

# **Criteria for the Diploma Qualifications in Business, Administration and Finance at Levels 1, 2 and 3**



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## **The criteria**

### **Introduction**

1. The purpose of this document is to record a full set of criteria for principal learning for the Diploma in Business, Administration and Finance at levels 1, 2 and 3. It also sets out the overall aims for the Diploma in Business, Administration and Finance.
2. This document should be read in conjunction with the Ofqual document *Criteria for Foundation, Higher and Advanced Diploma Qualifications* which defines the overarching criteria for all Diplomas at levels 1, 2 and 3 representing the industries covered. All references to guided learning hours (GLH) within this document are for the purposes of ensuring that there is sufficient content specified at each level to enable the design of qualifications. GLH are not intended to indicate final unit sizes or design.

### **Aims**

3. The general aims of the Diplomas are identified in Section 2 of the document *Criteria for Foundation, Higher and Advanced Diploma Qualifications*. The purpose of the Diploma in Business, Administration and Finance at levels 1, 2 and 3 is to introduce learners to the world of business, administration and finance and to enable progress to related studies or employment in the wider business sector.
4. The Diploma in Business, Administration and Finance is for all learners and has particular relevance to 14- to 19-year-olds who seek to acquire knowledge and skills in the broad context of business, administration and finance and to progress to further education and higher education and/or a range of business roles. Principal learning provides all learners with the knowledge, skills and understanding essential to the sector(s) covered. Specialist learning enables learners to acquire a deeper understanding of the topics covered in principal learning or to explore a related topic with a more local focus and to apply this understanding in practice.

## Themes

5. The business, administration and finance Diploma Development Partnership has not classified topics under themes.

## Structure

<b>Structure of Diplomas in Business, Administration and Finance</b>			
<i>Level</i>	<i>Foundation</i>	<i>Higher</i>	<i>Advanced</i>
Total GLH	600	800	1,080
Principal learning (GLH)	240	420	540
Generic learning (GLH)	240	200	180
Additional/specialist learning	120	180	360

## Foundation level

### Summary of topic titles

<b>Topic no.</b>	<b>Title</b>	<b>GLH</b>
1.1	Business enterprise	60
1.2	Business administration	30
1.3	Personal finance and financial services	30
1.4	Teams and communication in business	30
1.5	Customer service	30
1.6	Sales	30
1.7	Preparing for work	30

## **Topic 1.1: Business enterprise (60 GLH)**

### *Purpose*

6. This topic is a feature of the Diploma in Business, Administration and Finance at all levels. It focuses on business enterprise and provides a context within which learners will develop and apply the associated fundamental skills. Learners will explore different types of products and services, examine what makes them viable as a business proposition and use their creativity to generate ideas for a product or service, from which they will select a workable one for development and implementation. They will also gain the knowledge and understanding of the main methods of market research and promotion, which will enable them to plan and carry out simple market research, identify its key findings, use them to modify their initial idea and promote the product or service to the identified target market. It is expected that, whenever a disability does not prevent them from doing so, learners will use ICT-based rather than manual systems, which can be adapted to take account of the needs of disabled users.

This topic is linked to:

- Topic 1.2 Business administration;
- Topic 1.3 Personal finance and financial services;
- Topic 1.4 Teams and communication in business;
- Topic 1.5 Customer service;
- Topic 1.6 Sales;
- Topic 1.7 Preparing for work.

Learners must know and understand:

- a) the main types of products and services;
- b) the differences and links between products and services;
- c) how innovation and creativity can benefit business;
- d) what makes a product or service viable as a business proposition;
- e) the main methods of market research;
- f) the main methods of promoting a product or service to the target market.

*Scope of content*

Learners must be able to:

- a) generate ideas for a product or service and select a workable one for development;
- b) plan and carry out simple market research, using the most appropriate medium;
- c) identify the key findings of simple market research;
- d) modify a business idea on the basis of research findings;
- e) promote a product or service to the identified target market effectively;
- f) persuade prospective investors of the merits of a business idea, using the most appropriate medium;
- g) implement a workable idea for a product or service.

In order to engage with this topic effectively, learners must use the following personal, learning and thinking skills (PLTS):

- independent enquirers;
- self-managers;
- effective participators.

**Topic 1.2: Business administration (30 GLH)**

*Purpose*

7. The purpose of this topic is to provide a basic introduction to how business administration contributes to the operation of businesses and to promote the development and application of a range of administrative skills. Learners will explore the main administrative roles and processes that support businesses and will gain an appreciation of why effective administration is important to organisations. They will also have the opportunity to carry out a range of administrative

functions in the context of well-defined routine tasks and to produce simple business documents using appropriate language and formats. It is expected that, whenever a disability does not prevent them from doing so, learners will use ICT-based rather than manual systems, which can be adapted to take account of the needs of disabled users.

This topic is linked to:

- Topic 1.1 Business enterprise;
- Topic 1.4 Teams and communication in business;
- Topic 1.5 Customer service;
- Topic 1.6 Sales;
- Topic 1.7 Preparing for work.

*Scope of content*

Learners must know and understand:

- a) the main administrative roles and processes that support businesses;
- b) the reasons why effective administration is important to a business;
- c) the different types of commonly used business documents and their purposes;
- d) the language and formats appropriate to simple business documents;
- e) the health and safety requirements relevant to the business environment.

Learners must be able to:

- a) effectively carry out a range of administrative processes in the context of well-defined routine tasks;
- b) prioritise tasks and meet set deadlines, negotiating those deadlines if necessary and agreeing the renegotiated ones;
- c) follow the appropriate health and safety requirements in the context of the administrative functions undertaken;

- d) produce simple business documents using appropriate language and formats and, for disabled learners, techniques and media enabling them to meet this criterion.

In order to engage with this topic effectively, learners must use the following PLTS:

- creative thinkers;
- team workers;
- self-managers.

### **Topic 1.3: Personal finance and financial services (30 GLH)**

#### *Purpose*

8. Acting as an introduction to the finance sector, this topic aims to familiarise learners with basic concepts of personal finance. Learners will develop the knowledge and skills needed to manage personal finance and to plan for expenditure so as to avoid getting into debt. They will also learn how to access and use financial advice and calculate interest on savings and borrowings, what information they need to provide to set up a personal current account and a savings account, and how to select accounts that are appropriate to their needs. This topic will thus lay the foundations for learners' financial literacy, helping them to make informed financial decisions.

This topic is linked to:

- Topic 1.1 Business enterprise;
- Topic 1.6 Sales.

#### *Scope of content*

Learners must know and understand:

- a) the concept, purpose and sources of money;
- b) the commonly used sources of financial advice and how such advice can help with making informed financial decisions;
- c) the simple budgeting techniques used to balance income and expenditure;

- d) the importance of planning for expenditure to avoid getting into debt;
- e) the information they need to provide to set up a current and a savings account;
- f) the costs, charges and benefits associated with current and savings accounts and how to manage such accounts;
- g) the common security measures banks and building societies take to protect customers against fraud and theft;
- h) the common security measures they should take to protect themselves against fraud and theft.

Learners must be able to:

- a) manage personal money through budgeting;
- b) plan for future expenditure;
- c) select a personal current account and a savings account appropriate to their needs;
- d) calculate the interest on savings and borrowings and make financial decisions on the basis of those calculations.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers;
- reflective learners;
- self-managers.

