ICON College of Technology and Management

Course Handbook
Level 3 Diploma in Business – RQF

601/6170/X

ATHE Level 3 Diploma in Business		Unit Credit	Level
Level 3 Units:			
Core unit *Mandatory*	1 How Businesses Operate	15	3
Core unit *Mandatory*	2 Marketing Principles and Techniques	15	3
Core unit *Mandatory*	3 Academic and Research Skills for Business	15	3
Core unit *Mandatory*	4 Communication Skills for Business	15	3

ICON College of Technology and Management

Structure of ATHE Level 3 Diploma in Business

Semester One		
	Level	**GLH**
Unit 1* How Businesses Operate	3	90
Unit 2* Marketing Principles and Techniques	3	90
Unit 3* Academic and Research Skills for Business	3	90
Unit 4* Communication Skills for Business	3	90
Total credits	**60**	

*Mandatory units

Rules of combination
The Total Qualification Time (TQT) is 600 hours
The Total Guided Learning Hours (GLH) is 360
The Total Credit value is 60

Important Note:
The College reserves the right to amend the above table as and when required without prior notice.

ICON College of Technology and Management

Course Specifications of Level 3 Diploma in Business - RQF

Course title: ATHE Level 3 Diploma in Business

Awarding institution: ATHE

Teaching institution: ICON College of Technology and Management

Accreditation: ATHE

Final Award: ATHE Level 3 in Business

Progression:
On successful completion of the ATHE Level 3 Diploma in Business (RQF) learners may progress to:

- qualifications at level 3 or 4 specialising in specific areas of business e.g. qualifications in marketing, finance, operations, management and leadership
- business qualifications at level 4 and above e.g. ATHE Level 4 Extended Diploma in Business and Management or university degrees
- RQF qualifications in business and business-related subjects at level 4
- employment in business
- self-employment or setting up own business.

Aim of the qualification
This qualification is applied learning, integrating knowledge and understanding with the development and application of skills. It is designed to provide opportunities for learners to acquire a range of knowledge and understanding about business and to apply the knowledge and understanding by demonstrating skills in business. In this way learners will undertake assignments that are directly related to business activities enhancing their understanding of the world of business.

Admission requirements
To meet the entry requirements for admission to Level 3 Diploma in Business, a candidate must have one of the following:

- 5 or more GCSEs at grades C and above or Grade 4 and above
- other related level 2 subjects
- other equivalent international qualifications

Learners will need to have appropriate Level 2 standard in English and Mathematics/Numeracy, so they can access resources and complete the unit assignments.

For those whom English is not their first language we recommend the following standards of proficiency in English language skills or an approved equivalent for this qualification:

- IELTs 5.5
- Common European Framework of Reference (CEFR) B2
- Cambridge English Advanced (CAE) 162 or above
- Pearson Test of English (PTE) Academic 42-49

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

Recognition of Prior Learning (RPL)

The RQF is based on the principle of credit accumulation and transfer. Within this suite of qualifications, learners have the opportunity to build their achievements from a single unit into a full Diploma or set of Diplomas.

There will be occasions where learners wish to claim recognition of prior learning which has not been formally assessed and certificated. Centres should refer to the ATHE policy on Recognition of Prior Learning (RPL) which is on the website and contact ATHE to discuss the requirements for RPL, as appropriate.

Study Skills
Study skills are an important set of generic and transferable skills. All of the qualifications in the IAP develop study skills. The development and application of study skills will enable learners to achieve their current qualification; be better prepared for higher education; support lifelong learning and progress in employment. In the Level 3 Diploma in Business the following study skills will be developed and assessed.

- Critical thinking
- Planning, organising and time management
- Research
- Gathering information, note taking and summarising
- Analysis
- Oral and written skills
- Academic skills, including referencing
- Application of IT skills
- Reflection

The application of the study skills will be signposted in assignments and will therefore form part of the assessment process.

