athe | AWARDS FOR TRAINING AND HIGHER EDUCATION

ATHE Level 3 Diploma in Business

About ATHE

An Ofqual regulated awarding organisation, providing regulated qualifications in management, law, health and social care management, computing, and travel and tourism management.

ATHE's Mission Statement

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

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

Our Qualifications

Our qualifications are the culmination of expert input from colleges, industry professionals, Higher Education Institutes and our qualification development team. We have developed a flexible suite of awards, certificates and diplomas that offer progression from level 3 up to level 7.

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

Support for Centres

We are committed to supporting our centres and offer a range of training, support and consultancy services including:
- qualification guidance, suggested resources and sample assignments
- an ATHE centre support officer who guides you through the centre recognition process, learner registration and learner results submission
- health check visits to highlight any areas for development
- an allocated ATHE associate for advice on delivery, assessment and verification

Contents

ATHE Level 3 Diploma in Business

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

This qualification is on the Register of Regulated Qualifications. It has a Qualification Accreditation Number (QAN). This number will appear on the learner's final certification documentation. Each unit within a qualification also has a code.

The QAN numbers for this qualification is as follows:

ATHE Level 3 Diploma in Business	601/6170/X

Accreditation Dates

This qualification is accredited from 1 July 2015, which is its operational start date in centres.

Entry Requirements

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

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

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

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

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

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

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

Please note that UK Visas and Immigration Department (UKVI) requires adult students to have acceptable English language ability before they can apply to become an adult student under Tier 4 (General) of the points-based system. As an education provider you must ensure that the applicant is competent in the English language at a minimum of CEFR level B1 for a qualification at levels 3-5.

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

Support and Recognition

This qualification has been developed with the support of centres who are currently delivering qualifications at this level in Business or who plan to do so in the future. It also has the support of a number of HEIs and is recognised as offering progression to a degree programme in Business.

Progression

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

Learners may progress to:
- a level 4 ATHE qualification such as the ATHE Level 4 Extended Diploma in Management
- a degree programme

A statement of purpose for this qualification is on the ATHE website. This statement is written for learners and explains what the qualification covers and where learners could progress to.

Recognition of Prior Learning (RPL)

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

There will be occasions where learners wish to claim recognition of prior learning which has not been formally assessed and accredited. Centres should contact ATHE to discuss the requirements for RPL.

Support for ATHE Qualifications

ATHE provides a wide range of support. This includes:
- materials on our website to support assessment and teaching and learning
- training events to support the delivery of the qualifications and assessment
- the services of a team of experienced advisors and external verifiers
- support for business development

Credit values and rules of combination

Each unit within a qualification has a credit value and a level. The credit value specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of a unit. The level is an indication of relative demand, complexity and depth of achievement and autonomy.

Each credit represents 10 hours of learning time. The learning time is a notional measure which indicates the amount of time a learner at the level of the unit is expected to take,

on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria. Learning time includes activities such as directed study, assessment, tutorials, mentoring and individual private study.

The credit value of the unit will remain constant in all contexts regardless of the assessment method or the mode of delivery. Learners will only be awarded credits for the successful completion of whole units.

Each unit also contains information on guided learning hours (GLH). GLH are intended to provide guidance for centres on the amount of resource needed to deliver the programme and support learners i.e. the time required for face to face delivery, tutorials, workshops and associated assessments.

Each qualification has agreed rules of combination which indicate the number of credits to be achieved, which units are mandatory and the choice of optional units. The rule of combination for each qualification is given below.

ATHE Level 3 Diploma in Business

The ATHE Level 3 Diploma in Business is a 60 credit qualification. Learners must complete the four mandatory units totalling 60 credits.

Unit Title	Level	Credit	GLH
Mandatory Units			
How Businesses Operate	3	15	90
Marketing Principles and Techniques	3	15	90
Academic and Research Skills for Business	3	15	90
Communication Skills for Business	3	15	90

Guidance on Assessment

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

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

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

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

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

Grading Structure

As well as receiving a grade for each individual unit learners will also receive an overall grade for the qualification. Each unit is equally weighted. The formula for establishing the overall grade is as follows.

