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**CTH LEVEL 3 FOUNDATION  
DIPLOMA IN  
INTERNATIONAL BUSINESS  
(OFQUAL - 600/9473/4)**

**QUALIFICATION  
SPECIFICATION**

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**MAY 2017**

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## INTRODUCTION

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The purpose of this document is to explain the aims, structure, and content of the CTH Level 3 Foundation Diploma in International Business.

This document includes the learning outcomes, assessment criteria and indicative content for each unit. In this document, there is guidance relating to learning, teaching and assessment strategies for these qualifications and an explanation of the assessment quality assurance processes.

### Aims of the qualification

The aims are to provide a qualification that:

- provides for an effective academic progression route;
- enables students to gain credit towards higher education;
- enables students to develop higher level academic skills that can be applied in a vocational context.

### Entry requirements

The entry requirements below are intended for guidance only as applicants may apply with a wide variety of backgrounds and qualifications.

CTH accredited centres will assess all applicants to ensure they are able to meet the demands of the course.

Applicant profile	Recommended entry requirements
<p>CTH students and Associate Members</p> <p>Applicants from other regulated awarding organisations</p>	<ul style="list-style-type: none"> <li>• CTH or other regulated vocational qualification at a level appropriate for the level of the qualification applied for (i.e. Level 2)</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>• Minimum IELTS 4.5 or other evidence of competence in English at this level</li> </ul>
<p>Other students</p>	<ul style="list-style-type: none"> <li>• Completed full time secondary or high school education up to age 16</li> <li>• No requirement for work experience in the hospitality and/or tourism industry</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>• Minimum IELTS 4.5 or other evidence of competence in English at this level</li> </ul>

### **Qualification structure (rules of combination)**

This vocational qualification is approved by Ofqual and is included on the Register of Regulated Qualifications.

The qualification is at Level 3 and designed to be 128 credits. The qualification conforms to the relevant level descriptors as developed by Ofqual. One credit represents ten hours of study at any specified level, therefore, this Diploma normally requires programmes of study that have been designed to include a minimum of 1,280 learning hours. This figure includes but is not limited to formal classes, self-study, revision and assessment. However, students completing this qualification should also be able to demonstrate their ability as independent students.

The credit values and unit structures for the qualification are set out in the following table.

The qualification structure is below, please note all units are mandatory.

<b>Level 3 Foundation Diploma in International Business - 600/9473/4</b>					
Candidates must achieve: <ul style="list-style-type: none"> <li>• both Mandatory units, providing 68 credits PLUS</li> <li>• one unit, providing 30 credits, from Optional Group A PLUS</li> <li>• one unit, providing a minimum of 30 credits from Optional Group B</li> </ul> I.e. a minimum total of 128 credits					
<b>Min credit (Mandatory units): 128</b>			<b>Max credit (Mandatory units): 128</b>		
<b>GLH for the qualification: 600</b>			<b>TQT for the qualification: 1280</b>		
<b>Mandatory units</b>					
<b>Unit no.</b>	<b>Unit title</b>	<b>L</b>	<b>CV</b>	<b>Ofqual no.</b>	
PFIB	Purpose and function of international business	3	30	K/504/8787	Case study written exam
E	Entrepreneurship	3	38	K/504/8790	Assignment
<b>Total</b>			<b>68</b>		
<b>Optional units – group A</b>					
<b>Unit no.</b>	<b>Unit title</b>	<b>L</b>	<b>CV</b>	<b>Ofqual no.</b>	
EIMF	Essentials of international marketing and finance	3	30	H/615/6822	Case study written exam
ETHO	Essentials of tourism and hospitality operations	3	30	T/504/4385	Assignment
<b>Total</b>			<b>30</b>		
<b>Optional units – group B</b>					
<b>Unit no.</b>	<b>Unit title</b>	<b>L</b>	<b>CV</b>	<b>Ofqual no.</b>	
IBC	International business communication	3	30	T/504/8789	Assignment
CRS	Communication and research skills	3	38	Y/504/8820	Assignment and Presentation
<b>Qualification Total</b>			<b>30/38</b>		

for progression to other qualifications, particularly to CTH's qualifications at Level 4. Further details of articulation agreements with universities can be obtained via the CTH website at: <http://www.cthawards.com>

## ASSESSMENT

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Given the broad and highly varied nature of the tourism and hospitality business, assessment of knowledge purely by examination is not generally felt to be an appropriate assessment method. Students need to demonstrate their higher-level skills and qualities specified in the learning outcomes within a heterogeneous vocational context where investigative assignments and presentations are more appropriate.

Assessment of students' work will be carried out by a range of methods including assignment, essay examination or work assessment. Students' work will be measured against the specified learning outcomes and assessment criteria of each unit. Mark schemes are provided for each unit and grading criteria are set out below to assist assessors in allocating marks.

For students who wish to progress to a university degree course, CTH recommends that where a unit offers a choice of assessment method, students should carry out assignments rather than practical assessments.

See Appendix A for specimen assessment materials.

