



Level 3

Diploma in Business

Management

(HQ500-01)

Qualification

Level 3 Diploma in Business Management (MQ500-01)

Title and level	GLH	TQT	World Global Skills Qualification number
Level 3 Diploma in Business Management	600	1200	MQ500-01

Introduction

This document tells you what you need to do to deliver the qualifications:

The GSQ Level 3 Diploma in Business Management is a qualification that is expected to be directed study, and each candidate is expected to achieve all learning outcomes to attain the full qualification.

The purpose of the qualification is to develop students' knowledge and understanding of aspects of management and other topics relevant to the tourism and hospitality industry.

Areas covered include:

- Business Communication
- Customer Service
- Business Finance
- Marketing

Candidate Entry Requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

It is recommended that candidates should have a minimum of a level 2 qualification. However, experience of working in the industry at the level 3 standard will be adequate to ensure they have the potential to gain the qualification successfully.

Qualification Units

To achieve the **MQ500-01 Level 3 Diploma in Business Management**
Mandatory Units

GSQ Unit code	Ofqual Unit Reference	Unit Title	Credit Value	GLH
806	F/618/8192	Communication for Business	20	100
807	J/618/8193	The Business Environment	20	100
808	L/618/8194	People Management	20	100
809	R/618/8195	Customer Service	20	100
810	Y/618/8196	Finance in Business	20	100
811	D/618/8197	Marketing for Business	20	100

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. This includes both guided learning hours and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 3 Diploma in Business Management	600	1200

Portfolio of evidence

To achieve this portfolio, you will need to produce a portfolio of evidence to show that you have the knowledge and skills in your chosen qualification. You will need to demonstrate evidence that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria. Judgement that the learners have successfully fulfilled the assessment criteria is made by the assessor.

It is the centres responsibility to produce assignment briefs to support the students with their assignments, these will include

- Projects
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Assignments
- Case studies

Centre Staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area[s] for which they are delivering training and/or have experience of providing training. This knowledge must be to

- the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing and continue to achieve a minimum 30 professional development hours per year
- have credible experience of providing training

Centre staff may undertake more than one role, e.g. tutor and assessor or internal quality assurer, but cannot internally quality assure their own assessments.

Tutors/Assessors and Internal Quality Assurer

Assessor/Internal Quality Assurer qualifications are valued as qualifications for Centre staff, but they are not currently a requirement for the qualifications.

Continual Professional Development (CPD)

Centres must support their staff to ensure that they have a current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Qualification Structure

Unit 806 Communication for Business
UAN: F/618/8192
Level: 3
Credit value: 20
GLH: 100

Aim

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

Learning outcome 1 1. Know about communication in a business context.	1.1 State the basic components of communication. 1.2 State barriers to communication in a business context. 1.3 Explain how to overcome barriers to effective communication.
Learning outcome 2 2. Be able to use verbal and nonverbal communication.	2.1 State different aspects of verbal and nonverbal communication in a business context. 2.2 Explain why verbal and non-verbal communication is important in a business context. 2.3 Explain how to use effective verbal and nonverbal communication in different situations.
Learning outcome 3 3. Be able to use written communication.	3.1 State different types of written communication used in a business. 3.2 Explain why written communication is important in a business context. 3.3 Demonstrate effective written communication for different requirements.
Learning Outcome 4 4. Be able to use IT communication.	4.1 State different aspects of IT communication used in a business. 4.2 Explain why IT communication is important in a business context. 4.3 Demonstrate effective use of IT to communicate in different situations.

Unit 807 The Business Environment

UAN: J/618/8193

Level: 3

Credit value: 20

GLH: 100

Aim

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

This will enable learners to effectively assess a business internal and external environments.

Learning outcome 1 1. Understand different types of business and the sectors they operate in.	1.1 Explain different types of business activity. 1.2 Explain different business sectors. 1.3 Compare different forms of business ownership.
Learning outcome 2 2. Know about the functional areas of a business.	2.1 State the functional areas of a business. 2.2 Describe the activities of a business' functional areas. 2.3 Explain how different functional areas are interrelated.
Learning outcome 3 3. Understand the internal environment of a business.	3.1 Explain different organisation structures. 3.2 Compare the advantages of different organisation structures. 3.3 Compare the disadvantages of different organisation structures. 3.4 Show how an organisation is structured. 3.5 Conduct a SWOT analysis on a business.
Learning outcome 4 4. Understand the external environment of a business.	4.1 State the factors which form a business' external environment. 4.2 Explain how these factors impact a business. 4.3 Explain how a business can respond to changes in its external environment. 4.4 Conduct a PESTLE analysis on a business.
Learning Outcome 5 5. Know about a business's economic environment.	5.1 Outline how different microeconomic factors impact a business. 5.2 Outline how different macroeconomic factors impact a business. 5.3 Explain why a national government influences a business' economic environment. 5.4 Explain how the international economy

	influences a business' economic environment.
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Unit 808 People Management

UAN: L/618/8194

Level: 3

Credit value: 20

GLH: 100

Aim

The aim of this unit is to provide learners with the necessary knowledge and understanding to effectively lead and manage people in a business.

