

Level 3 Diploma in Business and Administration

Qualification Aim

Level 3 Business and Administration qualification is designed to provide a specialist vocational programme within pertinent awarding organisational requirements and National Occupational Standards wherever possible. This qualification will provide a concrete, sector-based emphasis on practical skills development alongside the enhancement of knowledge and understanding in the business and administrative sector. It also provides sector and national recognition by employers required for employment.

Qualification Objectives

- Providing pathways for learners to develop their careers within the business and administrative sector
- Enabling learners to progress to an undergraduate or further professional qualification in a business related area
- Enable learners to obtain employment or entering employment specifically in the business and administrative sector
- Generating opportunities for learners to acquire higher level skills in a business context

Combination Rules for the Level 3 Diploma in Business and Administration

Level 3 Diploma in Business and Administration

1. Qualification credit value must be a minimum of 60 credits (a maximum of 60 credits may be at level 3)
2. Mandatory core unit credit: 60 credits
3. Level 3 qualifications will meet local and national needs.

Level 3 Diploma in Business and Administration - 60 Credits

Unit Title	Level	Credit	GLH
Mandatory Units			
The Business Environment	3	10	90
Academic Skills for Business	3	12	90
Fundamentals of Marketing	3	14	90
Principles of Finance and Accounting	3	14	90
Working with People	3	10	90

Unit Format

Each unit in 's suite of level 3 courses is presented in a standard format. This format provides guidance on the requirements of the unit for learners, tutors, assessors and external verifiers.

Each unit has the following sections:

Unit Title

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

Unit Aims

The unit aims section summaries the content of the unit. All units and courses have a level assigned to them which represents the level of achievement. The level of each unit is informed by the level descriptors.

Credit Value

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

Guided Learning Hours (GLH)

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

Learning Outcomes

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

Assessment Criteria

The assessment criteria describe the requirements a learner is expected to meet in order to demonstrate that the learning outcome has been achieved. Command verbs reflect the level of the course.

is a UK government approved and regulated awarding body providing a wide variety of qualifications in a diverse range of subject areas to Centres whose customers are internationally-focused aspiring professionals who wish to enhance their global career prospects. IT was established in 2010 as a relatively specialist awarding body, providing qualifications designed to meet identified demand for qualifications, particularly within the legal services sector.

Mission Statement

To enable all individuals to realise their true potential by achieving success through learning. is committed to remaining current, relevant and accessible to all by:

- Supporting employers and learners to meet their diverse learning, assessment and credential requirements;
- Identifying mission-critical gaps in the market for relevant and fit-for-purpose qualifications;
- Contributing to economic growth and improvement of work-based skills;
- Developing reliable and valid assessment.

Level 3 Qualifications

Our Level 3 Qualification in business are the conclusion of expert input from colleges, industry professionals, Higher Education Institutes and our qualification development team.

Key features of the qualifications include:

- Mandatory units that are common to different sectors offering the opportunity for learners to move between sectors
- flexible methods of assessment allowing tutors to select the most appropriate methods for their learners

Support for Centres

We are dedicated to supporting our Centres and offer a range of training, support and services including:

- qualification guidance, suggested resources and sample assignments
- an Centre support officer who guides you through the Centre recognition process, learner registration and learner results submission

Level 3 Diploma in Business and Administration

This specification provides key information on the Level 3 Diploma in Business including the rules of combination, the content of all the units and guidance on assessment. Further Qualifications Guidance can be found via the [website](#).

This qualification is on the Register of Regulated Qualifications. It has a Qualification Number (QN). Each unit within a qualification also has a code.

The QN numbers for this qualification is as follows:

Level 3 Diploma In Business and Administration

603/0989/1

Assessment Strategy

Verification/Moderation

The process of moderation will check that assesses accurately, consistently and makes assessment decisions against agreed standards (internal and/or external).