Points Per Unit

- Pass – 45
- Merit – 60
- Distinction – 75

Overall Totals Required

- Pass 180 -224
- Merit -225-284
- Distinction – 285 -300

Methods of Assessment

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

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

Putting an Assessment Strategy in Place

You will need to demonstrate to your External Verifier that you have a clear assessment strategy supported by robust quality assurance in order to meet the ATHE requirements for registering learners for a qualification. In devising your assessment strategy, you will need to ensure:
- devised assignments are clearly mapped to the unit learning outcomes and assessment criteria they have been designed to meet.
- that the command verbs used in the assignment are appropriate for the level of the qualification, e.g. analyse, explain and that the implications of these verbs are understood by learners and assessors.
- that the assignment gives the learner sufficient opportunity to meet the assessment criteria at the right level, through the work they are asked to complete (The level descriptors will be helpful to you in determining the level of content of the assessment).
- learners are well-briefed on the requirements of the unit and what they have to do to meet them.

- Assessors are well trained and have a full understanding of the content of the unit/s they are assessing.
- there is an internal verification process in place to ensure consistency and standardisation of assessment across the qualification.
- assessment decisions are clearly explained and justified through the provision of feedback to the learner.
- that work submitted can be authenticated as the learner's own work and that there is clear guidance on the centre's Malpractice Policy.
- that there is an assessment plan in place identifying dates for formative and summative assessment of each unit and indicating when external verification will be needed.
- sufficient time is included in the assessment planning to allow the learners time for any necessary remedial work that may be needed prior to certification.

Quality Assurance of Centres

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

ATHE's quality assurance processes will involve:
- Centre approval for those centres who are not already recognised to deliver ATHE qualifications
- Approval to offer the ATHE Level 3 Diploma in Business

Once a centre registers learners for a qualification, they will be allocated an External Verifier who will visit at an early stage in the programme to ensure that an appropriate assessment plan is in place.

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

Malpractice

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

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

Guidance for Teaching and Learning

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

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

Top Tips for Delivery

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

Resources

ATHE has provided a list of suggested resources for each unit. Please refer to the support materials for each unit on our website.

Access and Recruitment

ATHE's policy with regard to access to its qualifications is that:

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

Centres are required to recruit learners to ATHE qualifications with integrity. This will

include ensuring that all learners have appropriate information and advice about the qualifications. Centres should put in place appropriate systems to assess a learner's suitability for a programme and make a professional judgement about their ability to successfully achieve the designated qualification. This assessment should take account of any support available to the learner within the centre during the programme of study and any support that may be required to allow the learner to access the assessment for the units within the qualification.

Access Arrangements and Special Considerations

ATHE's policy on access arrangements and special consideration aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2011) without compromising the assessment of skills, knowledge and understanding. Further details are given in the Reasonable Adjustments and Special Considerations Policy, which can be found on our website.

Restrictions on Learner Entry

The ATHE Level 3 Diploma in Business is accredited for learners aged 16 and above.

Unit Specifications

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

Each unit has the following sections:

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

Unit Aims
The unit aims section summarises the content of the unit.

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

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

Credit Value
The credit value is the number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit.

Guided Learning Hours (GLH)
Guided learning hours are an indicative guide to the amount of input that a tutor will provide to a learner, to enable them to complete the unit. This includes lectures, tutorials and workshops and time spent by staff assessing learners' achievement when they are present.

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

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

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

3.23 How Businesses Operate			
Unit aims	To provide an overview of how businesses operate. Learners will gain knowledge and understanding of key business functions and their importance to business success.		
Unit level	3		
Unit code	M/507/2220		
GLH	90		
Credit value	15		
Unit grading structure	Pass/Merit/Distinction		
Assessment guidance	Assignments in accordance with awarding organisation guidance		
Learning outcomes. The learner will:	**Assessment criteria. The learner can:**		
	Pass	**Merit**	**Distinction**
1. Understand the key features of a business environment	1.1 Describe the different types of organisations found in the public and private sectors in a named country 1.2 Explain the different structures within the businesses in the named country and suggest reasons for the variation 1.3 Describe how the local, national and global economic environment impacts on a particular named business	1 M1 Explain and exemplify how and why business objectives differ between different organisations	1 D1 Analyse the impact of the current national and global environments on businesses in the named country
2. Know the importance of accounting for business	2.1 Explain the importance of accounting for business success.		

