Higher Nationals

Business

Specification

For use with the Higher National Certificate and Higher National Diploma in Business

First teaching from September 2021
First Certification from September 2022

Higher National Certificate Lvl 4

Higher National Diploma Lvl 5

Pearson BTEC

About Pearson

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Summary of Pearson BTEC Higher Nationals in Business (2021) RQF specification Issue 5 changes

Summary of changes made between previous issue and this current issue	Page number
Unit 6 Managing a Successful Business Project: Assessment criteria P3 and M2 now moved to LO2 from LO1.	116
New essential content has been added to the following unit learning outcomes to meet the knowledge component, **conflict resolution and mediation**, from the updated occupational standard for Operations Manager.	
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Unit 24: Managing and Leading Change Learning outcome 3: Conflict resolution and the benefits of mediation. The mediation process, and using mediation at different stages of conflict e.g., early stages, formal stages of disciplinary action.	253

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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1 Introduction

BTEC is an established brand of choice for the world's learning communities, engaging students in applied, practical, interpersonal and thinking skills for more than three decades. The BTEC suite of Pearson qualifications, Higher Nationals (HNs) are widely supported by higher education and industry as the principal vocational qualifications at Levels 4 and 5. BTEC is one of the world's most successful applied learning brands, helping students develop their practical, interpersonal and thinking skills for more than 30 years.

When developing our BTEC Higher National qualifications, we worked with a wide range of students, employers, higher education providers, colleges and subject experts to make sure the qualifications met their needs and expectations. We also work closely with professional organisations to make sure the qualifications were in line with recognised professional standards.

The Pearson BTEC Higher National qualifications in Business are designed to reflect the increasing need for high quality professional and technical education at levels 4 and 5. They provide students with a clear line of sight to employment and to a degree at level 6 if they choose.

1.1 The Student Voice

Students are at the heart of what we do. That is why we consult them from the start when developing our Higher National qualifications. We involve them in writing groups, seek their feedback and take note of their opinions.

This helps us develop the best possible qualifications and learning experience for students worldwide.

1.2 Why choose Pearson BTEC Higher Nationals?

Pearson BTEC Higher National qualifications take a student-centred approach to the curriculum. There is a flexible, unit-based structure that focuses on developing the practical, interpersonal and thinking skills the student will need to succeed in employment and higher education. They represent the latest in professional standards and provide opportunities for students to develop skills and behaviours for work, for example by taking part in a group project or meeting a client brief. A student may achieve exemption from professional or vendor qualifications, or membership of selected professional organisations to help students on their journey to professional recognition or membership.

Pearson BTEC Higher Nationals are intended to keep doors open for future study if a student wishes to take their education further after completing a Higher National programme. They do this by allowing space for students to develop their higher education study skills, such as the ability to research. The study programme is clearly set out in line with the Quality Assurance Agency for Higher Education's Framework for Higher Education qualification standards at Levels 4 and 5. This means that students who want to progress to Levels 5 or 6 study should feel better prepared.

The Pearson BTEC Higher Nationals meet these requirements by providing:

- a range of general and specialist study units, both core and optional, each with a clear purpose, so there is something to suit each student's choice of programme and future progression plans
- up-to-date content, closely in line with the needs of employers, professional bodies and higher education, for a skilled future workforce
- learning outcomes mapped against professional body standards, where appropriate
- support for tutors, including authorised assignment briefs, curriculum planning support and assessment guidance, and
- support for students, including digital learning resources and communities, through HN Global.

1.3 HN Global

Our HN Global website provides a specially designed range of digital resources to give tutors and students the best possible experience during the BTEC Higher Nationals course. More information is available at www.highernationals.com.

1.4 Qualification titles

Pearson BTEC Level 4 Higher National Certificate in Business

Pearson BTEC Level 5 Higher National Diploma in Business

Specialist pathways are included within brackets in the qualification title:

Specialist pathways are in brackets within the qualification title:

- Pearson BTEC Level 5 Higher National Diploma in Business (Accounting and Finance)
- Pearson BTEC Level 5 Higher National Diploma in Business (Entrepreneurship and Small Business Management)
- Pearson BTEC Level 5 Higher National Diploma in Business (Human Resource Management)
- Pearson BTEC Level 5 Higher National Diploma in Business (Management)
- Pearson BTEC Level 5 Higher National Diploma in Business (Marketing)
- Pearson BTEC Level 5 Higher National Diploma in Business (Procurement and Supply Management)
- Pearson BTEC Level 5 Higher National Diploma in Business (Law).

1.5 Qualification codes

Ofqual Regulated Qualifications Framework (RQF) Qualification numbers:
Pearson BTEC Level 4 Higher National Certificate in Business: **603/6837/8**
Pearson BTEC Level 5 Higher National Diploma in Business: **603/6838/X**

1.6 Awarding institution

Pearson Education Ltd

1.7 Key features

Pearson BTEC Higher National Business qualifications offer:

- an exciting and informative study programme that stimulates and challenges students
- a simple and flexible structure that enables students to take the Higher National Certificate and then build on it in the Higher National Diploma, with optional units linked to their specialist area of study
- an opportunity for students to follow specialist routes of interest at Level 5, gaining the knowledge and skills they need to progress to higher education or employment in their specialist area
- core competencies throughout the curriculum, to support lifelong learning skills for personal and professional development
- the opportunity for centres to offer assessments that consider cognitive skills (what students know) along with effective and applied skills (how they behave and what they can do) to support a practical and dynamic approach to learning
- unit-specific assessment and Pearson-set themes designed to encourage thorough and analytical learning, challenge students and develop skills in critical thinking, personal responsibility and decision making
- a flexible approach to assessment that supports progression to higher education or work and allows for different learning styles
- quality assurance measures that assure professional organisations, universities, businesses, colleges and students of the integrity and value of the qualifications, and
- a programme of learning designed to meet skills gaps in the current workforce and build today's talent to meet tomorrow's needs in an international environment.

Qualification frameworks

Pearson BTEC Higher National qualifications are recognised higher education qualifications in the UK. They are in line with the Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland, and Quality Assurance Agency (QAA) Subject Benchmark Statements. These qualifications are part of the UK Regulated Qualifications Framework (RQF).

1.8 Collaborative development

We are very grateful to the university and further education tutors, employers, professional bodies and others who have generously shared their time and expertise to help us develop these new qualifications. Our thanks go to:

- The Association of Chartered Certified Accountants (ACCA)
- The Chartered Institute of Personnel and Development (CIPD)
- The Chartered Institute of Procurement & Supply (CIPS)
- The Chartered Institute of Management Accountants (CIMA)
- The Chartered Institute of Marketing (CIM)
- The Digital Marketing Institute (DMI)
- The BBC
- IBM
- Tesco
- Newport Wafer Fab
- Worldpay E-commerce
- The University of Essex
- Anglia Ruskin University
- London South Bank University
- The University of Hertfordshire
- Guangdong AIB Polytechnic – China
- HELBUS Helsinki School of Business – Finland
- Beacon International College – Singapore
- Cambridge House Community College – Spain
- Inchicore College – Ireland
- Uxbridge College
- Kirklees College
- Belfast Metropolitan College
- Cheshire College
- Bath College
- Sunderland College
- Westminster Kingsway College
- Kendal College
- Regents College
- Croydon College.

2 Programme purpose and objectives

2.1 Purpose of the Pearson BTEC Higher Nationals in Business

The purpose of Pearson BTEC Higher Nationals in Business is to develop students as independent-thinking professionals who can meet the demands of business employers and adapt to a constantly changing world. The qualifications aim to widen access to higher education and improve the career prospects of those who take them.

2.2 Objectives of the Pearson BTEC Higher Nationals in Business

The aims of the Pearson BTEC Higher Nationals in Business are:

- to develop students the business skills, knowledge and understanding they need to achieve high performance in the international business environment
- to develop students with enquiring minds, who have the abilities and confidence to work across different business functions and to lead, manage, respond to change, and tackle a range of complex business situations
- to provide the core skills required for a range of careers in business, including management, human resources, marketing, entrepreneurship, accounting and finance
- to offer a balance between employability skills and the knowledge essential for students with entrepreneurial, employment or academic ambitions
- to develop students' understanding of the major impact that new digital technologies have on the business environment
- to provide insight into international business operations and the opportunities and challenges presented by a global marketplace
- to equip students with knowledge and understanding of culturally diverse organisations, cross-cultural issues, diversity and values, and to allow flexible study to meet local and specialist needs.

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2.3 Aims of the Pearson BTEC Level 4 Higher National Certificate in Business

The Level 4 units lay the foundations of learning by providing a broad introduction to business and different business functions. This develops and strengthens core skills while preparing the student for specialist subjects at Level 5 or to enter employment with the qualities necessary for job roles that require some personal responsibility.

Students will gain a wide range of business knowledge tied to practical skills gained through research, independent study, directed study and workplace scenarios. Students are involved in vocational activities that help them to develop vocational behaviours (the attitudes and approaches required for a competence) and transferable skills. Transferable skills are those such as communication, teamwork, research and analysis, which are highly valued in higher education and the workplace.

By the end of Level 4, students will have sound knowledge of the basic concepts of business. They will be competent in a range of subject-specific skills as well as general skills and qualities relevant to key areas of business.

2.4 Aims of the Pearson BTEC Level 5 Higher National Diploma in Business

The Level 5 units give students the opportunity to specialise in a business-related occupational area and to progress to degree-level study. The units prepare students to move on to specific areas of business at Level 6 or to enter employment with the qualities and abilities necessary for roles that require personal responsibility and decision-making.

Students will be able to develop and apply their own ideas to their studies, to deal with uncertainty and complexity, to explore solutions, demonstrate critical evaluation and use both theory and practice in a wide range of business situations.

By the end of Level 5, students will have a sound understanding of the principles in their area of specialist study and will know how to apply those principles more widely in the business world. They will be able to perform effectively in their specialist area.

2.5 Developing students' employability skills and academic study skills

Employability skills (sometimes referred to as transferable skills) are vital to increase students' career prospects and contribute to their personal development. Our BTEC Higher Nationals in Business support students in developing the key skills, qualities and strengths that employers are looking for.

We divide employability skills into five main categories.

- **Problem-solving skills**
  These include:
  - critical thinking
  - using expert and creative solutions to solve non-routine problems
  - using systems and digital technology, and
  - generating and communicating ideas creatively.
- **Independent skills**
  These include:
  - self-management
  - adaptability and resilience
  - self-monitoring and self-development
  - self-analysis, and
  - reflection, planning and prioritising.
- **Interpersonal skills**
  These include:
  - leadership skills
  - communicating effectively
  - working with others
  - negotiating and influencing, and
  - presentation skills.
- **Commercial skills**
  These include:
  - awareness of the business sector
  - sales
  - marketing and promotion, and
  - managing and monitoring budgets.
- **Business skills**
  These include:
  - awareness of types of companies and legal structures
  - invoicing
  - presenting financial information, and
  - business management.

Students also benefit from opportunities for deeper learning, where they can make connections between different study units and select areas of interest for detailed study. In this way, BTEC Higher Nationals in Business provide a vocational context in which students can develop the knowledge and academic study skills they need to progress to university degree courses.

These academic study skills include:

- active research
- effective writing
- analytical skills
- critical thinking
- creative problem solving
- decision making
- preparing for exams, and
- using digital technology.

Appendix 3 includes a map of transferable and academic study skills to help tutors develop students' skills. Students can also develop their academic skills through independent study modules and resources on the HN Global platform https://hnglobal.highernationals.com/.

2.5.1 Use of Maths and English within the curriculum

A career in business requires technical skills and broader employability skills. For example, appropriate communication with clients and colleagues is an essential skill, so the ability to use English in a professional context is a key area for student development.

This type of development is embedded throughout the BTEC Higher Nationals, in line with industry requirements. During their course, students may, for example, be involved in:

- preparing written reports
- giving formal presentations
- taking part in informal conversations, and
- using professional, sector specific language.

Some areas of business, such as accounting and finance, also require maths skills. We strongly recommend that all students complete maths diagnostic assessments before beginning a Higher National course, as well as having a grade A* to C or 9 to 4 in GCSE Maths. (See *Entry requirements* in section 5.2.)

2.6 What could these qualifications lead to?

The Level 4 Higher National Certificate provides a solid grounding in business, which students can build on if they decide to continue their studies. The Level 5 Higher National Diploma allows students to specialise by committing to specific career paths and progression routes to degree-level study.

Once students have achieved the Level 5 Higher National Diploma, they can develop their careers in the business sector by:

- entering employment
- continuing existing employment
- linking with the appropriate professional body
- committing to continuing professional development, or
- going to university.

2.6.1 Progression to university

The Level 5 Higher National Diploma is recognised by Higher Education providers as meeting admission requirements to many relevant business-related courses, for example:

- BA (Hons) Business Management
- - BA International Business
- - BSc (Hons) Accounting
- - BA Business Administration
- - BA Business and Human Resource Management
- - BA Business and Marketing
- - BA (Hons) Business Entrepreneurship and Innovation
- - BA (Hons) Global Business Management
- - BA (Hons) Accounting and Finance
- - BSc (Hons) Digital Business – Management.

Law pathway

Please note that the Law pathway helps students to progress to UK degree-level study and is, therefore, based on English law. An introduction to law can open up many career paths. However, a law degree is often needed for a career in the legal industry and a 2.1 university degree is usually required to become a barrister or solicitor. For these professions, students must also complete professional training after their degree – the Bar professional training course for barristers and the legal practice and professional skills courses for solicitors, in addition to a period of training for both barristers and solicitors.

Centres delivering the Law pathway must manage the progression expectations of their students with this in mind. They should also make sure that articulation agreements are in place so that students can achieve a Bachelor of Laws qualification (LLB).

University recognition and articulations

We work with a range of higher education institutions around the world that accept Pearson BTEC Higher Nationals as a qualification for entry to their undergraduate degree courses. Many universities allow advanced entry to the second or third year of the course. Agreements can include transferring learning credits from one course or qualification to the other, articulation and case-by-case admission.

Students should be aware that each university sets its own admission criteria and that those criteria can change. Before applying, students should understand the course entry requirements for the subject and year in which they want to study. For more information on entry requirements, including 2+1 articulations, please visit https://www.highernationals.com/degree-finder.

3 Preparing Students for Employment

3.1 Designing with employers, for employers

As a large employer and qualification-awarding organisation, Pearson understands the value of developing the skills and talent of the future workforce. We believe in, and champion, higher technical education that is relevant to employers.

We work with employers, students, professional bodies, education providers and other experts to design qualifications with the future workforce in mind. Higher National qualifications blend employability skills with academic, business and technical knowledge. They support trainees and apprentices in their higher apprenticeship and other technical education programmes, as well as students working towards a degree. We update our programmes regularly to maintain their high quality and meet the changing needs of the workforce.

Employers contribute to our Higher Nationals in several ways.

- They are involved in every stage of designing our qualifications, from developing the structure and pathways to selecting subjects, developing content and approving qualifications.
- They help us deliver qualifications, for example through vendor accreditation, letters of support and co-badging. Our qualifications actively encourage training providers to work with employers. Work placements and work through learning are key features of BTEC Higher Nationals.
- They help us review and update our qualifications to meet occupational standards and provide supporting material such as case studies to reflect the real world of work.

We are committed to equipping apprentices, trainees and organisations with the tools and resources they need to support high-quality, innovative technical education and Higher Apprenticeship programmes that work.

Including a Higher National qualification as part of a Higher Apprenticeship or technical education programme gives students:

- an internationally recognised higher-level qualification in line with the Framework for Higher Education Qualifications, and
- a stepping-stone to continue their education or training and gain a recognised degree or professional qualification.

To find out more, and to access detailed mapping to higher apprenticeship and occupational standards for your qualification, please visit the ‘Apprenticeship’ pages on HN Global.

3.1.1 Employability skills and competencies for student career success

Pearson is committed to delivering learning that is rooted in the real world and to developing work-ready graduates with the professional skills and behaviours that employers need. The BTEC Higher National in Business curriculum provides a clear line of sight to employment, depending on which specialist areas students complete. The aim is to produce students who are equipped to thrive in the changing world of work, whether they leave with an HNC or an HND qualification.

The table below shows the type of position that a student graduating at each educational level might expect to start in, and some examples of the competencies expected.

Levels of competency			
Employability level at learning level	**Level 4** **Operational**	**Level 5** **Managerial**	**Level 6** **Professional**
General employment outcomes for graduates at each level	Graduates can: • perform key business tasks • understand processes and operations, and • work effectively.	Graduates can: • increase business performance through strategic business planning to meet business aims, and • manage business functions to work effectively in lower- or middle-management positions.	Graduates can: • take the lead and direct others, and • manage change effectively in middle-management positions.
Examples of roles in different areas of business	• HR assistant • Recruitment coordinator • HR adviser • Marketing executive • Marketing communications assistant • Accounting clerk • Bookkeeper • Payables officer • Supply chain analyst • Procurement specialist.	• People and culture coordinator • Assistant recruitment manager • HR consultant • Assistant marketing manager • Digital marketing executive • Digital marketing specialist • Finance officer • Accounts assistant • Contract officer • Supply chain executive.	• HR manager • Culture and talent manager • HR business partner • Communication channel manager • Digital advertising and sales manager • Strategic manager • Risk and control manager • Management accountant • Supply chain manager.