Verification/Moderation

The system for verification/moderation will ensure quality of delivery of assessment in the programmes leading to nationally recognized qualifications. The verification process will:

- Advise and support assessors
- Maintain and monitor arrangements for processing assessment information
- Verify assessment practice

The Procedure

1. The purpose of moderation/internal verification (IV) is to:
2. Ensure consistent interpretation and application of appropriate standards within the assessment process
3. Co-ordinate, evaluate and monitor the assessment process
4. Provide advice and support to assessors to improve student achievement
5. Provide feedback to the external verifier/examiner(s) on the IV process

Internal verification/moderation process

1. An IV plan will be produced in conjunction with the course team at the start of the course
2. Throughout the duration of the course, assessment plans should be checked to ensure that the qualification can be achieved
3. IV can include observation of assessment, sampling of assessed written work or whatever method is appropriate in the context of learning programme
4. Sampling should review the quality of the assessment decision by evaluating how the assessor has reached that decision.
5. Assessor should ensure that all relevant work has been completed and assessed so that it is ready to progress to the IV process
6. All work to be verified must be completed in conjunction with the appropriate level grading criteria
7. Each verifier should complete an internal verifier's report form for each piece of work verified
8. Internal verifier should give appropriate guidance to assessors where required
9. Internal verifier should give feedback to assessors and should agree and discuss decisions with assessors.

The roles and responsibility of Internal Verifier

1. Establish procedures to develop a common interpretation of standards between assessors
2. Plan regular meetings with assessors to discuss assessment decisions and verification issues
3. Sample regular evidence of the assessment decisions made by all assessors across all aspects of assessment to monitor and ensure consistency in the interpretation and application of standards
4. Establish record-keeping systems and documentation used for assessment and internal verification
5. Support assessors by offering guidance and advice on a regular basis
6. Where an assessor is the internal verifier, a different member of staff must internally verify their activities

Key Persons in the Assessment Role

The Internal Verifier has following responsibilities:

- To ensure that the assessors are appropriately qualified
- To maintain and monitor arrangement for processing assessment information
- To provide confirmation to awarding bodies that assessment practice is to national standards through the quality system, procedures and records.
- To sample the records of assessors to monitor consistency of assessment standards
- To observe (where appropriate) a sample of assessments taking place to monitor consistency of assessment decisions
- To support the assessors through offering guidance and advice
- To act according to agreed procedures when disputes and appeals arise
- To ensure that opportunities are made for each disputes and appeals arise
- To ensure that opportunities are made for each candidate to achieve the required levels for each unit of the study programme
- To maintain regular contact with assessors

The Assessor is responsible for:

- Ensuring that assessment is carried out
- Ensuring that workplace personnel who contribute to assessment decisions, operate within college procedures and that necessary information for internal verification activities is complete and available to the internal verifier
- Taking into account the particular assessment requirements of the candidate
- Ensuring that each candidate is aware of his/her responsibility with regard to the qualification
- Judging students' work against performance criteria
- Identifying candidates' achievements
- Identifying gaps in achievements
- Giving constructive feedback to the candidate
- Meeting regulating with other assessors and the Internal
- Explaining and confirming assessment decisions with Internal Verifier
- Maintaining their own records of each candidate's achievement

Quality Assurance of Centres

The aim of external verification is to ensure external verifiers are effectively trained and deployed to manage and monitor approved centre activity against centre requirements and appropriate qualification specification criteria.

In order to achieve this aim we have defined management procedures in place to ensure standards are maintained. In carrying out our QA activities we expect that all staff will comply with our professional standards at all times.

- External Verifier Responsibility to Approved Centres
- External verifiers are required to undertake the following activities to ensure they fulfil their responsibilities to approved Centres:
 - the provision of information and advice related to our quality standards and established procedures, regulator and partner expectations
 - the provision of advice to our customers, stakeholders and approved Centres regarding centre requirements, achieving and maintaining standards and approval status
 - the provision of advice on the interpretation of qualification-specification criteria and links to national occupational standards
 - conducting quality assurance training with approved Centres
 - conducting advisory visits to applicant or approved Centres providing information across the scope of our awarding function
 - monitoring of allocated centre statuses, profiles, policies and procedures to ensure ongoing compliance
 - monitoring of centre performance via the conduct of visits and desk based reviews in accordance with our quality assurance practices
 - conducting centre risk assessments to ensure the ongoing suitability, implementation and consistency of centre quality management systems
 - continuous review of centers' approval statuses ensuring corrective actions are addressed to ensure compliance and reduce risk
 - agreeing an appropriate visit or review dates with relevant centre personnel ensuring the key objectives are submitted via the external verification planning process
 - effective reporting on the outcomes of verification activities via established processes outlined in the centre guide
 - provision of advice to Centres related to continuous development and quality improvement
 - commending Centres on areas of best practice, promoting aspects of these to other Centres to adopt, where appropriate.