#### **Topic 1.4: Teams and communication in business (30 GLH)**

##### *Purpose*

- 9. The purpose of this topic is to highlight the importance of effective teamwork and communication through getting learners to explore a range of issues associated with working in teams and communicating

within them. Learners will examine different styles of communication and the impact that the behaviour of individual team members can have on others. They will also gain an appreciation of the reasons why businesses use teams to achieve specified goals and of the role effective teamwork plays in achieving those goals. This topic will give learners the opportunity to begin developing their team-working skills through collaborating with others in the context of well-defined routine tasks and to learn how to respond to constructive feedback.

This topic is linked to:

- 1.1 Business enterprise;
- 1.2 Business administration;
- 1.5 Customer service;
- 1.6 Sales;
- 1.7 Preparing for work.

*Scope of content*

Learners must know and understand:

- a) what a team is and the different ways in which business teams are constructed;
- b) the reasons why businesses use teams to achieve goals;
- c) the role of effective communication when working in teams;
- d) the difference between the business and the personal style of communication and when it is appropriate to adopt each style;
- e) the importance of effective teamwork to achieving specified team goals;
- f) how individuals can best contribute to a team, taking account of their strengths and weaknesses;
- g) the impact that the behaviour of individual team members can have on the team;
- h) the importance of using appropriate words, tone and body language in team communication;

- i) the importance of being able to respond appropriately to constructive feedback.

Learners must be able to:

- a) work with others as part of a team to achieve specified goals;
- b) assess their individual contribution to team activities;
- c) recognise the need to adapt their behaviour and styles of communication to different team situations;
- d) respond appropriately to constructive feedback.

In order to engage with this topic effectively, learners must use the following PLTS:

- reflective learners;
- team workers;
- effective participators.

### **Topic 1.5: Customer service (30 GLH)**

#### *Purpose*

10. This topic will give learners an understanding of the importance of customers and customer satisfaction to a business. They will explore the difference between poor, adequate and excellent customer service and gain an appreciation of the interpersonal skills underpinning high quality customer service. Learners will also become familiar with the main statutory and contractual rights and obligations of the employee, the business and the customer and with common customer service procedures. Building on this knowledge, learners will develop and demonstrate effective customer-handling skills in the context of dealing with routine customer queries.

This topic is linked to:

- Topic 1.1 Business enterprise;
- Topic 1.2 Business administration;

- Topic 1.4 Teams and communication in business;
- Topic 1.6 Sales;
- Topic 1.7 Preparing for work.

*Scope of content*

Learners must know and understand:

- a) the importance of customers and customer satisfaction to a business;
- b) the diversity of customers;
- c) the main statutory and contractual rights and obligations of the employee, the business and the customer;
- d) the common customer service procedures;
- e) the importance to organisations of having responsive and effective customer service, and how diversity and inclusion can contribute to it;
- f) the importance of following customer service procedures;
- g) the main characteristics of poor, adequate and excellent customer service;
- h) the interpersonal skills underpinning excellent customer service;
- i) the importance of using words, tone and body language appropriate to the situation and the customer;
- j) the importance of taking responsibility for their individual contribution to achieving customer satisfaction.

Learners must be able to:

- a) handle routine telephone queries from customers effectively;
- b) handle routine face-to-face queries from customers effectively;
- c) use words, tone and body language appropriate to the situation and the customer.

In order to engage with this topic effectively, learners must use the following PLTS:

- creative thinkers;
- team workers;
- effective participators.

### **Topic 1.6: Sales (30 GLH)**

#### *Purpose*

11. The aim of this topic is to get learners to appreciate the importance of sales to organisations and to develop their selling skills. Learners will be introduced to the process of personal selling and to the main techniques and essential skills involved. They will examine the communication styles underpinning successful selling and will gain an understanding of the importance of adapting behaviour to accommodate diverse customers. The skills developed in this topic will enable learners to use selling techniques and communication styles in personal selling effectively.

This topic is linked to:

- Topic 1.1 Business enterprise;
- Topic 1.3 Personal finance and financial services;
- Topic 1.4 Teams and communication in business;
- Topic 1.5 Customer service;
- Topic 1.7 Preparing for work.

#### *Scope of content*

Learners must know and understand:

- a) the importance of sales to organisations;
- b) the importance to the sales person of preparation for the sales process;
- c) the process of personal selling and the skills involved;

- d) the main selling techniques that are used in business;
- e) the communication styles underpinning successful selling;
- f) the importance of adapting behaviour to meet the needs of diverse customers.

Learners must be able to:

- a) use selling techniques confidently;
- b) use appropriate communication styles in personal selling;
- c) show sensitivity to customers in personal selling.

In order to engage with this topic effectively, learners must use the following PLTS:

- team workers;
- self-managers;
- effective participators.

### **Topic 1.7: Preparing for work (30 GLH)**

#### *Purpose*

12. This topic aims to prepare learners for work experience, further study and employment. They will explore the skills, personal attributes, behaviours, attitudes and self-presentation required for work as well as researching employment opportunities in their local area. Analysing their skills and identifying skills gaps will enable learners to develop a goal-oriented long-term plan for further development and progression; it is thus important that they take an honest and realistic approach to self-assessment. Learners will also acquire interview skills, which will prepare them for competing against other learners when they start applying for jobs.

This topic underpins work experience and is linked to:

- Topic 1.1 Business enterprise;
- Topic 1.2 Business administration;
- Topic 1.4 Teams and communication in business;
- Topic 1.5 Customer service;
- Topic 1.6 Sales.

*Scope of content*

Learners must know and understand:

- a) the skills and personal attributes they will require to succeed in work;
- b) the sources of information, advice and guidance about routes into employment;
- c) the purpose, content and format of a CV, a covering letter and an application form;
- d) the behaviours, attitudes and self-presentation appropriate for work;
- e) the processes of self-assessment, personal goal-setting and personal development planning underpinning success in employment;
- f) why preparation for interviews is important and what it should cover;
- g) how they should present themselves for, and behave at, interviews;
- h) how to become and remain a valued member of an organisation.

Learners must be able to:

- a) assess their own skills and identify areas for improvement;
- b) set goals for work placement and personal development;
- c) produce a CV and a covering letter and complete an application form (using technology with appropriate support in the case of disabled learners);

d) prepare for, and take part in, interviews for work or further study as an interviewee;

e) evaluate work experience against personal goals.

In order to engage with this topic effectively, learners must use the following PLTS:

- creative thinkers;
- reflective learners;
- team workers.

## **Higher level**

### **Summary of topic titles**

<b>Topic no</b>	<b>Title</b>	<b>GLH</b>
2.1	Business enterprise	60
2.2	Business communication	30
2.3	Business administration	60
2.4	Personal finance and financial services	30
2.5	Business finance and accounting	60
2.6	Marketing and sales	30
2.7	Teams in business	30
2.8	Customer service	30
2.9	Corporate social responsibility – employers and employees	30
2.10	Responding to change in business	30
2.11	Success at work	30

## **Topic 2.1: Business enterprise (60 GLH)**

### *Purpose*

13. This topic provides a context within which learners will develop and apply a range of skills associated with business enterprise. Learners will consider what characterises an entrepreneur and why entrepreneurship is important as well as gaining an appreciation of how innovation and creativity benefit business and society. They will explore business aims and functions of different types of organisations and the impact on business of a range of factors, including legislation. They will also examine what makes a product or service viable as a business proposition as well as the processes involved in planning and setting up a business venture.
14. This topic will equip learners with the skills that enable them to develop an idea for a viable product or service, to persuade prospective investors of its merits, to draw up a business start-up and implementation plan, to select the personnel needed to support their planned business and to set this business up. Through relating the knowledge, understanding and skills gained in other areas of study, such as market research, marketing, business communication, personal and business finance, customer service and sales, to planning and setting up a business venture, learners will form a holistic view of the business world.

