

Level 2
Diploma in Business and Management



Qualification Specification

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QUALIFICATION OVERVIEW

EBMA Level 2 Diploma in Business and Management aims to equip learners with sound knowledge of business environment, administrative procedures, customer care, policies and knowledge of how to succeed in business and administrative role.

It assumes no prior knowledge of Business, Management or Administrative Skills therefore it provides an all-encompassing knowledge of business environment, management skills, financial operations, customer care skills, and communication skills. These units have been designed to provide learners with the knowledge of how to apply them in work, and be able to know how to progress their careers in administration and management.

CAREER OPPORTUNITIES

Level 2 Diploma in Business and Management offers career progression and excellent levels of support for learners that include:

- Positive, constructive and helpful advice;
- Practicality;
- Realistic aims and outcomes; and
- Impartial and Client Centred;

This qualification introduces the world of business, and learners will be able to progress into a variety of careers including:

- Office Manager or Supervisor
- Marketing or Sales Officer
- Administrative Officer/Administrator
- Customer Service Officer
- Customer Service Manager

QUALIFICATION RECOGNITION FOR FURTHER EDUCATION

Level 2 Diploma in Business and Management is a recognised qualification for entry onto the following qualification

- Level 3 Diploma in Business Innovation and Entrepreneurship (Accreditation Number: 603/1051/0) which is recognised onto Regulated Qualifications Framework through awarding body 'Qualifi Ltd'.

LEARNERS ENTRY REQUIREMENTS

EBMA does not specify entry requirements for this qualification. Applicants will need to demonstrate their prior learning and skills to allow entry in this qualification.

COURSE STRUCTURE

Learners need to complete four units to achieve the full Level 2 Diploma in Business and Management.

Total Qualification Time (TQT) to complete the full qualification is 400 hours. While, Guided Learning Hours (GLH) refers to the amount of study undertaken by learners under the direction of their tutors and it includes tutorials, seminars, workshops, directed research, project or assignment. There are 80 Guided Learning Hours for the Level 2 Diploma in Business and Management.

It is expected that a learner will need to complete following TQT against each unit to complete the full Level 2 Diploma in Business and Management.

Unit Code	Unit Title	GLH	TQT	Credits
CMS03L2	Business and Management Skills	20	100	10
CSM02L2	Customer Service Management	20	100	10
COM03L2	Communication Skills	20	100	10
MAS04L2	Marketing and Sales	20	100	10

REQUIREMENTS FOR THE LEARNER – REGISTRATION

Registration is a process where a learner intends to complete units towards the achievement of qualification. We look forward to welcoming you as a registered student of our qualification.

It is your responsibility to ensure that you are a 'registered candidate'.


Who are registered candidates?

You are a registered candidate only if:-

- EBMA allocates you a unique registration number, And
- your registration information is verifiable online.

How to become a registered candidate?

If you are not a registered candidate, you should consider yourself as 'High Risk' category learner with lots of disadvantages as compared to Registered Candidate. Therefore, you should register yourself as soon as possible by submitting Registration Form and supporting documents to EBMA. Follow simple steps:-

- Download  [Learner Registration Form](#)
- Complete all sections and submit to info@ebma.org.uk

Can I get registration via my study centre?

Yes, your centre is fully authorised to register you with EBMA. However, it is your responsibility to ensure that you are a registered candidate and your registration details are verified online.

When to Register?

You can register yourself before starting EBMA course with approved centre or during your study with approved centre. If you delay your registration, you may pay an extra fee to register yourself with EBMA or we may not accept your registration.

Register Online

You can register Online by visiting the page

<http://www.ebma.org.uk/apply-for-registration.html>

REQUIREMENTS FOR THE CENTRE

Resources

Centres should provide following resources to learners:

- Study resources to learners e.g. Journals, Articles, EBooks, and Study Handbooks.
- Suitable premises or online learning, teaching and assessing platform
- Career guidance and advice.