3. Be able to apply key principles of accounting and present and interpret data	3.1 Present and interpret key accounting information using profit and loss accounts	3 M1 Analyse business performance using basic ratios	3 D1 Analyse business performance using ratios and accounting information including budgets, profit and loss accounts, cash flow predictions and ratios
4. Understand the principles of managing and leading teams in organisations	4.1 Describe the stages of team development 4.2 Carry out an analysis to determine own and others' roles within a team. 4.3 Assess three motivation theories 4.4 Describe different types of leadership style	4 M1 Explain why it might be appropriate to use different leadership and motivational styles in different situations	4 D1 Evaluate how motivational theories are used in businesses to motivate employees 4 D2 Evaluate the impact of different leadership styles on employees.
5. Know the role of the Human Resources department	5.1 Describe the different functions carried out by the HR department in a business 5.2 Outline key features of employment legislation	5 M1 Explain the benefits of employment legislation to employees and businesses	5 D1 Analyse the impact of employment legislation on businesses in a named country
6. Understand the importance of customer service to organisational success	6.1 Explain the impact of customer service on business success 6.2 Explain the benefits of customer profiling to a business.	6 M1 Analyse the impact of customer service on business success	6 D1 Analyse how customer profiling is used to help deliver targeted customer service

Indicative Content

1. The business environment

- Ownership: Limited company (public and private), sole trader, partnership, limited partnership, not for profit.
  Objectives: sales of goods and/or services, profit maximisation; growth, diversification, consolidation; corporate and social responsibility (CSR) agenda; customer service priorities, position in market; reasons for differences, differences between profit and not-for-profit organisations; stage of growth; type of organisation (e.g. sole trader vs public corporation.)
- Structure: Hierarchical; flat, matrix, variation due to organisation culture, type of industry, size of business.
- The impact of the economic environment on business e.g. local and national tax systems, availability of physical and human resources, government fiscal and monetary policies, exchange rates, consumer behaviour, national wealth (GDP), investment (e.g. in infrastructure); how businesses contribute to wealth via distribution of profit via salaries and dividends, multiplier effect
- External influences: political, economic, social, technological, legal, environmental (PESTLE)

2. Principles of accounting for business

- Reasons for accounting: managing, calculating, predicting and controlling; expenditure, income and cash flow, intra-business vs. extra-business (e.g. salaries, expenditure vs. tax)
- Accounting information: income and expenditure, budgets, profit and loss and cash flow
- Basic ratios: working capital / current, acid test / quick ratio, return on investment, return on capital, gross margin; net profit margin, break even, stock turnover

3. Managing and leading teams in organisations

- Team development: forming, norming, storming, performing (Tuckman, 1965).
- Belbin team roles: shaper, completer/finisher, team worker, plant, monitor/evaluator, implementer, specialist, co-ordinator, resource investigator
- Motivation theories: Maslow, Herzberg, McGregor, Taylor, Mayo
- Leadership styles: authoritarian, democratic, laissez-faire, transactional, transformational.

4. Human Resources (HR)

Functions of the HR department: leading on processes for recruitment & promotions of staff, training & development, benefits & compensation, legal compliance & policy implementation, implementing grievance & disciplinary procedures, workforce relationships & performance measures.
employment legislation: hours of work, holidays, rest periods, shift work; minimum wage; sick leave and pay; redundancy; trade union membership, benefits to employees and implications for employers

5. Customer service

- Impact: on customers, repeat business, staff morale/job satisfaction, staff turnover (churn)
- Customer profiling: market segmentation; customer types; targeting customers; loyalty schemes

3.24 Marketing Principles and Techniques			
Unit aims	To develop knowledge and understanding of marketing principles and techniques.		
Unit level	3		
Unit code	K/507/2152		
GLH	90		
Credit value	15		
Unit grading structure	Pass/Merit/Distinction		
Assessment guidance	Assignments in accordance with awarding organisation guidance		
Learning outcomes. The learner will:	**Assessment criteria. The learner can:**		
	Pass	**Merit**	**Distinction**
1. Understand the principles of marketing	1.1 Describe the diverse activities carried out in marketing departments in businesses 1.2 Explain market segmentation as a tool to identify customers 1.3 Explain the marketing mix	1 M1 Explain why different tools are used to market products and services	1 D1 Analyse how the marketing mix is used to support decision making in businesses
2. Understand market research and market analysis methods	2.1 Explain the aims of research and market analysis 2.2 Describe market research methods 2.3 Outline market analysis tools and techniques		2 D2 Evaluate the market research methods used for specific products and/or services
3. Be able to apply market analysis techniques	3.1 Use market analysis techniques to research the target market for a selected product or service 3.2 Interpret findings of	3 M1 Use market analysis techniques to make informed product or service decisions	3 D1 Analyse findings of market research to inform marketing objectives 3 D2 Present findings and make

	market research and market analysis 3.3 Present findings to the marketing team	3 M2 Use appropriate technology to present findings of market research and analysis	recommendations to the marketing team
4. Understand how e – marketing is used	4.1 Describe the methods used to e-market products and services 4.2 Explain how companies manage their online image	4 M1 Assess the benefits of e-marketing compared to traditional marketing techniques	4 D1 Evaluate the measures companies need to take to manage their online image