This topic is linked to:

- Topic 2.2 Business communication;
- Topic 2.3 Business administration;
- Topic 2.4 Personal finance and financial services;
- Topic 2.5 Business finance and accounting;
- Topic 2.6 Marketing and sales;
- Topic 2.7 Teams in business;
- Topic 2.8 Customer service;
- Topic 2.11 Success at work.

*Scope of content*

Learners must know and understand:

- a) what characterises an entrepreneur and why entrepreneurship is important;
- b) how innovation and creativity benefit business and society;
- c) what makes a product or service viable as a business proposition;
- d) the processes involved in planning and setting up a business venture;
- e) the uses of technology as a business tool;
- f) business aims and functions of different types of organisations;
- g) the implications of the relevant legislation and regulation for business;
- h) the main external and internal factors that impact on business.

Learners must be able to:

- a) generate a range of ideas for a product or service;
- b) compare the generated ideas for a product or service in terms of their viability;
- c) select and develop an idea for a viable product or service;
- d) make a presentation to prospective investors persuading them of the merits of a business idea (in the case of disabled learners, presenting with appropriate support);
- e) draw up a business start-up and implementation plan;
- f) identify what personnel would be needed to support their planned business and specify what knowledge, skills and personal attributes those personnel would require;
- g) implement a viable idea for a product or service.

In order to engage with this topic effectively, learners must use the following PLTS:

- creative thinkers;
- self-managers;
- effective participators.

## **Topic 2.2: Business communication (30 GLH)**

### *Purpose*

15. The purpose of this topic is to enable learners to develop and demonstrate communication skills appropriate to the business environment, where communicative competence is highly prized. Learners will gain an appreciation of the factors underpinning effective business communication and of the importance of building good relationships with others and showing sensitivity to different audiences. They will explore the benefits to businesses worldwide of different forms of electronic communication and the do's and don'ts in relation to using electronic communication in a business environment. They will also develop an understanding of the styles, methods and media used in internal and external communication and the factors affecting their choice. This topic will equip learners with effective communication skills, which will enable them to communicate with others in the working environment confidently and effectively and to produce simple business documents using appropriate language, style and formats.

This topic is linked to:

- Topic 2.1 Business enterprise;
- Topic 2.3 Business administration;
- Topic 2.5 Business finance and accounting;
- Topic 2.6 Marketing and sales;
- Topic 2.7 Teams in business;
- Topic 2.8 Customer service;

- Topic 2.9 Corporate social responsibility – employers and employees;
- Topic 2.10 Responding to change in business;
- Topic 2.11 Success at work.

*Scope of content*

Learners must know and understand:

- a) the factors underpinning effective business communication;
- b) the styles, methods and media of internal and external communication and the factors affecting their choice;
- c) the benefits to businesses worldwide of different forms of electronic communication;
- d) the do's and don'ts in relation to using electronic communication in a business environment;
- e) the importance of building good relationships and developing rapport with others;
- f) the importance of showing sensitivity to different audiences in communication;
- g) what language, style and formats are appropriate to business documents.

Learners must be able to:

- a) communicate with others effectively and with sensitivity;
- b) use styles, methods and media appropriate to business communication;
- c) produce simple business documents using appropriate language, style and formats and, for disabled learners, techniques and media enabling them to meet this criterion.

In order to engage with this topic effectively, learners must use the following PLTS:

- creative thinkers;
- team workers;
- effective participators.

### **Topic 2.3: Business administration (60 GLH)**

#### *Purpose*

16. The purpose of this topic is to emphasise the importance of business administration to the operation of businesses and to enable learners to develop and use a range of administrative skills in the context of well-defined tasks. Learners will explore a range of business roles that require administrative skills and the commonly used administrative processes as well as gaining an appreciation of why efficient administration is critical to business success. They will also learn how to adopt a goal-oriented approach to meeting personal and team objectives, how to plan and prioritise their work effectively and how to support a variety of business functions, including organising and running meetings.
17. This topic acts as a bridge between the basic introduction to business administration at level 1 and a more advanced exploration of an array of administrative functions, processes and skills at level 3. It is expected that, in covering this topic, learners will use ICT-based rather than manual systems whenever a disability does not prevent them from doing so.

This topic is linked to:

- Topic 2.1 Business enterprise;
- Topic 2.2 Business communication;
- Topic 2.5 Business finance and accounting;
- Topic 2.6 Marketing and sales;
- Topic 2.7 Teams in business;

- Topic 2.8 Customer service;
- Topic 2.11 Success at work.

*Scope of content*

Learners must know and understand:

- a) the range of business roles that require administrative skills;
- b) the commonly used administrative processes and their value to business;
- c) why efficient administration is critical to business success;
- d) the importance of goal-setting to meeting personal and teamwork objectives;
- e) methods and models used for setting achievable goals to meet personal and teamwork objectives;
- f) systems for planning and prioritising work, including electronic diaries;
- g) the role of an administrator in the organisation and running of meetings;
- h) the health and safety requirements relevant to the business environment.

Learners must be able to:

- a) set achievable work goals contributing to their own and the team's objectives;
- b) plan and prioritise their work effectively and meet set deadlines, negotiating those deadlines if necessary and agreeing the renegotiated ones;
- c) carry out a range of administrative processes in the context of well-defined tasks effectively;
- d) organise and support meetings and undertake follow-up activities;
- e) follow the appropriate health and safety requirements in the context of the administrative functions undertaken.

In order to engage with this topic effectively, learners must use the following PLTS:

- creative thinkers;
- team workers;
- self-managers.

#### **Topic 2.4: Personal finance and financial services (30 GLH)**

##### *Purpose*

18. The purpose of this topic is to introduce learners to the financial services sector and to familiarise them with many important aspects of personal finance and financial services. Learners will be introduced to the most commonly used financial products, services and sources of financial advice so that they become able to make informed financial decisions in relation to both saving and borrowing. They will also develop the knowledge and skills needed to manage personal finance effectively and to plan for expenditure so as to avoid getting into debt. Exploring a range of ethical attitudes towards money will help learners to examine their own and to become better able to analyse their attitude to risk and their behaviour as consumers.

This topic is linked to:

- Topic 2.1 Business enterprise;
- Topic 2.5 Business finance and accounting;
- Topic 2.6 Marketing and sales;
- Topic 2.8 Customer service.

