

LEVEL 3 CERTIFICATE IN BUSINESS STUDIES (QCF)

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This qualification in Business Studies at Level 3 has been developed to conform to regulatory requirements to meet the requirements of employers, the needs of learners and our centres. This qualification is not tied to any specific industry, but delivers the knowledge, understanding and skills that meet the needs of learners aspiring to roles in Business and Administrative Management in different sectors on a domestic and international platform.

We provide a flexible route for learners who have already achieved qualifications in Business and Administrative Management at a lower level and for learners who do not have management qualifications, but have qualifications in other areas and/or prior experience the workplace. The Diploma allows learners to acquire a range of knowledge and understanding and to develop some of the key skills required to work as an administrative manager.

QUALITY, STANDARDS AND RECOGNITIONS

Qualifications are approved and regulated by Ofqual (Office of Qualifications and Examinations Regulation). Visit register of [Regulated Qualifications](#).

Qualifications Wales is a Welsh Government Sponsored Body but independent from the Welsh Government in relation to its qualifications functions for which is directly accountable to the National Assembly for Wales. It is responsible for the regulation of awarding bodies and the quality assurance of qualifications in Wales. It is charged with ensuring that qualifications in Wales are fit for purpose, that the qualification system in Wales is efficient and effective and that there is public confidence in qualifications in Wales. Visit [Qualifications Wales](#) for more information.

This qualification offers progression to several UK universities that acknowledge the ability of learners after studying Level 3-7 qualifications to be considered for advanced entry into corresponding degree year/top up and master's/top-up programmes.

REGULATORY INFORMATION

Qualification Title	Level 3 Certificate in Business Studies (QCF)
Duration	6 Months
Total Credit Value	30 Credits
Overall Grading Type	Pass
Assessment Methods	Coursework
Language of Study	English

EQUIVALENCE

Qualifications at Level 3 portray practical skills and competences that are rated in academic terms as being comparable to GCE AS/A Levels.

PROGRAMME STRUCTURE

Level 3 Certificate in Business Studies consists of 2 mandatory units plus one optional unit that provides for a combined total of 30 credits.

Unit Ref. No.	Mandatory Units	Credit
R/507/6728	Personal, Professional and Academic Development	10
D/507/2892	Introduction to the Business Environment	10
	Optional Units (Choose any ONE)	
H/507/2893	Customer Service Excellence	10
M/507/2895	Introduction to Marketing	10
A/507/2897	Using IT for Business	10

ABOUT THE UNITS

Credit value is defined as being the number of credits that may be awarded to a Learner for the successful achievement of the learning outcomes of a unit.

The QCF credit value of the unit will remain constant in all contexts, regardless of the assessment method used or the qualification(s) to which it contributes. Learners will only be awarded credits for the successful completion of whole units. (One credit is awarded for those learning outcomes achievable in 10 hours of learning time).

ENTRY REQUIREMENTS

Open Entry, student should be of 16 years of minimum age

PROGRESSION

Successful completion of the Level 3 Certificate in Business Studies provides the opportunity for a wide range of other academic programmes including progression to Level 4 qualifications in Business Management. The Level 3 Certificate in Business Studies has been developed with career progression and professional recognition in mind. This qualification enables learners to top up their qualification with number of UK universities that acknowledges the ability of learners after studying Level 3-7 qualifications to be considered for advanced entry into corresponding degree year/top up and masters/top-up programmes.

DELIVERING THE QUALIFICATIONS

This qualification is delivered 100% online by London School of Planning and Management using its online learning platform.

ASSESSMENT AND VERIFICATION

All units within this qualification are internally assessed by the London School of Planning and Management and verified by OTHM. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' for a unit, a learner must have successfully passed all the assessment criteria for that unit.

