OTHM LEVEL 3 FOUNDATION DIPLOMA FOR HIGHER EDUCATION STUDIES

Qualification Number: 603/3896/9

(RQF) Specification | December 2018| Version 1.0

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QUALIFICATION OBJECTIVES

The objective of the OTHM Level 3 Foundation Diploma for Higher Education Studies is to provide learners with a foundation to provide an entry route to UK and international university courses. It is designed to ensure that each learner is equipped with knowledge of study skills, mathematics, computing, society and culture, business and accounting, providing the knowledge and skills to adapt rapidly to change and progress with their learning.

Successful completion of the Level 3 Foundation Diploma for Higher Education Studies provides learners with the opportunity to progress to further study or employment.

QUALITY, STANDARDS AND RECOGNITIONS

OTHM Qualifications are approved and regulated by Ofqual (Office of Qualifications and Examinations Regulation). Visit the register of Regulated Qualifications.

OTHM has a progression arrangement with several UK universities that acknowledges the ability of learners after studying Level 3-7 qualifications to be considered for advanced entry into corresponding degree year/top-up and Master's/top-up programmes.

REGULATORY INFORMATION

Qualification Title	OTHM Level 3 Foundation Diploma for Higher Education Studies
Ofqual Reference Number	603/3896/9
Regulation Start Date	03/12/2018
Operational Start Date	05/12/2018
Duration	6 months
Total Credit Value	120
Total Qualification Time (TQT)	1200
Guided Learning Hours (GLH)	480
Sector Subject Area (SSA)	14.1 Foundations for learning and life
Overall Grading Type	Pass / Fail
Assessment Methods	Coursework
Language of Assessment	English

EQUIVALENCES

OTHM qualifications at RQF Level 3 represent practical knowledge, skills, capabilities and competencies that are assessed in academic terms as being equivalent to GCE AS/A Levels.

QUALIFICATION STRUCTURE

The OTHM Level 3 Foundation Diploma for Higher Education Studies consists of 6 mandatory units for a combined total of 120 credits, 1200 hours Total Qualification Time (TQT) and 480 Guided Learning Hours (GLH) for the completed qualification.

Unit Ref. No.	Unit title	Unit Level	Unit Credit	ECTS	GLH	TQT
R/617/3714	Academic English and Study Skills	3	20	10	80	200
Y/617/3715	Foundation Mathematics	3	20	10	80	200
D/617/3716	Foundation Computing	3	20	10	80	200
H/617/3717	Society and Culture	3	20	10	80	200
K/617/3718	Introduction to Business	3	20	10	80	200
M/617/3719	Foundation Accounting and Economics	3	20	10	80	200

DEFINITIONS

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time is comprised of the following two elements –
 a) *the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and*
 b) *an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.*
(Ofqual 15/5775 September 2015)

Guided Learning Hours (GLH) is defined as the hours that a teacher, lecturer or another member of staff is available to provide immediate teaching support or supervision to a student working towards a qualification.

Credit value is defined as being the number of credits that may be awarded to a Learner for the successful achievement of the learning outcomes of a unit. One credit is equal to 10 hours of TQT.

ENTRY REQUIREMENTS

OTHM Level 3 qualifications can be offered to learners from age 18. OTHM does not specify entry requirements for these qualifications. OTHM ensures that learners admitted to the programme have sufficient capability at the right level to undertake the learning and assessment criteria.

OTHM Centre must ensure learners are recruited with integrity onto appropriate qualifications that will meet their needs, enable and facilitate learning and achievement enable progression. The qualification is offered in English.

English requirements: If a learner is not from a majority English-speaking country must provide evidence of English language competency. For more information visit English Language Expectations page.

PROGRESSION

Successful completion of OTHM Level 3 Foundation Diploma for Higher Education Studies provides learners the opportunity for academic progressions to a wide range of undergraduate programmes including OTHM Level 4 diplomas. For more information visit University Progressions page in this website.

DELIVERY OF OTHM QUALIFICATIONS

OTHM do not specify the mode of delivery for its qualifications, therefore OTHM Centres are free to deliver this qualification using any mode of delivery that meets the needs of their Learners. However, OTHM Centres should consider the Learners' complete learning experience when designing the delivery of programmes.

OTHM Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether directly or indirectly, and that equality of opportunity is promoted. Where it is reasonable and practicable to do so, it will take steps to address identified inequalities or barriers that may arise.