*Scope of content*

Learners must know and understand:

- a) the concept, purpose and sources of money;
- b) the commonly used sources of financial advice and the importance of being able and prepared to assess the appropriateness of this advice;
- c) how to balance personal income and expenditure and manage personal money to avoid getting into debt;
- d) the common constituents of remuneration packages;
- e) the purpose, types and current rates of personal taxes;
- f) the main types, purposes and providers of financial services and products;
- g) the costs, charges and benefits associated with current and savings accounts and how to manage them;
- h) people's ethical attitudes and approaches to money and how these are formed;
- i) the impact of different cultures on attitudes and approaches to money and financial services;
- j) their own behaviour as consumers and their attitude to risk;
- k) the risks and rewards associated with the main types of financial products and services;
- l) foreign currency exchange rates and different ways of obtaining money for overseas travel.

Learners must be able to:

- a) investigate and evaluate the risks and rewards associated with the main types of financial products and services;
- b) identify the most effective ways to spend and save on the basis of an analysis of risk and reward;
- c) investigate and evaluate the consequences of borrowing money to fund a purchase, including an analysis of risk and reward;

d) demonstrate effective personal budgeting skills.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers;
- reflective learners;
- self-managers.

### **Topic 2.5: Business finance and accounting (60 GLH)**

#### *Purpose*

19. While this topic is not designed to develop accountancy skills, it introduces learners to business finance and offers them a broad understanding of the role of accounting in business. They will explore the key roles within business finance and accounting, the main financial documents and processes used by business and the range of uses to which businesses put financial information. This grounding will equip them with the skills needed to record simple business transactions, perform simple business calculations and prepare a simple invoice, receipt and budget as well as basic financial reports.

This topic is linked to:

- Topic 2.1 Business enterprise;
- Topic 2.2 Business communication;
- Topic 2.3 Business administration;
- Topic 2.4 Personal finance and financial services;
- Topic 2.6 Marketing and sales.

#### *Scope of content*

Learners must know and understand:

- a) the key roles within business finance and accounting;
- b) the main processes and types of financial documents used by businesses;

- c) the commonly used sources of business finance;
- d) the range of uses to which businesses put financial information;
- e) what manual and electronic methods are commonly used for recording and processing financial information;
- f) the purpose, types and current rates of business taxes;
- g) direct and indirect business costs;
- h) the purpose and main types of budgets;
- i) simple business budgeting techniques.

Learners must be able to:

- a) record simple business transactions in a columnar cash book;
- b) calculate standard VAT on individual transactions;
- c) prepare a simple budget;
- d) prepare basic financial reports (an income statement and a simple balance sheet);
- e) calculate the cost of a product or service;
- f) prepare a simple invoice and receipt.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers;
- reflective learners;
- self-managers.

## **Topic 2.6: Marketing and sales (30 GLH)**

*Purpose*

20. The aim of this topic is to introduce learners to marketing and sales in business. They will become familiar with the concept of marketing, gain an understanding of how markets operate and learn about the basic components of the marketing mix and the common market research techniques. Building on this knowledge and understanding, learners will become able to plan and conduct simple market research and use the findings to re-evaluate their initial idea for a product or service. They will also acquire and apply the knowledge of common personal selling processes and techniques as well as the communication skills underpinning effective personal selling.

This topic is linked to:

- Topic 2.1 Business enterprise;
- Topic 2.2 Business communication;
- Topic 2.3 Business administration;
- Topic 2.4 Personal finance and financial services;
- Topic 2.5 Business finance and accounting;
- Topic 2.11 Success at work.

*Scope of content*

Learners must know and understand:

- a) the concept of marketing and the basic components of the marketing mix;
- b) the importance of branding to business;
- c) the two types of market research, primary and secondary, and their uses;
- d) the importance of planning and evaluating market research;
- e) the common market research techniques;
- f) the importance of product knowledge and preparation to successful selling;
- g) the communication skills underpinning effective personal selling;
- h) the common selling processes and techniques.

Learners must be able to:

- a) plan all stages of simple market research for a new or modified product or service;
- b) carry out market research for a product or service and modify the idea on the basis of research feedback;
- c) develop promotional materials for a product or service using appropriate technology;
- d) distinguish between features and benefits of products and services;
- e) use selling processes and techniques and communication skills in personal selling effectively.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers;
- self-managers;
- effective participators.

### **Topic 2.7: Teams in business (30 GLH)**

#### *Purpose*

21. This topic will enable learners to become effective team-workers. They will explore issues associated with working in teams, assessing their own contribution to a team, giving and receiving constructive feedback and dealing with conflict. Learners will also gain an understanding of the importance and benefits of working productively with others and will be able to do so in a variety of situations. In addition, they will be introduced to the role and responsibilities of managers in business, and this will help them to appreciate the importance of fitting in within the team structure.

This topic is linked to:

- Topic 2.1 Business enterprise;

- Topic 2.2 Business communication;
- Topic 2.3 Business administration;
- Topic 2.8 Customer service;
- Topic 2.10 Responding to change in business;
- Topic 2.11 Success at work.

*Scope of content*

Learners must know and understand:

- a) the importance and benefits of effective teamwork and factors that make teams work successfully;
- b) the impact which the behaviour of individual team members can have on the team;
- c) how individuals can best contribute to a team, taking account of their strengths and weaknesses;
- d) the roles and responsibilities of managers in business;
- e) how managers and members of their teams interrelate;
- f) the importance of being able to give and receive constructive feedback and the techniques involved;
- g) techniques for dealing with conflict within teams so as to improve team performance.

Learners must be able to:

- a) assess their contribution to a team;
- b) assess the effectiveness of their team;
- c) demonstrate effective team-working skills;
- d) give and receive constructive feedback;
- e) recognise and deal with conflict within a team.

In order to engage with this topic effectively, learners must use the following PLTS:

- reflective learners;
- team workers;
- effective participators.

### **Topic 2.8: Customer service (30 GLH)**

#### *Purpose*

22. This topic will give learners an understanding of the importance of customers and customer satisfaction to a business and will make them realise that every employee contributes to achieving customer satisfaction. Learners will explore a range of aspects of customer service, such as common customer service procedures, the concept of internal and external customers and the interplay between them, as well as the key statutory and contractual rights and obligations of the employee, the business and the customer. This topic will thus make learners attuned to the needs of diverse customers and enable them to develop effective customer-handling skills in a business environment.

This topic is linked to:

- Topic 2.1 Business enterprise;
- Topic 2.2 Business communication;
- Topic 2.3 Business administration;
- Topic 2.4 Personal finance and financial services;
- Topic 2.7 Teams in business;
- Topic 2.11 Success at work.

#### *Scope of content*

Learners must know and understand:

- a) the importance of customers and customer satisfaction to a business;
- b) the concept of internal and external customers;
- c) the interplay between internal and external customers and how internal customer service can impact on the levels of satisfaction of external customers;
- d) the key statutory and contractual rights and obligations of the employee, the business and the customer;
- e) the key aspects addressed in customer service policies and the common customer service procedures;
- f) the importance to organisations of having responsive and effective customer service;
- g) why it is important to employees to follow customer service policies and procedures;
- h) the importance of showing sensitivity to the needs of diverse customers;
- i) the importance of product/service knowledge when dealing with customer queries;
- j) the importance of taking responsibility for their individual contribution to achieving customer satisfaction.

Learners must be able to:

- a) demonstrate effective customer-handling skills;
- b) assess their own contribution to achieving customer satisfaction and identify areas for improvement.

In order to engage with this topic effectively, learners must use the following PLTS:

- creative thinkers;
- team workers;
- effective participators.