Unit Specifications

UNIT 01: PERSONAL, PROFESSIONAL AND ACADEMIC DEVELOPMENT

Unit Reference Number	R/507/6728
Unit Title	Personal, Professional and Academic Development
Unit Level	3
Guided Learning Hours (GLH)	60 Hrs
Number of Credits	10
Mandatory / Optional	Mandatory
SSAs	15.3 Business Management
Unit Grading Structure	Pass

Unit Aims

The Unit aims to ensure that all learners have an appropriate grounding in key academic, personal and professional skills required for successful study at this level and subsequent employment and/or further study.

Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Be research information from a variety of sources	1.1	Identify useful information from a range of different sources
		1.2	Record key points when listening to information being given
		1.3	Use notes to accurately summarise information given
		1.4	Demonstrate using a range of sources, the ability to gather information
2	Understand common steps in producing academic work	2.1	Describe the common steps in producing academic work
		2.2	Understand what constitutes plagiarism
		2.3	Demonstrate referencing skills in academic writing
3	Be able to produce a piece of academic work according to conventions	3.1	Create a timetabled plan to meet the requirements of an academic assignment
		3.2	Evaluate own work against criteria given
		3.3	Demonstrate the correct use of academic referencing
		3.4	Present a completed piece of academic work to others
4	Understand different learning styles	4.1	Explain the idea of multiple intelligences
		4.2	Describe a range of learning styles
		4.3	Identify own preferred learning style
		4.4	Identify own study strengths and weaknesses

Topic	Course Coverage
Learning to Learn	Learner styles and multiple intelligences Self-study methodology Time management Goal setting Self-analysis and critical reflection Keeping a learner diary
Reading Textbooks and Note Taking	Reading a textbook & note taking skills Using notes to write summaries Public Speaking skills & Peer assessment Learner diaries and study skills self-assessment Reading skills for academia: searching databases, reading difficult texts, analysing assignment questions. Learning outcomes: 1, 2, 4
Library Research and Writing an Essay	Accessing the library and reading strategies Note taking from books Essay planning and organising notes Public speaking practice and assessment Learning outcomes: 1, 4
Journal-based Research for Essay Writing	Reading journals and articles Critical reading and analysing data Describing interpretation of data in an essay Writing abstracts Editing and proof reading Public speaking practice and assessment Learning outcome: 4
Internet Research for Essay Writing	Using the internet for research Using information tools to gather and evaluate resources relevant to professional activities Bibliographies and referencing Plagiarism and paraphrasing Editing and checking work against criteria Using a range of software including tools to organize and communicate information to a range of audiences and contexts Synthesising information Public speaking practice and assessment Learning outcomes: 1, 4
Writing a Research Report	Approaching a task and devising a strategy for completion Understanding requirements and using relevant criteria Integrating evidence into a report Editing and proof reading Public speaking practice and assessment Learning outcome: 3, 4
Examinations and Assessment	Writing summaries and reviewing notes Examination preparation techniques Time Management Stress and anxiety management Learning outcome: 1

Assessment

To pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit.

Learning Outcomes to be met	Assessment criteria covered	Assessment type	Word count (approx. length)
All 1 to 4	All ACs under LO 1 to 4	Coursework	2000 words

Indicative Reading list

Textbooks

Cottrell, S. (2008). *The Study Skills Handbook*. Third Edition, Palgrave.

McMillan K, Weyers J. (2010). *How to succeed in Exams and Assessments*, Prentice Hall

UNIT 02: INTRODUCTION TO THE BUSINESS ENVIRONMENT

Unit Reference Number	D/507/2892
Unit Title	Introduction to the Business Environment
Unit Level	3
Guided Learning Hours (GLH)	60
Number of Credits	10
Mandatory / Optional	Mandatory
SSAs	15.3 Business Management
Unit Grading Structure	Pass

Unit Aims

The unit aims to enable students to explore the different internal and external elements of a business, understand the business context and explore the political, social, economic, technological and ethical considerations affecting businesses. It also enables learners to explore common aims and characteristics of business and to understand business structures, cultures and function.

Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand different types of businesses and their functions	1.1	List different types of businesses found in the public and private sectors
		1.2	Identify the various stakeholders involved with a business
		1.3	Identify an organisation's business objectives
		1.4	List a range of benefits of socially responsible business behaviour
2	Understand a range of basic business and management structures	2.1	Identify different business departments
		2.2	Explain the function of different business departments
		2.3	Explain an organisation's staffing and management structure
		2.4	Describe a range of elements which can influence business culture
3	An introduction to marketing in business	3.1	Define 'marketing'
		3.2	Define 'needs' and 'wants' in relation to marketing
		3.3	Identify a range of market segment categories
		3.4	Explain market research and the 'marketing mix'
4	Be able to utilise a number of key business concepts	4.1	Explain the difference between a micro and macro business environment
		4.2	Explain why quality is important in business
		4.3	Create a SWOT analysis for an organisation
		4.4	Carry out a PESTLE analysis on an organisation

Study Contents

Topic	Course Coverage
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Concepts of Business	Structure and classification of business Classification an economy by sector: primary, secondary, tertiary Difference between the private sector and the public sector in terms of ownership and objectives Learning Outcome: 1
Business Environment	How the external environment creates opportunities and threats for a business. Effect on businesses of changes in external economic factors: interest rates, exchange rates, inflation, unemployment, the business cycle, government Legislation technology Non-economic influences on business activity: environmental, cultural, moral and ethical. PESTEL (political, economic, social, technological, environmental, legislative influences) Learning Outcome: 4
People and Processes	Leadership and Management styles Change and culture Different approaches to recruitment, selection, induction and training. Motivation theories and different practical approaches to motivation, Benefits and disadvantages of different means of remuneration Learning Outcome: 1 and 2
Marketing	Marketing process including marketing strategy, marketing planning and market research Marketing terms, including market segmentation, Product Life Cycle, marketing mix, niche market, mass market, Unique Selling Point. SWOT analysis Learning Outcome: 3

Assessment

To pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit.

Learning Outcomes to be met	Assessment criteria covered	Assessment type	Word count (approx. length)
All 1 to 4	All ACs under LO 1 to 4	Coursework	2000 words

Indicative Reading list

Textbooks

Brooks, I., Weatherston, J. and Wilkinson, G. (2011). *The International Business Environment 2nd edition*, London: Pearson

Erbert,J., Griffin, R.W. (2013). *Business Essentials, global edition. 9th edition*. Financial Times Prentice Hall

Journals, Magazines and Newspapers

Economist
Business Week
Financial Times
BBC News: www.news.bbc.co.uk/

UNIT 03: CUSTOMER SERVICE EXCELLENCE

Unit Reference Number	H/507/2893
Unit Title	Customer Service Excellence
Unit Level	3
Guided Learning Hours (GLH)	60 Hrs
Number of Credits	10
Mandatory / Optional	Optional
SSAs	15.3 Business Management; 15.4 Marketing and Sales
Unit Grading Structure	Pass

Unit Aims

This unit supports the learner to develop an understanding of the principles that apply to customer service delivery in organisations across different sectors and understand how to propose and implement improvements to customer service.

Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how organisations carry out customer service in a particular sector	1.1	Describe the services and/or products of an organisation
		1.2	Analyse how an organisation develops its service offer
		1.3	Discuss how an organisation's policies and procedures ensure consistent service delivery
2	Identify the importance of using effective communication techniques with customers	2.1	Identify the main communication techniques used in customer service
		2.2	Explain how effective communication techniques meet the needs of customers
		2.3	Explore how communication techniques and individual behaviour affect the implementation of improvements to service delivery
3	Assess how organisations in different sectors deliver customer service	3.1	Explore the customer service approach of different sectors
		3.2	Understand the difference in the needs and expectations of customers of each type of organisation
		3.3	Explain the formation of customer expectations
4	Understand how to propose improvements to customer service	4.1	Identify the organisational policies, procedures and practices that need to be considered when proposing improvements to customer service
		4.2	Explain the organisational process for proposing improvements to customer service
		4.3	Explore the effect of internal and external requirements when proposing improvements to customer service
		4.4	Explain how to involve others when implementing improvements to customer service