Head of the Centre Roles and Responsibilities

This section gives details of the requirements and responsibilities of each role involved in the assessment and examination process. You will need to identify suitable member of staff to fill each role described below:-

- The head of centre is the person responsible for ensuring that the overall management of the centre including services, reputation, and maintaining the quality assurance standards of qualifications and assessments.
- Head of centre must have a secure email address to login to web-portal and for all correspondence with .
- Head of the centre is responsible to ensure that the centre will demonstrate its on-going fulfilment of the centre recognition criteria over time and across all qualifications. Centres will be given the opportunity to present evidence of the on-going suitability and deployment of their processes and systems to carry out the required functions as per centre agreement. The centre agreement clearly explains the centre role to maintain compliance with centre agreement.
- In the case of suspected malpractice or maladministration, the head of centre must report incident to at the earliest opportunity all suspicions or actual incidents of malpractice.

Centre Contact / Coordinator Roles and Responsibilities

The Centre coordinator is responsible for ensuring that the management, administration and quality assurance systems for all qualifications and assessments are properly maintained throughout the centre and that communication between and centre is efficient and effective. Centre coordinator must have a secure email address to login to web-portal and for all correspondence with . Centre coordinator must inform about any changes within the Centre.

The person undertaking this role:-

- Have relevant experience and expertise in assessment management and quality assurance;
- Possess the necessary authority and time to ensure that management, assessment, administration and internal quality assurance procedures are implanted correctly and consistently across the centre;
- Have a regular contact with teachers, assessors and internal moderators;
- Liaise closely with staff members within the centre to provide guidance and instructions provided by ;
- Inform for any risk that could have an adverse effect in the delivery of qualifications and assessments;
- Register learners with in accordance with registration policy;
- Ensuring invoices are paid within agreed terms;

- Ensuring centre staff attend standardisation events and participate in Continuous professional development trainings.
- Sufficient and effective support is available to centre staff (e.g. teachers, assessors and moderators) for the confirmation of decisions of assessors and internal moderation;
- Ensuring appropriate record is maintained within the centre to comply with centre agreement and to facilitate on-going awarding organisation visits.
- Ensuring security arrangements for confidential information are accordance with security policy.
- Ensure administration of assignments are accordance with instructions for coursework;
- Ensure certificates issued by are securely stored prior to issue to learners;
- Ensure all general correspondence with is disseminated promptly to all relevant people within the centre.

Internal Quality Assurer (IQA) Roles and requirements

Internal Quality Assurers must have a secure email address to login to web-portal and for all correspondence with .

Internal Quality Assurers will monitor assessment activities and provide feedback to assessors, coordinate standardisation and provide guidance to assessors.

Internal moderators are expected to provide appropriate feedback to assessors whether unit assessed are:

- **Authentic**:- the work is learner's own work;
- **Valid**: the evidence meets all assessment criteria and all learning outcomes;
- **Reliable**: evidence is consistent and generates outcomes that would be replicated were the assessment repeated;
- **Current**: up to date evidence is used;
- **Sufficient**: enough work is available to justify credit value and to enable assessors to make a consistent and reliable judgements about learner's achievement;
- **Comparable**: evidence is comparable in standard between assessments within a unit or qualification, between learners of the same level, between different assessors, site/centres and comparable over time;
- **Manageable**: the assessment places reasonable demands on learners;
- **Fair and minimises bias**: assessments are fair to all learners irrespective of their characteristics (age, gender, race etc.).

Internal moderators must meet the following requirements –

- Demonstrate sufficient and current understanding of the qualifications to be internal moderated, and know how they are applied in the relevant sector area(s) concerned, to the satisfaction of . Moderators must demonstrate occupational competence in all the mandatory units and a significant proportion of the optional units in qualifications.
- Internal moderators must have one of the following qualifications:-
 - D34/V1
 - Level 4 Award in the Internal Quality Assurance of Assessment Process and Practice
 - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.

- Demonstrate their continuing professional development to ensure they are up to date with moderation practices in their sector and developments in the qualifications they moderate/verify.
- Have a thorough understanding of the National Occupational Standards for the qualification at the unit(s)/level(s) they are moderating.