### **Topic 2.9: Corporate social responsibility – employers and employees (30 GLH)**

#### *Purpose*

23. This topic focuses on the ethical issues surrounding corporate social responsibility. Learners will be introduced to the concept of responsible business practice and explore how business interacts with, and affects, the local, national and global community. They will also investigate how the awareness of environmental sustainability is brought to the attention of the global community. The exploration of the issues covered in this topic will help learners to develop the ability to assess the extent to which businesses conduct themselves responsibly and, when they enter employment, to become more aware of the wider context in which their organisation operates and of its social obligations.

This topic is linked to:

- Topic 2.2 Business communication;
- Topic 2.7 Teams in business.

*Scope of content*

Learners must know and understand:

- a) the responsibility of organisations to different interest groups, including employees, customers, suppliers and the public;
- b) what constitutes responsible business practice, including sustainability;
- c) why it is important for businesses to adopt responsible business practices;
- d) the benefits to businesses and the community of organisations implementing diversity and inclusion policies;
- e) the ways in which businesses can invest, financially and non-financially, in the local community;
- f) how the actions of businesses operating in a global economy affect other businesses, communities and individuals.

Learners must be able to:

- a) investigate how the awareness of environmental sustainability is brought to the attention of the global community;
- b) investigate how businesses invest in their local community;
- c) assess the positive and negative impact of a business on a local community;
- d) recommend how business practices can be made more responsive to the needs of the local community.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers;
- creative thinkers;
- effective participators.

## **Topic 2.10: Responding to change in business (30 GLH)**

### *Purpose*

24. The aim of this topic is to enable learners to become flexible workers through developing their understanding of the reasons why change occurs and of the importance of keeping pace with, and responding positively to, change in the business environment. Learners will examine different types of change which can affect business and its employees, explore how people react to change, and investigate and evaluate the impact of change on individuals within a business. This will enable them to assess their own attitudes to change and to identify ways of dealing with it.

This topic is linked to:

- Topic 2.2 Business communication;
- Topic 2.7 Teams in business.

### *Scope of content*

Learners must know and understand:

- a) the reasons why change occurs in the business environment;
- b) the different types of change that can affect businesses and employees;
- c) the range of ways in which change can impact on employees;
- d) how people react to change;
- e) the importance, both to the business and to individuals, of keeping pace with change and of responding positively to it whenever possible.

Learners must be able to:

- a) investigate and evaluate the impact of change on employees within a business and suggest ways to accommodate it;
- b) assess their own attitudes to change and identify ways of dealing with it.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers;
- reflective learners;
- self-managers.

### **Topic 2.11: Success at work (30 GLH)**

#### *Purpose*

25. The main aim of this topic is to prepare learners for work experience and to enable them to develop skills, personal attributes, behaviours, attitudes and knowledge which will help them to get a job and keep it. Through carrying out a personal skills analysis, which should be honest and realistic, learners will identify their own skills and skills gaps. This will enable them to draw up a goal-oriented, long-term plan for further development and progression. They will also explore occupational and career pathways in business, performance management and the main statutory and contractual rights and responsibilities of both employers and employees as well as honing their interview skills.

This topic underpins work experience and is linked to:

- Topic 2.1 Business enterprise;
- Topic 2.2 Business communication;
- Topic 2.3 Business administration;
- Topic 2.5 Business finance and accounting;
- Topic 2.6 Marketing and sales;
- Topic 2.7 Teams in business;
- Topic 2.8 Customer service.

*Scope of content*

Learners must know and understand:

- a) the sources of information and advice about occupational and career pathways;
- b) the purpose and content of a job description and person specification;
- c) the purpose, content and format of a CV, a covering letter and an application form;
- d) the behaviours, attitudes and self-presentation appropriate for work;
- e) why preparation for interviews is important and what it should cover;
- f) interview techniques commonly used by both the interviewer and the interviewee;
- g) what performance management is and how it is carried out;
- h) the main statutory and contractual rights and responsibilities of both employers and employees;
- i) the importance of planning how to develop their skills, including setting goals and success criteria, and of reviewing their progress;
- j) their own skills and skills gaps;
- k) what skills, personal attributes, behaviours, attitudes and knowledge will help them to get a job and keep it.

Learners must be able to:

- a) assess their own skills against job requirements and identify skills gaps;
- b) plan how to develop their skills, attitudes and behaviours through setting goals and success criteria and carrying out a personal risk and reward assessment;
- c) plan progression to further study and/or a career and draw up a career plan;
- d) produce a CV and a covering letter and complete an application form, ensuring that the requirements of a job description and person

specification are addressed (using technology with appropriate support in the case of disabled learners);

- e) evaluate work experiences and learning against the set personal goals;
- f) demonstrate effective interview skills as an interviewee.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers;
- reflective learners;
- self-managers.

## **Advanced level**

### **Summary of topic titles**

<b>Topic no.</b>	<b>Title</b>	<b>GLH</b>
3.1	Business enterprise	90
3.2	Business communication	30
3.3	Business administration	60
3.4	Personal finance and financial services	60
3.5	Business finance and accounting	60
3.6	Marketing and sales	60
3.7	Teams in business	30
3.8	Customer service	30
3.9	Corporate social responsibility – employers and employees	30
3.10	Responding to change in business	30
3.11	People at work	30

### **Topic 3.1: Business enterprise (90 GLH)**

#### *Purpose*

26. This topic focuses on business enterprise in the context of the global economy, aiming to help learners to experience their study of business and finance in the context of its real-world application, to appreciate the importance of entrepreneurship and to develop skills associated with business enterprise. Building on level 2, this topic gives learners the opportunity to set up, trade as and close down a business and to analyse and evaluate the risks associated with these activities as well as making them aware of the importance of innovation and creativity to both business and society. Learners will also explore business aims and structures of new and established organisations, the main business functions, different methods of trading and the main reasons why businesses fail. Through relating the knowledge, understanding and skills gained in other areas of study, such as market research, marketing, business communication, personal and business finance, customer service and sales, to their own entrepreneurial activities, learners will form a holistic view of the business world. The tasks undertaken by learners in this topic are likely to be complex and non-routine and to require an analytical ability, and their actions will call for a degree of autonomy and accountability.

This topic is linked to:

- Topic 3.2 Business communication;
- Topic 3.3 Business administration;
- Topic 3.4 Personal finance and financial services;
- Topic 3.5 Business finance and accounting;
- Topic 3.6 Marketing and sales;
- Topic 3.7 Teams in business;
- Topic 3.8 Customer service;
- Topic 3.11 People at work.

*Scope of content*

Learners must know and understand:

- a) the impact of the global economy on business in the UK;
- b) the external factors and different interest groups that have an impact on how organisations operate;
- c) business aims and structures of new and established organisations and the factors influencing how businesses are structured;
- d) the main functions within businesses and responsibilities of key personnel;
- e) different methods of trading;
- f) the impact of foreign currency exchange rates on international trading;
- g) the impact of e-commerce on business;
- h) the factors influencing the planning of human, physical and technological resources within businesses;
- i) the main characteristics of entrepreneurship and its importance to both the individual and the economy;
- j) how innovation and creativity impact on business and society;
- k) possible risks to business and the main reasons why businesses fail;
- l) how businesses protect themselves against illegal activities;
- m) the processes associated with setting up, trading as and closing down a business;
- n) the implications of legislation, regulation and compliance for setting up, running and closing down a small business.