Indicative Content

1. The principles of marketing

- Marketing activities: research, customer profiling/segmentation, targeting, advertising/promotion; pricing, public relations (PR), managing social media
- Market segmentation: socio economic, behaviours, demographic, psychographic, geography
- Marketing mix: product, price, promotion, place

2. Market research methods

- Aims of research: macro and micro levels, identify the market/consumer, identify customer needs, identify problems/product or service improvements, look for new markets, monitor existing markets
- Research techniques: primary (interviews, questionnaires, focus groups) and secondary; analysing qualitative and quantitative

3. Market analysis

- Market analysis techniques: Micro: SWOT, Macro: PESTLE, Competitor Analysis,
- Interpreting research findings: review research goals, organise data ,identify patterns

4. E – marketing

- Methods: search engine marketing, pay per click, search engine optimisation, on line advertising, viral marketing, on line reputation management, email marketing
- Use of Social Media
- Benefits to traditional marketing techniques: cost, global reach, scope, allows interactivity, immediate, allows targeting

3.25 Academic and Research Skills for Business			
Unit aims	To develop academic research skills and the language skills needed to be able to formally present academic research, both in writing and orally.		
Unit level	3		
Unit code	M/507/2153		
GLH	90		
Credit value	15		
Unit grading structure	Pass/Merit/Distinction		
Assessment guidance	Assignments in accordance with awarding organisation guidance		
Learning outcomes. The learner will:	**Assessment criteria. The learner can:**		
	Pass	**Merit**	**Distinction**
1. Be able to assess own academic competence	1.1 Assess own academic strengths and weaknesses including academic English language skills 1.2 Set targets for improvement using the self-assessment	1 M1 Develop a plan to show how targets will be achieved	
2. Know how to research information using primary and secondary methods	2.1 Outline the process for carrying out primary research from different sources 2.2 Outline the process for carrying out secondary research from different sources		2 D1 Analyse with examples what constitutes good practice in primary and secondary research
3. Be able to take effective notes from a variety of sources	3.1 Note key points of information from a variety of sources using active listening skills and reading strategies		

	3.2 Paraphrase and summarise the information		
4. Be able to plan and draft a piece of research	4.1 Create a plan for research on a chosen topic in business 4.2 Draft a piece of research work using appropriate reference techniques	4 M1 Use own review and feedback from tutor to improve draft work	
5. Be able to produce academic work	5.1 Produce academic work to a professional standard using the existing draft	5 M1 Present academic work orally at a professional standard to an audience	5 D1 Present academic work at a professional standard to an audience and discuss the content of the work
6. Be able to reflect on own academic progress	6.1 Reflect on own academic progress including, development of academic skills and academic English language skills 6.2 Develop action plan for further improvement	6 M1 Provide academic feedback to peers	

Indicative Content

1. Self-assessment of academic competency

- Self-assessment: Academic English ability (oral and written), academic competencies, personal skills and qualities, personal skills for academic work (time management, initiative, perseverance flexibility, responding positively to change and feedback); strengths and weaknesses.
- Targets: Specific, Measurable, Achievable, Realistic and Timed (SMART)
- Plan: for improvement (revisited and updated at regular intervals), with targets, timescales, clarity of tasks

2. Research methods

- Primary research: questionnaires (design of questionnaires, avoiding leading questions, gathering qualitative and quantitative data, issues of bias and analysis), focus groups (design of questions, timing; number of participants, balance of group); interviews (design of questions)
- Secondary research: desk research; making notes, recording sources; collating information, evaluation of sources, citation and reference lists

3. Be able to take effective notes from a variety of sources

- Taking notes: use of acronyms, symbols and shorthand.
- Active Reading: reading aloud, paraphrase, summary, synthesis
- Active Listening skills: acknowledging, eye contact, body language, concentrating and understanding what is being said,
- Reviewing notes: re-reading, checking understanding, clarifying/expanding

4. Be able to plan a piece of research

- Create a plan: check understanding of the brief and, in particular, the use of action words, check deadline, plan research methods, schedule time, set SMART objectives, review plan
- Drafting work: avoiding plagiarism, referencing, personal organisation
- Reviewing: editing, proof reading