Assessors' Roles and Requirements

- The primary role of assessors is to assess learners' performance and/or related knowledge in a range of tasks and to ensure that their competence/knowledge demonstrated meet the requirements of standards.
- Assessors' must have a secure email address to login web-portal.
- Assessors must have following occupational competence –
 - Provide current evidence of competence, knowledge and understanding in the areas to be assessed, to the satisfaction of . This will normally be achieved through demonstrating competence in the role which is to be assessed, which may be recorded in organisation training records. Alternatively, this can be demonstrated by relevant experience and continuing professional development which may include achievement of qualifications relevant to the areas being assessed.
 - They must have an accredited assessor qualification e.g. A1, D32 and/or D33 or related qualification in assessment that has been mapped to the national occupational standards for assessment.
 - Demonstrate their continuing professional development to ensure they are up to date with assessment practices in their sector area of expertise and developments in qualifications they assess.
 - Have full and current understanding of the units of assessment and requirements of the qualifications being assessed.

Teachers' Roles and Responsibilities

Teacher roles are to prepare learners for the assessment for a qualification, engage learners with classroom and group discussion or presentation, and motivate them.

Teachers are responsible for ensuring that:-

- They are qualified to deliver units/qualification.
- They have teaching related qualification.
- Obtain guidance, feedback and support from to provide extra ordinary guidance to learners.
- Visit centre portal on daily basis to see any instructions, and to obtain any guidance or support for effective delivery of qualifications.
- Plan the delivery of unit/qualification to meet eh needs of leaners and syllabus outcome.
- Design lecture and use information technology tools in the development of slides, notes or handouts.
- Provide guidance to learners about the assessment of units/qualification.
- Be familiar with the centre policies and procedures.
- Do not discriminate learners during centre internal assessment or marking of assignment.
- Make sure that learners' performance is updated in learner logbook accurately and fairly.
- Liaise with centre assessors and internal moderator to ensure that learners' assessment meets the requirements of and to provide constructive and supportive feedback to learners so that they meet the assessment standards.

- Prepare lesson plan and scheme of work to ensure that relevant topics are covered while teaching learners.
- Make sure that learners are aware about the reasonable adjustment or special consideration policies and procedures that they will not be given any disadvantage during their assessment.
- Encourage learners to register with on time.
- Do not perform malpractice or maladministration activity within centre which can create risk for qualifications.
- Attend meeting of teachers or assessors within centre and provide feedback to .
- Provide feedback to about units/qualification.
- Do not discriminate learners and provide equal opportunity to all learners during your teaching activities within the centre.
- Report any malpractice or maladministration activity going on within the centre to .
- Attend training sessions/programmes provided by for your continuous professional development.
- Liaise with centre staff (i.e. head of centre) for resources for the delivery of units/qualifications.

Teachers' Requirements

We expect teachers to be **occupational competence** to teach qualifications.

Teachers must hold qualification and training:-

- Good undergraduate degree in a relevant subject sector (or equivalent)
- Membership of a relevant professional body or relevant teaching qualification.

Teachers must hold following experience:-

- Must have suitable expertise to deliver a relevant subject.
- Previous teaching experience.
- Experience of enhancing learners experience in the relevant subject.
- An ability to support students throughout their journey towards the achievement of the qualification.
- Relevant industry, management or commercial experience;

Teachers must hold following knowledge, awareness and ability-

- Knowledge of Regulated Qualification Framework or equivalence;
- Knowledge of Equal Opportunity Issues;
- Ability to use MS Office applications such as Excel, PowerPoint and word.
- Commitment to team working and able to motivate others.
- Excellent organisational and administrative skills.