### Grading criteria

Individual units can be graded either as fail, pass, merit or distinction. However, the qualification is not subject to grading. The qualification is either achieved or not achieved.

In terms of certification, this means that students will receive a transcript of their results showing the grades for each unit successfully completed, plus the Diploma that recognises their level of achievement. Note that the Diploma does not allocate a grade.

The following table explains the generic grading criteria that should be used by centres in conjunction with the unit mark sheets to assess all students' work.

### GRADING CRITERIA

Level 3	Students who fail:	To achieve a pass, students must:	To achieve a merit grade (60% to 79%) students must:	To achieve a distinction grade (80%+) students must:
	do not meet the requirements of the assessment criteria and learning outcomes of the unit	meet the requirements of the assessment criteria and learning outcomes	<ul style="list-style-type: none"> <li>• meet the requirements of the assessment criteria and learning outcomes</li> <li>• demonstrate a level of understanding of key issues in the area of study</li> <li>• interpret and evaluate correctly key concepts and models</li> <li>• apply a range of theories relevant to the area of study</li> <li>• use a range of research and investigative techniques</li> <li>• produce work that is well presented, clear and well structured, with sources clearly referenced</li> </ul>	<ul style="list-style-type: none"> <li>• meet the requirements of the assessment criteria and learning outcomes</li> <li>• demonstrate in depth understanding and knowledge of relevant issues and their implications in the area of study</li> <li>• provide a good level of interpretation and evaluation of concepts and models</li> <li>• show some evidence of original thinking</li> <li>• apply a range of theories in different contexts</li> <li>• use a range of research and investigative techniques to solve problems</li> <li>• make well argued conclusions or recommendations</li> <li>• present work that is neat, clear, well-structured and coherent, with sources clearly referenced</li> </ul>

## UNITS OF ASSESSMENT

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<b>Title</b>	<b>Purpose and function of international business</b>	
Unit purpose and aim(s)	This unit aims to provide learners with an introduction to international business in general. The learner will understand the aims and objectives of business, the economic background to international business and trade and business functions within international organisations.	
Ofqual ref	K/504/8787	
CTH ref	PFIB	
Level	3	
Credit value	30	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	<b>Indicative content</b>
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:	
1 Understand and analyse the aims and objectives of international business	<p>1.1 Analyse the different purposes of international business</p> <p>1.2 Analyse the advantages, disadvantages and requirements of different international business structures</p> <p>1.3 Assess the way in which the constitution of an organisation is influenced by its purpose</p> <p>1.4 Assess the ethical considerations relating to the constitution of international businesses</p>	<ul style="list-style-type: none"> <li>• The function of business</li> <li>• Business structures including sole trader, limited company, public limited company, partnership, limited liability partnership, cooperative, charity</li> <li>• Public, private and third sector aims and objectives</li> <li>• Types of business e.g. company limited by guarantee, limited liability, charity etc.</li> <li>• Sustainability</li> <li>• Ethical considerations</li> </ul>
2 Understand and analyse international stakeholder relationships	<p>2.1 Identify different international stakeholders, their interests and needs</p> <p>2.2 Assess the potential impact of primary and secondary international stakeholders' opinions and actions on an organisation</p> <p>2.3 Explain the importance of effective relationships with international customers</p> <p>2.4 Examine the value of concepts of corporate good citizenship and social responsibility to an international organisation</p>	<ul style="list-style-type: none"> <li>• Identifying and managing stakeholders including suppliers, public and private sectors</li> <li>• Stakeholder theory and mapping</li> <li>• How organisations communicate with stakeholders</li> <li>• Customer relationships</li> <li>• Public Relations (PR)</li> <li>• Concept of "good citizenship" and Corporate Social Responsibility (CSR)</li> <li>• Influence of stakeholders (government, sponsors, shareholders)</li> </ul>

<p>3 Understand and analyse the economic background to international business and trade</p>	<p>3.1 Examine how international markets interact</p> <p>3.2 Identify the issues affecting international trade (e.g. globalisation)</p> <p>3.3 Assess the impact of supply and demand on an international business and the resultant interactions</p> <p>3.4 Examine the reasons for and impact of global recession</p>	<ul style="list-style-type: none"> <li>• International trade e.g. exchange rates, balance of trade</li> <li>• International trading considerations (e.g. embargoes, tariffs, economic sanctions)</li> <li>• Supply and demand</li> <li>• Global value chain</li> <li>• The global recession</li> </ul>
<p>4 Understand business functions within an international dimension</p>	<p>4.1 Analyse the purpose, role and typical structure of different functions within an international business</p> <p>4.2 Analyse the interrelationship of different functions within an international business</p>	<ul style="list-style-type: none"> <li>• Purpose of business functions e.g. marketing, sales, finance, HR, production, quality control and assurance, R&amp;D</li> <li>• Interaction and interdependencies between different business functions</li> </ul>

