ● master budgets ● budget allocation to cost centres Appraisal techniques include; ● nett cashflow ● payback period ● net present value ● return on investment
4. Be able to produce accounting statements.	4.1 Produce accurate absorption and marginal cost statements. 4.2 Calculate sub and overall variances. 4.3 Prepare accurate and subsidiary budgets. 4.4 Apply investment appraisal methods to alternative capital investment options.	Using techniques introduced in other learning outcomes to produce different accounting statements: ● absorption and marginal cost statements. ● sub and overall variances ● accurate and subsidiary budgets ● investment appraisal methods

Assessment

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

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1 to 4	All AC under LO1 to LO4	Portfolio of evidence	3000 words

Indicative Reading list

- McLaney, E. and Atrill, P. (2020) *Accounting and Finance: an introduction* 10th edition, Pearson Harlow ISBN 978-1-2923-12262
- McLaney, E. and Atrill, P. (2018) *Accounting and Finance for Non-specialists* 11th edition, Pearson Harlow ISBN 978-1-2922-44068
- Journal of Business Finance and Accounting
- Association of Accounting Technicians

Marketing

Unit Reference Number	D/618/8197
Unit Title	Marketing
Unit Level	3
Number of Credits	20
Total Qualification Time (TQT)	200 Hours
Guided Learning Hours (GLH)	80 Hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 Business Management
Unit Grading Type	Pass/Fail

Unit Aims

The aim of this unit is to provide learners with the marketing knowledge and techniques required to effectively engage in marketing activities. This will be supported by an awareness of key marketing and campaign principles which will provide the foundation for producing and presenting market research results and a marketing campaign.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative content
1. Know about marketing principles.	1.1 Explain the role of marketing in business. 1.2 Explain the constraints placed on marketing activities. 1.3 Explain why conducting marketing research is beneficial to a business. 1.4 State ways in which the impact of marketing can be measured.	Role of marketing includes; ● identifying customer needs and wants ● identifying gaps in the market ● communicating marketing messages ● running promotional campaigns Constraints include; ● consumer protection legislation ● ethical considerations ● environmental considerations ● trading standards ● broadcasting codes of practice Benefits include;

		● Carry out market segmentation ● Identify the market structure ● Recognise competitor activity Ways include; ● sales trends ● sales revenue ● profits ● customer feedback
2. Know about marketing campaigns.	2.1 Explain the elements of the marketing mix. 2.2 Explain the purpose of marketing campaigns. 2.3 Explain how businesses use digital marketing to support a marketing campaign.	Elements of the marketing mis are; ● product ● price ● place ● promotion Purpose of promotional campaigns includes; ● increase brand awareness ● promote new product/service/event ● increase customers ● increase sales How digital marketing is used includes; ● Marketing. digital marketing vs social media marketing ● social media ● blogs ● banner advertising ● search engine optimisation
3. Be able to conduct market research.	3.1 Explain different methods of primary market research. 3.2 State the factors which influence the choice of primary market research method. 3.3 Conduct primary and secondary research to identify business opportunities. 3.4 Assess market research findings to inform a marketing plan.	Methods of primary market research include; Primary techniques include; ● observation ● focus groups ● interviews ● questionnaires Factors include; ● reasons for the research ● availability of resources ● reporting requirements

		Secondary methods include ● internet research ● journal research ● reading reports
4. Be able to plan a marketing campaign.	4.1 Plan a marketing campaign for a product/service/event. 4.2 Present the marketing campaign to a relevant audience. 4.3 Reflect on feedback to make informed improvements to a marketing campaign.	Planning includes; ● setting objectives ● identifying the market ● taking decisions ● using a structure Reflection includes focusing on ● positive aspects ● areas for improvement ● thinking forward

Assessment

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

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1 to 4	All AC under LO1 to LO4	Portfolio of evidence	3000 words

Indicative Reading list

- Fahy, J. and Jobber, D. (2019) *Foundations of Marketing* 6th edition, McGraw-Hill London ISBN 978-1-5268-47348
- Kotler, P. T. and Armstrong, G. (2017) *Principles of Marketing* 17th edition, Pearson Harlow ISBN 978-1-2922-20178
- Journal of Marketing
- Chartered Institute of Marketing (https://www.cim.co.uk/)

IMPORTANT NOTE

Whilst we make every effort to keep the information contained in programme specification up to date, some changes to procedures, regulations, fees matter, timetables, etc may occur during the course of your studies. You should, therefore, recognise that this specification serves only as a useful guide to your learning experience.
For updated information please visit our website www.othm.org.uk.