Learners must be able to:

- a) develop and test for viability an idea for a product or service;
- b) evaluate an idea for a product or service in terms of its innovativeness, creativity and the potential for sustainability;

- c) prepare a business case and make a presentation persuading potential investors of its merits (in cases of disabled learners, presenting with appropriate support);
- d) identify, analyse and evaluate risks to their planned business and suggest ways to minimise these;
- e) plan the implementation of their business idea;
- f) develop an infrastructure for the business;
- g) analyse the functions in their planned business and identify what job roles it would need;
- h) draw up a job description and person specification for an identified job role;
- i) set up, run and close down a small business in accordance with the relevant legislation and regulations.

In order to engage with this topic effectively, learners must use the following PLTS:

- creative thinkers;
- self-managers;
- effective participators.

### **Topic 3.2: Business communication (30 GLH)**

#### *Purpose*

27. This topic focuses on investigating communication theories and practices within the business world and on developing learners' professional communication skills that are essential in business. Learners will become confident communicators with good communication skills and the ability to use communication styles, methods and media appropriate to the context of business communication and to make effective professional presentations. They will also explore the importance of developing rapport with others as well as the principles and benefits of networking with a view to becoming able to capitalise on networking opportunities in business.

This topic is linked to:

- Topic 3.1 Business enterprise;
- Topic 3.3 Business administration;
- Topic 3.5 Business finance and accounting;
- Topic 3.6 Marketing and sales;
- Topic 3.7 Teams in business;
- Topic 3.8 Customer service;
- Topic 3.9 Corporate social responsibility – employers and employees;
- Topic 3.10 Responding to change in business;
- Topic 3.11 People at work.

*Scope of content*

Learners must know and understand:

- a) the main communication theories and current communication practices within business as well as styles, methods and media of internal and external communication, including ways in which employers communicate with staff;
- b) the benefits to business of effective internal and external communication and the impact on business of ineffective communication of both types;
- c) different methods and uses of business communication;
- d) the impact on both businesses worldwide and the individual of different forms of electronic communication;
- e) the etiquette applying to the use of electronic communication in a business environment;
- f) what language, style, structure and formats are used for complex business documents;
- g) the impact of cultural differences on communication and on the ways businesses operate;

- h) the importance of showing sensitivity to individuals' cultural background and disabilities in business communication;
- i) the importance of building good working relationships and developing rapport with others;
- j) the principles and benefits of networking and how to create and capitalise on networking opportunities;
- k) effective techniques for making professional presentations.

Learners must be able to:

- a) use appropriate styles, methods and media of communication in the business environment;
- b) produce complex business documents using appropriate language, style, structure and formats and, in cases of disabled learners, techniques and media enabling them to meet this criterion;
- c) demonstrate effective networking skills;
- d) make effective professional presentations (in cases of disabled learners, presenting with appropriate support).

In order to engage with this topic effectively, learners must use the following PLTS:

- creative thinkers;
- team workers;
- effective participators.

### **Topic 3.3: Business administration (60 GLH)**

#### *Purpose*

28. The purpose of this topic is to emphasise the importance of effective business administration to the operation of businesses and to enable learners to develop a wide range of administrative skills. Learners will gain an in-depth understanding of the value and principles of business administration and of the ways in which organisations handle and use information. Through undertaking a variety of activities supporting business functions, learners will grow to appreciate the importance of being organised and will develop and apply a range of effective administrative, project and event management skills. This topic also focuses on the importance of setting clear and appropriate business objectives for individuals, teams, departments and organisations and on evaluating progress towards those objectives and identifying areas for improvement. It is expected that, in covering this topic, learners will use ICT-based rather than manual systems whenever a disability does not prevent them from doing so.

This topic is linked to:

- Topic 3.1 Business enterprise;
- Topic 3.2 Business communication;
- Topic 3.5 Business finance and accounting;
- Topic 3.6 Marketing and sales;
- Topic 3.7 Teams in business;
- Topic 3.8 Customer service;
- Topic 3.11 People at work.

#### *Scope of content*

Learners must know and understand:

- a) the importance of administrative skills to all roles in business;
- b) administrative processes and their value to business;
- c) the importance of setting clear and appropriate personal, team, departmental and organisational goals and methods and models used for setting them;

- d) the ways in which organisations design, process, maintain and manage information;
- e) the uses to which organisations put business information;
- f) the principles and techniques of planning and managing simple projects;
- g) common types of business meetings and events and their purpose;
- h) the processes and techniques involved in planning and running large corporate events;
- i) the impact of organisational change on administrative functions;
- j) the current health and safety legislation relevant to the business environment.

Learners must be able to:

- a) organise and support meetings and undertake follow-up activities effectively;
- b) demonstrate effective event management skills;
- c) demonstrate effective administrative and project management skills;
- d) plan and prioritise administrative activities and meet set deadlines, negotiating those deadlines if necessary and agreeing the renegotiated ones;
- e) analyse team, departmental and organisational objectives and set their own work goals in line with those objectives;
- f) evaluate their own progress towards the set goals and objectives and identify areas for improvement;
- g) analyse and evaluate the impact of health and safety legislation on a business and formulate and present appropriate recommendations (in cases of disabled learners, presenting with appropriate support).

In order to engage with this topic effectively, learners must use the following PLTS:

- creative thinkers;
- team workers;
- self-managers.

### **Topic 3.4: Personal finance and financial services (60 GLH)**

#### *Purpose*

29. The aim of this topic is to familiarise learners with the financial services sector and to provide them with a sound understanding of personal finance. Learners will research, and make decisions about, a range of financial products and services, gaining the knowledge and skills needed to plan and manage personal finance so as to avoid getting into debt. They will also develop an awareness of how their financial needs will vary at key points in their lives, which will enable them to plan for their medium- to long-term financial future. In addition, exploring a range of ethical attitudes towards money and financial services will help them to examine their own and to become better able to analyse their attitude to risk and their behaviour as consumers.

This topic is linked to:

- Topic 3.1 Business enterprise;
- Topic 3.5 Business finance and accounting;
- Topic 3.6 Marketing and sales;
- Topic 2.8 Customer service.

#### *Scope of content*

Learners must know and understand:

- a) the concept, purpose and sources of money;
- b) people's ethical attitudes and approaches to money and financial services and how these are formed;
- c) the impact of different cultures on attitudes and approaches to money and financial services;
- d) their own behaviour as consumers and their attitude to risk;
- e) the common types and the main purposes and providers of financial services and products;
- f) how foreign currency exchange rates affect consumers worldwide;
- g) the providers, benefits and uses of insurance products;

- h) the commonly used sources of financial advice and the importance of being able and prepared to assess how appropriate this advice is;
- i) the risks associated with investing on the stock market and their impact on financial products;
- j) different types of financial transactions;
- k) the principles and purposes of personal financial planning;
- l) the risks of getting into debt and the main organisations offering debt counselling, advice and support;
- m) what protection is available to consumers of financial services and products;
- n) the advantages, disadvantages and risks to consumers of buying financial services and products on the internet;
- o) how their financial needs will vary at key points in their lives;
- p) what major external factors can have a significant financial impact on the individual;
- q) the need to take personal responsibility for their financial decisions.