<b>Title</b>	<b>Entrepreneurship</b>	
Unit purpose and aim(s)	This unit aims to introduce learners to the challenges faced by entrepreneurs, how to raise finance for a new business venture and the identification and management of business risk	
Ofqual ref	K/504/8790	
CTH ref	E	
Level	3	
Credit value	38	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	<b>Indicative content</b>
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:	
1 Understand and analyse the challenges faced by entrepreneurs	1.1 Analyse the characteristics and behaviours of successful entrepreneurs 1.2 Examine what is meant by "entrepreneurial spirit" 1.3 Assess the value of micro, small and medium-sized businesses to the economy 1.4 Identify the challenges faced by entrepreneurs	<ul style="list-style-type: none"> <li>• The role of small businesses in the economy</li> <li>• Characteristics of entrepreneurs</li> <li>• Entrepreneurial spirit</li> <li>• Definitions of micro and "small business" including Small and Medium-sized Enterprises ("SME")</li> <li>• Value (wealth and job creation)</li> <li>• Challenges and risks</li> </ul>
2 Understand and analyse how to raise finance for a new business venture	2.1 Identify sources of finance for a small business 2.2 Explain the importance of a business plan and the factors to be taken into account when presenting to investors	<ul style="list-style-type: none"> <li>• Sources of finance for small businesses</li> <li>• Business idea (testing viability)</li> <li>• Importance of cash flow</li> <li>• Relationships with potential investors</li> <li>• Factors to take into account (e.g. banking needs, levels of investment, equipment)</li> </ul>
3 Understand and analyse the identification and management of business risk	3.1 Explain the principles of risk analysis, identification, mitigation and management 3.2 Assess the potential impact of different kinds of risk on an entrepreneur or small business	<ul style="list-style-type: none"> <li>• Risk analysis</li> <li>• Risk mitigation and management</li> <li>• Attitudes to risk e.g. banks, investors, entrepreneurs</li> </ul>

Title	Essentials of international marketing and finance	
Unit purpose and aim(s)	This unit aims to introduce learners to the structure and requirements of business organisations in a global context, including marketing strategies, the concept of customer care and international customer relationships as well as the role of finance in a business organisation and the principles of business planning in a global context	
Ofqual ref		
CTH ref	EIMF	
Level	3	
Credit value	30	
Learning outcomes	Assessment criteria	Indicative content
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:	
1 Understand marketing theories in context of international business	<p>1.1 Describe the factors that affect the international market</p> <p>1.2 Describe the purpose and features of competitor analysis</p> <p>1.3 Describe the concept of the marketing mix and the use of international market segmentation to define marketing objectives</p> <p>1.4 Explain the different methods of collecting international market research data and their uses</p> <p>1.5 Explain the use of branding and positioning as international strategic tools</p>	<ul style="list-style-type: none"> <li>• SWOT, PESTLE</li> <li>• Unique Selling Propositions (USPs)</li> <li>• Supply and demand</li> <li>• Competitor analysis</li> <li>• Marketing mix</li> <li>• Market segmentation and objectives</li> <li>• Positioning</li> <li>• Branding</li> <li>• Market research data collection and the difference between primary and secondary market research</li> <li>• Evaluation and use of market research data</li> <li>• Feedback questionnaires, response mechanisms and incentives</li> <li>• Continuous improvement processes and quality</li> </ul>

<p>2 Understand the principles of selling in context of international business</p>	<p>2.1 Describe the relationship between international sales and marketing</p> <p>2.2 Explain how to identify international buyers and their buying motivations</p> <p>2.3 Distinguish between features and benefits of a product or service</p> <p>2.4 Describe the features and rationale of an international customer care programme, including the impact of good and poor customer service.</p> <p>2.5 Describe the concept of international Customer Relationship Management (CRM) and how this is supported by IT systems</p>	<ul style="list-style-type: none"> <li>• Legal and ethical requirements</li> <li>• Product lifecycles</li> <li>• Buyer identification and behaviour</li> <li>• FABV Model</li> <li>• Customer perceptions</li> <li>• Communication skills</li> <li>• Wants and needs</li> <li>• Customer care expectations</li> <li>• Professionalism, courtesy, personal presentation, body language, response times</li> <li>• International customers' perceptions</li> <li>• Customer loyalty &amp; loyalty schemes</li> <li>• Values and social responsibility</li> <li>• Customer journey</li> <li>• Moments of Truth</li> <li>• Customer score standards and programmes and the use of CRM to support them</li> </ul>
<p>3 Understand and analyse the role of finance in an international business organisation</p>	<p>3.1 Analyse the requirements of raising capital for a business in a global context</p> <p>3.2 Explain the purpose of statutory financial reports in a global context</p> <p>3.3 Calculate profit and loss, cash flow, balance sheets and financial ratios</p> <p>3.4 Explain the use of financial ratios to analyse business performance in a global context</p>	<ul style="list-style-type: none"> <li>• Methods of raising finance</li> <li>• Purpose of the main financial statements including trading and profit and loss accounts, balance sheets and cash flow</li> <li>• Interpreting financial statements</li> <li>• Use of financial ratios</li> <li>• Calculate financial ratios, profit and loss accounts and balance sheets</li> <li>• Gross and net profit</li> </ul>
<p>4 Understand and analyse the principles of business planning in a global context</p>	<p>4.1 Explain the difference between financial accounting and management accounting</p> <p>4.2 Assess the principles, role and importance of cost accounting in a global context</p>	<ul style="list-style-type: none"> <li>• Difference between financial accounting and management accounting</li> <li>• Introduction to and the role of cost accounting</li> <li>• Break even analysis</li> <li>• Marginal costing</li> <li>• Absorption costing</li> </ul>