Reflection as a skill is essential as it helps individual learners to identify their strengths and areas requiring further development. Reflection can take place at any stage in the learning and summatively at the end of the learning. However, it must be applied at the outset via a study/skills audit, which is included in the Learner Handbook. The outcomes of the audit should be discussed with the tutor and it needs to be submitted with the rest of the evidence in the portfolio. This will ensure it is part of the external moderation or the verification process.

ATHE Definition of Guided Learning Hours (GLH), Total Qualification Time (TQT) and

Credit

Values for Total Qualification Time, Guided Learning Hours and Credit are calculated by considering the different activities that a learner would typically complete to demonstrate achievement of the learning outcomes of a qualification.

The needs of individual learners and the differing teaching styles used mean there will be variation in the actual time taken to complete a qualification.

Values for Total Qualification Time, Guided Learning Hours and Credit are estimates.

Guided Learning Hours (GLH)

The term Guided Learning Hours (GLH) is an estimate of the amount of time, on average, that a tutor, trainer, workshop facilitator etc., will work with a learner, to enable the learner to complete the learning outcomes of a unit to the appropriate standard.

GLH are intended to provide guidance for centres on the amount of time required to deliver the programme and support learners. GLH are made up of activities completed by the learner under direct instruction or supervision of a tutor/teacher, lecturer, supervisor, trainer etc. whether through actual attendance or via electronic means, the activity must be in real time.

Some examples of activities that can contribute to Guided Learning Hours include:

- Supervised induction sessions
- Learner feedback with a teacher in real time
- Supervised independent learning
- Classroom-based learning supervised by a teacher
- Work-based learning supervised by a teacher
- Live webinar or telephone tutorial with a teacher in real time
- E-learning supervised by a teacher in real time
- All forms of assessment that take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

Total Qualification Time (TQT)

Total Qualification Time (TQT) is a guide to the amount of time a learner would take, on average, to complete the different activities to demonstrate achievement of the learning outcomes of a whole qualification.

TQT includes all the activities described under guided learning hours (GLH) plus all the additional unsupervised learning and assessment.

Additional learning and assessment will take place away from the classroom and this will not be under direct supervision of a tutor/teacher, lecturer, supervisor, trainer etc. The activities will vary depending on the qualifications, their level and the nature of the learning and assessment.

Some examples of activities that can contribute to Total Qualification Time, include:

- Preparation for classes
- Independent and unsupervised research/learning
- Unsupervised work on assignments
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e- assessment
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning
- Any other form of learning, education or training, not under the direct supervision of a tutor/teacher, lecturer, supervisor, trainer.

Credit

The credit value specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of a unit at the specified standard.

Each credit represents 10 hours of learning time and equates to 10 hours of total qualification time. Therefore, one 15 credit unit represents 150 hours of total qualification time. Learning time is a notional measure which indicates the amount of time a learner at the level of the unit is expected to take, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

Learning time includes all the activities described under guided learning hours and additional learning. The credit value of the unit will remain constant in all contexts regardless of the assessment method or the mode of delivery. Learners will only be awarded credits for the successful completion of whole units.

The level is an indication of relative demand, complexity and depth of achievement and autonomy.

Each qualification has agreed rules of combination which indicates the number of credits to be achieved, the units that are mandatory and the choice of optional units.

Level

The level is an indication of relative demand, complexity and depth of achievement and autonomy.
This qualification has been designed to suit learners working towards a Level 3 qualification.
Level descriptors are divided into two categories:
   I.   Knowledge and understanding
   II. Skills

There is a knowledge descriptor and a skills descriptor for each Level within the framework. The descriptors set out the generic knowledge and skills associated with the typical holder of a qualification at that Level. The Knowledge and skills for Level 3 are:

Knowledge descriptor (the holder….)	Skills descriptor (the holder can….)
- Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine. - Can interpret and evaluate relevant information and ideas. - Is aware of the nature of the area of study or work. - Is aware of different perspectives or approaches within the area of study or work.	- Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine. - Use appropriate investigation to inform actions. - Review how effective methods and actions have been.