3.1.2 Developing competencies for the workplace

Core competencies developed on the specialist pathways of the programme will support students in preparing for a range of employment opportunities in their chosen sector. These core competencies collectively summarise the key capabilities that are important across the sector, covering areas of relevant expertise and technical skills that would be required within the sector to successfully perform a job, as defined in current advertised job vacancies.

Core competencies are developed on programme within a balanced framework of cognitive (knowledge), affective (behaviours) and psychomotor (practical) learning outcomes to encourage a more vocational and practical approach to learning.

The table below shows how the core competencies developed on pathways on the Pearson BTEC Higher Nationals fit a typical job description in various sectors. The job descriptions used are based on jobs advertised at the time this document was published.

Digital Marketing Executive	
Typical job description	**Core competencies gained through the Marketing pathway**
Engage customers using digital marketing techniques and create a digital experience that surprises and excites customers.	Apply concepts to enhance the customer experience and develop customer relationships for marketing purposes. Apply digital tools and techniques for an integrated marketing approach within business organisations.
Manage and apply the digital strategy for individual campaigns to support the customer lifecycle.	Design a digital marketing campaign using multimedia to optimise content that targets key audiences. Develop an integrated marketing communications plan to achieve specified communication objectives within a business context.
Report on web analytics across various marketing campaigns to spot trends and improve future performance.	Apply measures and metrics to improve customer experience within a given organisation context.
Manage end-to-end digital campaigns.	Produce appropriate content for a marketing channel that meets specified communication objectives.
Continuously monitor end-user analysis, search engine optimisation research and competitor analysis.	Apply methods for monitoring an integrated marketing communications plan (IMC) to maximise reach and achieve positive ROI.

People and Culture Coordinator	
Typical job description	**Core competencies gained through the Human Resource Management pathway**
Manage basic employee casework, including resolving disputes, disciplinaries, grievances, absence, retirement and redundancy.	Apply negotiation skills to workplace disputes and conflicts for effective conflict management approaches.
Support the recruitment process, including writing job descriptions and preparing interview questions and application forms.	Apply human resource management practices in a work-related context for improving sustainable organisational performance.
Manage talent and succession planning.	Apply strategic resource and talent planning for effective recruitment and selection.
Coordinate human resources strategy and business goals.	Develop an integrated HR strategy to meet sustainable organisational performance and growth.
Continuously monitor and review human resources policies and processes and make changes where necessary.	Develop HR solutions for an organisation's employee relations approach and practices in order to improve performance.
Support change management processes.	Devise mechanisms of employee communication and consultation for different types of organisations.

Finance Officer	
Typical job description	**Core competencies gained through the Accounting and Finance pathway**
Manage accounts payable and make sure all suppliers are paid.	Interpret financial statements of an incorporated organisation to achieve performance metrics. Prepare financial statements for an incorporated organisation to meet legal requirements and business objectives.
Reply to and resolve incoming invoice queries quickly and professionally.	Determine alternative sources of business finance, including contemporary methods for different business situations.
Enter bank transactions and reconcile UK bank accounts.	Perform bank reconciliations to ensure organisation and bank records are correct. Perform control account reconciliations for accounts receivable and accounts payable.
Maintain, monitor and reconcile petty cash spending.	Record business transactions using double-entry bookkeeping, books of prime entry, journals and ledger accounts. Prepare a trial balance for a given organisation from data provided.
Enforce finance policies and procedures and suggest improvements where appropriate.	Prepare basic financial statements for unincorporated organisations in accordance with accounting principles, conventions and standards. Recommend alternative investment appraisal techniques to inform decision making.
Support key financial accounting activities including journal entries and balance sheet reconciliations.	Interpret financial statements. Prepare budgets for planning, control and decision making using spreadsheets. Prepare financial statements for an incorporated organisation to meet legal requirements and business objectives.

3.1.3 Professional Body recognition and exemption

In developing the Pearson BTEC Higher National qualifications in Business, we have worked closely with:

- The Association of Chartered Certified Accountants (ACCA)
- The Chartered Institute of Management Accountants (CIMA)
- The Chartered Institute of Marketing (CIM)
- The Chartered Institute of Personnel and Development (CIPD)
- The Chartered Institute of Procurement and Supply (CIPS), and
- The Digital Marketing Institute (DMI).

By aligning to professional body competency standards, content and assessment supports student development as professional practitioners for the future. This adds value for students by offering them access to continuing professional development.

Types of professional body agreements for Higher Nationals in Business

There are a variety of agreements that we can have in place with professional organisations, although note that not all of these will apply to all qualifications:

- Professional accreditation: where a specific study programme prepares students to register for a professional qualification. In some cases, completing the Higher National Diploma may be enough for students to receive the professional qualification.
- Membership: where students are offered student membership whilst studying, or progression onto membership upon completion of their qualification.
- Recognition: where a professional organisation recognises the value of a Higher National in preparing students for the industry.
- Exemption: professional organisations may also offer exemptions from units on some of their qualifications. This means that students completing these Higher National units will have covered the material required for those professional body units and can claim exemption when studying for the professional body qualification.

For the full accreditation and exemption details for this qualification, please refer to the Progression Hub on HN Global. (https://hnglobal.highernationals.com/progression-hub/memberships-certs) or on the Industry Engagement page (https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/business-2021/industry-engagement.html). We continuously work to update and add new agreements, therefore please refer to these online pages for the most up-to-date information.

3.1.4 Programme structures that support delivery of Higher Apprenticeships and Occupational Standards

The programme structures set out below cover the best combination of both core and optional units which centres could deliver to meet the occupational standard. These units cover the knowledge, skills and behaviours relevant to these occupational standards. The Pearson BTEC Higher Nationals in Business maps to the following occupational standards:

- Level 4 Professional accounting technician
- Level 5 Human resources consultant and partner
- Level 5 Operations and departmental manager.

The structures are only given to meet occupational standards please refer to section 6 for full programme structures.

Level 4 Professional accounting technician		**Unit credit**	**Level**
Core unit *Mandatory*	1: The Contemporary Business Environment	15	4
Core unit *Mandatory*	2: Marketing Processes and Planning	15	4
Core unit *Mandatory*	3: Management of Human Resources	15	4
Core unit *Mandatory*	4: Leadership and Management	15	4
Core unit *Mandatory*	5: Accounting Principles	15	4
Core unit *Mandatory*	6: Managing a Successful Business Project (Pearson Set)	15	4
Optional unit	10: Recording financial transactions	15	4
Optional unit	15: Operational Planning and management	15	4
Level 5 Human resources consultant and partner		**Unit credit**	**Level**
Core unit *Mandatory*	1: The Contemporary Business Environment	15	4
Core unit *Mandatory*	2: Marketing Processes and Planning	15	4
Core unit *Mandatory*	3: Management of Human Resources	15	4
Core unit *Mandatory*	4: Leadership and Management	15	4
Core unit *Mandatory*	5: Accounting Principles	15	4

Core unit *Mandatory*	6: Managing a Successful Business Project (Pearson Set)	15	4
Optional unit	7: Business Law	15	4
Optional unit	14: Digital Business in Practice	15	4
Level 5 units			
Core unit *Mandatory*	19: Research Project (Pearson Set)	30	5
Core unit *Mandatory*	20: Organisational Behaviour Management	15	5
Specialist unit *Mandatory*	30: Resource and Talent Planning	15	5
Specialist unit *Mandatory*	31: Employee Relations	15	5
Specialist unit *Mandatory*	32: Strategic Human Resource Management	15	5
Optional unit	46: Developing Individuals, Teams and Organisations	15	5
Optional unit	47: Human resources – Value and Contribution to Organisation Success	15	5
Level 5 Operations and departmental manager		**Unit credit**	**Level**
Core unit *Mandatory*	1: The Contemporary Business Environment	15	4
Core unit *Mandatory*	2: Marketing Processes and Planning	15	4
Core unit *Mandatory*	3: Management of Human Resources	15	4
Core unit *Mandatory*	4: Leadership and Management	15	4
Core unit *Mandatory*	5: Accounting Principles	15	4
Core unit *Mandatory*	6: Managing a Successful Business Project (Pearson Set)	15	4
Optional unit	14: Digital Business in Practice	15	4
Optional unit	15: Operational Planning and management	15	4

Level 5 units			
Core unit *Mandatory*	19: Research Project (Pearson Set)	30	5
Core unit *Mandatory*	20: Organisational Behaviour Management	15	5
Specialist unit *Mandatory*	24: Managing and Leading Change	15	5
Specialist unit *Mandatory*	25: Global Business Environment	15	5
Specialist unit *Mandatory*	26: Principles of Operations Management	15	5
Optional unit	43: Business Strategy	15	5
Optional unit	46: Developing Individuals, Teams and Organisations	15	5

4 Centre support

Support for setting up your course and preparing to teach

You can access a wide range of resources and support to help you deliver our Pearson BTEC Higher Nationals in Business with confidence. You will find a list of resources to support teaching, learning, assessment and professional development on HN Global.

4.1 This document

This specification (for teaching from September 2021) gives you details of the administration of qualifications and information on the units included.

4.2 HN Global

HN Global is a dedicated online learning platform for all Pearson BTEC Higher National students and delivery centres. You can find various free resources to support staff delivering a Pearson BTEC Higher National programme and to guide students on their learning journey. The global forum connects students and tutors and provides the opportunity to discuss common themes and share good practice. HN Global also provides access to the following.

The learning zone includes student study materials such as core textbooks, study skills modules, a 'Progression hub' featuring opportunities to develop employability skills and an e-library and subject materials.

The tutor resources section hosts a wealth of delivery materials, reading lists, blended learning resources, video guidance on assessment, and professional development opportunities. Staff can also access the QA Hub for templates and more centre support.

Short courses provide support for curriculum planning, developing schemes of work and developing students' academic skills.

These are available from the HN Global website at www.highernationals.com.

4.3 Authorised Assignment Briefs

We provide a booklet of Authorised Assignment Briefs (AABs) for a sample of units. These Authorised Assignment Briefs have been developed to support centres with their assessment strategy for the delivery of a sample of units, as well as, providing guidance and inspiration for effective planning and design of future assignment briefs.

They can be used in the following ways:

1. AABs ***should be adapted and customised*** to meet localisation.

   These AABs are not developed with a context specific to a set of students or a location; both of which are critical to the development of good assessments.

   AABs may be used as a starting point for the development of an assignment, however centres should modify and revise the Authorised Assignment Brief to provide students with a brief that is sufficiently localised, with a relevant vocational context/scenario, and a locally relevant set of assessment evidence requirements; in order that the assessment is rooted in the 'real world' of the students' experience.

   If you alter and amend the Authorised Assignment Brief, it must be internally verified before being issued to students.

2. AABs ***can also be used by centres if they meet centre specific requirements*** following internal verification. They have been written to assess student's knowledge, understanding and skills specifically relevant to the unit Learning Outcomes but, they have not been contextualised to meet local need and international diversity e.g. ***centres will still need to select a relevant organisation.***

   If using the AAB off the shelf, the ***assignment brief should still be internally verified and made available for standards verification.***

The AABs offer a range of real and simulated assessment activities, for example group work to encourage cooperation and social skills, or a solution focused case study to develop cognitive skills. The assessment grids for each unit explain the specific requirements for assessing these skills. All assignments must still be moderated in line with the internal verification process.

The tutor resources section on HN Global offers a wide range of resources and guidance documents to help you plan and design assessments effectively. Please see the Authorised Assignment Brief booklet for more information.

4.4 Assignment checking service

This is a free service for BTEC centres to make sure that assignments enable students to produce suitable evidence across the required Learning Outcomes.

It is especially useful for programme teams who are relatively new to BTEC and who want to check that their assignments are fully meeting a unit's requirements. Please see https://qualifications.pearson.com/en/support/Services/assignment-checking-service.html

4.5 Pearson English

Pearson provides a full range of support for English learning, including diagnostics, qualifications and learning resources. Please see www.pearson.com/english.

The Pearson English Portal also offers a variety of digital resources. The portal encourages users to get involved, improves teaching and results, and increases the learning experience.

5 Planning your programme

5.1 Delivering the Higher Nationals in Business

As a large employer and qualification-awarding organisation, Pearson understands the value of developing the skills and talent of the future workforce. We believe in, and champion, higher technical education that is relevant to employers.

You play a central role in helping your students choose the right Pearson BTEC Higher National qualification.

Assess your students very carefully to make sure they take the right qualification and the right pathways and optional units. This will allow them to progress to the next stage in their learning or employment journey. You should also check the qualification structures and unit combinations carefully when giving students advice.

Make sure your students have access to a full range of information and advice to help them choose the right qualification and units. When students are recruited, you need to give them accurate information on the title and focus of the qualification they are studying for. Centres must provide a programme specification for approvals but it also essential that centres produce:

- a staff handbook to support full- and part-time members of your team, and
- a student handbook to guide students through the course requirements so they know what is expected of them and understand their rights.

You can find more information in the BTEC Centre Guide to Quality Assurance and Assessment.

5.1.1 Centre approval

We need to approve all centres before they can offer our qualifications. This is to make sure that centres are ready to assess students and that we can provide the support you need.

For more information about becoming a centre and gaining approval to run our qualifications, please visit 'UK centre approvals for schools and colleges' on our website. (https://qualifications.pearson.com/en/forms/-uk-centre-approval-for-schools-and-colleges.html)

5.1.2 Tutor knowledge

We do not set any requirements for tutors, but we do recommend that centres assess the overall skills and knowledge of the teaching team to make sure they are relevant, up to date and at the correct level.

5.1.3 Resources

As part of your centre approval, you will need to show that the right resources and workspaces are available to deliver Pearson BTEC Higher Nationals. Some units need specific resources. This is clearly explained in the unit descriptions.

5.1.4 Delivering learning

With our approval, you can deliver our Pearson BTEC Higher Nationals using a mixture of learning options that meet your students' needs. We recommend you offer full-time, part-time, blended learning and distance learning.

If you are delivering distance learning, please see the *Pearson Distance Learning Self-Assessment Policy* at https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html

5.1.5 Support from Pearson

For each programme with active registrations we will provide an external examiner (EE) to help you plan and review assessments. You will also be able to access training events and support from a dedicated team of Pearson higher national subject leads. Please see: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals.html

5.2 Entry requirements and admissions

Pearson does not set formal entry requirements for our qualifications. But as a centre, you are responsible for making sure that the students you recruit have a reasonable chance of success on the programme.

Students who have recently been in education are likely to need:

- a BTEC Level 3 qualification in Business
- a GCE Advanced Level profile that demonstrates strong performance in a relevant subject or adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at A* to C (or equivalent) and/or 9 to 4 (or equivalent) in subjects such as maths and English
- other related Level 3 qualifications
- an Access to Higher Education Diploma from an approved further education institution
- relevant work experience, or
- an international equivalent to the above qualifications.

Our Recognition of Prior Learning policy means that students' previous learning and experience can be taken into account and they may be awarded certain qualifications or units of a qualification based on that learning or experience. Please see *section 9* for more information.

5.2.1 English language requirements

Pearson's mission is to help people make more of their lives through learning. To assist centres to recruit students who have the skills to benefit from undertaking a Higher National programme of study, we are providing the following clarification regarding the English language **admission requirements** when offering places to applicants.

All centres delivering Pearson BTEC Higher National qualifications in English must ensure that each applicant can demonstrate their capability to learn and be assessed at the relevant level in English.

Students applying for a Pearson BTEC Higher National qualification that is taught and assessed completely in English will need a certain level of English language skills. Before accepting students onto a programme, you must make sure that those who are non-native English speakers and who have not carried out their final two years of schooling in English can demonstrate ability at a standard equivalent to:

- **Common European Framework of Reference (CEFR) level B2**
- **PTE Academic 51**, or
- **IELTS 5.5** (reading and writing must be at 5.5).

Students who have completed a Pearson BTEC Higher National qualification delivered partly or completely in another language but assessed in English will need to demonstrate ability in English to the standard above but at the **end** of the programme.

It is up to you to decide what proof of ability students will need to provide.

5.3 Access to study

This section focuses on the administration you will need to carry out when delivering our Pearson BTEC Higher National qualifications. It will be most relevant to quality controllers, programme leaders and examinations officers.