<b>Title</b>	<b>Essentials of tourism and hospitality operations</b>	
Unit purpose and aim(s)	This unit aims to introduce students to a range of functions within the tourism and hospitality industry ie front office, housekeeping, food and beverage operations, destination analysis and tour guiding operations.	
Ofqual ref	T/504/4385	
CTH ref	ETHO	
Level	3	
Credit value	30	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	<b>Indicative content</b>
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:	
1 Understand front office operations within a hospitality or tourism business	<p>1.1 Define the role and responsibilities of front office operations (reception, advance reservations, cashiering, guest relations, switchboard, concierge, portering)</p> <p>1.2 Describe the links between front office staff and other departments</p> <p>1.3 Describe the concept of the “guest cycle” and customers’ varying needs</p> <p>1.4 Describe the use of manual and electronic systems to support reservation, reception and cashiering functions</p> <p>1.5 Describe banking procedures including the different pre-payment methods for making reservations</p> <p>1.6 Explain check-in and check-out procedures and settling bills</p>	<ul style="list-style-type: none"> <li>• Property management, security, data protection, manual and electronic keys, safety deposit boxes, room safes</li> <li>• Reservation and booking procedures</li> <li>• Dealing with unexpected arrivals, VIPs and guests with special requirements</li> <li>• Express check-out, recording deposits and pre-payments, processing visitors’ paid out (VPOs), disbursements</li> <li>• Posting charges, preparing guests’ bills, payment procedures, accepting different methods of payment, petty cash, foreign currency, credit worthiness, credit control</li> <li>• Documentation, bank reconciliation, administering floats, night audits, ledger accounts</li> </ul>

<p>2 Understand housekeeping operations within a hospitality or tourism business</p>	<p>2.1 Define the organisational structure and roles of a housekeeping and accommodation department</p> <p>2.2 Describe the standards of furnishing in a hospitality or tourism business</p> <p>2.3 Describe the standards of cleanliness in a hospitality or tourism business</p> <p>2.4 Describe the procedures for the inspection, control and storage of clean and dirty linen</p> <p>2.5 Describe the procedures for fire safety, security standards and the maintenance of a hospitality or tourism business</p> <p>2.6 Describe how a hospitality or tourism business could develop environmentally-friendly policies</p>	<ul style="list-style-type: none"> <li>• Structure and roles</li> <li>• Standards of furnishing and cleanliness</li> <li>• Laundry and linen care</li> <li>• Maintenance procedures and standards</li> <li>• Fire safety (including precautions, controls and emergency evacuations)</li> <li>• Recycling, waste disposal, energy management</li> </ul>
<p>3 Understand food and beverage operations within a hospitality or tourism business</p>	<p>3.1 Describe different types of food operations and their requirements</p> <p>3.2 Describe different types of food production systems and their requirements</p> <p>3.3 Define different methods of cookery and their requirements</p> <p>3.4 Explain the legal requirements of food hygiene, health, safety and personal presentation when working with food or beverages</p> <p>3.5 Describe the requirements of food and beverage storage</p> <p>3.6 Define different methods of food and beverage service and their requirements</p>	<ul style="list-style-type: none"> <li>• Restaurant concepts and types of outlet</li> <li>• Traditional, centralised, cook-chill, cook-freeze, sous vide)</li> <li>• Legal requirements of working with food and beverages including food hygiene, health and safety</li> <li>• Storage</li> <li>• Beverage preparation and service (alcoholic and non-alcoholic)</li> </ul>

<p>4 Understand destination analysis within the hospitality or tourism industry</p>	<p>4.1 Describe the features of different types of destination and the factors that affect a tourist's choice of a destination</p> <p>4.2 Describe the social, cultural and political features that may affect a destination</p> <p>4.3 Describe the information needed to audit a destination</p> <p>4.4 Explain the use and significance of the Tourism Area Life Cycle (TALC)</p>	<ul style="list-style-type: none"> <li>• Types of resort and evolving concepts of destinations</li> <li>• Tourist types (business, leisure)</li> <li>• Reasons for travel (heritage, culture, scenery, weather, facilities)</li> <li>• Primary and secondary features</li> <li>• Established and developing destinations, special events</li> <li>• National, regional and local government's role in planning, financial incentives and schemes, resort standards infrastructure</li> </ul>
<p>5 Understand travel agency and tour guiding operations</p>	<p>5.1 Describe the role of a travel agent and tourism-related stakeholders</p> <p>5.2 Describe the range of travel agency products and services</p> <p>5.3 Describe the legal considerations associated with travel agencies</p> <p>5.4 Identify transport issues associated with tourist travel</p> <p>5.5 Identify the features of a successful tour</p> <p>5.6 Describe the role of travel geography and the tourist appeal of different geographical and geological features</p>	<ul style="list-style-type: none"> <li>• Travel agents: chain of distribution, types of agency, role of intermediaries, vertical and horizontal integration</li> <li>• ABTA, IATA, ATOL, UNWTO, CAA, BAA, "Visit Britain" membership, laws on advertising, data management, confidentiality</li> <li>• Tour characteristics: planning, customer service, welcome, quality, value for money</li> <li>• Travel geography: location of countries and continents; climatic zones; boundaries of EU/EFTA</li> <li>• Geographical features (eg mountains, deserts, jungle, lakes, coast)</li> <li>• Tourist destinations: heritage, cultural and historical cities and sites and attractions</li> </ul>