Guided Learning Hours (GLH) which are listed in each unit gives the Centres the number of hours of teacher-supervised or direct study time likely to be required to teach that unit.

ASSESSMENT AND VERIFICATION

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

To achieve a 'pass' for a unit, learners must provide evidence to demonstrate 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.

The Assessor should provide an audit trail showing how the judgement of the learners' overall achievement has been arrived at.

RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT

Recognition of Prior Learning (RPL) is a method of assessment that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

RPL policies and procedures have been developed over time, which has led to the use of a number of terms to describe the process. Among the most common are:
- Accreditation of Prior Learning (APL)
- Accreditation of Prior Experiential Learning (APEL)
- Accreditation of Prior Achievement (APA)
- Accreditation of Prior Learning and Achievement (APLA)

All evidence must be evaluated with reference to the stipulated learning outcomes and assessment criteria against the respective unit(s). The assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria at that particular level.

Most often RPL will be used for units. It is not acceptable to claim for an entire qualification through RPL. Where evidence is assessed to be only sufficient to cover one or more learning outcomes, or to partly meet the need of a learning outcome, then additional assessment methods should be used to generate sufficient evidence to be able to award the learning outcome(s) for the whole unit. This may include a combination of units where applicable.

EQUALITY AND DIVERSITY

OTHM Qualifications has adopted a policy of providing equal opportunities for its learners, staff, applicants and others involved in its work. One aspect of this policy is its intention to prevent, as far as possible, the harassment of one person by another, whether on the basis of gender, sexual orientation, sexuality, race or ethnic origin, religion, disability, or any other personal attributes or views held. The qualification is expressly designed to support equality of opportunity and widening access to HE to all who can benefit from it, and it will operate on an inclusive and supportive basis to and for all learners.

UNIT SPECIFICATIONS

Academic English and Study Skills

Unit Reference Number	R/617/3714
Unit Title	Academic English and Study Skills
Unit Level	3
Number of Credits	20
Total Qualification Time	200
Core / Option	Mandatory
Unit Grading Structure	Pass

Unit Aims

This module is designed to help students develop competence in and awareness of academic English and study skills in in preparation for entry to an undergraduate degree programmes.

Learning Outcomes and Assessment Criteria

Learning Outcomes- The learner will:	Assessment Criteria- The learner can:
1. Be able to interpret data from academic texts for a chosen topic.	1.1 Identify an area for a research topic approved by your line manager/academic supervisor/mentor. 1.2 Select appropriate texts for chosen topic. 1.3 Summarise and evaluate academic texts. 1.4 Interpret graphs, charts and diagrams from academic texts. 1.5 Prepare findings from interpretation of texts and data.
2. Be able apply academic conventions.	2.1 Use ideas and arguments in a clear and logical manner. 2.2 Reference sources using the Harvard System in text and in bibliography. 2.3 Use the work of others in academic writing: • summarising • paraphrasing • quoting 2.4 Produce written work following academic conventions.
3. Be able to extract key information from lectures, talks and discussions.	3.1 Utilise skills to: • take effective, full notes • reformulate and synthesise information avoiding plagiarism. 3.2 Take an active part in seminars, discussions and tutorials on academic topics. 3.3 Collect, analyse, interpret and present information from lectures, talks and discussions.

4. Be able to use ICT resources for information gathering,	4.1 Use the internet for research. 4.2 Gather and evaluate resources relevant to professional activities. 4.3 Use computer software to organise and communicate information for a range of audiences.

Indicative content

Learning outcome 1

Approval for study from manager/academic supervisor/mentor. Organisation will need to approve.

The process of planning, writing, reviewing and editing academic assignments. How to write a well-structured critical work with a clear argument and a refutation of the opposing point of view. Time management. Reading strategies for academic study. Reading and understanding data: graphs, diagrams and tables. Critical thinking and writing critically. Prepare findings from interpretation of texts and data. The organisation of ideas and arguments in a clear and logical manner.

Learning outcome 2

The stylistic features and conventions of academic writing e.g. vocabulary choices, grammatical structures, use of caution. Variation of academic writing genre e.g. descriptive, argumentative.

Writing English clearly and appropriately using an appropriate range of sentence structures and vocabulary. Using citation and referencing appropriately. Using the work of others in academic writing - summarising, paraphrasing and quoting. Referencing and plagiarism.