Our qualifications should:

- be available to everyone able to reach the required standards
- be free from any barriers that restrict access and progress, and
- provide equal opportunities for all those who want to access the qualifications.

For more information, please see our *Equality, diversity and inclusion policy* at http://qualifications.pearson.com/

Please use your integrity when recruiting students to our Higher National programmes.

- Make sure that students applying have the information and advice they need about the qualification to be sure it meets their needs.
- Check each student's qualifications and experience to make sure they have the potential to achieve the qualification.
- For students with disabilities and specific needs, consider the support available to the student during teaching and assessment. For more guidance, please see *section 5.6.2* on reasonable adjustments.

5.4 Student registration and entry

All students should be registered on the qualification they are studying, and suitable arrangements need to be made for internal and external verification. For information on making registrations, please see the information manual available in the support section of our website at http://qualifications.pearson.com/.

Students can be formally assessed only for a qualification on which they are registered. If a student changes the qualification they want to study for (for example if they decide to choose a different specialist pathway), you must transfer their registration to the new pathway. We cannot sample a student's work unless they are registered on the correct pathway.

5.5 Access to assessments

Assessments need to be managed carefully so that all students are treated fairly and that results and certificates are published without delay.

Our equality policy requires that:

- all students have an equal opportunity to access our qualifications and assessments, and
- our qualifications are awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic as defined by law (for example race, sexuality or religious belief) are not disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for taking a qualification, and
- this achievement can be compared fairly to the achievement of their peers.

For more information on access arrangements, please visit the Joint Council for Qualifications (JCQ) website at http://www.jcq.org.uk/.

5.6 Administrative arrangements for internal assessment

5.6.1 Records

You are required to retain records of assessment for each student. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information on quality and assessment can be found in our UK and international guides available in the support section on our website (http://qualifications.pearson.com/). We may ask to audit your records, so they must be retained as specified. All student work must be retained for **a minimum of 12 weeks** after certification has taken place.

5.6.2 Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a student takes an assessment, to ensure that they have fair access to demonstrate the requirements of the assessments.

You are able to make adjustments to internal assessments to take account of the needs of individual students. In most cases, this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments, if necessary.

Further details on how to make adjustments for students are available on the support section of our website (https://qualifications.pearson.com/en/support/support-topics/exams/special-requirements/reasonable-adjustment.html.)

5.6.3 Special consideration

Special consideration is given after an assessment has taken place for students who have been affected by adverse circumstances, such as illness, and require an adjustment of grade to reflect normal level of attainment. You must operate special consideration in line with Pearson policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided, or for the format of the assessment (if it is equally valid). You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the JCQ Guide to Special Considerations policy, and *Pearson Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units*, which can be found in the support section of our website as linked above.

Please note that your centre must have a policy for dealing with mitigating circumstances if students are affected by adverse circumstances, such as illness, which result in non-submission or late submission of assessment.

5.6.4 Appeals against assessment

Your centre must have a policy for dealing with appeals from students. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Programme Leader or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to students. If there is an appeal by a student, you must document the appeal and its resolution. Students have a final right of appeal to Pearson, but only if the procedures that you have put in place have been followed.

Further details of our policy on enquiries and appeals is available on the support section of our website (http://qualifications.pearson.com/).

If your centre is located in England or Wales and the student is still dissatisfied with the final outcome of their appeal they can make a further appeal to the Office of the Independent Adjudicator (OIA) by emailing: enquiries@oiahe.org.uk. In Northern Ireland, a further appeal may be lodged with the Northern Ireland Public Service Ombudsman (NIPSO) by emailing: nipso@nipso.org.uk

5.7 Dealing with malpractice in assessment

'Malpractice' means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification. Malpractice may arise, or be suspected, in relation to any unit or type of assessment within the qualification.

Pearson does not tolerate actions (or attempted actions) of malpractice by students, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on students, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's Centre Guidance: Dealing with Malpractice, available on our website.

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed. Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Students must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. *The Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples and details the penalties and sanctions that may be imposed.

In the interests of students and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

5.7.1 Student malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson qualifications. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Students must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Students found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

5.7.2 Tutor and centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a JCQ M2 Form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released, or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurance processes. You will be notified within a reasonable period of time if this occurs.

5.7.3 Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties, such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of learners
- placing temporary suspensions on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the *JCQ Appeals booklet* (https://www.jcq.org.uk/exams-office/appeals).

6 Programme structure

6.1 Units, credits and total qualification time (TQT)

The Higher National Certificate (HNC) is a Level 4 qualification made up of 120 credits. It is usually studied full time over one year, or part time over two years.

The Higher National Diploma (HND) is a Level 4 and Level 5 qualification made up of 240 credits. It is usually studied full time over two years, or part time over four years.

Pearson would expect an HND student to have achieved at least 90 credits at Level 4 before progressing to Level 5 units. This allows the student to submit the remaining 30 credits at Level 4 while continuing with their Level 5 study.

If an HND student does not complete the full qualification, they may be awarded an HNC if they have gained enough credits.

Pearson BTEC Higher Nationals consist of core units, specialist units and optional units.

- Core and specialist units are mandatory.
- Specialist units provide a specific occupational focus to the qualification in line with professional body standards.
- Optional units provide greater depth and breadth of study and can be localised.

Each unit usually carries 15 credits. Units are designed around the amount of time it will take for a student to complete them and receive a qualification. This is known as the total qualification time (TQT). TQT includes guided learning activities, directed learning activities and assessment. Each 15-credit unit has a TQT of 150 hours – 60 guided learning hours (GLH) and 90 hours of independent learning hours (ILH). (More information about guided and independent learning is provided below.)
The total qualification time for Higher National Certificate (HNC) = 1,200 hours.

- The total qualification time for Higher National Diploma (HND) = 2,400 hours.

Examples of activities that can contribute to TQT include:

- guided learning
- independent and unsupervised research and learning
- unsupervised creation of a portfolio of work experience
- unsupervised e-learning
- unsupervised e-assessments
- unsupervised coursework
- watching a recorded podcast or webinar, and
- unsupervised work-based learning.

Guided learning hours

These are the hours where a tutor is present to give specific guidance towards the learning aim being studied. Guided learning hours include lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. They also include supervised assessment activities such as invigilated exams, observed assessments and observed work-based practice.

- The total guided learning hours for Higher National Certificate (HNC) = 480 hours.
- The total guided learning hours for Higher National Diploma (HND) = 960 hours.

Some examples of activities that can contribute to guided learning include:

- classroom-based learning supervised by a tutor
- work-based learning supervised by a tutor
- a live webinar or telephone tutorial with a tutor
- live e-learning supervised by a tutor, and
- all forms of assessment guided or supervised at the time by a tutor or other education or training provider. This includes where the assessment is competence-based and turned into a learning opportunity.

Independent learning hours

These are the hours where a student is learning without the direct guidance of a member of centre staff. They are critical to the student's ability to develop knowledge and skills, as well as providing them with the opportunity to develop key transferrable skills such as self-discipline, time management and self-motivation.

Some examples of activities that can contribute to independent learning include:

- self-directed research and investigation
- reading set texts or other sources of information
- watching subject-related videos as part of investigation and research
- reviewing recordings of scheduled sessions or notes from those sessions
- peer activities, such as group meetings and online discussions, where students explore their learning together, and
- reviewing and recording thoughts on their own learning.

- The total independent learning hours for Higher National Certificate (HNC) = 720.
- The total independent learning hours for Higher National Diploma (HND) = 1,440.

6.2 Programme structures

Programme structures specify:

- the total credit value of the qualification
- the minimum credit to be achieved at the level of the qualification
- the core units required
- the specialist units required
- the optional units available, and
- the maximum credit value in units that can be centre commissioned.

When combining units for our Pearson BTEC Higher National qualification, it is up to the centre to make sure the correct combinations are followed.

6.2.1 Pearson BTEC Level 4 Higher National Certificate in Business

- Requires at least 120 credits = 8 units, each with a value of 15 credits.
- 6 core units and 2 optional units.
- Total qualification time = 1,200 hours.
- Total guided learning hours = 480 hours.
- All units are at Level 4.

Pearson BTEC Level 4 Higher National Certificate in Business		**Unit credit**	**Level**
Core unit *Mandatory*	1: The Contemporary Business Environment	15	4
Core unit *Mandatory*	2: Marketing Processes and Planning	15	4
Core unit *Mandatory*	3: Management of Human Resources	15	4
Core unit *Mandatory*	4: Leadership and Management	15	4
Core unit *Mandatory*	5: Accounting Principles	15	4
Core unit *Mandatory*	6: Managing a Successful Business Project (Pearson Set)	15	4
Plus 30 credits from the Level 4 optional units			

Level 4 optional units			
Optional unit	7: Business Law	15	4
Optional unit	8: Innovation and Commercialisation	15	4
Optional unit	9: Entrepreneurial Ventures	15	4
Optional unit	10: Recording Financial Transactions	15	4
Optional unit	11: Business Data and Numerical Skills	15	4
Optional unit	12: Executive Recruitment Solutions	15	4
Optional unit	13: Human Capital Management	15	4
Optional unit	14: Digital Business in Practice	15	4
Optional unit	15: Operational Planning and Management	15	4
Optional unit	16: Managing the Customer Experience	15	4
Optional unit	17: Professional Identity and Practice	15	4
Optional unit	18: Work Experience	15	4

6.2.2 Pearson BTEC Level 5 Higher National Diploma in Business

- Requires 240 credits, of which 120 credits are at Level 5 (7 units) and 120 credits are at Level 4 (8 units).
- Total qualification time = 2, 400 hours.
- Total guided learning hours = 960 hours.
- Mix of core, specialist and optional units totalling 240 credits.
- Optional units are selected to make up the remaining credit value.
- **Specialist units can also be selected as optional units** for the General Business pathway, and for any of the specialist pathway certification.
- **Only one specialist unit is permitted to be used as optional from any given specialist pathway.**

Pearson BTEC Level 5 Higher National Diploma in Business		**Unit credit**	**Level**
Level 4 units			
Core unit *Mandatory*	1: The Contemporary Business Environment	15	4
Core unit *Mandatory*	2: Marketing Processes and Planning	15	4
Core unit *Mandatory*	3: Management of Human Resources	15	4
Core unit *Mandatory*	4: Leadership and Management	15	4
Core unit *Mandatory*	5: Accounting Principles	15	4
Core unit *Mandatory*	6: Managing a Successful Business Project (Pearson Set)	15	4
Plus 30 credits from the Level 4 optional units.			
Pearson BTEC Level 5 Higher National Diploma in Business			
Level 5 units			
Core unit *Mandatory*	19: Research Project (Pearson Set)	30	5
Core unit *Mandatory*	20: Organisational Behaviour Management	15	5
Plus 75 credits. **You can take these credits from the specialist and optional unit bank.** **You can choose only one specialist unit from each specialist grouping.**			
Pearson BTEC Level 5 Higher National Diploma in Business (Accounting and Finance)		**Unit credit**	**Level**
Level 5 units			
Core unit *Mandatory*	19: Research Project (Pearson Set)	30	5
Core unit *Mandatory*	20: Organisational Behaviour Management	15	5
Specialist unit *Mandatory*	21: Financial Reporting	15	5
Specialist unit *Mandatory*	22: Management Accounting	15	5

Specialist unit *Mandatory*	23: Financial Management	15	5
Plus 30 credits. **You can take these credits from the specialist and optional unit bank.** **You can choose only one specialist unit from each specialist grouping.**			
Pearson BTEC Level 5 Higher National Diploma in Business (Management)		**Unit credit**	**Level**
Level 5 units			
Core unit *Mandatory*	19: Research Project (Pearson Set)	30	5
Core unit *Mandatory*	20: Organisational Behaviour Management	15	5
Specialist unit *Mandatory*	24: Managing and Leading Change	15	5
Specialist unit *Mandatory*	25: Global Business Environment	15	5
Specialist unit *Mandatory*	26: Principles of Operations Management	15	5
Plus 30 credits. **You can take these credits from the specialist and optional unit bank.** **You can choose only one specialist unit from each specialist grouping.**			
Pearson BTEC Level 5 Higher National Diploma in Business (Entrepreneurship and Small Business Management)		**Unit credit**	**Level**
Level 5 units			
Core unit *Mandatory*	19: Research Project (Pearson Set)	30	5
Core unit *Mandatory*	20: Organisational Behaviour Management	15	5
Specialist unit *Mandatory*	27: Identifying Entrepreneurial Opportunities	15	5
Specialist unit *Mandatory*	28: Launching a New Venture	15	5
Specialist unit *Mandatory*	29: Managing and Running a Small Business	15	5
Plus 30 credits. **You can take these credits from the specialist and optional unit bank.** **You can choose only one specialist unit from each specialist grouping.**			

Pearson BTEC Level 5 Higher National Diploma in Business (Human Resource Management)		**Unit credit**	**Level**
Level 5 units			
Core unit *Mandatory*	19: Research Project (Pearson Set)	30	5
Core unit *Mandatory*	20: Organisational Behaviour Management	15	5
Specialist unit *Mandatory*	30: Resource and Talent Planning	15	5
Specialist unit *Mandatory*	31: Employee Relations	15	5
Specialist unit *Mandatory*	32: Strategic Human Resource Management	15	5
Plus 30 credits. **You can take these credits from the specialist and optional unit bank.** **You can choose only one specialist unit from each specialist grouping.**			

Pearson BTEC Level 5 Higher National Diploma in Business (Marketing)		**Unit credit**	**Level**
Level 5 units			
Core unit *Mandatory*	19: Research Project (Pearson-set)	30	5
Core unit *Mandatory*	20: Organisational Behaviour Management	15	5
Specialist unit *Mandatory*	33: Marketing Insights and Analytics	15	5
Specialist unit *Mandatory*	34: Digital Marketing	15	5
Specialist unit *Mandatory*	35: Integrated Marketing Communications	15	5
Plus 30 credits. **You can take these credits from the specialist and optional unit bank.** **You can choose only one specialist unit from each specialist grouping.**			

Pearson BTEC Level 5 Higher National Diploma in Business (Procurement and Supply Management)		**Unit credit**	**Level**
Level 5 units			
Core unit *Mandatory*	19: Research Project (Pearson Set)	30	5
Core unit *Mandatory*	20: Organisational Behaviour Management	15	5
Specialist unit *Mandatory*	26: Principles of Operations Management	15	5
Specialist unit *Mandatory*	36: Procurement and Supply Chain Management	30	5
Specialist unit *Mandatory*	37: Pitching and Negotiation Skills	15	5
Plus 15 credits from the specialist or optional unit banks.			

Pearson BTEC Level 5 Higher National Diploma in Business (Law) Unit 7 Business Law is a prerequisite unit for the delivery of this pathway.		**Unit credit**	**Level**
Level 5 units			
Core unit *Mandatory*	19: Research Project (Pearson Set)	30	5
Core unit *Mandatory*	20: Organisational Behaviour Management	15	5
Specialist unit *Mandatory*	38: Law of Contract and Tort	15	5
Specialist unit *Mandatory*	39: Company Law and Corporate Governance	15	5
Specialist unit *Mandatory*	40: Consumer and Intellectual Property Law	15	5
Plus 30 credits. **You can take these credits from the specialist and optional unit bank.** **You can choose only one specialist unit from each specialist grouping.**			
Please note that specialist units have been developed and written to follow the English Legal system and common law.			