Purpose of the Course
The purpose of BTEC Higher Nationals in Business is to develop students as professional, self-reflecting individuals able to meet the demands of employers in the business sector and adapt to a constantly changing world. The qualifications aim to widen access to higher education and enhance the career prospects of those who undertake them.

Objectives of the Course
The objectives of the Level 3 Diploma in Business are as follows:

- To equip students with business skills, knowledge and the understanding necessary to achieve high performance in the global business environment.

- To provide education and training for a range of careers in business, including management, administration, human resources, marketing, entrepreneurship, accounting and finance.

- To provide insight and understanding into international business operations and the opportunities and challenges presented by a globalised market place.

- To equip students with knowledge and understanding of culturally diverse organisations, cross-cultural issues, diversity and values.

- To provide opportunities for students to enter or progress to employment in business, or progress to higher education qualifications such as an Honours degree in business or a related area.

- To provide opportunities for students to develop the skills, techniques and personal attributes essential for successful working lives.

- To provide opportunities for those students with a global outlook to aspire to international career pathways.

- To provide opportunities for students to achieve a nationally recognised professional qualification.

- To offer students the chance of career progression in their chosen field.

- To allow flexibility of study and to meet local or specialist needs.

- To offer a balance between employability skills and the knowledge essential for students with entrepreneurial, employment or academic aspirations.

Relevant external reference points
- Ofqal subject benchmark statements for Business and Business Management

Credit value

60 credits, Level 3.

Course learning outcomes Knowledge and understanding
Students will be expected to gain the following knowledge during the course of study:

- Developing the knowledge, understanding and skills of organisations, the business environment in which they operate and their management.
- Demonstrating knowledge and understanding markets, and Marketing and sales, the management of resources including the supply chain, procurement, logistics, and outsourcing.
- Equipping students with awareness of Customer management and relationship and leadership.
- Developing knowledge of different financial sources and the use of accounting and managing financial risk.
- Understanding the use of relevant communication in business and management including the use of digital technology.
- Developing appropriate policies and strategies within a changing environment to meet stakeholders' interest and the use of risk management techniques.
- Providing innovative business ideas to create new products, services or organisations.
- Realising the need for individuals and organisations to manage responsibility and behave ethically in relation to social, cultural, economic and environmental issues.

Teaching, Learning and Assessment Strategies

The College recognises that its Teaching, Learning and Assessment Strategy is fundamental to achieving the aims set out in its Mission Statement and to satisfy expectations contained in appropriate indicators in Chapter B3, B4 and B6 of the UK Quality Code for the Assurance of Academic Quality and Standards in Higher Education.

The aim of the Teaching, Learning and Assessment Strategy is to achieve the following:
- To widen participation from students who are mature, from Black and Minority Ethnic Communities, and come from lower socio-economic backgrounds
- To educate students who are motivated and self-directed critical thinkers, capable of independent enquiry
- To provide students with both sound academic knowledge and vocational expertise
- To foster independent and collaborative learning among students and to encourage lifelong learning leading to enhancing their career potentials
- To develop and implement approaches to feedback and assessment that maximise learning and student outcomes.

(For more details please see The College Quality and Enhancement Manual)

Course structures

All students take a total of 4 units over one semester to gain a Level 3 Diploma in Business.

Mode of Study

Full-time

Assessment

The College adheres to the adopted assessment policies and procedures that are published in the Quality and Enhancement Manual (QAEM) which is in line with the UK Quality Code. Effective assessment rests with the purpose for which the assessment is carried out as well as the nature and type of appropriate assessment tools used. In essence the assessment materials and tools should be fit-for-purpose. The College assessor and internal verifier ensure that the assignments, based on the Assignment briefs, are fair and accurate as much as possible.