Study Contents

Topic	Course Coverage
Product / Service Offer	The service offer

<p>Development of the service offer</p> <p>Benefits of continuous improvement</p>	<p>Features and benefits</p> <p>How customer expectations are met</p> <p>Organisational priorities</p> <p>Policies and procedures</p> <p>Customer expectations</p> <p>Customer loyalty</p> <p>Ethical and value base</p> <p>Competition</p> <p>Cost</p> <p>Resource limitations</p> <p>Service chain</p> <p>Continuous improvement</p> <p>Teamwork</p> <p>Balancing customer and organisational needs</p> <p>The positive and negative impact:</p> <p>Of goals, policies and procedures</p> <p>Of customer expectations</p> <p>Of the offer of competitors</p> <p>Of financial and other resource limitations</p> <p>Of ethics and values</p> <p>On the internal and external value chain</p> <p>Learning Outcomes 1, 3 and 4</p>
<p>Effective communication techniques across sectors</p>	<p>The effective use of a range of communication techniques:</p> <p>Face to face</p> <p>Written and electronic</p> <p>Telephone</p> <p>Verbal</p> <p>Positive and negative body language</p> <p>Effective communication techniques and customer needs:</p> <p>Communication techniques</p> <p>Behaviours and personalities</p> <p>Diverse groups of customers</p> <p>The needs of different sectors</p> <p>The needs of customers in different situations which may include:</p> <p>Satisfied with the service and/or product</p> <p>Unhappy with the service and/or product</p> <p>The positive and negative effect of an individual's own behaviour on the success of service improvements</p> <p>Learning Outcomes 2, 3</p>
<p>Customer service approach of different sectors</p>	<p>Public sector or third sector</p> <p>Commercial</p> <p>Competitive edge and best value</p> <p>Differences in commercial, public and third sector</p> <p>Difference in the needs and expectations of customers of each type of organisation</p> <p>Learning Outcomes 1, 2 and 3</p>
<p>Organisational process for proposing improvements to customer service</p>	<p>The reporting lines and procedures to be followed</p> <p>The continuous improvement cycle</p> <p>Techniques to use when identifying, proposing and implementing improvements to customer service</p> <p>Policies, practices and procedures</p> <p>External legislation and regulation</p> <p>Industry specific legislation and codes of practice</p> <p>Learning Outcomes 2, 3 and 4</p>

Assessment

To pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit.

Learning Outcomes to be met	Assessment criteria covered	Assessment type	Word count (approx. length)
All 1 to 4	All ACs under LO 1 to 4	Coursework	2000 words

Indicative Reading list

Cook, S. (2011). *Customer care excellence: How to create an effective customer focus*. (6th ed.). London: Kogan Page

Gilmore, A., (2003). *Services marketing and management*. London: Sage Publications.

UNIT 04: INTRODUCTION TO MARKETING

Unit Reference Number	M/507/2895
Unit Title	Introduction to Marketing
Unit Level	3
Guided Learning Hours (GLH)	60 Hrs
Number of Credits	10
Mandatory / Optional	Optional
SSAs	15.3 Business Management; 15.4 Marketing and Sales
Unit Grading Structure	Pass

Unit Aims

This unit supports the learner to develop an understanding of the principles that apply to the management of events in arrange of business sectors. It also introduces the reasons why businesses hold events and why these have become more prominent in recent years.

Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the role of marketing in the business environment	1.1	Understand the role of marketing in a business
		1.2	List the key roles of a marketing department
		1.3	Identify the principles of the marketing mix for a business product or service
2	Be able to identify marketing models and theories	2.1	Explain the relationship between a marketing strategy and a marketing plan
		2.2	Discuss the concept of the marketing mix
		2.3	Understand the concept of branding
		2.4	Discuss the concept of relationship marketing
3	Understand the principles of sales in a business	3.1	List the different approaches to business sales
		3.2	Explain the importance of sales targets in a business
		3.3	List the key elements of a sales plan
4	Be able to apply principles of marketing planning	4.1	Discuss the importance of marketing planning
		4.2	List the key components of a marketing plan
		4.3	Explain the role of market research in marketing planning
		4.4	Develop a coherent market mix for a new business product or service