ASSESSMENT

- The methods for assessing student performance are Assignments, Multiple Choice Questions (MCQs) or short questions to evaluate different aspects of learning outcomes.
- Assignments are important part of learners' work at the Centre. There are strict rules about:-
 - **plagiarism** – using another person's words out of a book/ journal article/ conversation/ lecture without formally acknowledging it,
 - **referencing** - how to reference and refer to another person's work in your written work so you avoid plagiarism,
 - **word length** – (Recommended words of essays and reports are 500 words excluded references and bibliography)
 - **Presentation and style** of a report, including the style of language used, and
 - Learners are required to sign a **declaration of authentication** to confirm that the work is their own and that any assistance given and/or sources used have been acknowledged.
- All learning outcomes must be assessed using assignment appropriate to the assessment of knowledge, understanding and skills. The Qualifications within this suite are vocational because they support a Learner's career progression. Assessments will contain a question strand for each of the given unit's Learning Outcomes. The assignment tasks will address the LO (Learning Outcome) and AC (Assessment Criteria) requirements. Within assignments there will always be requirements for Learner's to engage with important and relevant theory that underpins the subject area
- There must be valid, sufficient, and authentic evidence of all the assessment criteria.
- Submitted assignments should be marked by an assessor. In order to pass a unit, a learner must achieve overall 40% marks.
- Assessors must plan, gather and then assess learner's evidence according to Postgraduate level descriptors' requirements and on the basis of Pass/Fail criteria. These should be made available for internal moderation to the centre Internal Quality Assurer (IQA).
- EBMA External Quality Assurer (EQA) undertakes external moderation to monitor the assessment, internal moderation processes within the centre to make sure the assessment remains fit for purpose, and that the assessment process and practices by the centre continue to meet assessment standards requirements.

ENQUIRIES AND APPEALS

EBMA is committed to ensure all Learners are provided with fair assessment, accurate and correct results.

This policy aims to support those who wish to raise an enquiry or make an appeal. This policy applies to Learners and Centres and it is to be used in the following circumstances:

- to enquire about results of assessments;
- to enquire about decisions on Reasonable Adjustments and Special Considerations;
- to enquire about decisions and any actions to be taken following a malpractice or maladministration investigation.

A Learner or Centre must initially follow the Enquiry process. If dissatisfied with the result of an Enquiry they may then pursue an Appeal.

Both Learner and Centre Enquiries and Appeals are taken seriously by .

We will

- Acknowledge Enquiries within 5 working days after the Enquiries Form has been received at 's office; and issue an invoice.
- Do all necessary checks and reply to any Enquiries within 15 working days of receiving an Enquiry.
- Accept an Appeal from an individual Learner or a Centre after the Enquiries process has been completed.
- Acknowledge an Appeal within 5 working days after the Appeal Form and fee has been received at 's office; and issue an invoice.
- Investigate the Appeal and reply with the outcome within 20 working days.

We will consider an appeal based on:

- the enquiry process that has been completed;
- the grounds for the appeal provided by the Centre or Learner;
- the timescale of the application.

We will

- Provide reason(s) for an appeal if it is rejected.
- Amend original results or decisions where appropriate, informing the Learner and Centre.
- Review Centre arrangements where appropriate.

Please note that the findings of 's appeal process will be final.

If you are a Learner

Enquiries and appeals about any of the above matters should be raised in the first instance with the Centre following their Enquiries and Appeals policy and procedure.

If you are a Centres

You must

- Have an Enquiry and Appeals policy and procedure.

- Give Learners a copy of the Centre’s Enquiries and Appeals Policy.
- Investigate and report on any Enquiries or Appeals from Learners.
- Make sure that the result and advice given to the Learner is accurate and complete.
- If a Centre finds an incorrect result has been given they must tell .

Centres must keep information and evidence on Enquiries and Appeals and provide this when asked for by . A Centre may also make an Enquiry for themselves or on behalf of a Learner(s). The Enquiry Form must be used.

Complaints

If the individual Learner or Centre is dissatisfied the Appeal process they should follow ’s Complaints Procedure.

QUALIFICATION SYLLABUS

Level 2 Diploma in Business and Management is a 40-credit programme comprising four units. All units in the qualification have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, assessors, tutors, and those responsible for monitoring standards. Each unit has following sections;

Unit aim

Aim indicates the general direction or orientation of a unit, in terms of its content and sometimes its context within a programme.

Unit level

Level describes of what a learner is expected to achieve at the end of a level of study. Levels are hierarchical stages that represent increasingly challenging learning to a learner.

Guided learning hours

Guided learning hours (GLH) are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials, and supervised study in; for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements.

Unit code

Each unit is assigned a unique code that appears with the unit title of the qualification.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credit can only be awarded in whole numbers. Learners will be awarded credit for the successful completion of whole units to achieve the qualification.