Level 5 **Specialist unit bank** **You can choose only one specialist unit from each specialist grouping**		**Unit credit**	**Level**
Accounting and Finance Group			
Specialist unit *Optional*	21: Financial Reporting	15	5
Specialist unit *Optional*	22: Management Accounting	15	5
Specialist unit *Optional*	23: Financial Management	15	5
Management Group			
Specialist unit *Optional*	24: Managing and Leading Change	15	5
Specialist unit *Optional*	25: Global Business Environment	15	5
Specialist unit *Optional*	26: Principles of Operations Management	15	5
Entrepreneurship and Small Business Management Group			
Specialist unit *Optional*	27: Identifying Entrepreneurial Opportunities	15	5
Specialist unit *Optional*	28: Launching a New Venture	15	5
Specialist unit *Optional*	29: Managing and Running a Small Business	15	5
Human Resource Management Group			
Specialist unit *Optional*	30: Resource and Talent Planning	15	5
Specialist unit *Optional*	31: Employee Relations	15	5
Specialist unit *Optional*	32: Strategic Human Resource Management	15	5

Marketing Group			
Specialist unit *Optional*	33: Marketing Insights and Analytics	15	5
Specialist unit *Optional*	34: Digital Marketing	15	5
Specialist unit *Optional*	35: Integrated Marketing Communications	15	5
Procurement and Supply Management Group			
Specialist unit *Optional*	26: Principles of Operations Management	15	5
Specialist unit *Optional*	36: Procurement and Supply Chain Management	**30**	5
Specialist unit *Optional*	37: Pitching and Negotiation Skills	15	5
Law Group			
Specialist unit *Optional*	38: Law of Contract and Tort	15	5
Specialist unit *Optional*	39: Company Law and Corporate Governance	15	5
Specialist unit *Optional*	40: Consumer and Intellectual Property Law	15	5

Level 5 Optional unit bank		**Unit credit**	**Level**
Optional unit	41: Taxation	15	5
Optional unit	42: Statistics for Management	15	5
Optional unit	43: Business Strategy	15	5
Optional unit	44: Business Information Technology Systems	15	5
Optional unit	45: Business Data Analytics and Insights	15	5
Optional unit	46: Developing Individuals, Teams and Organisations	15	5
Optional unit	47: Human Resources – Value and Contribution to Organisational Success	15	5
Optional unit	48: Customer Value Management	15	5
Optional unit	49: Sales Management	15	5
Optional unit	50: International Marketing	15	5
Optional unit	51: Brand Management	15	5
Optional unit	52: Product Service and Development	15	5
Optional unit	53: Planning for Growth	15	5
Optional unit	54: E-Commerce and Strategy	15	5
Optional unit	55: Planning Social Media Campaigns	15	5
Optional unit	56: Tapping into New and International Markets	15	5
Optional unit	57: Business Intelligence	15	5

6.2.3 Meeting local needs

When developing our Pearson BTEC Higher National qualifications, we consulted centres, employers and professional organisations. We designed the units to meet the skill needs of the sector and to cover the full range of employment opportunities it offers. You should make full use of the choices available to you within the specialist pathways to meet the needs of your students and local skills and training needs.

If you find the units that we offer do not meet a certain need, you can apply to import units from other RQF Pearson BTEC Higher National qualifications through the Meeting Local Needs (MLN) process. You will need to justify your reasons for using these other units from other RQF Pearson BTEC Higher National specifications. Your application must be in before 31 January of the calendar year in which you want to use the units. For more information please visit: http://qualifications.pearson.com or contact your Pearson regional contact.

There are some restrictions on importing units from other RQF Pearson BTEC Higher National qualifications.

- For the RQF Pearson BTEC HNC qualification, you cannot import units worth more than 30 credits.
- For the RQF Pearson BTEC HND qualification, you cannot import units worth more 60 credits (30 at Level 4 and 30 at Level 5).
- You cannot use MLN units to replace compulsory units in any qualification.
- You must still follow the qualification's rules of combination.

The table below shows the maximum number of credits you can import by pathway for our Pearson BTEC Level 5 Higher National Diploma in Business.

Qualification	Pathway	Import at Level 4	Import at Level 5
Pearson BTEC Level 5 Higher National Diploma in Business	Accounting and Finance	30	30
	Management	30	30
	Entrepreneurship and Small Business Management	30	30
	Human Resource Management	30	30
	Marketing	30	30
	Procurement and Supply Management	30	30
	Law	15	30

6.2.4 Commissioning new units for Pearson BTEC Higher Nationals

If MLN does not provide enough flexibility in terms of qualification structure, you can ask us to develop new units to meet your needs. You will need to fill in an application form explaining the reasons for your request. You must apply a full year ahead of the year in which you want to deliver the new unit.

If we agree to your application, we will develop the new unit in consultation with you.

We would be pleased to discuss your ideas for commissioning new units. For more information please see the 'Custom Designed Higher Nationals' on our website at http://qualifications.pearson.com.

6.3 Pearson-set units

Pearson-set units form part of the core units. Each year, Pearson will decide on a theme and (for Level 4) a set of topics related to that theme. At Level 5, students must work with their tutors to define their own topic related to the theme.

It is a formal requirement that you must:

- apply the theme to Level 4 and Level 5 units and select a topic at Level 4, and
- develop an assignment, to be internally assessed, to involve students in work related to the theme.

Example

Theme: 'Corporate Social Responsibility (CSR) and its importance for sustainability and competitive advantage'.

Level 4 topics

- How to start up a socially responsible company.
- The impact of CSR on one business area in an organisation (such as HR, marketing or finance) to promote profitability and financial sustainability.
- Implementing CSR activities within organisations to meet sustainable objectives.

You will find full support in the Pearson-set Assignment Guidance for the units, and the theme and topic release documentation, which will be provided for each level.

The Pearson-set unit provides a common framework for centres to develop work that will allow us to:

- compare information across the sector, and
- identify and share best practice in higher education teaching and learning.

We will share the best practice results with all centres.
For more information about assessing Pearson-set units, please see *section 7*.

6.4 Unit descriptor example

The unit descriptor is how we define the individual units of study that make up a Higher National qualification. Students will complete the units included in the programme you offer at your centre.

You can use any of the unit descriptors listed in *section 10*. We have described each part of the unit as follows.

Unit title	A general statement of what the unit will cover.
Unit code	The Ofqual unit code.
Unit type	There are three-unit types. • Core (mandatory to all pathways) • Specialist (mandatory to specific pathways) • Optional (available to most pathways)
Unit level	All our Pearson BTEC Higher National units are at Levels 4 or 5.
Credit value	The credit value relates to the total qualification time (TQT) and unit learning hours (ULH). It is easy to calculate: • 1 credit = 10 ULH, so • 15 credits = 150 ULH. To complete a Higher National Certificate or Diploma, students must achieve all of the credits required.
Introduction	Some general notes on the unit: • setting the scene • stating the purpose, and • outlining the topics and skills gained through the unit.
Learning Outcomes	These clearly explain what students will be able to do after completing the unit. There are usually four learning outcomes for each unit.
Essential Content	This section covers the content students can expect to study as they work towards achieving their learning outcomes.

Learning Outcomes and Assessment Criteria	Tutors can refer to this table when grading assignments. The table connects the unit's learning outcomes with the student's work. Assignments can be graded at 'Pass' (P), 'Merit' (M) and 'Distinction' (D) depending on the quality of the student's work.
Recommended Resources	Lists the resources that students should use to support their study for this unit. It includes books, journals and online material. The programme tutor may also suggest resources, particularly for local information.

Web resources – referencing

Some units have web resources as part of their recommended resources list. Hyperlinking to these resources directly can cause problems, as their locations and addresses may change. To avoid this problem, students and tutors should reference web resources as follows.

[1] A link to the main page of the website

[2] The title of the site

[3] The section of the website where the resource can be found

[4] The type of resource it is, for example:

- research
- general reference
- tutorials
- training
- e-books
- report
- wiki
- article
- datasets
- development tool
- discussion forum.

Examples

[1] www.marketingweek.com

[2] Marketing Week
[3] New and industry articles
[4] (General reference)

7 Assessment

Pearson BTEC Higher Nationals in Business are assessed using a combination of:

- centre-developed internal assignments that are set and assessed by centres, and
- Pearson-set assignments, which are set by centres in line with our guidelines and graded by centres.

Pearson-set units are mandatory and target particular industry-specific skills. The number and value of these units are dependent on qualification size.

- For the HNC, centres will assess one compulsory Pearson-set unit targeted at particular skills. This is a Level 4 core unit carrying 15 credits.
- For the HND, centres will assess two compulsory Pearson-set units targeted at particular skills:
  - one level 4 core unit carrying 15 credits,
  - one level 5 core unit carrying 15 credits.

All other units are assessed through internal assignments set by the centre.

7.1 Principles of internal assessment

This section summarises the main features of internal assessment and explains how you can offer it effectively. Full details are given in the *Pearson Quality Assurance Handbook*, available on the enhanced quality assurance section of our website https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html. All your assessment team will need to refer to this document.

For Pearson BTEC Higher Nationals, you must meet the expectations of stakeholders and the needs of students by providing a programme that is practical and applied. You can tailor programmes to meet local needs and should use links with local employers and the wider business sector.

Effective internal assessment is challenging, engaging, practical and up to date. It must also be fair to all students and meet national standards.

7.1.1 Assessment through assignments

For internally assessed units, assessment takes the form of an assignment carried out after the unit (or part of the unit if several assignments are used) has been delivered. An assignment may take a variety of forms, including practical and written. It is a distinct activity completed independently by students (alone or in a team). It is separate from teaching, practice, exploration and other activities that students complete with direction from tutors.

Students should receive each assignment as an assignment brief with a hand-out date, a completion date and clear requirements for the evidence they must provide. There may also be specific practical activities which the student must complete under tutor observation as part of the assignment. Assignments can be divided into separate parts and may require several forms of evidence. A valid assignment will enable a clear and formal assessment grade based on the assessment criteria.

7.1.2 Using unit-based criteria

You must base your assessment decisions for Pearson BTEC Higher Nationals on the specific criteria we have provided for each unit and grade level. We have based these criteria on a framework to make sure that standards are consistent in the qualification and across the whole range of qualifications. We have developed each unit to assess the student's understanding, practical skills and the vocational qualities necessary for the qualification.

The assessment criteria for a unit are based on a hierarchy. For example, if a merit criterion requires the student to show 'analysis' and the related pass criterion requires the student to 'explain', then to gain a merit the student will need to cover both 'explain' and 'analyse'. The unit assessment grid shows the relationships among the criteria so that assessors can apply all the criteria to the student's evidence at the same time.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a student has completed all the assessments for a unit, the assessment team can give a grade for the unit. This grade is based on the highest level the student is judged to have met for all the criteria.

- To achieve a pass, a student must have met all the pass criteria for the learning outcomes, demonstrating that they have covered the unit content and achieved Level 4 or 5 of the national framework.
- To achieve a merit, a student must have met all the merit criteria (and the pass criteria) through high performance in each Learning Outcome.
- To achieve a distinction, a student must have met all the distinction criteria (and the pass and merit criteria), demonstrating outstanding performance across the whole unit.

A pass cannot be awarded just because the student has completed all the assignments. Students must meet all of the pass criteria. If they do not, their grade should be reported as 'unclassified'.

7.1.3 The assessment team

You will need an effective team for internal assessment. There are three key roles involved, each with different responsibilities. These roles are listed below.

- The **programme leader** is responsible for the programme, its assessment and internal monitoring to meet our requirements. They must register with us each year. They are also responsible for:
  - record keeping
  - liaising with the standards verifier
  - acting as an assessor
  - supporting the rest of the assessment team
  - making sure that the team has the information it needs about our assessment requirements
  - organising training, and
  - using our guidance and support materials.
- **Internal verifiers** oversee all assessment activity with the programme leader. They check that assignments and assessment decisions are valid and meet our requirements. All internal verifiers will follow the same standards and procedures as instructed by your programme leader. Internal verifiers are usually also assessors, but they do not verify their own assessments.
- **Assessors** set assignments or use assignments to assess students to national standards. Before taking any assessment decisions, they are trained by the programme leader to all work to the same standards and procedures. They also work with the programme leader and internal verifiers to make sure the assessment is planned and carried out in line with our requirements.
- Our external examiner will sample student work across your assessors. They will also want to see evidence of how you have verified assignments and assess your decisions.

Full information is provided in the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment* available in the enhanced quality assurance section of our website https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html.

7.1.4 Effective organisation

Internal assessment needs to be well organised so that you can track student progress and so that we can make sure your assessments are in line with national standards. It is particularly important that you manage the overall assignment programme and deadlines to make sure that all your students can complete their assignments on time.

When developing an overall plan for delivering and assessing your programme, you will need to consider:

- the order in which you deliver units
- whether delivery will take place over short or long periods of time, and
- when assessment can take place.

We support you in this through:

- assessment and feedback guidance documents available on HN Global, and
- training materials and sample templates for curriculum planning.

Please also see *BTEC Higher Nationals Centre Guide for Quality Assurance and Assessment*, which can be found on our website http://qualifications.pearson.com

7.1.5 Preparing students

You need to make sure that your students understand their responsibilities for assessment and the centre's arrangements. From induction onwards, you will want to make sure that students are motivated to work consistently and independently to achieve their qualifications. They need to understand:

- how assignments are used
- the importance of meeting assignment submission deadlines, and
- that all the work submitted for assessment must be their own.

To support them, you should provide a guide that explains:

- how you use assignments for assessment
- how assignments relate to the teaching programme
- how to use and reference source materials, including how to avoid plagiarism, and
- your centre's approach to assessments – for example how students must submit assignments, what happens if they submit late work, and how they can request an extended deadline in special circumstances.

7.2 Making valid assessment decisions

7.2.1 Authentic student work

An assessor must assess only student work that is authentic – in other words, the student's own independent work. Students must sign a declaration for each assessment to confirm that it is their own work. This declaration must confirm that:

- any evidence submitted for the assignment is the student's own, and
- the student understands that if this is not the case, they may face penalties for malpractice.

Assessors must make sure that evidence is authentic by setting valid assignments and supervising students during the assessment period. Assessors must also take care not to provide direct input, instructions or specific feedback that may influence the student's work and final grade.

You can use Pearson templates or your own templates to document authentication.

If your assessor suspects that a student's evidence is not authentic, they must take action in line with our policies for malpractice. (See *section 5.7* for more information.)

7.2.2 Making assessment decisions using criteria

Assessors must use our criteria to make assessment decisions. They can judge the evidence from a student using all the relevant criteria at the same time, but they must be satisfied that there is enough detailed evidence for each of the criterion required. For example, including a concluding section may not be enough evidence to meet the criterion requiring 'evaluation'.

Assessors should use the information and support available to help them reach their decisions. This includes:

- examples of moderated assessed work, and
- their programme leader and assessment team's experience.

7.2.3 Dealing with late assignments

For assessment to be fair, it is important that students are all assessed in the same way and that some students are not given an advantage by having extra time or the opportunity to learn from others. You should develop and publish your own regulations on late assignments and circumstances where you may agree to an extension.

Students must understand your policy on completing assignments by the deadlines you give them. You may agree to extend a deadline for a genuine reason such as illness in line with your centre policies. (See also *section 5.6 Administrative arrangements for internal assessment*).

You can apply a penalty to assignments that are submitted late. To do this, you should:

- assess the assignment normally
- apply the penalty or cap to the grade awarded
- tell the student their uncapped grade to recognise the learning they have achieved and provide genuine assessment feedback
- record both the uncapped and capped grades, and
- have both grades verified by a suitable assessment board, taking into account any genuine reasons for the assignment being late. Please also see to the *BTEC Higher Nationals Centre Guide for Quality Assurance and Assessment*, which can be found on our website https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html.

7.2.4 Providing assessment decisions and feedback

Once your assessment team has completed the assessment process for an assignment, they will provide a formal assessment decision. This should be recorded formally and reported to the student. The information given to the student:

- must show the formal decision and how it has been reached, including how assessment criteria have been met
- may show why they have not demonstrated achievement against assessment criteria
- must not provide feedback on how to improve evidence, and
- may provide feedback on how to improve in the future.

7.2.5 The opportunity to resubmit an assignment

If a student's assignment does not pass after the first assessment, they must have the opportunity to resubmit the assignment for reassessment.

- Students can have the assignment reassessed once only.
- If coursework, project- or portfolio-based assignments need to be reassessed, this will usually involve carrying out the original activity again.
- For examinations, reassessment will involve completing a new activity.
- The grade for a reassessed assignment will be capped at a pass.
- Assignments already graded at a pass or higher cannot be reassessed.

7.2.6 Repeat units

If a student fails to achieve a pass for a unit following reassessment, your assessment board may agree that they can repeat the unit. In this case:

- the student must pay the unit fee and study the unit again, with full attendance
- the grade for the unit (if successfully completed) will be capped at a pass.

Students can repeat a unit once only.

7.2.7 Assessment boards

It is a formal Pearson requirement that centres must have an assessment board for all your Pearson BTEC Higher National programmes. The main purpose of an assessment board is to make recommendations on:

- the grades achieved by students on the units
- extenuating circumstances
- cases of cheating and plagiarism
- students progressing to the next stage of the programme
- the awards to be made to students, and
- students resubmitting assignments and repeating units.

Assessment boards may also monitor academic standards. The main board meetings normally take place at the end of the session, but if your centre operates on a semester system there may be meetings at the end of the first semester. There may also be separate meetings to deal with referrals.

If you do not have an assessment board, our external examiner will discuss this with your quality nominee and programme leader. Assessment board reports and minutes provide valuable evidence of a your quality assurance processes.

7.3 Planning and record keeping

For internal processes to be effective, your assessment team needs to be well organised and keep effective records. We will work closely with you to make sure you are meeting national standards. This process gives stakeholders confidence in your assessment approach.

Your programme leader must have an assessment plan, produced as a spreadsheet. This plan should include:

- the time required to train the assessment team and make sure they are working to the same standards and procedures
- the time available for teaching and carrying out assessments, including when students may complete assessments and when quality assurance will take place
- the completion dates for different assignments

- who is acting as internal verifier for each assignment and the date by which the assignment needs to be verified
- a procedure for internal verifiers to sample assessors' decisions that covers all assignments, assessors and a range of students
- a process to assess and verify students' work so that they receive formal decisions quickly, and
- a system for scheduling resubmissions.