The College uses both formal and informal assessment strategies. The College uses a variety of assessment methods to enhance learning and improve the validity of assessment. The assessment methods improve the knowledge of the assessment criteria and what is required to achieve higher grades. There is a range of assessment methods that is utilised, such as: presentations; written reports. As an informal assessment strategy, the College implements a formative feedback which requires students to submit 'Learning Outcome by Learning Outcome" into the Formative Feedback folder during the semester.

For further information on Pearson assessment procedure, please see: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/business-2016.html

Student support

The teaching philosophy at ICON College requires students to be exposed to a range of learning methods and materials.

All tutors now support their classes by using the "ICON VLE", a suite of electronic web-based materials that permits students to use the ICON intranet to access materials such as syllabi, Course plan, reading lists, reading assignments, and PowerPoint presentations for each of their courses.

Student survey is the primary method of obtaining and gauging student feedback at ICON College. The evaluation forms are comprised of both qualitative and quantitative elements. In addition, Staff and Student Liaison Panel meetings, held each semester to discuss course issues and concerns, are other ways to support the student.

A Personal Tutorial System is an essential part of the College's Teaching and Learning and Assessment Strategy. It is also aimed at contributing to enhancement of the teaching and learning experience of the students. The College assigns every student a designated Personal Tutor who is available by appointment throughout the academic year as needed. The relationship between the student and the personal tutor is built on trust and confidentiality.
Whether the problem is related to a financial hardship, accommodation matters, or learning disabilities and academic difficulties, the Personal Tutor is the first contact point at the College who would act as a mentor, and guide the student to the right person for further action.

Evaluation and revision
The Assessment Board evaluates the External Examiner's reports every year and ensures that the action plans produced from their reports are well managed and the progress is reported to the Academic Board. The College also provides formative feedback to assignments (Learning Outcome by Learning Outcome) in the VLE. This system has been commended by Pearson Standard Verifiers as supportive and effective.

Internal verification ensures that before any assignment brief is released to students, clear assessment criteria, and correct administrative information on assignment are included. Internal verifier teams identify what changes, if any, in the Assignment brief are required and what corrective action should be taken by assessor and should ensure that it is fit for purpose. Internal verifiers check a range of assessment decisions for all assessors and units by sampling some of the assignments. In case of unexpected assessment decisions, (e.g., everybody achieving Distinction in the assignment), additional sampling will be conducted on individual units/assessors.

Language of study

English

3.23 How Businesses Operate	
Unit aims	To provide an overview of how businesses operate. Learners will gain knowledge and understanding of key business functions and their importance to business success.
Unit level	3
Unit code	M/507/2220
GLH	90
Credit value	15
Unit grading structure	Pass/Merit/Distinction
Assessment guidance	Assignments in accordance with awarding organisation guidance

Learning outcomes. The learner will:	Assessment criteria. The learner can:		
	Pass	**Merit**	**Distinction**
1. Understand the key features of a business environment	1.1 Describe the different types of organisations found in the public and private sectors in a named country 1.2 Explain the different structures within the businesses in the named country and suggest reasons for the variation 1.3 Describe how the local, national and global economic environment impacts on a particular named business	1M1 Explain and exemplify how and why business objectives differ between different organisations	1D1 Analyse the impact of the current national and global environments on businesses in the named country
2. Know the importance of accounting for business	2.1 Explain the importance of accounting for business success.		
3. Be able to apply key principles of accounting and present and interpret data'	3.1 Present and interpret key accounting information using profit and loss accounts	3M1 Analyse business performance using basic ratios	3D1 Analyse business performance using ratios and accounting information including budgets, profit and loss accounts, cash flow predictions and ratios
4. Understand the principles of managing and leading teams in organisations	4.1 Describe the stages of team development 4.2 Carry out a Belbin analysis to determine own and others' roles within a team. 4.3 Assess three motivation theories	4M1 Explain why it might be appropriate to use different leadership and motivational styles in different situations	4D1 Evaluate how motivational theories are used in businesses to motivate employees 4D2 Evaluate the impact of different leadership styles on employees.