<b>Title</b>	<b>International business communication</b>	
Unit purpose and aim(s)	This unit aims to introduce learners to international organisational structures, the concept of international business communication, the principles of global e-commerce and international stakeholder relationships	
Ofqual ref	T/504/8789	
CTH ref	IBC	
Level	3	
Credit value	30	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	<b>Indicative content</b>
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:	
1 Understand and analyse international organisational structures	1.1 Assess the strengths, weaknesses and suitability of different international organisational structures for different types of business 1.2 Analyse the influence of organisational behaviour on an international organisation's structure, culture and performance	<ul style="list-style-type: none"> <li>Internal business structures: traditional hierarchical, bureaucratic, flat, matrix etc</li> <li>Organisational behaviour (scope, importance, influence, impact, models and theories)</li> </ul>
2 Understand the concept and application of international business communications	2.1 Identify the features of an international communications strategy 2.2 Apply business writing conventions for a range of international communications purposes 2.3 Explain methods of internal and external international business communications 2.4 Explain the use of spreadsheets and databases for international business purposes	<ul style="list-style-type: none"> <li>Communications strategy</li> <li>Business communication in practice</li> <li>Overcoming communication problems</li> <li>Software packages including Word, Excel, PowerPoint, Access, email and internet</li> <li>Data Protection Act</li> </ul>
3 Understand and analyse the principles of global e-commerce	3.1 Explain the difference between global e-commerce and e-business 3.2 Assess the advantages, disadvantages and use of international social networking and internet media for business purposes 3.3 Explain how to use digital tools for international marketing purposes	<ul style="list-style-type: none"> <li>Difference between e-commerce and e-business</li> <li>Networking (e.g. events, business lunches, conferences)</li> <li>Internet marketing (functioning and its implications for marketing – Search Engine Optimisation (SEO), Customer Relationship Management (CRM))</li> <li>Social media (Facebook, Twitter, Linked-in, YouTube etc)</li> </ul>

<b>Title</b>	<b>Communication and research skills</b>	
Unit purpose and aim(s)	This unit aims to provide learners with essential skills for academic communication, making presentations of academic information and carrying out programmes of academic study.	
Ofqual ref	Y/504/8820	
CTH ref	CRS	
Level	3	
Credit value	38	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	<b>Indicative content</b>
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:	
1 Communicate academic information verbally and in writing	1.1 Identify and summarise key issues and themes from a range of written and spoken information 1.2 Address the topic, developing a coherent rationale 1.3 Take account of readers' and listeners' needs 1.4 Use language that is appropriate to the topic and function of the communication 1.5 Use English grammar, spelling, syntax and punctuation correctly	<ul style="list-style-type: none"> <li>• Predicting, summarising and filtering information</li> <li>• The writing process</li> <li>• Organising information</li> <li>• Incorporating information</li> <li>• Readers' expectations and abilities</li> <li>• Functions: description, clarification, narration, generalisation, argument</li> <li>• Text construction: thesis, support, argument, conclusion</li> <li>• Topic-specific vocabulary for academic subjects</li> <li>• Listening skills and identifying vocabulary from contextual clues</li> <li>• Rapid reading techniques</li> <li>• Detailed reading techniques</li> <li>• English grammar, spelling, syntax and punctuation</li> </ul>

<p>2 Make presentations of academic information</p>	<p>2.1 Structure presentations logically 2.2 Tailor the presentation to fit the timescale 2.3 Convey ideas fluently, coherently and succinctly, taking the audience's needs into account 2.4 Create visual aids that capture the essence of the topic and comply with standards of good design practice</p>	<ul style="list-style-type: none"> <li>• Presentation structure</li> <li>• Short and extended speech</li> <li>• Making speaking notes</li> <li>• Timing</li> <li>• Body language</li> <li>• Creating and using visual aids</li> <li>• Framing, signposting, summarising, rephrasing, pausing, articulation and voice quality</li> </ul>
<p>3 Carry out academic research</p>	<p>3.1 Develop a structured plan of research including SMART objectives, timetable, research method(s) and evaluation criteria 3.2 Use information from a wide range of valid sources that are appropriate to the subject being researched 3.3 Take concise and accurate notes of spoken and written information 3.4 Explain the use of library and IT resources 3.5 Address the research topic 3.6 Convey ideas coherently, succinctly and in compliance with English grammar 3.7 Lay out work according to academic conventions 3.8 Adhere to referencing conventions 3.9 Evaluate the strengths and weaknesses of research carried out against research evaluation criteria</p>	<ul style="list-style-type: none"> <li>• Study and timetable planning, prioritising</li> <li>• Selecting and validating information sources</li> <li>• Reading lists, bibliographies, internet searches and key word scanning</li> <li>• Short and extended prose</li> <li>• Structure and organisation of lectures and talks</li> <li>• Text organisation and function</li> <li>• Note taking and summarising – outlining, mind-mapping, marking text</li> <li>• Referencing academic sources</li> <li>• Plagiarism</li> <li>• Quoting and paraphrasing</li> <li>• Debating, dictionary work, vocabulary notebooks and learning vocabulary</li> </ul>