The programme leader must also keep records of all assessments carried out. The key records are:

- checking of assignment briefs
- student declarations
- assessor decisions on assignments, with feedback given to students, and
- confirmation of assessment decisions.

Examples of records and more information are available in our *Quality Assurance Handbook* in the support section of our website http://qualifications.pearson.com.

7.4 Calculating the final qualification grade

7.4.1 Conditions for the award

Conditions for awarding our HNC

To achieve our Pearson BTEC Level 4 Higher National Certificate qualification, a student must have:

- completed units equivalent to 120 credits at Level 4, and
- achieved at least a pass in 105 credits at Level 4.

Conditions for awarding our HND

To achieve our Pearson BTEC Level 5 Higher National Diploma qualification, a student must have:

- completed units equivalent to 120 credits at Level 5
- achieved at least a pass in 105 credits at Level 5
- completed units equivalent to 120 credits at Level 4, and
- achieved at least a pass in 105 credits at Level 4.

7.4.2 Compensation

Compensation for the HNC

Students who have attempted but not achieved a pass in one of their Level 4 15-credit units can still be awarded an HNC as long as they have completed and passed the remaining units.

Compensation for the HND

Students who have attempted but not achieved a pass in one of their Level 4 15-credit units and one of their Level 5 15-credit units can still be awarded an HND as long as they have completed and passed the remaining units at both levels as per rules of combination of the required qualification.

7.4.3 Calculating the overall qualification grade

A student's overall qualification grade is based on their performance in all units. They are awarded a pass, merit or distinction using the points gained through all 120 credits, at Level 4 for the HNC or Level 5 for the HND. The overall qualification grade is calculated in the same way for the HNC and the HND. For HND, the overall qualification grade is based on student performance in Level 5 units only.

Students must have attempted all units in a valid combination for each qualification. The conditions of award and compensation arrangements will apply as explained above. If a student has been granted compensation for a unit attempted but not achieved, that unit will appear as unclassified (a 'U' grade) on the notification of performance provided with their certificate.

Points per credit

Grade	Points
Pass	4
Merit	6
Distinction	8

Point boundaries

Grade	Point boundaries
Pass	420–599
Merit	600–839
Distinction	840 +

7.4.4 Modelled student outcomes

Pearson BTEC Level 4 Higher National Certificate

				Student 1		Student 2		Student 3		Student 4		Student 5	
	Credits	Level	Grade point	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points
Core 1	15	4	4	P	60	P	60	P	60	D	120	D	120
Core 2	15	4	4	P	60	P	60	P	60	D	120	M	90
Core 3	15	4	4	P	60	P	60	P	60	D	120	M	90
Core 4	15	4	4	P	60	P	60	M	90	M	90	M	90
Core 5	15	4	6	M	90	P	60	M	90	M	90	M	90
Core 6	15	4	6	M	90	P	60	M	90	M	90	M	90
Opt 1	15	4	6	M	90	M	90	D	120	D	120	D	120
Opt 2	15	4	6	M	90	M	90	D	120	D	120	D	120
Total	120				600		540		690		870		810
Grade					M		P		M		D		M

Optional (Opt)

Pearson BTEC Level 5 Higher National Diploma

				Student 1		Student 2		Student 3		Student 4		Student 5	
	Credits	Level	Grade point	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points
Core 1	15	4	0	P	0	P	0	P	0	D	0	P	0
Core 2	15	4	0	P	0	P	0	P	0	D	0	M	0
Core 3	15	4	0	P	0	P	0	P	0	D	0	M	0
Core 4	15	4	0	P	0	P	0	M	0	M	0	M	0
Core 5	15	4	0	M	0	P	0	M	0	M	0	P	0
Core 6	15	4	0	M	0	P	0	M	0	D	0	U	0
Opt 1	15	4	0	M	0	P	0	D	0	D	0	D	0
Opt 2	15	4	0	M	0	P	0	D	0	D	0	D	0
Core 7	30	5	6	M	180	M	180	M	180	P	120	D	240
Core 8	15	5	6	M	90	M	90	M	90	P	60	D	120
Opt 3	15	5	6	M	90	M	90	D	120	P	60	D	120
Opt 4	15	5	6	M	90	P	60	D	120	P	60	D	120
Opt 5	15	5	6	M	90	P	60	D	120	M	90	M	90
Opt 6	15	5	6	M	90	P	60	M	90	M	90	P	60
Opt 7	15	5	6	M	90	P	60	M	90	M	90	M	90
Total	240				720		600		810		570		840
Grade					M		M		M		P		D

Optional (Opt)

The tables above are provided as general examples of using unit grades to calculate qualification grades. They do not reflect the specifics of this qualification.

8 Quality assurance

The quality assurance system for all Pearson BTEC Higher National programmes is linked to Level 4 and Level 5 of the Quality Assurance Agency (QAA) Framework for Higher Education Qualifications (FHEQ). This means that centres have effective quality assurance processes to review their programme delivery. It also means that assessment grades are in line with national standards.

The quality assurance process for centres offering our BTEC Higher National programmes has five main features.

1 The approval process.

2 Monitoring internal systems.

3 Independent review of assessments.

4 Annual programme monitoring report.

5 Annual student survey.

8.1 The approval process

If you want to deliver our programmes at your centre, you must apply first through the existing centre approval process and then through the programme approval process. We can consider your application by:

- carrying out a desk-based review, or
- visiting your centre.

You will need to provide evidence that your centre:

- has the human and physical resources needed to deliver and assess the programme effectively
- understands the rules of independent assessment and agrees to follow them
- has a strong internal assessment system supported by 'fit for purpose' assessment documentation, and
- has a system to internally verify assessment decisions so that they are consistent across all assessors and sites.

Your application must be supported by the head of the centre (your principal or chief executive). It must include a declaration that you will operate the programmes strictly and in line with our requirements.

If your centre is already approved and you want to renew approval, you may be able to use our automatic approval process.

We may withdraw qualification or centre approval if we believe you can no longer quality assure your programme delivery or assessment standards.

8.2 Centre and qualification approval

As part of the approval process, your centre must meet the conditions listed below before offering the qualification.

- You must have suitable physical resources (for example equipment, IT, learning materials, teaching rooms) to support delivery and assessment of the qualifications.
- You must provide the specific resources required for individual units.
- Staff involved in the assessment process must have relevant skills or experience.
- You must have systems to provide continuing professional development for staff delivering the qualification.
- You must have suitable health and safety policies for students and staff using equipment.
- You must deliver the qualification in line with current equality legislation.

In this way, we can provide qualifications that meet the needs and expectations of students worldwide.

8.3 Monitoring internal systems

You will need to demonstrate that you continue to meet our centre approval criteria over time and across all Higher National programmes. This involves providing evidence to our external examiners for review.

Our examiners will check that:

- your systems and the way you use them remain suitable for supporting the programmes
- you apply student registration and appeals policies consistently, and
- you have effective internal examination and standardisation processes.

In some cases, you may present evidence of your operation within a recognised code of practice such as that of the Quality Assurance Agency for Higher Education. However, we may still want to confirm independently that these arrangements are operating to our standards.

If our examiners identify problems with your internal systems, we will take steps to help you correct them.

8.4 Independent review of assessments

The external examiner will review your internal assessments for all Pearson BTEC Higher National programmes benchmarked to Levels 4 and 5 of the Quality Assurance Agency (QAA) Framework for Higher Education Qualifications. They will either:

- confirm that your internal assessments meet national standards and allow certification
- provide actions to improve the quality of your assessments before allowing certification.

8.5 Annual programme monitoring report (APMR)

This annual review form gives you the opportunity to analyse and reflect on the most recent teaching year. It also provides us with information to help us improve the quality assurance of the Pearson BTEC Higher National programmes. An overview report is produced to outline the findings of the APMR each year. You can access this at HigherNationals.com at http://monitoring-report.highernationals.com.

8.6 Annual student survey

Pearson will conduct an annual survey of Pearson BTEC Higher National students. This provides us with a snapshot of every Higher National student's experience as part of the quality assurance process. Each centre with enough students taking part in the survey will get its own report about their results. You can access the report on HN Global at http://hnglobal.highernationals.com.

8.7 Continuing quality assurance and standards verification

Each year we update our *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, available in the support section of our website http://qualifications.pearson.com. The handbook contains detailed guidance on the quality processes you should follow.

Our key principles of quality assurance

- A centre delivering Pearson BTEC Higher National programmes must be approved by us and must have our approval for the programmes or groups of programmes it is delivering.
- As part of gaining our approval, the centre agrees to always follow our terms and conditions for delivering programmes effectively and assessment quality assurance.

- We provide approved centres with a range of materials and opportunities for reviewing internal materials through our assessment-checking service. This service demonstrates the processes required for effective assessment and provides examples of effective standards. You must use these materials and services to make sure all staff delivering Pearson BTEC Higher National qualifications keep up to date with the guidance on assessment.
- You must follow agreed processes for:
  - making sure assessors and verifiers all work to the same standards and procedures
  - planning, monitoring and recording assessment processes, and
  - dealing with special circumstances, appeals and malpractice.
- We will work in partnership with you to help you achieve quality-assured assessment.
- We will help you follow best practice and use suitable technology to support quality-assurance processes.
- We will try to make sure our quality-assurance processes do not create unnecessary administrative work for you.
- We will monitor and support you in achieving effective assessment and quality assurance.

We will do this by:

- making sure that you complete a suitable declaration at the time of approval
- carrying out approval visits to your centre
- making sure you have a well-trained, effective team of assessors and verifiers
- sampling and verifying your assessments, assessed student work and other relevant documents, and
- reviewing your strategy for assessing and quality-assuring your BTEC programmes.

As an approved centre, you must advertise your certification only with our permission and in line with our reporting requirements.

If you do not have and maintain a strong approach to quality assurance, you will not be able to apply for certification for any of Pearson BTEC Higher National qualifications.

If you do not follow our recommendations for improving your quality assurance, we may withdraw approval for you to deliver our qualifications.

9 Recognition of Prior Learning and attainment

Recognising prior earning (RPL) is a way of awarding credit if a student can demonstrate they meet the assessment requirements for a unit through knowledge, understanding or skills they already have. As long as the assessment requirements are met, RPL can be used to accredit a unit, units or a whole qualification.

RPL provides a route for recognising the achievements of continuous learning from a range of activities using any valid assessment procedure. We encourage you to recognise students' previous achievements and experiences at work, at home, in leisure and in the classroom. Evidence of learning must be valid and reliable.

For full guidance on RPL, please see *Recognition of prior learning policy and process* in the support section of our website https://qualifications.pearson.com.

10 Equality and diversity

Equality and fairness are central to our work. The design of these qualifications embeds equality and diversity as set out in the qualification regulators' general conditions of recognition.

Promoting equality and diversity involves:

- treating everyone with equal dignity and worth, and
- raising ambitions and supporting achievement for people with different needs and backgrounds.

Creating an inclusive learning environment means anticipating students' varying needs and trying to make sure all students have equal access to educational opportunities. This involves providing access for people who have differing individual needs and removing unnecessary barriers to learning. Qualification design must be inclusive so that students with and without disabilities have equal access to learning opportunities.

Our equality policy requires that:

- all students have an equal opportunity to access our qualifications and assessments, and
- our qualifications are designed and awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic as defined by law (for example race, sexuality. religious belief) are not disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for taking a qualification, and
- this achievement can be compared fairly to the achievement of their peers.

Our qualifications should:

- be available to everyone capable of reaching the required standards
- be free from any barriers that restrict access and progress, and
- offer equal opportunities for all those who want to access them.

Please see our *Equality, diversity and inclusion policy* in the support section of our website http://qualifications.pearson.com.

Please use your integrity when recruiting students to our Higher National programmes.

- Make sure they have the information and advice they need about the qualification to be sure it meets their needs.
- Check each student's qualifications and experience to make sure they have the potential to achieve the qualification.
- For students with disabilities and specific needs, consider the support available to them and any other support they may need during teaching and assessment.

Please see our policy documents on students with particular needs.

Access to qualifications for students with disabilities or specific needs

Students can be assessed in a recognised regional sign language.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications. Details on how to make adjustments for students with protected characteristics are provided in Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units. See the support section of our website for both documents http://qualifications.pearson.com.

11 Units

Unit 1: The Contemporary Business Environment

Unit code	**H/650/2917**
Unit type	**Core**
Unit level	**4**
Credit value	**15**

Introduction

Business activity is fundamental and universal to our everyday lives. Business organisations may differ in many ways, depending on the industry in which they operate globally, but they do share one common feature: the transformation of inputs into outputs. This transformation process takes place against a background of external influences that impact on business activity. The external environment in which business organisations operate is dynamic, complex, volatile and interactive.

The aim of this unit is to give students background knowledge and understanding of business, the functions of an organisation and the wider business environments in which organisations operate. Students will examine the different types of organisation (including for-profit and not-for-profit), their size and scope (for example, micro, small- and medium-sized enterprise, transnational and global) and how they operate. Students will explore the relationships that organisations have with their various stakeholders and how the wider external environments influence and shape business decision-making.

The knowledge, understanding and skill sets that students gain in this unit will help them to have an insight into different business functions, which will support them with further study, support the development of analytical thinking and the application of key analytical tools used throughout business planning, and enable them to choose their preferred areas of specialism in future studies and in their professional career.

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Learning Outcomes

By the end of this unit students will be able to:

LO1 Explain the different types, sizes and scope of organisations

LO2 Discuss the interrelationship of the various functions in an organisation and how they link to organisational structure

LO3 Use contemporary examples to demonstrate both the positive and negative influence/impact the macroenvironment has on business operations

LO4 Determine the internal strengths and weaknesses of a specific business and their interrelationship with external macro factors.

Essential Content

LO1 **Explain the different types, sizes and scope of organisations**

Different types of organisation:

Differences between for-profit and not-for-profit and non-governmental organisations (NGOs).

Micro and small- and medium-sized enterprises (SMEs) – different business purposes, objectives and supply of goods and services.

The range of legal structures associated with different forms of business: sole traders, partnerships, limited companies.

Size and scope of organisations:

Differences between large, medium-sized and small organisations, including objectives and goals, market share, profit share, growth and sustainability.

Global growth and developments of transnational, international and global organisations.

Differences between franchising, joint ventures and licensing Industrial structures and competitive analysis.

Market forces and economic operations e.g. scarcity and choice, supply and demand, income elasticity.

Examples of organisational stakeholders e.g. employees, communities, shareholders, creditors, investors, government, customers, owners, managers, suppliers, competitors, unions, trade groups, analysts and media.

Stakeholders and responsibilities of organisation to engage with different internal and external stakeholder interests, perspectives and expectations.

LO2 **Discuss the interrelationship of the various functions in an organisation and how they link to organisational structure**

The various functions in an organisation:

The role of marketing, finance, human resource management and operations in an organisational context and the interrelationships.

Functions in relation to overall organisation values, mission and objectives.

Organisational structure:

Different structures depending on the size and scope of the organisation, including bureaucratic and post-bureaucratic, parent, strategic business units (SBUs), matrix and functional levels.

The virtual organisation and flexible, fluid structures that are geographically dispersed.

Organisation structures and complexities of transnational, international and global organisations.

LO3 **Use contemporary examples to demonstrate both the positive and negative influence/impact the macroenvironment has on business operations**

The context of the macroenvironment:

The different political, economic, social, technological, legal and environmental (PESTLE) factors that influence and impact on the business environment.

The PESTLE framework as an analytical tool to monitor and forecast external influences.

Different spatial levels of external influences e.g. local, regional, national, international.

The macrofactors that influence and impact on business activities:

The transformation of the work environment, the changing and emerging markets and the global shift in economic and social power due to global crisis.

The impact of emerging digital technologies on production and consumption of products and services, including:

- social and mobile technologies to engage and extend customer reach
- cloud technologies for making business more agile, collaborative and efficient
- artificial intelligence (AI) to sustain competitive advantage
- blockchain for ecommerce
- predicted impacts of the metaverse.

Emerging new sectors creating new career opportunities due to new technologies e.g. data and analytics, digital advertising.

The impacts of increased innovation and disruptive innovation.

The growth of data analytics and business intelligence using big data to inform decision-making, the rise of cybersecurity and data protection.

The impact of globalisation e.g. changing workforce, cultural diversity.

The growth of ethical considerations and sustainable business e.g. equality and diversity and corporate social responsibility.

Organisation operations:

Organisations' responses to transformation and managing resistance to change in response to a highly volatile and changing market environment.

Dealing with unexpected crises that affect business operations and activities e.g. crisis management and business recovery.

Data security and management, providing management information based on the collation, analysis and interpretation of data.

Managing remote teams, multiple teams and cross-cultural teams and developing high-performance teams.