	4.4 Describe different types of leadership style		
5. Know the role of the Human Resources department	5.1 Describe the different functions carried out by the HR department in a business 5.2 Outline key features of employment legislation	5M1 Explain the benefits of employment legislation to employees and businesses	5D1 Analyse the impact of employment legislation on businesses in a named country
6. Understand the importance of customer service to organisational success	6.1 Explain the impact of customer service on business success 6.2 Explain the benefits of customer profiling to a business.	6M1 Analyse the impact of customer service on business success	6D1 Analyse how customer profiling is used to help deliver targeted customer service

Indicative Content

1. **The business environment**

- Ownership and objectives
- Structure
- Economic environment and impacts
- Other external influences

2. **Principles of accounting for business**

- Reasons for
- Budgets
- Profit and loss/ cash flow
- Basic ratios

3. **Managing teams in organisations**

- Team development
- Team roles
- Motivation theories
- Leadership styles

4. **Human Resources**

- The HR department
- recruitment, selection employment legislation

5. **Customer service**

- Importance

- Types of customers
- Skills required
- Selling skills

3.24 Marketing Principles and Techniques

Unit aims	To develop knowledge and understanding of marketing principles and techniques.
Unit level	3
Unit code	K/507/2152
GLH	90
Credit value	15
Unit grading structure	Pass/Merit/Distinction
Assessment guidance	Assignments in accordance with awarding organisation guidance

Learning outcomes. The learner will:	Assessment criteria. The learner can:		
	Pass	**Merit**	**Distinction**
1. Understand the principles of marketing	1.1 Describe the diverse activities carried out in marketing departments in businesses 1.2 Explain market segmentation as a tool to identify customers 1.3 Explain the marketing mix	1M1 Explain why different tools are used to market products and services	1D1 Analyse how the marketing mix is used to support decision making in businesses
2. Understand market research and market analysis methods	2.1 Explain the aims of research and market analysis 2.2 Describe market research methods 2.3 Outline market analysis tools and techniques		2D1 Evaluate the market research methods used for specific products and/or services
3. Be able to apply market analysis techniques	3.1 Use market analysis techniques to research the target market for a selected product or service 3.2 Interpret findings of market research and market analysis 3.3 Present findings to the marketing team	3M1 Use market analysis techniques to make informed product or service decisions 3M2 Use appropriate technology to present findings of market research and analysis	3D1 Analyse findings of market research to inform marketing objectives 3D2 Present findings and make recommendations to the marketing team
4. Understand how e – marketing is used	4.1 Describe the methods used to e-market products and services 4.2 Explain how companies manage their online image	4M1 Assess the benefits of e-marketing compared to traditional marketing techniques	4D1 Evaluate the measures companies need to take to manage their online image

Indicative Content

1. The principles of marketing

- Definitions and terminology
- Functions of marketing
- Purpose of promotion
- Market segmentation
- Restrictions on marketing activities

2. Market research methods

- Aims of research
- Research techniques
- Interpreting research findings

3. E – marketing

- Terminology
- Benefits to traditional marketing techniques
- Social media

4. Developing and using marketing plans

- Using analytical techniques to inform marketing decisions
- Setting marketing objectives
- Know the elements of the marketing mix used in business organisations

5. Marketing strategy

- Strategy
- Target markets
- Marketing mix
- Evaluating strategies

3.25 Academic and Research Skills for Business

Unit aims	To develop academic research skills and the language skills needed to be able to formally present academic research, both in writing and orally.
Unit level	3
Unit code	M/507/2153
GLH	90
Credit value	15
Unit grading structure	Pass/Merit/Distinction
Assessment guidance	Assignments in accordance with awarding organisation guidance