## **APPENDIX A – SPECIMEN ASSESSMENT MATERIALS**

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1. Mock examination
2. Sample assignment

**Purpose and Function of International Business  
(K/504/8787)**

<b>Unit title</b>	<b>Assessment methodology</b>
Examination	100%

## PFIB

### Purpose and Function of International Business

### Mock Examination

#### Instructions

- **Two hours** are allowed for this paper which carries a total of **100 marks**
- Do not begin writing until instructed to by the invigilator
- Read these instructions carefully before answering any questions
- Make sure that your **name, date of birth, CTH membership number** and **centre name** are clearly marked on each page of the answer sheet and any other material you hand in.
- You are allowed **10 minutes** to read through this paper before the examination starts.
- **The paper has two parts, part one is a case study with a question, part two is two essay style questions. All parts of the exam paper are compulsory.**
- You must attempt all questions to gain a pass. The number of marks allocated to each part of a question is given next to the question and you should spend time in accordance with that allocation.
- You may find it helpful to make rough notes in the answer booklet; these notes should be crossed out before handing the booklet in.
- Answer each new question on a new page and leave some blank lines between each question part.
- The answer booklet and the question paper must both be handed in to the invigilator before you leave the examination room.

## PFIB EXAMINATION RECORD

Students must show that they meet the Learning Outcomes (LOs) and Assessment Criteria (AC) of the unit of assessment. Therefore, consideration will be given to whether students achieved the following:

**This page is for background information on the unit only and is not part of the examination.**

<b>Learning Outcome 1:</b> Understand and analyse the aims and objectives of international business	
<b>Assessment Criteria</b>	
1.1	Analyse the different purposes of international business
1.2	Analyse the advantages, disadvantages and requirements of different international business structures
1.3	Assess the way in which the constitution of a organisation is influenced by its purpose
1.4	Assess the ethical considerations relating to the constitution of international businesses

<b>Learning Outcome 2:</b> Understand and analyse international stakeholder relationships	
<b>Assessment Criteria</b>	
2.1	Identify different international stakeholders, their interests and needs
2.2	Assess the potential impact of primary and secondary international stakeholders' opinions and actions on an organisation
2.3	Explain the importance of effective relationships with international customers
2.4	Examine the value of concepts of corporate good citizenship and social responsibility to an international organisation

<b>Learning Outcome 3:</b> Understand and analyse the economic background to international business and trade	
<b>Assessment Criteria</b>	
3.1	Examine how international markets interact
3.2	Identify the issues affecting international trade (e.g globalisation)
3.3	Assess the impact of supply and demand on an international business and the resultant interactions
3.4	Examine the reasons for and impact of global recession

<b>Learning Outcome 4:</b> Understand business functions within an international dimension.	
<b>Assessment Criteria</b>	
4.1	Analyse the purpose, role and typical structure of different functions within an international business
4.2	Analyse the interrelationship of different functions within an international business

## Exam questions - Purpose and Function of International Business

### Part One: The Case Study (50%)

*Case study for Purpose and Function of International Business [PFIB] covering the major aspects of Learning Outcomes 1 and 3. Learners will be expected to carry out significant research on topics covered in both these LOs and to show clear evidence of this in their answers. This case study is worth 50% of the marks for the unit.*

#### **Wood & Green**

Graham Wood and Tony Green set up in business as a partnership five years ago to produce and market organically based soft drinks. These are fruit based with no added sugar or any artificial colouring or flavouring. These drinks are made for them in an industrial unit they own, along with a storage facility for the drinks. There is a small development kitchen where new flavours are created by Graham Wood and a small team. Graham manages the purchasing of the raw ingredients, and visits wholesale fruit markets as well as dealing directly with importers of fruit from around the world. Tony Green tends to look after the marketing and distribution side of the firm.

The drinks are distributed by a transport firm who collect the orders from the storage facility and deliver directly to the customer. Currently their market in the UK is worth £1m annually, with a net profit margin of 15%. A significant part of their market is health conscious females, who purchase for themselves and others in their family group. They have been quite successful in the UK but now wish to expand their business overseas. In particular they wish to expand into the Middle East, where non-alcoholic drinks are widely drunk.