Centre Malpractice

- Failure to keep exam papers secure prior to an examination
- Obtaining or 'passing on' information relating to an exam or assessment prior to the examination or assessment.
- Failure to brief candidates adequately prior to an examination.
- Failure to maintain exam conditions when invigilating an examination.
- Assisting or prompting candidates with the production of answers during an examination.
- Provision of unauthorized assessment material to a candidate.
- Failing to report an instance of suspected or actual malpractice.
- Any instance of unprofessional misconduct during a lesson or examination.
- Any instance concerning inappropriate, offensive or obscene behavior directed at any candidate.
- Failure to adhere to 's policies and procedures.

Serious Malpractice

- A risk to the health or safety of any individual.
- A criminal offence.
- Failure to comply with legal obligations or with the Statutes, Ordinances and Regulations of Ltd.
- Financial or non-financial maladministration or malpractice or impropriety or fraud.
- Any instance concerning the falsifying of any results documents related to an assessment or examination, including certificates.
- Academic or professional malpractice including improper conduct or unethical behavior.
- Attempts to suppress or conceal any information relating to any of the above.

Processing of Malpractice allegations

All Centres are required to notify of any allegation of suspected or actual malpractice at its earliest opportunity and no longer than 5 working days from the date the allegation is made, failure to comply with this requirement may result in awards not being made and certificates not being issued, also future entries and/or registrations may not be accepted.

In the first instance any allegation of malpractice must be made by completing form. Which is available on request from the Administration office or can be downloaded as a pdf from the website www.britshaa.com

Once an allegation of suspected or actual malpractice has been made an initial investigation will be carried out by the immediate superior and/or manager of the individual involved or by the most appropriate person given the circumstances. These members of staff are authorised to make decisions in cases which are clear and uncontested.

Guidance for Teaching and Learning

Learners learn best when they are actively involved in the learning process. We would encourage practitioners delivering our qualifications to use a range of teaching methods and classroom-based activities to help them get information across and keep learners engaged in the topics they are learning about.

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

Delivery of Qualification

- Range of teaching and learning methods, including active learning.
- Include study skills aspects, e.g. how to construct a report or Harvard Referencing. Build time into your Scheme of Work and Session Plans to integrate study skills teaching.
- Set structured additional reading and homework tasks to be discussed in class.
- Take an integrated approach to teaching topics across units, where appropriate, rather than always taking a unit-by-unit approach. In this way, learners will be able to see the links between the content of the different units.

Resources

has provided a list of resources for the qualification. Please refer to the support materials handbook.

Access and Recruitment

policy with regards to access to its qualifications is that:

- They should be available to everyone who is capable of reaching the required standard.
- They should be free from any barriers which restrict access and progression.
- There should be equal opportunities for all wishing to access qualifications.
- Centres are expected to recruit learners to qualifications with integrity. This must include ensuring that all learners have appropriate information and advice about the qualifications.
- Centres must have appropriate systems to assess a learner's suitability for a programme and make a professional judgement about their ability to successfully complete/gain the designated qualification. The assessment should take account of any support available to the learner within the centre during the programme of study and any support that may be required to allow the learner to access the assessment for the units within the qualification. Language of Materials
- encourages the use of plain and clear language which is no vague.
- Assessors/tutors preparing candidates are expected to ensure that their materials are clear, diverse and appropriate to level 7 qualifications.