Learning outcomes. The learner will:	Assessment criteria. The learner can:		
	Pass	**Merit**	**Distinction**
1. Be able to assess own academic competence	1.1 Assess own academic strengths and weaknesses including academic English language skills 1.2 Set targets for improvement using the self-assessment	1M1 Develop a plan to show how targets will be achieved	
2. Know how to research information using primary and secondary methods	2.1 Outline the process for carrying out primary research from different sources 2.2 Outline the process for carrying out secondary research from different sources		2D1 Analyse with examples what constitutes good practice in primary and secondary research
3. Be able to take effective notes from a variety of sources	3.1 Note key points of information from a variety of sources using active listening skills and reading strategies 3.2 Paraphrase and summarise the information		
4. Be able to plan and draft a piece of research	4.1 Create a plan for research on a chosen topic in Business 4.2 Draft a piece of research work using appropriate reference techniques	4M1 Use own review and feedback from tutor to improve draft work	

5. Be able to produce academic work	5.1 Produce academic work to a professional standard using the existing draft	5M1 Present academic work orally at a professional standard to an audience	5D1 Present academic work at a professional standard to an audience and discuss the content of the work
6. Be able to reflect on academic progress	6.1 Reflect on own own academic progress including, development of academic skills and academic English language skills 6.2 Develop action plan for further improvement	6M1 Provide academic feedback to peers	

Indicative Content

1. **Self-evaluation of current academic competency**

   - Reflective account of what their current strengths and weaknesses are.
   - Action plan for improvement (revisited and updated at regular intervals)
   - Self-assessment on Academic English ability

2. **Understand how to research information***

   - Academic research
   - Interviewing people
   - Surveys

3. **Referencing**

   - Evaluation of sources
   - Citation and reference lists

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

   - Key points of information
   - Active Reading (SQ3R)
   - Paraphrase, summary, synthesis
   - Active Listening skills
   - Reviewing notes

5. **Be able to plan a piece of research**

   - Understanding the brief
   - Creating a plan
   - Drafting work
   - Avoiding plagiarism
   - Referencing

- Reviewing, editing

6. Personal skills for academic work (for the workplace?)

- Time management, initiative, perseverance flexibility
- Responding positively, to change and feedback

7. Produce academic work*

- Create academic written work that meets brief
- Demonstrate referencing skills
- Review and edit work
- Present work to professional standard
- Be able to discuss content of work with peers and supervisors/academic staff

8. Review work*

- Evaluate content of own work
- Evaluate own skills
- Evaluate content of work of a peer and provide feedback

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

3.26 Communication Skills for Business

Unit aims	To develop knowledge and understanding of communication in organisations and to develop personal communication skills
Unit level	3
Unit code	T/507/2154
GLH	90
Credit value	15
Unit grading structure	Pass/Merit/Distinction
Assessment guidance	Assignments in accordance with awarding organisation guidance

Learning outcomes. The learner will:	Assessment criteria. The learner can:		
	Pass	**Merit**	**Distinction**
1. Know how businesses communicate	1.1 Describe communication models and systems used in businesses 1.2 Describe the methods used and the benefits of both informal and formal communication systems 1.3 Outline the principles of effective communication 1.4 Explain how technology is used for different types of communication 1.5 Explain the barriers to effective communication	1M1 Propose solutions to the barriers for effective communication	1D1 Analyse the effectiveness of communication models and systems used in specific businesses 2D1 Evaluate how different uses of technology can enhance and/or detract from good communication in business
2. Be able to present business information orally	2.1 Use different styles and methods of oral communication for different audiences 2.2 Present business information orally in a formal situation 2.3 Respond to questions arising from presentation of business information	2M1 Use appropriate methods including technology and other aids to present business information orally	2D1 Manage and facilitate a question and answer session to demonstrate subject knowledge and communication skills
3. Be able to communicate business information in writing	3.1 Communicate information using appropriate written business styles and methods	3M1 Communicate complex information using different written business styles and methods	3D1 Use appropriate technology and supporting graphs, diagrams and/or artwork to support complex communication.