5. Produce academic work*

- Academic work of professional standard: written work that meets brief, good standard of English, demonstrates referencing skills, reviewed and edited
- Presenting work orally to professional standard: planning and preparation, use of technology; support materials/aids, use of verbal and non-verbal skills
- discuss content of work: with peers and supervisors/academic staff, demonstrate depth of knowledge

6. Review work*

- Academic progress: evaluate content of own work, own skills development, Academic English ability, academic competencies, personal skills and qualities, personal skills for academic work (time management, initiative, perseverance flexibility, responding positively, to change and feedback) ; strengths and weaknesses.
- Action plan: for academic development, for personal development

* It is envisaged that the Academic and Research Skills unit will be assessed through the submission of a portfolio of work that demonstrates the preparation for an extended project on a topic related to an aspect of business for example a marketing topic, alongside the actual final piece of writing on the topic.

3.26 Communication Skills for Business			
Unit aims	To develop knowledge and understanding of communication in organisations and to develop personal communication skills		
Unit level	3		
Unit code	T/507/2154		
GLH	90		
Credit value	15		
Unit grading structure	Pass/Merit/Distinction		
Assessment guidance	Assignments in accordance with awarding organisation guidance		
Learning outcomes. The learner will:	**Assessment criteria. The learner can:**		
	Pass	**Merit**	**Distinction**
1. Know how businesses communicate	1.1 Describe communication models and systems used in businesses 1.2 Describe the methods used and the benefits of both informal and formal communication systems 1.3 Outline the principles of effective communication 1.4 Explain how technology is used for different types of communication 1.5 Explain the barriers to effective communication	1 M1 Propose solutions to the barriers for effective communication	1 D1 Analyse the effectiveness of communication models and systems used in specific businesses 1 D2 Evaluate how different uses of technology can enhance and/or detract from good communication in business
2. Be able to present business information orally	2.1 Use different styles and methods of oral communication for different audiences 2.2 Present business information	2 M1 Use appropriate methods including technology and other aids to present business information orally	2 D1 Manage and facilitate a question

	orally in a formal situation 2.3 Respond to questions arising from presentation of business information		and answer session to demonstrate subject knowledge and communication skills
3. Be able to communicate business information in writing	3.1 Communicate information using appropriate written business styles and methods	3 M1 Communicate complex information using different written business styles and methods	3 D1 Use appropriate technology and supporting graphs, diagrams and/or artwork to support complex communication.

Indicative Content

1. How businesses communicate

   - Communication models: sender, message, transmission of message, receiver, response from receiver.
   - Communication systems: there will be variation in the systems used in business depending on different factors. This will include the size of the organisation, the stakeholders involved, the nature of the communications which are needed and also whether they are internal or external. A large organisation on more than one site will have complex systems in place to ensure information is transferred to the right personnel in different locations. In addition there will also be internal transfer of information within the specific site. A range of methods will be used in one system to ensure communications are transferred accurately.
   - Communication methods: Nonverbal (gestures, postures, touch, use of time/space, dress/personal grooming; facial expressions and eye movement); verbal (oral and written), visual (posters, diagrams charts); face to face (meetings,) electronic use of technology (oral and written); formal and informal; vertical (upward and downward) horizontal; internal and external.
   - Principles of effective communication: clarity of language and message (non-ambiguous), choice of channel, timing, listening to response
   - Use of technology: social media; email, web, webinars, presentation software, e.g., Powerpoint, Prezi
   - Barriers to effective communication: filtering, language, poor listening, emotions, cultural diversity, inconsistent nonverbal cues, background noise, information overload, complexity, lack of trust, wrong choice of channel, personal conduct and appearance

2. Present business information orally

   - Styles and methods of oral communication: conversation/dialogue, formal presentation, discussion groups, interviews; formal and informal; use of verbal and non-verbal communication to build rapport, adapting communication for different audiences
   - Different audiences: colleagues; customers; board
   - Present business information: plan formal presentation, use of technology, presentation aids and software (e.g. Powerpoint, Prezi), question and answer
   - Respond to questions: demonstrate subject knowledge, use of language, use of verbal and non-verbal communication, adapting communication for audience

3. Communicate business information in writing

   - Written business styles and methods: formal/academic report, informal report, letters, emails; formal structure of materials (contents pages, footnotes, referencing, bibliography) ; use of software to enhance communication; use of images, graphs and tables to enhance communication