Learners must be able to:

- a) plan for personal expenditure for the short to medium term;
- b) assess and evaluate the risks and rewards of commonly used financial products and services and identify the obligations associated with them;
- c) evaluate the appropriateness to their needs of commonly used financial products, including insurance;
- d) assess and evaluate advantages and disadvantages of buying financial services and products on the internet.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers;
- reflective learners;

- self-managers.

### **Topic 3.5: Business finance and accounting (60 GLH)**

#### *Purpose*

30. While this topic is not designed to develop specialist accountancy skills, it offers learners an introduction to accounting in business and aims to develop their broad understanding of business finance. Learners will explore business taxation, costing, budgetary planning and control as well as the concept and purpose of auditing. They will also examine how people in business use financial information to improve their organisations' performance and will be given the opportunity to use simple financial information themselves, thus developing an ability which will be useful in a range of roles in employment. This topic will equip learners with the skills which will enable them to calculate business taxes, produce simple financial statements, analyse more complex ones and ascertain the financial performance and position of a business from final accounts.

This topic is linked to:

- Topic 3.1 Business enterprise;
- Topic 3.2 Business communication;
- Topic 3.3 Business administration;
- Topic 3.4 Personal finance and financial services;
- Topic 3.6 Marketing and sales.

#### *Scope of content*

Learners must know and understand:

- a) the purpose of accounting and different roles within business finance and accounting;
- b) the main sources of business finance and the ways in which businesses raise capital;

- c) the purpose and current rates of corporate taxes;
- d) budgetary and financial statements for small businesses;
- e) how to interpret simple financial statements produced by established limited companies;
- f) the concept and purpose of auditing;
- g) the range and uses of financial information;
- h) the range of functions that financial software can perform;
- i) average and marginal costing;
- j) the importance and ways of budgetary planning and control;
- k) financial ratios and interpretation.

Learners must be able to:

- a) calculate business VAT and corporation tax;
- b) prepare simple income statements, balance sheets and cash-flow statements;
- c) use break-even analysis as a basis for recommending financial decisions;
- d) prepare simple budgets and projected financial statements;
- e) assess the financial performance and position of a business on the basis of its final accounts.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers;
- reflective learners;
- self-managers.

### **Topic 3.6: Marketing and sales (60 GLH)**

#### *Purpose*

31. In this topic, learners will develop the knowledge and understanding of the purpose, principles and techniques of marketing and the ways in which businesses use marketing to increase demand for their goods and services. They will gain a broad overview of how local, national and international markets operate and will consolidate this understanding by carrying out a detailed analysis of a business context with which they have become familiar either through work or through their experiences as customers. Learners will also develop an insight into why effective selling is important and which selling and communication skills and techniques make personal selling effective as well as acquiring those skills and techniques themselves.

This topic is linked to:

- Topic 3.1 Business enterprise.
- Topic 3.2 Business communication;
- Topic 3.3 Business administration;
- Topic 3.4 Personal finance and financial services;
- Topic 3.5 Business finance and accounting;
- Topic 3.11 People at work.

*Scope of content*

Learners must know and understand:

- a) the key marketing concepts and principles and their business application;
- b) the primary and secondary sources of marketing information and how businesses use this information;
- c) how marketing techniques (including branding, market segmentation and public relations) are used to increase the demand for goods and services;
- d) the role of advertising and the media in stimulating the demand for goods and services;
- e) the maintenance factors and security considerations to be taken into account if a business is to have an online presence;
- f) how local, national and international markets operate;
- g) the purpose of competition analysis and how it is carried out;
- h) the importance of preparing for the sale;
- i) the sales sequence and common selling and communication strategies, techniques and skills underpinning effective personal selling.
- j)

Learners must be able to:

- a) carry out market research for a product or service;
- b) use primary and secondary sources of marketing information and evaluate the information gathered;
- c) investigate and evaluate the existing competition for a new product or service and identify the most effective ways of fighting this competition;
- d) market the business effectively online and identify the attendant maintenance and security issues/considerations;
- e) evaluate the effectiveness of sales transactions;
- f) demonstrate effective selling and communication skills and techniques in personal selling.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers;
- self-managers;
- effective participators.

### **Topic 3.7: Teams in business (30 GHL)**

#### *Purpose*

32. This topic will enable learners to become effective team-workers through exploring issues associated with working in teams, examining team dynamics and gaining an understanding of the impact of team-working on organisational performance. Learners will analyse their own contribution to a team, maximise its effectiveness through providing feedback and support to other team members and develop their ability to deal with conflict and difficult situations. They will also consider the difference between leadership and management as well as the variety of management and leadership styles and their impact on the team and on individuals.

This topic is linked to:

- Topic 3.1 Business enterprise;
- Topic 3.2 Business communication;
- Topic 3.3 Business administration;
- Topic 3.8 Customer service;
- Topic 3.10 Responding to change in business;
- Topic 3.11 People at work.

#### *Scope of content*

Learners must know and understand:

- a) the essential characteristics, roles and responsibilities of members of a team;
- b) team dynamics and motivation and how this affects team outputs;
- c) how team outputs contribute to organisational performance;

- d) how team collaboration maximises organisational effectiveness;
- e) the role of team leaders and differences between leadership and management;
- f) different leadership and management styles and techniques;
- g) the advantages and disadvantages of being managed by different styles and techniques;
- h) the means of monitoring team performance against set targets and of conveying feedback;
- i) the advantages and disadvantages, to both the organisation and individual, of remote working;
- j) how technology is used to manage teams and individuals within business, including virtual teams and those working remotely;
- k) the effects of conflict within teams and techniques for conflict resolution.

Learners must be able to:

- a) analyse team dynamics and teams' ability to achieve their goals;
- b) work effectively as a team member to achieve the specified team objectives;
- c) assess and evaluate their own contribution to the team and identify areas for improvement;
- d) provide constructive feedback and support to team members so as to maximise the effectiveness of the team;
- e) deal effectively with conflict and difficult situations that arise when working in a team.

In order to engage with this topic effectively, learners must use the following PLTS:

- reflective learners;
- team workers;
- effective participators.

### **Topic 3.8: Customer service (60 GLH)**

#### *Purpose*

33. This topic will give learners a thorough grounding in customer service by highlighting the importance of customers and customer satisfaction to a business and the main factors that impact on that satisfaction. Learners will grow to appreciate that the better the customer service provided by an organisation, the more likely it is to secure competitive advantage in the marketplace. Among the range of important issues that learners will explore will be the key aspects addressed in customer service policies and common customer service practices. They will learn about customer psychology, including the impact of cultural identity on how customers behave, as well as the impact of difficult customers on business and how organisations can minimise it. Learners will also be introduced to the laws and regulations protecting the customer and will examine their impact on customer service. This topic will thus enable learners to become effective at handling customers in a business environment.

This topic is linked to:

- Topic 3.1 Business enterprise;
- Topic 3.2 Business communication;
- Topic 3.3 Business administration;
- Topic 3.4 Personal finance and financial services;
- Topic 3.7 Teams in business;
- Topic 3.11 People at work.