Learning outcome 3

Taking effective notes in lectures. Developing interactive listening skills for seminars, discussions, tutorials and interviews. Reading skills for academia – searching databases, reading difficult texts, analysing assignment questions

Learning outcome 4

Development of ICT skills including:
- using information and communication tools to communicate appropriate information and gather and evaluate resources relevant to professional activities;
- using a range of hardware and software including tools such as word-processing; spreadsheets; databases; graphics; and multimedia to organize and communicate information to a range of audiences and contexts.

Assessment

To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by all assessment criteria for the unit.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Weighting	Word count (approx. length of coursework)
1-5	ALL	Portfolio	100%	3000 words

Indicative Reading list

Corballis, T. & Jennings, W. (2009). *English for Management Studies in Higher Education Studies*. Garnet Education.

McMillan, K. (2011). *Study Skills for International Students*. Harlow: Prentice Hall

Pallant, A. (2012). *English for Academic Study: Writing*. Garnet Education.

Web resources

Intute vts - www.vts.intute.ac.uk/ includes subject-based tutorials, from Reading University

Open University: Learning Space - a freely available range of study skills materials, and course materials from the Open University's Open Learning Scheme.

The Internet Detective - / www.netskills.ac.uk/onlinecourses/tonic how to evaluate online resources once you have found them.

TONIC - www.netskills.ac.uk/onlinecourses/tonic - an internet tutorial for university level students from the Netskills project.

Skills4study - www.skills4study.co.uk/ online study skills help available from the Palgrave publishing website, who publish a range of excellent study skills books.

Foundation Mathematics

Unit Reference Number	Y/617/3715
Unit Title	3
Unit Level	3
Number of Credits	20
Total Qualification Time	200
Core / Option	Mandatory
Unit Grading Structure	Pass

Unit Aims

The aim of this module is to consolidate learners' knowledge of mathematics and to introduce more topics in the areas of statistical methods and linear algebra. As the business world embraces the use of bigger data in all areas of operation, the mathematical techniques taught in this module will be necessary to aid in the understanding of data, valuable in enhancing future employment prospects.

Learning Outcomes and Assessment Criteria

Learning Outcomes- The learner will:	Assessment Criteria- The learner can:
1. Understand the basic rules of numeracy in the context of undergraduate courses.	1.1 Apply the four rules of numeracy. 1.2 Express numbers in standard form. 1.3 Multiply and divide negative numbers.
2. Be able to make and apply fundamental calculations and use algebraic equations.	2.1 Compare numbers and approximate data. 2.2 Determine values for simple transactions. 2.3 Solve mathematical problems using a range of methods. 2.4 Demonstrate an ability to carry out basic algebraic manipulation.
3. Be able to construct and use graphs, charts and diagrams.	3.1 Draw charts and diagrams derived from tabular data. 3.2 Plot graphs, applying the general rules and principles of graphical construction. 3.3 Plot and interpret graphs, charts and tables of data.
4. Apply statistical methods to provide business or management information.	4.1 Distinguish between different types of data. 4.2 Determine and interpret summary statistics. 4.3 Differentiate and integrate elementary functions using standard results.
5. Apply the laws of probability to find solutions to a range of problems.	5.1 Determining probabilities 5.2 Calculating the expected value of an outcome. 5.3 Probabilities and normal distribution.

Indicative content

Learning outcome 1

- Application of the rules of numeracy to whole numbers, fractions and decimals
- Comparing numbers and approximate data and percentages
- Approximating data using rounding, significant figures
- Interpret, transpose and evaluate formulae

Learning outcome 2

- The natural numbers, integers, rational numbers and real numbers.
- Laws of indices, rational exponents.
- Roots and powers, logarithms and exponential values.
- Simple financial transactions involving purchases, wages, taxation and discounts
- Simple and compound interest
- Depreciation
- Foreign currency conversion
- Permutations and combinations
- Solutions of sets of linear simultaneous equations.

Learning outcome 3

- Methods of data presentation.
- Correct application of presentation methods in the business world.
- Interpretation of data
- Charts and diagrams derived from tabular data: e.g bar charts, pie charts, scatter diagrams
- Mathematical graphs for simple linear equations
- Interpreting mathematical graphs - gradient and intercepts

Learning Outcome 4

- Quantitative and qualitative data
- Definition of discrete and continuous data
- Measures of central tendency and their correct selection and application.
- Calculation of averages (e.g. mean, mode and median), for different types of data/data sets.
- Measure of dispersion (e.g. range, interquartile range and standard deviation) and their calculation.
- Application of summarised values to different data sets.
- Skewed data.