They realise that to do so will require them to acquire more capital than they have between themselves, or could be raised from their families. They estimate this to be in the region of £100,000. While they know all business carries a risk they want to ensure they safeguard their personal possessions, including their houses, in case of any financial problems. The latest balance sheet showed the business had fixed assets of £1.3m, a working capital of £30,000 and ten year bank loan [which still has 5 years to run] of £45,000 at 3% interest. Graham holds 60% of the business and Tony the other 40%. They are both in their late 40's and are married with teenage children.

They have been to their bank, who advised them that to borrow more money to fund their overseas expansion plans would be at a significantly higher rate of interest than they are paying on their current loan, and would also require the partners to offer some security for the loan, such as their homes.

A friend of Graham has suggested there might be some support and advice available from the UK government to help them export, but he does not have any details of this.

**Question 1 (which would be given to the students in the exam)**

Wood and Green have identified two organisations that could help them expand into the Middle East. Explain in full why you would or would not suggest working with either of these. Give very clear reasons for your suggestions, and what the next stages in the process should be.

- a) Mason-Dixon plc is the British subsidiary of an American owned company who have been distributing a range of colas and other carbonated drinks for a number of years. They do not produce anything themselves, but purchase directly from the manufacturers and then sell onto local wholesalers in other countries. Their main market in the Middle East is Israel, where they been very successful. If Wood & Green worked with them Mason-Dixon would become their most significant customer, possibly taking 40% of all production, but offering a 5% lower price than Wood & Green currently charge. They would want a 5 year exclusivity contract, prohibiting anyone else selling Wood & Green products in any country where any branch of Mason-Dixon operated. As they would be doing most of the overseas work the partners would not need the £100,000 capital injection.
- b) Ahmed Hussein is an old college friend of Tony Green, and he works in his father's import business in Egypt. They are general importers of perishable goods for both the local and the tourist markets, and have been established for over 30 years. Mr Hussein is a sole trader, and would import the goods and sell them on behalf of Wood & Green, taking a commission on the sales. He has offered to advance the partners the extra capital they need, but would require a 15% stake in the firm

**50 marks**

**Part Two: Essay Questions (50%)**

<b>Question 2</b>	For an international organisation of your choice: a) Identify the interests and needs of <b>one</b> primary and <b>one</b> secondary international stakeholder. Discuss how their opinions and actions have impacted on the organisation.	<b>25 marks</b>
	b) Explain why it is important for the organisation to build effective relationships with international customers. To support your answer give <b>three</b> examples.	
	c) Distinguish between the terms 'corporate good citizenship' and 'social responsibility'. Explain the value of each to your chosen international organisation.	

<b>Question 3</b>	<p>It is important to understand the different business functions within an international dimension. For an international business of your choice analyse the purpose, role and typical structure of <b>three</b> of the following functions:</p> <ul style="list-style-type: none"> <li>• Marketing</li> <li>• Sales</li> <li>• Finance</li> <li>• Human resources</li> <li>• Production,</li> <li>• Quality control and assurance</li> <li>• Research and development</li> </ul> <p>As well as your analysis discuss the interrelationship between the <b>three</b> functions you have chosen.</p>	<b>25 marks</b>
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## Entrepreneurship (K/504/8790)

Unit Title	Assessment methodology
Assignment	100%

<b>Unit title</b>	<b>Entrepreneurship</b>
<b>Ofqual no.</b>	<b>K/504/8790</b>
<b>Credit value</b>	<b>38</b>
<b>Level</b>	<b>3</b>
<b>CTH ref.</b>	<b>E</b>

This unit is assessed by assignment (100%).

### **Assignment instructions**

Students must base their assignments on their own working practice in their place of work or on an organisation of their choice. They must show their knowledge and understanding of the unit of assessment and any recommended reading.

### **Assignments must**

- include evidence that shows that the student meets all the Learning Outcomes and Assessment Criteria of the unit;
- include a brief introduction to the assignment;
- include an analysis and evaluation of the topic they discuss and facts should be used to support conclusions and recommendations;
- make clear connections between theory and practice;
- provide a demonstration of the practical application of theory in the workplace;
- cite references in accordance with the Harvard System;
- be presented in report format;
- be within 10% of the required word count;
- may include additional information (e.g. working notes and calculations) which should be added as supplementary appendices to the report.

An electronic copy of the final assignment report should be submitted. This should include a front cover page with the student's and tutor's declaration.

### **Assignment task - Entrepreneurship**

Students are required to select an organisation and prepare a 3,000 word report discussing entrepreneurship within their chosen organisation.

The organisation should be researched with particular reference to the following areas:

- challenges of entrepreneurs
- raising finance and managing business risk

### **Outline**

Students are required to conduct relevant and adequate primary and secondary research on the chosen organisation. It would be helpful if the student could visit the selected organisation.

Students should include a brief introduction to the organisation they have selected in terms of the size, customers, services, products and future plans.

The following areas should be evaluated in detail supported by examples quoted from the selected organisation:

Analysis of the challenges of entrepreneurs

- characteristics of successful entrepreneurs
- “entrepreneurial spirit”
- economic value of small businesses
- challenges faced by entrepreneurs

Analysis of raising finance and managing business risk

- sources of finance
- business planning
- risk analysis and management
- impact of risk on entrepreneurs

Students should demonstrate the application of theory and knowledge to their chosen organisation and ensure they have addressed the assessment criteria outlined in the following tables.