Indicative Content

1. How organisations communicate

- Communication models and systems
- Informal and formal
- Use of technology
- Principles of effective communication
- Barriers to effective communication

2. Personal communication skills for the workplace

- Use of verbal and non-verbal communication to build rapport
- Adapt communication for different audiences
- Use different styles and methods for different audiences
- Professional conduct and appearance

3. Communicate business information orally

- Plan formal presentation
- Use of technology
- Presentation aids
- Question and answer

4. Communicate business information in writing

- Present complex information using appropriate business methods

Appendix

Qualification Grading

Grading system

The grading algorithms and overall grade thresholds published in any ATHE specification may be subject to change where this is necessary to maintain standards.

This qualification involves assessment using judgements against 'Pass', 'Merit' and 'Distinction' Assessment Criteria to make a decision about whether a learner has met the required standard. Our grading system is straightforward and we do not currently envisage the need to change this. However, should a change become necessary, the change would be published in an updated version of the specification with a clearly revised version number and a new 'valid from' date on the front cover. We will write to all centres in good time to inform them of this change so that plans for any changes can be made to your programme delivery, internal assessment and quality assurance arrangements

The ATHE grading system where a qualification result can be either Pass, Merit, Distinction or Fail is as currently follows and we plan to maintain this system for the foreseeable future:

- Learner meets all Learning Outcomes at Pass standards stated in the assessment criteria in a unit > Learner gains a Pass for the unit
- Learner meets all Learning Outcomes at Pass standards, and where available also at Merit standards stated in the assessment criteria in a unit > Learner gains a Merit for the unit
- Learner meets all Learning Outcomes at Pass standards, and where available also at Merit and Distinction standards stated in the assessment criteria in a unit > Learner gains a Distinction for the unit
- Learner does not meet all Learning Outcomes at Pass standards as stated in the assessment criteria in a unit > Learner gains a Fail for the unit
- Learner meets the rules of combination in a qualification and points for achieving units are added up > points are converted to an overall qualification grade > learner meets minimum number of points required > learner achieves a Pass, Merit or Distinction for the qualification
- Learner does not meet the rules of combination in a qualification and/or points for achieving units are added up > points are converted to an overall qualification grade > learner does not meet rules of combination or minimum number of points required > learner achieves a Fail for the qualification but may receive unit credit certification for those units achieving a Pass.

Qualification Grading Structure

Determining the Overall Qualification

Grade

Assessment is completed based on achievement of the Learning Outcome at the standards set by the Assessment Criteria in each unit and the learner can achieve a pass, merit or distinction. The units are equally weighted. As well as receiving a grade for each individual unit, learners will receive an overall grade for the qualification. The calculation of the overall

qualification grade is based on the student's performance in all units and the points gained from all credits required for the Diploma or Extended Diplomas. The learner must have attempted the valid combination of units. The formula for establishing the overall grade is as follows.

Points for each 15-credit unit achieved are:
Pass (achieves Learning Outcomes at the standards stated in pass assessment criteria) – 40 points
Merit (achieves Learning Outcomes at the standards stated in pass and all merit assessment criteria) – 53 points
Distinction (achieves Learning Outcomes at the standards stated in pass, all merit and all distinction Assessment Criteria) – 66 points

Level 3 Diploma in Business (60 Credits)
Total points required for each qualification grade:

Pass **160 - 198**
Merit **199 - 250**
Distinction **251+**

Example grading for Level 3 Diploma in Business

Example 1
Marina has achieved a total of 186 points for the qualification:

Unit no.	Unit result	Unit points
1	Pass	40
2	Pass	40
3	Distinction	66
4	Pass	40
	Total	186

Marina has achieved 186 points and will be awarded a Pass grade for the qualification as the requirement for a Pass is 160-198 points.

Example 2
Imran has achieved a total of 225 points for the qualification:

Unit no.	Unit result	Unit points
1	Pass	40
2	Merit	53
3	Distinction	66
4	Distinction	66
	Total	225