Learning Outcome 5

- Concept of probability
- Determining probabilities using tree diagrams
- Calculating the expected value of an outcome

- Probabilities and normal distribution.

Assessment

To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by all assessment criteria for the unit.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Weighting	Word count (approx. length of coursework)
1-5	All	Examination	100%	2 hours duration

Indicative Reading list

Morris, C. (2012) *Quantitative Approaches in Business Studies.* 8th Edition. New Jersey: Prentice Hall

Foundation Computing

Unit Reference Number	D/617/3716
Unit Title	Foundation Computing
Unit Level	3
Number of Credits	20
Total Qualification Time	200
Core / Option	Mandatory
Unit Grading Structure	Pass

Unit Aims

This module provides an introduction to computing and the concepts of hardware and its uses. Learners will gain an understanding of data systems and data presentation, key aspects of computer networks and the importance of ethical and legal issues in relation to computing.

Learning Outcomes and Assessment Criteria

Learning Outcomes- The learner will:	Assessment Criteria- The learner can:
1. Understand fundamental concepts of hardware and software.	1.1 Identify the functions of a computer system. 1.2 Describe the types, purposes and characteristics of computer hardware. 1.3 Identify different types of software. 1.4 Describe the use of a range of software and the corresponding purpose.
2. Understand the types and characteristics of hardware.	2.1 Identify internal components of a Central Processing Unit (CPU). 2.2 Explain the functions of a CPU. 2.3 Explain how computer hardware components work together. 2.4 Identify different types of storage media and explain the use of each with reference to the purpose.
3. Understand how various data are represented in a computer system.	3.1 Explain how data is represented in computer systems. 3.2 Explain how encryption can be used to represent data. 3.3 Describe how images and sounds are represented in computer systems. 3.4 Explain how compression can aid the storage of data, images or sounds. 3.5 Describe the purpose of logic gates.
4. Understand the fundamentals of computer networks.	4.1 Describe the purpose of different types of computer network. 4.2 Describe the hardware, software and transmission media used in computer networks.

	4.3 Identify a range of Worldwide Web Technologies. 4.4 Describe the purpose of different types of computer network topology.
5. Understand the ethical and legal issues related to computing.	5.1 Identify ethical issues related to computing. 5.2 Identify the laws and regulations that govern computing. 5.3 Research and identify situations where laws have been enforced to deal with people who have used computers for unethical and illegal purposes.

Indicative content

Learning outcome 1

- Definition and functions of computer systems
- PowerPoint, Excel, Spreadsheets, Outlook, SharePoint etc
- Types of computer systems
- Big Data
- Types of Computer Hardware
- Accessibility
- Categories of software
- Uses of application software
- Software licenses
- Systems software

Learning outcome 2

- Components and functions of a CPU
- Types of processor
- Storage media and locations
- Input and output devices

Learning outcome 3

- ASCII, Binary and Unicode representation of data
- Encryption and decryption: definitions and examples
- Compression of data
- Binary, decimal and hexadecimal number systems
- Image: formats, compression and representation
- Sound: formats, compression and representation

Learning outcome 4

- Digital Logic
- Logic gates
- Truth Tables
- Types of network

- Network hardware
- Network software
- Network transmission media and protocols
- Network topology and types
- Worldwide Web Technologies

Learning outcome 5

- Ethical issues: examples and guidelines
- The regulatory framework in UK
- Cases where laws have been used to address violation of regulations

Assessment

To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by all assessment criteria for the unit.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Weighting	Word count (approx. length of coursework)
1-5	All	Portfolio	100%	3000 words

Indicative Reading list

Hennessey, J.L. and Patterson, D.A. (2010), *Computer Organization and Design: The Hardware / Software Interface*, Morgan Kaufmann, ISBN: 0123747503

Silberschatz, A. (2009), *Operating System Concepts*, John Wiley & Sons Inc. ISBN: 0470233990

Society and Culture

Unit Reference Number	H/617/3717
Unit Title	Society and Culture
Unit Level	3
Number of Credits	20
Total Qualification Time	200
Core / Option	Mandatory
Unit Grading Structure	Pass

Unit Aims

The module introduces students to a variety of contemporary issues related to society and culture, enabling learners to understand social and cultural literacy by developing their knowledge and understanding of societies and cultures.