LO4 Determine the internal strengths and weaknesses of a specific business and their interrelationship with external macro factors

Frameworks for analysis:

Introduction to SWOT (strengths, opportunities, weaknesses and threats) and/or TOWS (threats, opportunities, weaknesses and strengths) analyses and how they can assist in the decision-making process and feed into business planning in organisations to support continuous improvement.

Different applications of SWOT analysis e.g. for market positioning, commercial viability, launching a new product, methods of sales distribution.

Both internal and external exploration of organisational situation.

The role of SWOT analysis in decision-making, development of strategies and creating key performance indicators (KPIs) to measure performance.

Use of TOWS to turn SWOT results into strategies and strengths to maximise opportunities, minimise threats and use opportunities to minimise weaknesses and avoid threats.

Internal vs external factors:

Internal factors that inform strengths, weaknesses, opportunities and threats relating to products, pricing, costs, profitability, performance, quality, people, skills, adaptability, brands, services, reputation, processes and infrastructure.

Key external factors that inform opportunities and threats, including the competitive environment and government intervention that influence organisations and business.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Explain the different types, sizes and scope of organisations</td><td rowspan="4">LO1 and LO2
D1 Provide critical analysis of the complexities of different organisations and structures.</td></tr>
<tr><td>P1 Explain different types and purposes of organisations; public, private and voluntary sectors and legal structures.
P2 Explain the size and scope of a range of different types of organisation.</td><td>M1 Analyse how the structure, size and scope of different organisations link to the business objectives and products and services offered by the organisations.</td></tr>
<tr><td colspan="2">LO2 Discuss the interrelationship of the various functions in an organisation and how they link to organisational structure</td></tr>
<tr><td>P3 Discuss the relationship between different organisational functions and how they link to organisational objectives and structure.</td><td>M2 Analyse the interrelationships between organisational functions and the impact these can have on organisational structure.</td></tr>
</table>

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO3 Use contemporary examples to demonstrate both the positive and negative influence/impact the macroenvironment has on business operations</td><td rowspan="5">LO3 and LO4
D2 Critically evaluate the impacts that both macrofactors and microfactors have on business objectives and decision-making.</td></tr>
<tr><td>P4 Identify the positive and negative impacts the macroenvironment has on business operations, supported by specific examples.</td><td>M3 Apply appropriately the PESTLE model to support a detailed analysis of the macroenvironment in an organisation.</td></tr>
<tr><td colspan="2">LO4 Determine the internal strengths and weaknesses of a specific business and their interrelationship with external macro factors</td></tr>
<tr><td>P5 Conduct internal and external analysis of a specific organisation to identify strengths and weaknesses.
P6 Explain how strengths and weaknesses interrelate with external macrofactors.</td><td>M4 Apply appropriately SWOT/TOWS analyses and justify how they influence decision-making.</td></tr>
</table>

Recommended Resources

Textbooks

Burns, J. and Needle, D. (2023) *Business in Context: An Introduction to Business and its Environment.* 8th Ed. Andover, Hants: Cengage Learning EMEA.

Morrison, J. (2023) *The Global Business Environment: Sustainability in the Balance*. 6th Ed. London: Bloomsbury Publishing.

Weatherly, P. and Otter, D. (2018) *The Business Environment: Themes and Issues in a Globalizing World.* 4th Ed. Oxford: Oxford University Press.

Worthington, I., Thompson, E. and Britton. C. (2023) *The Business Environment*. 9th Ed. Harlow: Pearson.

Websites

www.businessballs.com	Businessballs (General reference)
www.forbes.com	Forbes (General reference)
www.ibtimes.com	International Business Times "Business" (General reference)
www.ted.com	TED (Videos on business and technology)

Links

This unit links to the following related units:

Unit 2: Marketing Processes and Planning

Unit 25: Global Business Environment

Unit 43: Business Strategy

Unit 2: Marketing Processes and Planning

Unit code	**A/618/5033**
Unit type	**Core**
Unit level	**4**
Credit value	**15**

Introduction

Large-, medium- and small businesses that operate globally, internationally or locally have at least one thing in common – they all use marketing to influence us to engage with their products and/or services. Whether this means becoming a loyal customer buying a product and service or donating to a charity, organisations use a range of marketing techniques and tools to inform and influence us.

This unit is designed to introduce students to the dynamic world of the marketing sector and the wealth of exciting career opportunities available to support their decision making in their career choices. Students will have the opportunity to learn about the competencies and behaviours required by employers to work in the marketing sector. They will be introduced to the key principles of marketing, enabling them to develop a marketing plan and to employ elements of the marketing mix to achieve results. They will study the underpinning theories and frameworks of marketing while relating them to real-world examples, including products/services that they encounter in their daily lives.

The knowledge, understanding and skill sets that students will gain on successfully completing this unit will enhance their career opportunities; whether this is setting up their own business or employment in an organisation.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Explain the role of marketing and how it interrelates with other business units of an organisation

LO2 Compare ways in which organisations use elements of the marketing mix to achieve overall business objectives

LO3 Produce a marketing plan for an organisation that meets marketing objectives

LO4 Develop a media plan to support a marketing campaign for an organisation.

Essential Content

LO1 Explain the role of marketing and how it interrelates with other business units of an organisation

The marketing concept:

The development of the marketing concept, including current and future trends.

The concepts of brand positioning and management and implementing process to support corporate reputation.

The external environmental influences that impact on marketing activity.

The role of marketing:

The structure and operations of marketing departments:

- market research
- advertising
- direct marketing
- integrated communications
- brand management
- partnership marketing
- Public Relations (PR).

The roles, responsibilities and competencies required in marketing, e.g. marketing executive, marketing and communications officer, digital marketer.

Overview of marketing processes that include market research, data analysis, strategic planning and conducting marketing campaigns.

The role of digital marketing as a core driver of marketing strategy, including Search Engine Optimisation (SEO), use of web analytics, social media marketing, mobile marketing, pay-per-click marketing.

Sector specific legal, regulatory and compliance frameworks, including current data protection regulations.

The interrelationships of business units:

Marketing as a business function.

The different roles of business units and the interrelationships between these functional areas and marketing.

The principles of stakeholder management and customer relationship management (CRM) to facilitate effective cross-functional relationships internally.

LO2 **Compare ways in which organisations use elements of the marketing mix to achieve overall business objectives**

The 7Ps marketing mix:

Creating a unique selling proposition for products and services.

Product portfolios analysis (Boston Consulting Group Matrix and GE McKinsey Matrix) to identify new product development and planning for the different stages of the product lifecycle.

Reviewing **pricing** models in view of established price points and sensitivity to competitors' pricing and consumers.

Different pricing strategies and tactics.

Place strategies and channel distribution for expanding access and reach to specific market segments.

Promotion to stay ahead of the competition, including integrated communication mix, cross-communication solutions and digital promotional tools and strategies.

The different roles of **'people'** in marketing, including customer interfacing and support personnel to deliver both customer value and added value.

Physical evidence and the tangible aspects of service delivery – visual, aural and olfactory elements.

Systems and **processes** involved in delivering a consistent service. The different types of processes used to expedite the marketing function

Achieving overall business objectives:

Marketing mix tactics for building and maintaining stakeholder relationships, penetrating markets, expanding reach to new market segments and developing new products.

Adapting and integrating the marketing mix to meet organisational objectives and changes in a competitive environment.

Measuring the effectiveness of the marketing mix using metrics, e.g. market share, sales, number of new products, repeat purchases, discount levels and margins, customer satisfaction rates.

Use of online metrics including cost per rating point (CPP) and click to conversion (CTC).

LO3 **Produce a marketing plan for an organisation that meets marketing objectives**

Tactical market planning:

The purpose of marketing planning and implementing marketing plans.

The benefits of marketing plans.

The links between marketing plans, marketing objectives and marketing strategy and alignment to overall organisation objectives.

Types of marketing objectives, e.g. increase market share, promote new product/service.

Marketing planning process:

Defining the company mission statement and corporate objectives.

The marketing audit, applying analytical tools, e.g. SWOT, PESTLE, 5C analysis.

Competitive analysis using analytical tools, e.g. Boston Consulting Group Matrix (BCG).

Market segmentation and target market selection and profiling.

Setting goals and SMART (Specific, Measurable, Achievable, Realistic, Timely) objectives.

Creating marketing strategies applied to the marketing mix.

Tactics to execute marketing strategies.

Allocation of resources and implementation.

Monitoring and control measures.

Strategic marketing planning:

Extended market research and auditing.

Target market profiling, including buyer personas, identifying influencers and early adopters.

Value positioning.

Marketing strategies that apply to the extended marketing mix and tactical planning.

Measurements of success, e.g. Return on Marketing Investment (ROMI), Customer Lifetime Value (CLV), Net Promoter Score (NPS).

Evaluating and monitoring marketing plans using appropriate control and evaluation techniques such as sales analysis, market-share analysis, efficiency ratios and cost-profitability analysis.

LO4 **Develop a media plan to support a marketing campaign for an organisation.**

Marketing campaigns:

The purpose of marketing campaigns.

Different types of marketing campaigns.

The role of the creative brief.

Setting campaign objectives and parameters, e.g. for brand awareness, changing attitudes, increasing sales.

Different communication, messaging and positioning strategies.

Campaign tactics that are SMART.

Metrics for measuring success.

Setting timelines and action plans.

The media plan:

Consumer level targeting to establish customer value proposition, key messaging and platform preference.

Different digital platforms and offline tools for communication.

Features and benefits of integrated multimedia channels.

Different approaches to frequency and reach.

Setting quantitative and qualitative criteria, e.g. speed of reach, frequency, message life, image-building capability and emotional impact.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Explain the role of marketing and how it interrelates with other business units of an organisation</td><td rowspan="2">D1 Critically analyse the external and internal environment in which the marketing function operates.</td></tr>
<tr><td>P1 Explain the concept of marketing and marketing operations including the different areas and role of marketing.
P2 Explain how the marketing function relates to the wider organisational context.</td><td>M1 Analyse the role of marketing in the context of the marketing environment.
M2 Analyse the significance of interrelationships between marketing and other functional units of an organisation.</td></tr>
<tr><td colspan="2">LO2 Compare ways in which organisations use elements of the marketing mix to achieve overall business objectives</td><td rowspan="2">D2 Evaluate strategies and tactical approaches to the marketing mix in achieving overall business objectives.</td></tr>
<tr><td>P3 Compare the ways in which different organisations apply the marketing mix to the marketing planning process to achieve business objectives.</td><td>M3 Review strategies and tactical approaches applied by organisations to demonstrate how business objectives can be achieved successfully.</td></tr>
<tr><td colspan="2">LO3 Produce a marketing plan for an organisation that meets marketing objectives</td><td rowspan="2">D3 Produce a strategic marketing plan for an organisation that measures achievement of marketing objectives within key performance metrics.</td></tr>
<tr><td>P4 Develop a marketing plan that includes key elements of marketing planning for an organisation to achieve marketing objectives.</td><td>M4 Produce a detailed tactical marketing plan that integrates the extended marketing mix to achieve marketing objectives.</td></tr>
<tr><td colspan="2">LO4 Develop a media plan to support a marketing campaign for an organisation.</td><td rowspan="2">D4 Provide a justified integrated multimedia plan based on quantitative and qualitative criteria.</td></tr>
<tr><td>P5 Produce a media plan that includes recommendations and rationale for selected media activities that meet budgetary requirements and objectives of a marketing campaign brief.</td><td>M5 Devise an integrated multimedia plan, selecting appropriate digital, offline and social media channels for communication.</td></tr>
</table>

Recommended Resources

Textbooks

GROUCUTT, J. and HOPKINS, C. (2015) *Marketing* (Business Briefings). London: Palgrave Macmillan.

JOBBER, D. and CHADWICK, F. (2019) *Principles and Practice of Marketing*. 9th Ed. Maidenhead: McGraw-Hill.

KOTLER, P. and ARMSTRONG, G. (2016) *Principles of Marketing.*7th Ed London: Pearson.

MCDONALD, M. and WILSON, H. (2016) *Marketing Plans: How to Prepare Them, How to Use Them.* 8th Ed. Chichester: John Riley and Sons.

Websites

www.cim.co.uk	Chartered Institute of Marketing (General reference)
www.marketingdonut.co.uk	Marketing Donut (General reference)
www.marketingteacher.com	*Marketing Teacher* All sections (General reference)
www.marketingweek.com	*Marketing Week* New and industry articles (General reference)

Links

This unit links to the following related units:

Unit 1: The Contemporary Business Environment

Unit 33: Marketing Insights and Analytics

Unit 34: Digital Marketing

Unit 35: Integrated Marketing Communications

Unit 3: Management of Human Resources

Unit code	**J/650/2918**
Unit type	**Core**
Unit level	**4**
Credit value	**15**

Introduction

People are the lifeblood of any organisation and the ability to attract, recruit and retain talented staff is critical to the success of any organisation, whether in business, in voluntary organisations or in government. Human resource management (HRM) provides organisations with the principles, knowledge and behaviours to focus people-management activities on supporting and enhancing organisational success and performance.

This unit will give students the knowledge and skills associated with human resources (HR) occupational roles at either a generalist level – for example, HR assistant, adviser or business partner – or more specialist roles in areas such as recruitment, talent acquisition and performance and reward management. Students will explore the nature and scope of HRM and the organisational context of people management, including recruitment and retention, training and development, reward systems, employment relations and associated legislative frameworks.

The aim of the unit is to enable students to understand and be able to apply principles of effective HRM to enhance sustainable organisational performance and contribute to organisational success, holding business outcomes and people outcomes in equal balance. Students will apply HR practices in a work-related context, using their knowledge and practising skills and behaviours in relevant professional areas, including resourcing, talent planning and recruitment, learning and development and employee engagement.

On completion of the unit, students will understand the purpose and scope of HRM activities. They will be able to apply a range of people-management skills to enhance the performance of an organisation by finding solutions to people-related problems.

Learning Outcomes

By the end of this unit students will be able to:

LO1 Explain the impact of the role of HRM in creating sustainable organisational performance and contributing to business success

LO2 Produce a workforce action plan for recruiting and retaining talent to address skills shortages in an organisation

LO3 Examine how external and internal factors can affect HRM decision-making in relation to organisational development

LO4 Apply HRM practices in a work-related context for improving sustainable organisational performance.

Essential Content

LO1 **Explain the impact of the role of HRM in creating sustainable organisational performance and contributing to business success**

Nature and scope of HRM:

Definitions of HRM.

The different specialist areas of HR e.g. resourcing, employee relations, organisational development and design, learning and development.

Generic HR competencies e.g. design of people strategies, creating people-management policies, employee engagement, supporting organisational change.

Typical roles in HR and responsibilities e.g. HR adviser, HR officer, people data analyst, HR assistant, employee relations officer.

Specific skills e.g. communication skills across all levels of the organisation, adaptability to changing work priorities and patterns, displaying tenacity and being proactive, keeping ahead of trends and changing legal and policy requirements.

Communicating organisational vision and goals and how these apply to teams.

Developing effective negotiation and influencing skills to manage conflict.

Working within an ethical framework and within recognised best practice.

Strategic HRM:

The development of strategic HRM in terms of business vision, mission statement, business objectives and strategic aims.

The nature and use of data analytics to support achievement of business objectives and meeting strategic aims.

Hard and soft models of HRM.

Organisational performance:

The impact of HRM on organisational performance e.g. effective recruitment and selection to meet specific knowledge and skills requirements, growing internal talent through training and development, and focusing on longer-term resource issues.

Performance management systems to support high-performance working.

Methods to measure organisational and individual performance.

LO2 **Produce a workforce action plan for recruiting and retaining talent to address skills shortages in an organisation**

Resourcing the organisation:

The process of workforce planning.

Assessing skills and capabilities using audits and gap analysis for identifying talent and skills gaps.

HR solutions, interventions and activities to close identified workforce gaps to meet shortages and meet targets.

The elements of an end-to-end roadmap e.g. what the plan is, direction, skills needs, skills gaps and solutions.

Methods for monitoring and measuring the implementation of a workforce action plan e.g. focus groups, surveys, data analytics.

Setting targets, key performance indicators (KPIs) and criteria used to assess the success of the plan against targets.

Workforce trends, including flexible working arrangements, remote working, virtual meetings and social distancing measures.

Addressing diversity and inclusion.

Types of labour market and skills shortages affecting recruitment and hard-to-fill vacancies e.g. lack of digital skills, leadership skills, data analytical skills.

Impact of relevant legislation, including data protection.

Recruitment and selection:

Different models of recruitment and selection.

Sources of recruitment e.g. internal vs external.

Achieving cultural diversity in recruitment.

Stages in recruitment and selection.

Different types of selection methods, including competence-based selection.

Legal frameworks and regulatory standards.