The analysis should be concluded with detailed and well-justified recommendations; relevant examples can also be quoted.

<b>Task 1 -- Challenges of entrepreneurs - 40%</b>		
Students must show that they meet the Learning Outcomes (LOs) and Assessment Criteria (AC) of the unit of assessment. Therefore, consideration will be given to whether students achieved the following:		
<b>Assessment criteria</b>	<b>LO/AC ref</b>	<b>Marks</b>
1. Analyse the characteristics and behaviours of successful entrepreneurs; what is meant by “entrepreneurial spirit”; the economic value of small businesses and the challenges faced by entrepreneurs	LO1, 1.1, 1.2, 1.3, 1.4	40
<b>The word count is 1000 words</b>		

<b>Task 2 - Raising finance and managing business risk - 60%</b>		
Students must show that they meet the Learning Outcomes (LOs) and Assessment Criteria (AC) of the unit of assessment. Therefore, consideration will be given to whether students achieved the following:		
<b>Assessment criteria</b>	<b>LO/AC ref</b>	<b>Marks</b>
1. Explain sources of finance for a small business; the factors involved in and importance of a business plan when presenting to investors	LO2. 2.1, 2.2	30
2. Explain the principles of risk analysis, identification and management and assess the potential impact of different risks on an entrepreneur	LO3. 3.1, 3.2	30
<b>The word count is 2,000 words</b>		

**The assignment may be presented as two reports or as a single report of 3,000 words**

## **APPENDIX B – RECOMMENDED READING**

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### **PURPOSE AND FUNCTION OF INTERNATIONAL BUSINESS**

Cullen, J. and Parboteeah, P. 2009. International Business: Strategy and the Multinational Company. London: Routledge.

Slovan, J, Hinde, K, Garratt, D. 2010. Economics for Business. Financial Times/ Prentice Hall; 5 edition

Salvatore, D.2013. International Economics: Trade and Finance John Wiley & Sons; 11th Edition International Student Version edition

### **ENTREPRENEURSHIP**

Mellor, R. 2008. Entrepreneurship for Everyone: A Student Textbook. SAGE Publications Ltd

Lee-Ross, D. and Lashley, C. 2009. Entrepreneurship and Small Business Management in the Hospitality Industry. Oxford: Butterworth-Heinemann.

### **ESSENTIALS OF ETHICAL BUSINESS AND FINANCE IN A GLOBAL CONTEXT**

Besanko D, Dranova D, Schaefer S, Shanley M. 2009. Economics of Strategy: International Student Version. John Wiley & Sons; 5th Edition International Student Version edition

Harrison, A. 2009. Business Environment in a Global Context .OUP Oxford

### **ESSENTIALS OF INTERNATIONAL MARKETING AND CUSTOMER RELATIONSHIPS**

Doole, I. Lowe, R. 2012. International Marketing Strategy (with CourseMate & EBook Access Card) Cengage Learning EMEA; 6th Revised edition edition

Peppers D. and Rogers M. 2011. Managing customer relationships: a strategic framework. Chichester: Wiley.

Payne, A. and Frow, P. 2013. Strategic Customer Management: Integrating Relationship Marketing and CRM. Cambridge: Cambridge University Press.

Baron, P. Warnaby, G. and Conway, T. 2010. Relationship Marketing: A Consumer Experience Approach. London: Sage.

### **ESSENTIALS OF TOURISM AND HOSPITALITY OPERATIONS**

Hannam, K. and Knox, D. 2010. Understanding Tourism: A critical introduction. London: Sage.

Bardi, J. 2007. Hotel Front Office Management. Chichester: Wiley.

Cousins, J., Pennington, A. and Foskett, D. 2011. Food and Beverage Management: For the Hospitality, Tourism and Event Industries. London: Goodfellow.

Booty, F. 2009. Facilities Management Handbook Oxford: Butterworth-Heinemann.

### **INTERNATIONAL BUSINESS COMMUNICATION**

Wallace V. Schmidt, R. Conaway, N. 2007. Communicating Globally: Intercultural Communication and International Business SAGE Publications, Inc

Turban, E. King, D. 2011. Electronic Commerce 2012 (Global Edition). Pearson Education; 7 edition

Canning. Carté, P. Fox, C. 2008. Bridging the Culture Gap: A Practical Guide to International Business Communication. Kogan Page; 2 edition

### **COMMUNICATION AND RESEARCH SKILLS**

Saunders, M. 2012. Research Methods for Business Students. Financial Times/ Prentice Hall; 6<sup>th</sup> edition

Veal, AJ. 2006. Research Methods for Tourism and Leisure: A Practical Guide. 3rd ed. Harlow: Financial Times, Prentice-Hall.

Williams, M. and Vogt, P. (eds.) 2011. The SAGE Handbook of Innovation in Social Research Methods. London: Sage.