Learning Outcomes and Assessment Criteria

Learning Outcomes- The learner will:	Assessment Criteria- The learner can:
1. Understand the process of socialisation.	1.1 Explain the terms 'culture' and 'subculture'. 1.2 Explain specific social and cultural concepts. 1.3 Describe relationships and interactions within and between social and cultural groups.
2. Understand the nature of social and cultural continuity and change.	2.1 Identify the influence that continuity and change have on the development of society at the micro, meso and macro levels. 2.2 Discuss the impact of modernisation on social and cultural change. 2.3 Apply theories of social change in evaluating change and associated paradigms.
3. Understand the interaction between popular culture, society and the individual.	3.1 Explain the nature of popular culture by examining distinguishing characteristics. 3.2 Discuss current trends and probable future directions for the popular culture. 3.3 Assess the future importance of the popular culture to society.

Indicative content

Learning outcome 1

- Culture and its constituents
- Aspects of subculture
- Cultural practices and unique aspects

- The role of socialisation and the influence of agents of socialisation on the development of personal and social identity

Learning outcome 2

- The nature and complexity of change
- Evolutionary' change
- Transformative' change
- Resistance to change
- Structural changes within society
- The processes and agents of social change
- Directions of change
- Key features of social change theories – conflict, evolutionary, functionalist and interactionist.

Learning outcome 3

- Origins of popular culture
- Development of the popular culture from a local to a global level
- Process of commodification for the popular culture
- Role of mythology in the creation and perpetuation of the popular culture
- Continuities and changes to the popular culture
- Consumers of the popular culture and the nature of its consumption
- Globalisation and technologies influence on consumption
- Stakeholders and how they influence the popular culture
- Contribution of the popular culture to social change

Assessment

To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by all assessment criteria for the unit by submitting a research project report that addresses all the learning outcomes (Indicative tasks are outlined below for ease of reference).

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Weighting	Word count (approx. length of coursework)
1-3	ALL	Project report	100%	4000 words

Indicative Reading list

Storey, J., 2018. *Cultural Theory and Popular Culture: An Introduction*, 8th Edn. Routledge

Introduction to Business

Unit Reference Number	K/617/3718
Unit Title	Introduction to Business
Unit Level	3
Number of Credits	20
Total Qualification Time	200
Core / Option	Mandatory
Unit Grading Structure	Pass

Unit Aims

This unit will provide learners with knowledge and understanding of how different forms of business ownership operate. It will cover how businesses are run in terms of their form of ownership, the impact of external factors on business success, understanding the different objectives businesses may have, and the key functional areas within a business which enable it to operate effectively.

Learning Outcomes and Assessment Criteria

Learning Outcomes- The learner will:	Assessment Criteria- The learner can:
1. Understand the structure and classification of businesses.	1.1 Explain the difference between an organisation and a business. 1.2 Explain the legal requirements affecting the structure of businesses. 1.3 Explore the different formation options for a business. 1.4 Describe how the legal structure of businesses varies across public, private and voluntary sector.
2. Understand the aims and characteristics of business types.	2.1 Describe how businesses are organised in terms of purpose and objectives. 2.2 Explain the expectations of different stakeholder groups in businesses. 2.3 Describe the relationship between organisational structure and function.
3. Understand the inter-relationships between organisations.	3.1 Explain the impact of the internal business environment. 3.2 Describe the macro-environmental influences affecting upon businesses. 3.3 Explain how internal and external factors interrelate and impact on business decision making.

Indicative content.

Learning outcome 1

Distinction between an organisation and a business: An organisation is a group of people working towards common goals. The term company indicates a particular kind of business dealing in a specific outcome or service.
Different forms of business ownership are:
- Sole trader
- Partnership
- Public limited companies (plc)
- •Private limited companies (ltd). Learners must be taught:
- The characteristics of each form of business ownership
- The benefits and drawbacks of each form of business ownership
- Reasons for changing from one form of business ownership to another
- The suitability of each form of business ownership for trading locally, nationally and internationally

Learning outcome 2

- The purpose of business objectives
- Different types of business objective, i.e.:
  - ○ Profit
  - ○ Social benefit (e.g. charities)
  - ○ Sales
  - ○ Market share
  - ○ Provide effective service to the public
  - ○ Survival
  - ○ Growth
- Why business objectives may change over time
- The importance of business planning
- The impact of change on business objectives.