Retention:

Factors influencing retention, including the influence of the organisation's culture on retention, selecting the right talent and performance management.

Onboarding and induction, the value of effective employee socialisation.

Role of line managers in employee engagement and performance management.

Approaches to coaching and mentoring to support employees.

Methods for supporting mental health and wellbeing of employees.

Managing attrition, restructuring and redeployment, redundancy of employees.

Dealing with employee disciplinary and misconduct cases that end in dismissal.

LO3 **Examine how external and internal factors can influence HRM decision-making in relation to organisational development**

External and internal factors:

Identifying factors external to the organisation that influence HRM:

- impact of external factors on organisational performance, including skills gaps and labour force trends
- impact of globalisation on HR policies for equality, diversity and raising cultural awareness and sensitivity in the workplace
- impact of legal and regulatory frameworks
- Internal factors, including:
- the impact and influence of leadership styles on organisational transformation, culture and employee experience
- learning and development, how people learn, impact of digital learning
- the relationship between organisational culture and strategic planning and development
- impact of motivation on performance.

Organisational development:

The changing work environment e.g. need for flexible organisations and employees with adaptable skills and competencies, and developing high performance through effective leadership of multiple and remote teams.

Characteristics of agile organisation.

Digital transformation of HR functions e.g. reporting dashboards and predictive models for advanced people analytics, artificial intelligence (AI) for talent acquisition, cloud capabilities for measuring team performance and calibration decision-making.

LO4 Apply HRM practices in a work-related context for improving sustainable organisational performance

Job descriptions and person specification:

Referencing workforce planning.

Assessing the need to create and fill a post.

Preparing different types of job description, including competence-based and task-based, assessing the merits of each type.

Identifying the qualities and attributes relevant to the design of a person specification.

Designing a person specification relevant to a chosen job role.

Recruitment and selection in practice:

Designing and placing job advertisements.

Shortlisting and processing applications.

Interviewing preparation and best practice.

Selection best practice.

Performance management:

Performance management aligned to workforce planning.

Methods of financial and non-financial rewards.

Staff development e.g. continuing professional development (CPD) and training to build and motivate teams.

Providing support and maintaining wellbeing through coaching and mentoring.

Embedding learning and reflective practice in personal development planning.

Managing underperformance, disciplinary actions, industrial disputes and grievance procedures.

Managing conflict resolution through the mediation process e.g.intervening early, calling a meeting with both parties, reducing confrontation and gaining agreement.

Succession planning.

Employee relationship:

The employment relationship.

The psychological contract.

Employee voice and engagement.

Managing performance to attain competitive advantage and increase job satisfaction.

Building trust and relationships by sharing good practice and working collaboratively.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Explain the impact of the role of HRM in creating sustainable organisational performance and contributing to business success</td><td rowspan="5">LO1 and LO2
D1 Critically evaluate the strengths and weaknesses of HRM in relation to creating a sustainable workforce action plan for recruiting and retaining talent.</td></tr>
<tr><td>P1 Explain the main areas of HRM and their contribution to creating sustainable performance.
P2 Review the effects of the changing nature of organisations on human resources skills and knowledge.</td><td>M1 Compare areas of HRM to create sustainable organisational performance.
M2 Examine HRM in relation to the changing nature of the modern business organisation.</td></tr>
<tr><td colspan="2">LO2 Produce a workforce action plan for recruiting and retaining talent to address skills shortages in an organisation</td></tr>
<tr><td>P3 Create a workforce action plan that addresses skills needs, skills gaps and hard-to-fill vacancies for recruiting and retaining talent in an organisation.</td><td>M3 Devise a strategic workforce action plan for improving recruitment and retention in relation to the importance of the labour market.</td></tr>
</table>

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO3 Examine how external and internal factors can affect HRM decision-making in relation to organisational development</td><td rowspan="2"></td></tr>
<tr><td>P4 Investigate the external and internal factors that affect HRM decision-making to support organisational development.</td><td>M4 Discuss the key external and internal factors that affect HRM decision-making, using relevant organisational examples to illustrate how they support organisational development.</td></tr>
<tr><td colspan="2">LO4 Apply HRM practices in a work-related context for improving sustainable organisational performance</td><td rowspan="2">D3 Determine strengths and weaknesses of HRM practices to make recommendations for improving sustainable organisational performance.</td></tr>
<tr><td>P5 Apply HRM practices in a work-related context, using specific examples to demonstrate improvement to sustainable organisational performance.</td><td>M5 Illustrate how the application of specific HRM practices in a work-related context can improve sustainable organisational performance.</td></tr>
</table>

Recommended Resources

Textbooks

Armstrong, M. and Taylor, S. (2023) *Armstrong's Handbook of Human Resource Management Practice.* 16th Ed. London: Kogan Page.

Leatherbarrow, C. and Fletcher, J. (2018) *Introduction to Human Resource Management.* 4th Ed. London: CIPD and Kogan Page.

Marchington, M., Wilkinson, A., Donnelly, R. and Kynighou, A. (2020) *Human Resource Management at Work: The Definitive Guide.* 7th Ed. London: CIPD and Kogan Page.

Torrington, D., Hall, L., Atkinson, C. and Taylor, S. (2020) *Human Resource Management.* 11th Ed. London: Pearson.

Websites

www.cipd.co.uk	Chartered Institute of Personnel and Development (General reference)
www.hr-guide.com	HR-Guide (General reference)
www.personneltoday.com	Personnel Today "Topics" and "Webinars" (General reference)
www.shrm.org	Society for Human Resource Management (General reference)

Links

This unit links to the following related units:

Unit 7: Business Law

Unit 12: Executive Recruitment Solutions

Unit 13: Human Capital Management

Unit 20: Organisational Behaviour Management

Unit 30: Resource and Talent Planning

Unit 31: Employee Relations

Unit 32: Strategic Human Resource Management

Unit 4: Leadership and Management

Unit code	**L/618/5036**
Unit type	**Core**
Unit level	**4**
Credit value	**15**

Introduction

The ability to lead and manage effectively is highly sought after by industry, as employers seek to produce and develop managers who can motivate, enthuse and build respect throughout their workforce. The hard and soft skills required by leaders and managers are frequently highlighted by employers as skills gaps in recruitment. Developing these skills will help students to meet career aspirations in leadership and management.

The aim of this unit is to help students to understand the difference between the function of a manager and the role of a leader. Students will consider the characteristics, behaviours and traits that support effective management and leadership. Students will learn about the theories that have shaped the understanding of leadership and management and how these have provided a guide to action for managers and leaders who want to secure success for their businesses. Students will look at leadership styles, how and why they are used and the extent to which they are effective.

This unit also gives students an understanding of motivational strategies. They will develop motivational strategies covering intrinsic and extrinsic aspects of motivation. Finally, students will evaluate the importance of managing performance in achieving continuous improvement.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Examine leadership and management theories and principles, and their impact on the effectiveness of an organisation

LO2 Review the influence of different leadership and management styles on the culture of organisations

LO3 Develop a motivational strategy to optimise organisational performance

LO4 Apply leadership and management approaches to managing performance to ensure continuous improvement.

Essential Content

LO1 Examine leadership and management theories and principles, and their impact on the effectiveness of an organisation

Definitions of management:

Defining management, what management is (Fayol), what managers should do (Peters) and key roles (Mintzberg).

Key skills and competences of management, e.g. team dynamics, planning, decision making, strategic mindset, problem solving, communicating (verbal and non-verbal), motivating, delegating, managing discipline and dealing with conflict.

Management activities, e.g. planning, organising, motivating and controlling.

Approaches to management, e.g. task orientation and relationship orientation.

Theories of management:

Classical theorists, including Administrative (Fayol) and Scientific (Taylor). Management as a function of organisations (Handy).

Modern management theorists, e.g. Porter, Kotler and Handy.

Theories and definitions of leadership:

Key theories and theorists, including:

- transformational (Burns)
- transactional (Bennis, Bass)
- situational/contingency (Fiedler, Vroom and Yetton, Hersey and Blanchard)
- charismatic (Conger, Kanungo)
- emotional (Goleman's six styles).

Leadership skills e.g. communication (verbal and non-verbal), delegation to enable delivery through others, inspirational motivation, positive attitude, trustworthiness, creative thinking and innovative problem-solving.

Competencies e.g. giving and receiving constructive feedback, actively listening, taking responsibility for both success and failure, managing cultural sensitivity and diversity, global outlook and agility.

The hard skills of management versus the soft skills of leadership.

New adaptive leadership approaches and skills e.g. the compassionate leader and the vulnerable leader.

Different types of skills for leading people vs business activities and projects.

Principles and practices of virtual leadership for managing and leading remote teams.

Impacts of leadership and management:

Positive impacts for improving business performance, effective management of resources, innovation.

Negative impacts, e.g. loss of competitive advantage, stagnation and decline.

LO2 **Review the influence of different leadership and management styles on the culture of organisations**

Leadership styles:

Different types of leadership, including Tannenbaum and Schmidt's Continuum of Leadership Styles, Linkert's Systems 1–4, and McGregor's Theory X/Theory Y.

Adapting leadership styles to apply in different business situations e.g. how to lead remote teams, business recovery, project-based teams, and the required hard and soft skills.

Impacts of leadership and management styles on decision making in a business organisation.

Skills needed for decision-making, including research (reliability of sources), analysis, collaboration, emotional intelligence.

Types of culture:

Defining culture and types of culture, including:

- Four types, Power, Role, Task, Person (Handy)
- Tough-Guy Macho, work hard/play hard, bet-your-company, Process (Deal and Kennedy).

The importance and value of culture for work ethic, organisational performance, health of the organisation.

Organisational cultures, diversity and impacts on leading and managing change.

Factors influencing culture:

Factors that influence the development of an organisational culture, e.g. mission, vision and values.

The impact of emerging digital technologies, e.g. social digital connectivity and global dynamic complexity on organisational structure, location, infrastructure, internal rules and procedures.

The impact of digital technologies on leadership and management attitudes and behaviours, e.g. drive and flexibility to direct and navigate business through disruptive innovation, empowering virtual teams and communities, agility to balance improving efficiency while promoting innovation.

The importance of leadership and management styles in setting and embedding organisational culture.

LO3 Develop a motivational strategy to optimise organisational performance

Theories of motivation:

Content theories, including Maslow, Herzberg, McClelland and application to different work situations.

Process theories, including Expectancy theory (Vroom), Equity theory (Adams) and Goal Theory (Locke) and application to different work situations.

Impacts of motivation on organisational performance:

Implications for improved job satisfaction, performance and productivity, including different variables, e.g. social, cultural organisational and environmental.

Motivational Strategy:

Financial and non-financial strategies, e.g. to recognise and reward performance, encourage collaborative team working, to embed praise and frequent feedback to individuals and encourage creativity and innovation.

Different strategies for addressing and managing unsuccessful performance and demotivated employees.

Elements of a comprehensive strategy e.g. providing a range of incentives to meet different personalities, creating positive reinforcement and equality.

LO4 Apply leadership and management approaches to managing performance to ensure continuous improvement

Leadership and management approaches:

The advantages and disadvantages of different management approaches, including task orientation and relationship orientation.

The advantages and disadvantages of different leadership approaches, including situational, transformational and inspirational.

Behaviours, communication processes and strategies applied in different business situations e.g. dealing with conflict, resolution and mediation, resistance to change, cultural awareness.

Defining capabilities and skills for a transformational environment, e.g. multicultural perspectives, coaching and mentoring, aligning to changing business goals.

Definition of performance management:

Definition of performance management and the purpose of performance management to improve individual and team performance.

Different approaches, e.g. annual appraisal versus continuous performance management, including weekly check-ins/ on-the-job conversations.

Qualitative and quantitative measures of effectiveness:

Qualitative measures, e.g. satisfaction rates, motivation levels, success of training and development, attitude.

Quantitative measure, to include incidence of sickness, absenteeism, accidents at work, timekeeping, meeting deadlines, accuracy of work carried out, wastage, output, productivity.

Methods of rewarding good performance:

The financial and non-financial methods available to the organisation.

The influence of variables, including size, location, competitiveness of the organisation on the reward methods available.

The influence of leadership and management approaches on rewarding good performance.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Examine leadership and management theories and principles, and their impact on the effectiveness of an organisation</td><td rowspan="5">LO1 and LO2
D1 Critically evaluate the impact of different approaches to leadership and management.</td></tr>
<tr><td>P1 Discuss different theories of leadership in relation to the management activities in different organisations.
P2 Explore different theories of management in relation to the management and leadership activities in different organisations.</td><td>M1 Analyse the impact of the application of leadership and management theories on the effectiveness of a large organisation.</td></tr>
<tr><td colspan="2">LO2 Review the influence of different leadership and management styles on the culture of organisations</td></tr>
<tr><td>P3 Assess the application of different leadership and management styles in a range of business situations in different organisations.
P4 Examine the factors that influence the development of the culture in organisations.</td><td>M2 Compare the impact of leadership and management styles on decision making in different organisations.
M3 Evaluate the importance of organisational culture on the performance of different organisations.</td></tr>
<tr><td colspan="2">LO3 Develop a motivational strategy to optimise organisational performance</td><td rowspan="2">D2 Produce a comprehensive motivational strategy that effectively addresses all variables of motivation to enhance organisational performance.</td></tr>
<tr><td>P5 Produce a motivational strategy for an organisation that supports optimal achievement of organisational objectives.</td><td>M4 Produce a detailed motivational strategy for an organisation that addresses intrinsic and extrinsic motivation.</td></tr>
</table>

Pass	Merit	Distinction
LO4 Apply leadership and management approaches to managing performance to ensure continuous improvement.		
P6 Apply to a range of business situations, appropriate leadership and management approaches for managing performance and continuous improvement.	**M5** Assess how leadership and management approaches for managing performance supports continuous improvement.	**D3** Make recommendations to improve performance management that will ensure continuous improvement.

Recommended Resources

Textbooks

ADAIR, J. (2019). *Develop Your Leadership Skills: Fast, Effective Ways to Become a Leader People Want to Follow.* Kogan Page.

KELLY, P. and COLE, G. (2020) *Management: Theory and Practice*. 9th Ed. Cengage.

MULLINS, L. J. (2019) *Organisational Behaviour in the Workplace* 12th Ed. Harlow: Pearson.

ORTI, P and MIDDLEMISS, M. (2019). *Thinking Remote. Inspiration for Leaders of Distributed Teams.* Virtual Not Distance

Websites

www.businesstrainingworks.com	Business Training Works Resources (General reference)
www.managementstudyguide.com	Management Study Guide Management Functions (General reference)
www.managementtoday.com	Management Today Leadership News and industry articles (General reference)
www.mindtools.com	Mind Tools Leadership (General reference)
www.tedtalks.com	TED Talks Business and technology (Video resources)

Links

This unit links to the following related units:

Unit 20: Organisational Behaviour Management

Unit 24: Managing and Leading Change

Unit 46: Developing Individuals, Teams and Organisations

Unit 5: Accounting Principles

Unit code	**Y/618/5038**
Unit type	**Core**
Unit level	**4**
Credit value	**15**

Introduction

Management accounting is a profession that supports management decision making, planning and performance management systems. Management accountants provide expertise in financial reporting and control to assist management in the formulation and implementation of an organisation's strategy by providing appropriate financial information and undertaking related accounts administration.

The overall aim of this unit is to introduce fundamental accounting principles that underpin financial operations and support good and sustainable decision making in any organisation. Students will develop a theoretical and practical understanding of a range of financial and management accounting techniques.

On successful completion of this unit, students will be able to assist senior colleagues in producing and analysing budgets, drawing up simple financial statements and using financial ratios to interpret performance. Students will also explore wider aspects of accountancy, especially ethics, transparency and sustainability, and gain fundamental knowledge and skills that will enable them to progress to a higher level of study.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Examine the context and purpose of accounting

LO2 Prepare basic financial statements for unincorporated and small business organisations in accordance with accounting principles, conventions and standards

LO3 Interpret financial statements

LO4 Prepare budgets for planning, control and decision making using spreadsheets.

Essential Content

LO1 **Examine the context and purpose of accounting**

The accounting function in an organisation:

Different branches of accounting, e.g. financial, management, auditing, tax and forensic accounting.

Career opportunities in accounting and roles and responsibilities, e.g. accounts clerk, accounts assistant, qualified accountant.

Roles in commercial finance, e.g. cost analyst, business controller, pricing professionals and the global business services, e.g. purchase to pay (P2P) professionals and report to report (R2R) professionals.

Skills required for positions in accountancy and finance, e.g. numerical skills, problem solving, integrity, negotiation, customer service.

Key skills and competences for accounting roles, e.g. managing the sale and purchase ledger, ensuring accounts are up to date, supplier reconciliations, inputting sales invoices on an accounts system and recording payments received.

Users and uses of financial information.

Interrelationships between the accounting and finance functions of other areas of the organisation and increasingly complex operating environments.