Learning outcomes

These are statements of what a learner is expected to know, understand or be able to do at the end of the unit and of how that learning will be demonstrated. Unlike aim, they are couched in terms of what the learner is expected to learn.

Assessment criteria

These are statements that indicate, in more detailed manner than the learning outcome, the quality of performance that will show that the learner has reached a particular standard that is reflected in the learning outcome.

The assessment method

The assessment method is often confused with assessment criteria. It is a task that is undertaken by learners that is the subject of assessment. It provides the context for assessment criteria.

Teaching strategy

Teaching strategy is the support that needs to be given to learners to enable them to achieve the learning outcomes. There is recognition that the learning may be achieved without the involvement of teaching.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. The content provides the

range of subject material for programme of learning and specifies the skills, knowledge and understanding required of the unit.

Unit 01: Business and Management Skills

Aim	The aim of this module is to introduce learners to the basics of business environment skills. Learners will be able to learn effective team working, to understand business environment and finance and benefits of using IT system within the organisation.		
Level	2	Credit Value	10
GLH	20	Unit Number	CMS03L2
Learning Outcomes The learner will		Assessment Criteria The learner can	
1. Understand the effectiveness of team working within the organisation.		1.1. Identify skills needed for effective team working. 1.2. Identify the needs and importance of appropriate working relationship. 1.3. Identify strengths and weakness of team working. 1.4. Describe types of importance team share within the organisation. 1.5. Describe how to deal with sensitive information. 1.6. Describe how to develop an effective team working within the organisation.	
2. Understand own performance within the business environment.		2.1. Explain the benefits of improving your own performance within the organisation. 2.2. Identify your strengths and weakness to develop your career goals. 2.3. Identify how to importance your performance. 2.4. Plan your learning for personal and professional development. 2.5. Follow your plan and review your performance	
3. Identify the importance of managing finance.		3.1. Discuss the term 'financial management'. 3.2. Describe the importance of financial planning. 3.3. Discuss the importance of cash flow statements. 3.4. Explain different types of financial statements. 3.5. Calculate price, quantity and breakeven sales	
4. Analyse business environment to construct business plan.		4.1. Identify business environment for the organisation. 4.2. Identify the opportunity for new business. 4.3. Identify strengths and weakness of new business. 4.4. Identify how to deal with opportunity and thread for new business. 4.5. Develop a business plan for new business.	

Learning and Teaching Methods

A range of learning and teaching methods can be employed such as lectures, practical exercises using ICT, guided private study, presentation and discussion.

Assessment of learning outcomes:

Learning outcomes 1-4 are assessed through multiple-choice questions and a submission of an assignment of minimum 500 words in length to pass the unit.

Referencing System and avoiding Plagiarism

Learners are encouraged to use Harvard referencing system and to avoid plagiarism.

Indicative Readings:

- Lehman, C. M. (2016). Business communications. Place of publication not identified: Cengage Learning.
- Hawkins, P. (2014). Leadership team coaching: Developing collective transformational leadership.
- McKeever, M. P. (2015). How to write a business plan.

Unit 02: Customer Service Management

Aim	The aim of this module is to introduce learners to understand basic principles of develop customer service excellence and to manage customer services delivered by their organisation.		
Level	2	Credit Value	10
GLH	20	Unit Number	CSM02L2
Learning Outcomes The learner will	Assessment Criteria The learner can		
1. Be able to identify the principles of good customer service.	1.1. Explain why customer care is important. 1.2. Explain component of good customer services. 1.3. Describe the benefits of providing good customer services. 1.4. Describe the consequence of bad customer services.		
2. Be able to provide good customer care.	2.1. Deal ethically while dealing with customers. 2.2. Deal positively with customer problems. 2.3. Deal positively with customer feedback, comments and enquiry.		
3. Be able to identify organisation policies to deal with customer requirements.	3.1. Identify organisation policies to deal with customer problem. 3.2. Evaluate organisation policies with good customer care standards. 3.3. Identify the possible consequences of not complying with organisation customer care charter.		
<p>Learning and Teaching Methods A range of learning and teaching methods can be employed such as lectures, practical exercises using ICT, guided private study, presentation and discussion of case studies.</p> <p>Assessment of learning outcomes: Learning outcomes 1-3 are assessed through multiple-choice questions and a submission of an assignment of minimum 500 words in length to pass the unit.</p> <p>Referencing System and avoiding Plagiarism Learners are encouraged to use Harvard referencing system and to avoid plagiarism.</p> <p>Indicative Readings:</p> <ul style="list-style-type: none"> Lucas, R. W. (2015). Customer service: Skills for success. New York, NY: McGraw-Hill Education. Customer Service Institute of Australia. (1999). International customer service standard. Australia: Customer Service Institute of Australia. 			