Learning outcome 3

The external factors which impact on a business, i.e.:
- Social (e.g. demographics)
- Technological (e.g. emerging technologies, internet)
- Environmental (e.g. greener working practices, green consumerism)
- Ethical (e.g. moral issues, corporate social responsibility)
- Political (e.g. change in government)
- Legal (e.g. health and safety, minimum wage, copyright)
- Economic (e.g. recession/recovery).

External factors impact on business objectives, i.e.:
- Impact on profit
- Impact on social benefit
- Impact on sales
- Impact on market share
- Impact on providing effective service to the public

- Impact on survival
- Impact on growth.

Assessment

To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by all assessment criteria for the unit.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Weighting	Word count (approx. length of coursework)
All LO1 – LO3	All	Report	100%	2500

Indicative Reading list

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

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

Hamilton, L., Webster, P. (2015). *The International Business Environment*. 3rd Edition Oxford University Press

Journals, Magazines and Newspapers:

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

Foundation Accounting and Economics

Unit Reference Number	M/617/3719
Unit Title	Foundation Accounting and Economics
Unit Level	3
Number of Credits	20
Total Qualification Time	200
Core / Option	Mandatory
Unit Grading Structure	Pass

Unit Aims

This module provides an introduction to the fundamentals of accounting and economics. Learners will gain an understanding of financial reports through their preparation, based on the double-entry bookkeeping system which is essential for the management of any organisation. The unit will also develop learners' understanding of how economic issues affect choices about resources and markets and how consumers, producers and governments interact in markets nationally and internationally.

Learning Outcomes and Assessment Criteria

Learning Outcomes- The learner will:	Assessment Criteria- The learner can:
1. Understand the essentials of accounting and economics.	1.1 Describe the differences between an accountant and an economist. 1.2 Explain commonly used accounting terms. 1.3 Explain the difference between macro and micro economics. 1.4 Explain a range of common economic concepts. 1.5 Discuss the factors that influence supply and demand and associated concepts.
2. Understand the nature of markets and how they operate.	2.1 Identify the types of markets that exist. 2.2 Explain the factors that determine the structure of markets. 2.3 Explain how competition affects market structures. 2.4 Describe the factors that lead to economic growth in markets.
3. Understand different factors within the realm of accounting and economics.	3.1 Identify the different measures of money. 3.2 Explain how monetary and fiscal policies are used by governments. 3.3 Describe how interest rates are used by governments. 3.4 Explain the economic impacts of inflation.
4. Demonstrate the ability to apply key accounting concepts.	4.1 Prepare simple accounting statements using double entry system. 4.2 Explain how to prepare financial statements.

| | 4.3 Prepare a financial statement. |
| | 4.4 Explain how period end adjustments are incorporated within financial statements. |

Indicative content

Learning outcome 1

- Introducing the terms 'Economics' and 'Accounting'
- Types of Economic system
- Concepts and conventions in accounting
- How markets work in reality
- The role of price in reconciling supply and demand

Learning outcome 2

- Behaviour of buyers and sellers in markets
- Factors that affect market structures
- Importance of competition

Learning outcome 3

- Micro and macro economics
- National Economics
- The banking system
- The role of currencies in affecting international trade
- Currency exchange rate fluctuations
- Globalisation and its drivers

Learning Outcome 4

- Bookkeeping
- Period end adjustments
- Accounting estimates
- Types of financial statement
- Interpretation of financial statements: reasons and methods
- Reporting results of interpretation
- Preparing financial statements

Assessment

To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by all assessment criteria for the unit.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Weighting	Word count (approx. length of coursework)
1-4	All	Examination	100%	3000 words

Indicative Reading list

Gillespie, A. (2015) *Foundations of Economics*. 3rd Edition, Oxford University Press
Scott, P. (2018) *Introduction to Accounting*. Oxford University Press

Indicative Reading list

IMPORTANT NOTE

Whilst we make every effort to keep the information contained in programme specification up to date, some changes to procedures, regulations, fees matter, timetables, etc may occur during the course of your studies. You should, therefore, recognise that this document serves only as a useful guide to your learning experience.   For updated information please visit our website www.othm.org.uk.

You can call us on +44 (0)20 7118 4243 or email to info@othm.org.uk