*Scope of content*

Learners must know and understand:

- a) the importance of customers and customer satisfaction to a business and the main factors that impact on that satisfaction;
- b) the importance of product/service knowledge to customer satisfaction and other principles underpinning good customer service;
- c) the key aspects addressed in customer service policies and the common customer service practices;
- d) the concept and needs of internal and external customers;
- e) the laws and regulations protecting the customer and their impact on customer service;
- f) the psychology of customer behaviour, including the impact of cultural identity on how customers behave;
- g) how difficult customers can affect a business and the actions businesses take to minimise their impact;
- h) the use of benchmarking by organisations to improve their customer service and to secure competitive advantage;
- i) the challenges of providing good customer service in an online environment;
- j) the advantages and disadvantages to the business and the customer of outsourcing customer service;
- k) the impact of the globalisation of the economy on customer service.

Learners must be able to:

- a) demonstrate effective customer-handling skills;
- b) deal with difficult customers both effectively and equitably;
- c) evaluate service to customers and identify areas for improvement;
- d) compare and contrast customer experiences associated with buying a product or service online and on the high street.

In order to engage with this topic effectively, learners must use the following PLTS:

- creative thinkers;
- team workers;
- effective participators.

### **Topic 3.9: Corporate social responsibility – employers and employees (30 GLH)**

#### *Purpose*

This topic recognises that corporate social responsibility is becoming increasingly important in today's international business market and in society, which is why it gets learners to examine pertinent ethical issues surrounding it. Learners will explore the concept of corporate social responsibility, including sustainability, the key ethical issues facing businesses both today and in the future and the principles underpinning responsible business practices. They will also examine how organisations can invest in the local, national and global community and the benefits that both the business and the community derive from such an investment.

This topic is linked to:

- Topic 3.2 Business communication;
- Topic 3.7 Teams in business.

#### *Scope of content*

Learners must know and understand:

- a) why corporate social responsibility is an important and emotive issue;
- b) how the relationship between business and society in the UK has evolved over time;
- c) different types of responsible business practices, including sustainability, which constitute corporate social responsibility;
- d) the key ethical issues facing businesses in today's global economy and in the future;

- e) the principles underpinning ethical corporate practices, including promoting diversity and inclusion, and the differences between ethical and unethical business practices;
- f) the ways in which businesses can invest, financially and non-financially, in their local community;
- g) the purpose and benefits of codes of corporate conduct, external kite marks and external accreditation of organisations as a means of securing competitive advantage;
- h) the impact of ethical and unethical corporate practices on business and communities nationwide and internationally.

Learners must be able to:

- a) recognise different types of responsible business practices and their benefits to the community;
- b) analyse and evaluate the impact on organisational performance/profit of different types of responsible business practices, including promoting diversity and inclusion;
- c) identify ways of strengthening corporate social responsibility in the national and international context and present the findings to an audience (in cases of disabled learners, presenting with appropriate support).

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers;
- creative thinkers;
- effective participators.

### **Topic 3.10: Responding to change in business (30 GLH)**

#### *Purpose*

34. This topic recognises that change is a recurring feature of today's business world and will continue to be so in the future. Consequently, it aims to make learners understand the inevitability of change and the importance of responding to it in a positive way wherever possible. They will explore the drivers of change in business, the main current theories of change and the impact that change can have on people and organisations. The knowledge and understanding gained through this topic will also enable learners to evaluate the success of the implementation of change by an organisation and to analyse their own attitudes and reactions to change; as well as identify ways of managing change.

This topic is linked to:

- Topic 3.2 Business communication;
- Topic 3.7 Teams in business.

#### *Scope of content*

Learners must know and understand:

- a) the internal and external factors, including technology, that can drive change in business;
- b) the main current theories of change;
- c) the impact that change can have on the whole organisation and on its departments, teams and individual employees;
- d) how individuals respond to change and the impact this has on the extent to which it is successfully implemented;
- e) how individuals can manage their own reactions to change.

Learners must be able to:

- a) investigate and evaluate the impact of change on a business and its employees;
- b) investigate and evaluate the success of the implementation of change by an organisation;
- c) analyse their attitude and reactions to change and identify ways of managing it.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers;
- reflective learners;
- self-managers.

### **Topic 3.11: People at work (30 GLH)**

#### *Purpose*

35. This aim of this topic is twofold: to introduce learners to common human resources practices from their own perspective and to prepare them for entering, and progressing in, the business environment. Learners will explore occupational and career pathways in business, common recruitment processes and performance management as a tool for measuring employees' performance and will further develop their interview skills. They will also examine the implications, for both the employer and the employee, of a range of statutory and contractual rights and responsibilities covering areas such as conditions of employment, equal opportunities, data protection and health and safety. In addition, this topic will give learners the opportunity to analyse their own skills, identify skills gaps and plan how to develop further so as not only to get a job but also to advance in their career in business. In order to derive maximum benefit from this self-assessment, learners should approach it in an honest and realistic way.

This topic underpins work experience and is linked to:

- Topic 3.1 Business enterprise.
- Topic 3.2 Business communication.
- Topic 3.3 Business administration.
- Topic 3.5 Business finance and accounting.

- Topic 3.6 Marketing and sales.
- Topic 3.7 Teams in business.
- Topic 3.8 Customer service.

*Scope of content*

Learners must know and understand:

- a) the sources of information and advice about occupational and career pathways in business;
- b) common recruitment processes;
- c) the purpose and content of a job description and person specification;
- d) the purpose, content and format of a CV, a covering letter and an application form;
- e) the behaviours, attitudes and self-presentation appropriate for work;
- f) why preparation for interviews is important and what it should cover;
- g) interview techniques commonly used by both the interviewer and the interviewee;
- h) the key implications, for the employer and the employee, of statutory and contractual rights and responsibilities;
- i) the importance of planning how to develop their skills, knowledge, personal attributes, behaviours and attitudes, including setting personal goals and success criteria, and of reviewing their progress;
- j) their own skills and skills gaps;
- k) performance management as a tool for measuring employees' performance.

Learners must be able to:

- a) assess and evaluate their own skills against job requirements and identify skills gaps;
- b) plan how to develop their skills, knowledge, personal attributes, attitudes and behaviours through setting goals and success criteria and carrying out a personal risk and reward assessment;

- c) plan progression to further study and/or a career and draw up a career plan;
- d) produce a CV and a covering letter and complete an application form, ensuring that the requirements of a job description and person specification are addressed (using technology with appropriate support in cases of disabled learners);
- e) evaluate work experiences and learning against the personal goals;
- f) prepare for, and take part in, interviews for work or further study as both the interviewee and the interviewer.

In order to engage with this topic effectively, learners must use the following PLTS:

- independent enquirers;
- reflective learners;
- self-managers.

### **Personal, learning and thinking skills**

- 36. Awarding organisations must design learning outcomes and assessment criteria that clearly include opportunities for the development of PLTS. At all levels of the Diploma, principal learning must include all six PLTS. These should be integrated as a minimum within the assessment criteria for principal learning to explicitly recognise the application of these skills within sector-relevant contexts.
- 37. Awarding organisations must also provide a clear mapping of the coverage of PLTS within their submission. This should be at the level requested under each topic within the criteria, such as 'independent enquirers', 'creative thinkers' and so on.

### **Advanced level: external assessment**

Business, Finance and Administration will have 180 GLH of external assessment.

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