Unit 03: Communication Skills

Aim	The aim of this module is to introduce learners' with skills and understanding to communicate with workforce and customers.		
Level	2	Credit Value	10
GLH	20	Unit Number	COM03L2
Learning Outcomes The learner will		Assessment Criteria The learner can	
1. Be able to understand different ways of communication.		1.1. Describe the methods of verbal and non-verbal communications. 1.2. Explain the importance and benefits of positive communication within the organisation and with customers.	
2. Be able to understand methods to communicate information within the organisation workforce.		2.1. Describe communication methods within the organisation. 2.2. Explain different types of information used within the organisation. 2.3. Explain how to deal with information with appropriate communication method.	
3. Be able to know the possible negative impact of poor communication		3.1. Describe the possible negative impact of poor communication with customers. 3.2. Describe the possible negative impact of poor communication with organisation workforce.	
<p>Learning and Teaching Methods A range of learning and teaching methods can be employed such as lectures, practical exercises using ICT, guided private study, presentation and discussion of case studies.</p> <p>Assessment of learning outcomes: Learning outcomes 1-3 are assessed through multiple-choice questions and a submission of an assignment of minimum 500 words in length to pass the unit.</p> <p>Referencing System and avoiding Plagiarism Learners are encouraged to use Harvard referencing system and to avoid plagiarism.</p> <p>Indicative Readings:</p> <ul style="list-style-type: none"> Daniels, D., Hunter, A., McGhie, V., Horn, J. M., Van, J. M., & Van, V. T. (2014). Business communication. Bové, C. L., & Thill, J. V. (2014). Business communication essentials. Boston [u.a.: Pearson. Stanwick, P. A., & Stanwick, S. D. (2014). Understanding business ethics. 			

Unit 04: Marketing and Sales

Aim	The aim of this module is to introduce learners' with skills and understanding of marketing and sales for business in new or existing business.		
Level	2	Credit Value	10
GLH	20	Unit Number	
Learning Outcomes The learner will		Assessment Criteria The learner can	
1. Be able to understand the needs and wants of the customer in new business.		1.1. Identify how to identify customer needs' and 'wants'. 1.2. Identify how to meet customer needs and wants. 1.3. Set target and meet customer needs. 1.4. Identify how to improve products or services for business.	
2. Be able to understand how to market products or services in business.		2.1. Define the term marketing mix. 2.2. Define the term target market. 2.3. Use marketing mix to target market.	
3. Be able to know how to sell products and services.		3.1. Identify different ways of selling products or services. 3.2. Identify suitable method to sell product or service. 3.3. Identify how to manage cost to sell product or service. 3.4. Set a sales target for product or service. 3.5. Describe how to reach your set sales target.	
<p>Learning and Teaching Methods A range of learning and teaching methods can be employed such as lectures, practical exercises using ICT, guided private study, presentation and discussion of case studies.</p> <p>Assessment of learning outcomes Learning outcomes 1-3 are assessed through multiple-choice questions and a submission of an assignment of minimum 500 words in length to pass the unit.</p> <p>Referencing System and avoiding Plagiarism Learners are encouraged to use Harvard referencing system and to avoid plagiarism.</p> <p>Indicative Readings:</p> <ul style="list-style-type: none"> • Kotler, P., Armstrong, G. M., & Harris, L. C. (2017). Principles of marketing. New York: Pearson. • Cravens, D. W., Le, M.-F. H. K., & Piercy, N. (2012). The Oxford handbook of strategic sales and sales management. Oxford: Oxford University Press. 			