The Business Environment

This unit provides a basic insight into how businesses work, giving learners an understanding of the primary business functions and how they contribute to business success.

Learning Outcome The learner can:	Assessment Criteria
1. Understand the major features in the business environment	1.1 Outline the various organisational forms of the public and private sector of an economy 1.2 Explain the different structures within business organisations 1.3 Describe how the local, national and global economic environment may impact on business operations
2. Understand the importance of accounting for business	2.1 Explain what is meant by internal and external stakeholders, giving illustrative examples 2.2 Explain how stakeholders can impact on business performance
3. Understand the concept of managing and leading teams	3.1 Describe the various market structures in which a business organisation may be operating

Fundamentals of Marketing

This unit is designed to give learners a solid grounding in fundamental marketing principles and practices.

Assessment Criteria The learner can:	Indicative Content
1. Understand the principles of marketing	1.1 Outline the various activities of the marketing function in business organisations 1.2 Describe market segmentation as a method of identifying customer requirements 1.3 Explain the 'marketing mix'
2. Understand market research and market analysis methods	2.1 Explain the purpose of research and market analysis 2.2 Describe market research methods used by business organisations 2.3 Outline market analysis methods used by business organisations
3. Be able to apply market analysis techniques	3.1 Apply market analysis techniques to research the selected market for a particular product 3.2 Analyse and interpret results of market research
4. Understand the approaches to e-marketing usage by business organisations	4.1 Describe the methods used by businesses in e-marketing their products 4.2 Explain how companies handle their corporate image via the internet

Academic Skills for Business

Unit Aims: - This unit focuses on the skills that learners need for success in their chosen career and is designed to facilitate the development of academic research skills and the language skills needed to be able to formally present academic research, both in writing and orally.

Learning Outcomes The learner can:	Assessment Criteria
1 Be able to take efficient and effective notes from various sources	1.1 Demonstrate active listening skills and reading strategies in note-taking 1.2 Interpret and summarise information accurately
2 Be able to plan and compile research work to an acceptable academic standard	2.1 Create a plan for research on a chosen topic in business 2.2 Produce a sample of research work using appropriate referencing methods 2.3 Produce academic work to a professional standard using the created draft
3 Be able to reflect on their personal and academic skills development	3.1 Demonstrate reflection on one's own academic progress including development of academic skills and academic English language skills 3.2 Devise a personal action plan for further development

Principles of Finance and Accounting

This unit is designed to give learners an understanding of the importance of good financial management for the business organisation as well as the skills and knowledge required for effective analysis and preparation of financial information.

Learning Outcomes The learner can:	Assessment Criteria
1 Know the importance of accounting for business	1.1 Explain the purpose and importance of accounting for business performance. 1.2 Outline the main types of income gained and expenditure incurred by the business organisation 1.3 Explain the significance of stakeholders in the compilation and presentation of financial accounts
2 Understand the various sources of finance available to the organisation	2.1 Demonstrate different styles and methods of oral communication for different audiences 2.2 Present orally in a formal situation 2.3 Respond to audience questions in a presentation
3 Understand significant financial statements and their utility to the organisation	3.1 Compile, analyse and evaluate a cash flow forecast 3.2 Explain the profit and loss account and its purpose 3.3 Explain balance sheet and its purpose
4 Be able to apply key principles of accounting and present and interpret data	4.1 Present and interpret key accounting information 4.2 Describe ratio analysis and how it may be used to determine performance in the organisation

Working with People

This unit is designed to provide an introduction to people management and what steps a business may take to maintain a motivated and productive workforce.

Learning Outcomes The learner can:	Assessment Criteria
1. Understand the function of the Human Resources department in the business organisation	1.1 Describe the functions carried out by a typical HR department of a business 1.2 Outline the environmental factors which may affect a business organisation and its workforce
2. Understand the importance of motivation in the workplace	2.1 Explain at least two major motivation theories 2.2 Outline the reward systems that may be employed by business organisations for motivating staff
3. Understand the concept of managing and leading teams	3.1 Describe the stages of team development 3.2 Outline members' roles within a business team