Learners will develop an awareness of employee motivation, employee relations and performance management. This will help learners to understand what is required by leaders and managers to deliver and support effective employee engagement.

Learning outcome 1 1. Understand employee motivation.	1.1 Explain different motivational theories. 1.2 Describe ways in which employees can be motivated. 1.3 Explain the benefits to a business of motivated employees. 1.4 Suggest ways in which a business can increase employee motivation. 1.5 Discuss how flexible working and working from home can impact employees' motivations and wellbeing and performance.
Learning Outcome 2 2. Understand employee relations.	2.1 Explain the factors which influence the employer/employee relationship. 2.2 State barriers to effective employee relations. 2.3 Explain the benefits to a business of effective employee engagement. 2.4 Suggest ways in which a business could improve its employee relations.
Learning outcome 3 3. Know about performance management.	3.1 Explain ways in which a business can monitor employee performance. 3.2 State different performance management tools. 3.3 Explain the benefits to a business of effective performance management. 3.4 Explain the benefits to an employee of effective performance management.
Learning outcome 4	4.1 Explain different leadership styles. 4.2 Explain the key functions of

4. Understand leadership and management.	management 4.3 Compare key differences between managers and leaders. 4.4 Suggest ways in which a business could improve how it leads and manages its employees.
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Unit 809 Customer Service

UAN: R/618/8195

Level: 3

Credit value: 20

GLH: 100

Aim

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

Learning outcome 1 1. Know about customer service.	1.1 State the legislation and regulations which influence customer service. 1.2 Explain the difference between product and service quality 1.3 Outline examples of good customer service. 1.4 Outline examples of poor customer service. 1.5 Explain why effective customer service is important to a business.
Learning outcome 2 2. Understand the customers of a business.	2.1 State the types of customers of a business. 2.2 Explain what influences the behaviour of a business's customers. 2.3 State ways in which to measure levels of customer service. 2.4 Assess the levels of customer service offered by a business.
Learning outcome 3 3. Understand how to improve the relationship with customers.	3.1 Explain how to exceed customer expectations. 3.2 Explain how to negotiate effectively. 3.3 Explain different factors which increase customer satisfaction. 3.4 Recommend ways in which a business could improve its relationships with customers.
Learning outcome 4 4. Know how to effectively operate in a customer service role.	4.1 Explain why effective interpersonal skills are important in a customer service context. 4.2 Explain how to balance the needs of customers with those of a business.

	4.3 Describe techniques which are used to resolve customer issues and complaints. 4.4 Explain how working with others improves a customer's experience.
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Unit 810 Finance in Business

UAN: Y/618/8196
Level: 3
Credit value: 20
GLH: 100

Aim

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

Learning outcome 1 1. Know about business finance.	1.1 Explain why a business would keep financial records. 1.2 Explain the purpose of business accounting. 1.3 Explain the accounting requirements of different types of business. 1.4 State different types of business finance at different stages in the growth of a business. 1.5 Explain the different types of accounting and financial statements.
Learning outcome 2 2. Be able to record financial transactions.	2.1 Demonstrate accurate use of the double entry accounting system. 2.2 Demonstrate accurate bank reconciliation. 2.3 Develop control accounts for accounts receivable and accounts payable. 2.4 Demonstrate how to correct errors in accounting records.
3.1 Explain how absorption and marginal costing is	3.1 Explain how absorption and marginal costing is used in decision making. 3.2 Explain how budgeting is used for financial planning and control. 3.3 Explain how to undertake an investment appraisal.
Learning outcome 4 4. Be able to produce accounting statements.	4.1 Produce accurate absorption and marginal cost statements. 4.2 Calculate sub and overall variances. 4.3 Prepare accurate and subsidiary

	4.4	budgets. Apply investment appraisal methods to alternative capital investment options.
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Unit 811 Marketing

UAN: D/618/8197

Level: 3

Credit value: 20

GLH: 100

Aim

The aim of this unit is to develop learners' skills in designing and carrying out research projects to inform the management of tourism and hospitality organisations. Learners will evaluate approaches to the collection and analysis of data relating to management problems and make judgements about future action based on this data.

Learning outcome 1 1. Know about marketing principles.	1.1 Explain the role of marketing in business. 1.2 Explain the constraints placed on marketing activities. 1.3 Explain why conducting marketing research is beneficial to a business. 1.4 State ways in which the impact of marketing can be measured.
Learning outcome 2 2. Know about marketing campaigns.	2.1 Explain the elements of the marketing mix. 2.2 Explain the purpose of marketing campaigns. 2.3 Explain how businesses use digital marketing to support a marketing campaign.
Learning outcome 3 3. Be able to conduct market research.	3.1 Explain different methods of primary market research. 3.2 State the factors which influence the choice of primary market research method. 3.3 Conduct primary and secondary research to identify business opportunities. 3.4 Assess market research findings to inform a marketing plan.
Learning outcome 4 4. Be able to plan a marketing campaign.	4.1 Plan a marketing campaign for a product/service/event. 4.2 Present the marketing campaign to a relevant audience. 4.3 Reflect on feedback to make informed improvements to a marketing campaign.