Study Contents

Topic	Course Coverage
1. Understand the role of marketing in the business environment	The evolution of marketing Marketing as a business function The relationship between marketing and sales Marketing planning Promotions Distribution channels Product orientation vs. Marketing orientation The marketing mix
2. Be able to identify marketing models and theories	Marketing strategy Marketing planning The 7P model Relationship marketing

	Digital marketing B2B Marketing Branding
3. Understand the principles of sales in a business	Sales strategy Sales as a function of marketing Sales techniques Sales targets Sales planning
4. Be able to apply principles of marketing planning	The role of marketing planning Market research Monitoring marketing plans Evaluating marketing plans Marketing and plans and marketing strategy

Assessment

To pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit.

Learning Outcomes to be met	Assessment criteria covered	Assessment type	Word count (approx. length)
All 1 to 4	All ACs under LO 1 to 4	Coursework	2000 words

Indicative Reading list

Armstrong, G., Kotler, P., Harer, M. & Brennan, R. (2012). *Marketing: An Introduction*. London: Pearson

Baines, P. & Fil, C. (2014) *Marketing*. Oxford: Oxford University Press

UNIT 05: USING IT FOR BUSINESS

Unit Reference Number	A/507/2897
Unit Title	Using IT for Business
Unit Level	3
Guided Learning Hours (GLH)	60
Number of Credits	10
Mandatory / Optional	Optional
SSAs	15.3 Business Management
Unit Grading Structure	Pass

Unit Aims

The Unit aims to familiarise learners with the use, application and development of core study and academic skills including the use of IT, preparation for presentations, and formats for academic writing such as essay and report formats.

Learning Outcomes and Assessment Criteria

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand and the main functions of a word processor	1.1	Understand the main functions within of a word processing package
		1.2	Demonstrate how pictures and symbols can be inserted within a text document
		1.3	Demonstrate the use of common functions for manipulating and evaluating text
		1.4	Demonstrate the use of a range of functions to alter the presentation of word processed documents
2	Identify useful information from the Internet	2.1	List a range of search engines which can be used to find specific information
		2.2	Extract relevant information from a web source
		2.3	Use website information in a word processed document
		2.4	Demonstrate how website text should be presented in academic work in order to avoid plagiarism
3	Understand the main functions of spreadsheet software	3.1	Demonstrate an understanding of the functions in a spread sheet
		3.2	Demonstrate how cells, rows, columns and worksheets can be formatted
		3.3	List a range of formulae which can be applied to data in a worksheet
		3.4	Demonstrate the use of a range of functions to improve the presentation of data in a worksheet
4	Understand the main functions of presentation software	4.1	Describe how to open, save and close a presentation slideshow
		4.2	Explain how to insert and duplicate slides
		4.3	Explain how to incorporate animation into a presentation
		4.4	Demonstrate the creation of a presentation with text, graphics and animation

Study Contents

Topic	Course Coverage
An Introduction to Word Processing	<p>A definition of word processing and its main functions Basic commands functions Enter text, set language, autocorrect, spelling check, grammar check, thesaurus, word count Insert, overtype, move, delete, highlight text Edit functions on MS Word Modify text: find and replace, change case Search for text, graphics, tables Insert pictures, symbols, special characters, charts, screenshots Use shortcut keys</p> <p>Learning Outcome: 1</p>
Editing and Formatting Word Processed Documents Part I	<p>Format a page: format and edit background, change page orientation and size, adjust margins, insert columns, edit columns, add headers and footers, add page numbers, insert a page break, insert a watermark, select the page background colour Format text: bold, italics, underline, alignment, font style, font size, font colour, font effects Format paragraphs: alignment, indentation, spacing Select and edit themes and styles Insert and edit bullet points and numbering Format borders and shading</p> <p>Learning Outcome: 1</p>
Finding and Using Information from the Internet	<p>Understand what constitutes plagiarism Search engine tools Use search engine tools to find and select specific information Selecting and exporting information from websites in the form of texts Select a picture from a website Export a picture from a website Present a picture taken from a website and cite its source</p> <p>Learning Outcome: 2</p>
Editing and Formatting Word Processed Documents Part II	<p>Insert a table Format a table Edit a table Insert shapes Draw shapes Format shapes, apply special effects Insert objects Resize, move, copy, delete, add text, fill, align, rotate, edit, and rotate shapes and objects Insert and format WordArt Insert and format SmartArt Produce a checklist for an effective word processed document</p> <p>Learning Outcome: 2</p>
An Introduction to Spreadsheets	<p>A definition of spreadsheet software and its main functions Key terminology: workbook, worksheet, cell, row, column Microsoft Office Excel – basic functions Basic commands: new, open, save, close, print page set-up, print properties, print preview, select a print area Types of data: labels, constants, formulae Enter data: cell, row, column Edit: cut, copy, paste, undo, redo, find, replace, select all, edit, active cell, clear cell contents Format labels Format values Insert a row, column Widen columns Introduction to formulae: constants and operators Use shortcut keys</p>

	Learning Outcomes: 3
Spreadsheet Formulae and Functions	<p>Use relative, absolute and mixed cell references Use commonly used formulae and functions: multiplication, division, average, minimum, maximum, round a number, count values Use AutoSum and Use Auto calculate Display formulae when printing Display row and column headings when printing Sort and filter data</p> <p>Learning Outcomes: 3</p>
Formatting Spreadsheets	<p>Workbook management: insert a new worksheet, rename a worksheet, move/copy a worksheet, change a worksheet tab colour, delete a worksheet Protecting a worksheet Formatting cells, rows, columns and tables Produce a checklist for an effective spreadsheet</p> <p>Learning Outcomes: 3</p>
Creating Graphs from a spreadsheet	<p>Present information using a graph Select appropriate types of graph Enter data ranges Enter titles: main, axes and data Format, print, modify and move a graph Produce a checklist for an effective graph</p> <p>Learning Outcomes: 3</p>
An Introduction to Presentation Software	<p>A definition of presentation software and its main functions Microsoft Office PowerPoint - basic functions Navigate the PowerPoint screen and different views. Define presentation software and its main functions. Navigate the PowerPoint screen and different views, including normal, slide sorter, reading, slide show and the outline pane. Select slide design, background and layout. Enter text, set language and use the spelling check, grammar check and thesaurus. Use basic command functions Format, edit, delete, copy, find and replace text. Format paragraphs. Insert slide numbers, date and time, headers and footers. Insert new slides and duplicate slides. Re-arrange and delete slides. Insert pictures, Clip Art graphics, SmartArt, diagrams, graphs, tables, text boxes and hyperlinks. Format graphics. Draw shapes and objects and format, move, resize and delete objects. Run and stop a slideshow. Use shortcut keys</p> <p>Learning Outcome: 4</p>
Producing a Multimedia Presentation	<p>Define transitions and add transitions and effects to slides Define animations and add animations and effects to objects Copy animation from one object to another Insert audio clips from files and ClipArt Record an audio clip Insert videos from files, websites and ClipArt Insert actions Set up slideshow delivery Produce a checklist for an effective slideshow</p> <p>Learning Outcome: 4</p>

Assessment

To pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit.

Learning Outcomes to be met	Assessment criteria covered	Assessment type	Word count (approx. length)
All 1 to 4	All ACs under LO 1 to 4	Coursework	2000 words

Indicative Reading list

Clarke, A. (2005). *IT Skills for Successful Study*. Basingstoke, Palgrave

Curtis, F. (2013). *Microsoft Excel 2013, Plain and Simple*, Microsoft Press

Nancy, M (2013). *Microsoft PowerPoint 2013, Plain and Simple*, Microsoft Press

Freedman, J (2013). *Microsoft Word 2013, Plain and Simple*, Microsoft Press