Context and purpose of financial and management accounting:

Purpose and scope of accounting, to include recording, reporting, and analysing information to inform decision making.

Aims of financial forecasting and management for the organisation, including ensuring a return on investment for the stakeholders of the organisation.

Role of supporting and new information technologies to support accounting and decision making.

Management accounting information, including systems, e.g. cost accounting, inventory management, job costing.

The benefits (streamline reporting, accuracy), risks and limitations (security threats, loss of data through power outages) of management accounting information.

Presenting financial information in a reliable, accurate, timely and persuasive way to satisfy needs of internal and external stakeholders.

Accounting in an increasingly complex and fast-changing business environment, e.g. increased regulation and accountability, role of International Financial

Reporting Standards (IFRS), risk management, reputation, sustainability, governance.

Pros and cons of shared service centres and outsourcing accounting services.

LO2 **Prepare basic financial statements for unincorporated and small business organisations in accordance with accounting principles, conventions and standards**

The accounting concept:

The accounting concept as the foundation for all financial statements.

Capital and revenue items:

Classifying revenue and capital income and expenditures.

Producing basic financial statements:

Preparation of a profit and loss statement (income statement) and balance sheet (statement of financial position) for unincorporated organisations from a given trial balance.

Different types of income statements for sole trader, partnership and not for profit organisations.

Adjustments required for accruals, prepayments, bad debts, depreciation.

Value of using digital software for accounting and preparing for financial statements, e.g. QuickBooks, Sage, Xero.

LO3 **Interpret financial statements**

Importance and purpose of analysing financial statements:

To communicate financial positions and intentions with a range of stakeholders.

Financial forecasting to predict future revenues, expenses and cash flow.

Evaluating performance and effectiveness for making decisions and formulating plans.

Ratio analysis:

Calculate profitability, liquidity, efficiency and investment ratios from given data.

Using calculated ratios to evaluate organisational performance.

Apply and critique relevant benchmarks, including time series, competitors, sector and internal.

Limitations of ratio analysis:

Ratio analysis as one means of measuring and evaluating the performance of an organisation, e.g. use of qualitative/non-financial measures.

Limitations of using ratios as a performance measurement tool.

The interrelationships between ratios.

Importance and purpose of analysis of financial statements:

The interpretation and analysis of financial statements in the business environment.

Interpreting the relationship between the elements of the financial statements, profitability, liquidity, efficient use of resources and financial position.

Interpreting financial statements for meeting key performance indicators (KPIs) and sustainable performance.

Application of financial statements in different business contexts and value of presenting to end user of the financial statements.

LO4 Prepare budgets for planning, control and decision making using spreadsheets

Nature and purpose of budgeting:

Budgets as a key management accounting tool.

Definitions and reasons organisations use budgets.

Stages in the budgeting process, master and functional budgets.

Corrective action to inform resource allocation and decision making.

Budget preparation and budgetary control:

Importance, role and limitations of budgets in controlling activity.

Budget-setting cycle: limiting or key factors; functional budgets, cash budgets, the preparation of sales budgets, debtors' budgets, creditors' budgets, production cost, raw materials and finished goods budgets.

The principal budget factor and budget types, including fixed, flexible, zero based, incremental, rolling, activity based, value proposition.

Variance analysis.

The steps for the preparation of a cash budget.

Producing a spreadsheet:

The numerical and other information requirements for a spreadsheet and how it should be structured to meet user needs.

Using a spreadsheet and techniques to enter, edit and organise numerical and other data.

How to format spreadsheet cells, rows, columns and worksheets effectively using appropriate tools and techniques

Use of formulas and filters to enter, edit and present numerical data.

Visual representation of data and data analysis using pie charts, bar charts and graphs.

Inserting spreadsheet data into Word® documents.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Examine the context and purpose of accounting</td><td rowspan="2">D1 Critically evaluate the role of accounting in informing decision-making to meet organisational, stakeholder and societal needs within complex operating environments.</td></tr>
<tr><td>P1 Examine the purpose of the accounting function within an organisation.
P2 Assess the accounting function within the organisation in the context of regulatory and ethical constraints.</td><td>M1 Evaluate the context and purpose of the accounting function in meeting organisational, stakeholder and societal needs and expectations.</td></tr>
<tr><td colspan="2">LO2 Prepare basic financial statements for unincorporated and small business organisations in accordance with accounting principles, conventions and standards.</td><td rowspan="4">LO2 and LO3
D2 Critically evaluate financial statements to assess organisational performance using a range of measures and benchmarks to make justified conclusions.</td></tr>
<tr><td>P3 Prepare financial statements from a given trial balance for sole traders, partnerships and not-for-profit organisations, to meet accounting principles, conventions and standards.</td><td>M2 Produce financial statements from a given trial balance, making appropriate adjustments.</td></tr>
<tr><td colspan="2">LO3 Interpret financial statements</td></tr>
<tr><td>P4 Calculate and present financial ratios from a set of final accounts.
P5 Compare the performance of an organisation over time using financial ratios.</td><td>M3 Evaluate the performance of an organisation over time. using financial ratios with reference to relevant benchmarks.</td></tr>
</table>

Pass	Merit	Distinction
LO4 Prepare budgets for planning, control and decision making using spreadsheets.		
P6 Prepare a cash budget from given data for an organisation using a spreadsheet. **P7** Discuss the benefits and limitations of budgets and budgetary planning, and control for an organisation.	**M4** Identify corrective actions to problems revealed by budgetary planning and control for effective organisational decision making.	**D3** Justify budgetary control solutions and their impact on organisational decision making to ensure efficient and effective deployment of resources.

Recommended Resources

Textbooks

ATRILL, P. and McLANEY, E. (2018) *Accounting and Finance for Non-Specialists.* 11th Ed. Harlow: Pearson.

DRURY, C. (2015) *Management and Cost Accounting*. 9th Ed. Cengage Learning.

SEAL, W. et al (2018) *Management Accounting.* 6th Ed. Maidenhead: McGraw-Hill.

WEETMAN, P. (2019). *Financial and Management Accounting: An Introduction*. Harlow: Pearson.

Websites

www.accountingcoach.com	Accounting Coach
	Online free courses
	(General reference)
www.accaglobal.com	Association of Chartered Certified Accountants
	(General reference)
	Chartered Institute of Management Accountants
www.cimaglobal.com	Tutor Resource Hub
	Corporate Finance Institute
	Resources
www.corporatefinanceinstitute.com	Knowledge
	(General reference)

Links

This unit links to the following related units:

Unit 10: Recording Financial Transactions

Unit 21: Financial Reporting

Unit 22: Management Accounting

Unit 23: Financial Management

Unit 29: Managing and Running a Small Business

Unit 6: Managing a Successful Business Project (Pearson Set)

Unit code	**D/618/5039**
Unit type	**Core**
Unit level	**4**
Credit value	**15**

Introduction

This unit is a ***Pearson-set unit***. The project brief will be set by the centre, based on a theme provided by Pearson (this will change annually). The theme and chosen project within the theme will enable students to explore and examine a relevant and current topical aspect of business in the context of the business environment.

The skills of project management are highly sought after by employers in all areas of business, as the ability to plan, procure and execute a business project efficiently requires a range of specific skills in leadership, time management, problem solving, budgeting and communication.

The aim of this unit is to offer students an opportunity to demonstrate the skills required for managing and implementing a ***small-scale business project***. They will undertake independent research and investigation for carrying out and executing a business project that meets appropriate business aims and objectives.

On successful completion of this unit, students will have the confidence to engage in decision making, problem solving and research activities using project-management skills. They will have the fundamental knowledge and skills to enable them to investigate and examine relevant business concepts in a work-related context, determine appropriate outcomes, decisions or solutions and present evidence to various stakeholders in an acceptable and understandable format.

***Please refer to the accompanying *Pearson-set Assignment Guide and Theme and Topic Release* document on HN Global for further support and guidance on the delivery of the Pearson-set unit**

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Explain the key stages of the project lifecycle that should be considered when project managing

LO2 Produce a Project Management Plan (PMP) for a business project using primary and secondary research methods

LO3 Implement the Project Management Plan (PMP) to communicate results from the research and make conclusions from the evidence of findings

LO4 Reflect on value gained from implementing the project and the project management process.

Essential Content

LO1 Explain the key stages of the project lifecycle that should be considered when project managing

Project management:

Defining project management.

The project lifecycle and the stages of the project lifecycle, e.g. initiation, planning, execution and closure.

The advantages of using project management and why it is important.

Roles in project managing, e.g. assistant project manager, junior project manager, project team leader and responsibilities to drive through the project and achieve required outcomes.

Project management skills, including good planning, organising, leadership and communication skills, budget accountability and decisions on spending, and flexibility in meeting the needs of the organisation.

Project leadership styles, qualities and attributes e,g flexible, agile, adaptable.

Importance of motivation to team performance.

Delegation of work and responsibility.

Skills and techniques for dealing with conflict, resolution and mediation, negotiation, chairing meetings.

Project process management (e.g. process identification, specification, documentation, governance and operation) and how that applies at each stage of the project.

Contribution of process management to meeting project objectives.

Different project methodologies and frameworks e.g. waterfall, agile, hybrid, critical path, critical chain, scrum, kanban.

Project management plans:

Scoping a project – defining objectives, scope, purpose and deliverables to be produced.

Developing the project plan, including planning for timescales and time management, cost, quality, change, risk, stakeholder communication.

Project management tools:

Different types of software and application used to support project management, e.g. Microsoft Project for tracking, managing and analysing projects and Asana for holistic project management and integration of workload, inbox, calendars and tasks.

Use of project-planning tasks and tracking tools, e.g. Trello, Smartsheet and Excel spreadsheets.

Tools and techniques used to create activity plans, work breakdown structure (WBS) and Gantt charts for effective planning.

Project progress measurement and reporting techniques e.g. staff hours, earned value (EV) and progress, s-curves, critical path analysis and reporting, milestone trending.

Problem-solving tools e.g. brainstorming, cause and effect diagrams, fishbone diagrams, force field analysis.

LO2 Produce a Project Management Plan (PMP) for a business project using primary and secondary research methods

Factors to consider in a project management plan:

Scheduling techniques estimating for project activities and Quality Assurance of project activities.

Relationship between schedules.

Progress monitoring and metrics to assess work performed against the schedule e.g. organisational breakdown structure (OBS) and work breakdown structure (WBS); bar charts; milestone schedules.

Cost breakdown structure: resources needed e.g. funding, estimating, overheads, direct costs, indirect costs, fixed costs, variable costs and overall budget for a project.

Tracking systems for actual costs, accruals and committed costs.

Alternative cost breakdowns to provide for graphical representations and performance management.

Project stakeholder management: their perspectives, different interests and levels of influence on project outcomes.

Stakeholder engagement e.g. challenges, complexities, limitations.

Human resources (HR) and requirements: calculation, specification and optimisation of HR requirements; job descriptions.

Formation of project teams.

Project initiation and start-up procedures.

Procurement strategies for outsourcing, external contracting and resource planning.

Project risk and issue management: need for and implementation of a risk management plan; risk management methods and techniques to identify and prioritise threats or opportunities; mitigation actions to minimise risk impacts.

Optimise benefits by managing opportunities.

Post-project appraisals: comparison of project outputs/outcomes with business objectives; process of self-reflection on project process and outputs/outcomes.

Research methods and strategies for a business project:

Purpose of research in a business project e.g. understanding the market research for a business plan; for the forecasting of early and future business opportunities; using research to reduce costs; creating solutions or innovative products that are targeted to the demand in the market.

Primary and secondary research and data collection.

Defining qualitative and quantitative methods.

Selecting an appropriate strategy for the research e.g. questionnaires, interviews, observation.

Selecting appropriate sample population (e.g. consumer market, businesses or individuals) and methods for information-gathering, data collection and material resourcing.

Sampling approaches and techniques, including probability and non-probability sampling.

Use of monitoring tools, including WBS and Gantt charts.

LO3 Implement the Project Management Plan (PMP) to communicate results from the research and make conclusions from the evidence of findings

Analysis and evaluation of findings and data gathered:

Digital techniques and tools to analyse and evaluate the secondary and primary data gathered, e.g. online surveys (SurveyMonkey, Google Forms, Zoho Survey) and spreadsheets (Excel templates).

Techniques for data analysis, e.g. coding, charts and graphs, trend analysis.

Techniques to create pictograms, pie charts, bar charts, frequency curves, histograms, line graphs, scattergrams.

Use of scatter (XY) graphs and linear trend lines for forecasting (reliability).

Techniques for creating tables to simplify and rationalise the presentation of data to aid understanding of the information within data.

The benefits of data validity and maintaining objective mindset to provide objective results.

Communicating results:

Types of communication methods, e.g. written, verbal and the medium, e.g. different report formats, online, presentation.

Multi-media presentation tools: PowerPoint, Prezi, Google Slides, Microsoft Sway, Adobe Spark.

Video conferencing e.g. Zoom, Adobe Connect, Google Hangouts, Slack video calls.

Communicating skills:

Verbal and non-verbal communication skills required to meet audience requirements, e.g. eye contact, pitch, pace.

Communicating and persuading internal/external stakeholders, e.g. negotiation and sales skills.

Presentation, behaviour and conduct of presenter, e.g. attire, attitude, professionalism, suitable for audience, well prepared and organised.

Different communication formats to address different audience needs and expectations and appropriateness for meeting cultural diversity of an audience.

Convincing arguments:

Presenting logical and convincing findings and outcomes as part of the project process.

Developing evaluative conclusions.

LO4 **Reflect on value gained from implementing the project and the project management process.**

Reflection for learning and practice:

Differences between reflecting on performance and evaluating a project – the former considers the research process, information gathering and data collection, the latter the quality of the research argument and use of evidence.

The cycle of reflection and using reflection to inform future behaviour.

The value of reflection for adaptability, responding to feedback and generating new ideas and ways of working.

Reflective writing:

Writing to avoid generalisation, focusing on personal development and the research journey in a critical and objective way.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Explain the key stages of the project lifecycle that should be considered when project managing</td><td rowspan="2">D1 Critically evaluate the project-management process.</td></tr>
<tr><td>P1 Explain the stages of the project lifecycle (PLC) and their importance to the success of a project.
P2 Examine the factors to be considered when compiling a project management plan (PMP).</td><td>M1 Evaluate the stages of the PLC and the factors, (deliverables, quality, risk, communication and resources) to be considered in a PMP.</td></tr>
<tr><td colspan="2">LO2 Produce a Project Management Plan (PMP) for a business project using primary and secondary research methods</td><td rowspan="2">D2 Justify the choices made in the design of the PMP for completing the aims and objectives of the project.</td></tr>
<tr><td>P3 Examine a range of research methods and strategies and their importance for gathering information and data collection.
P4 Produce a PMP that covers, aim, objectives, deliverables, quality, risk, communication resources and research methods.
P5 Produce a work breakdown structure and a schedule to provide timeframes and stages for completion.</td><td>M2 Evaluate a range of research methods and strategies for gathering information and data collection
M3 Produce a detailed PMP, and schedule for monitoring and completing the aims and objectives of the project.</td></tr>
</table>

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO3 Implement the Project Management Plan (PMP) to communicate results from the research and make conclusions from the evidence of findings</td><td rowspan="4">LO3 and LO4
D3 Critically reflect on the findings from the research and the project management process in supporting stated objectives and own learning.</td></tr>
<tr><td>P6 Conduct a business project as stated within the PMP and communicate findings.
P7 Present data to draw valid and meaningful conclusions and recommendations from data analysis.</td><td>M4 Justify conclusions and recommendations drawn from data analysis and findings to meet the stated project objectives.</td></tr>
<tr><td colspan="2">LO4 Reflect on value gained from implementing the project and the project management process.</td></tr>
<tr><td>P8 Reflect on the value of undertaking the business project to meet stated objectives and own learning and performance.</td><td>M5 Evaluate the project management process to meet stated objectives and support own learning and performance.</td></tr>
</table>

Recommended Resources

Textbooks

DINSMORE, P. and CABANIS-BREWIN, J. (2018*). The AMA Handbook of Project Management*. 5th Ed. AMACON.

FLICK, U. (2020) *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project.* 3rd Ed. London: SAGE.

GRAY, D. (2017) *Doing Research in the Real World.* 4th Ed. London: SAGE.

MAYLOR, H. (2021) *Project Management*. 5th Ed. Harlow: Pearson.

SAUNDERS, M., LEWIS, P. and THORNHILL, A. (2019) *Research Methods for Business Students.* 8th Ed. Harlow: Pearson.

Websites

www.asana.com	Asana
	Free project-management tools
	(General reference)
www.projectmanagement.com	Project management
	(General reference)
www.projectsmart.co.uk	Project Smart
	Articles
	Tools
	Glossary
	(General reference)
www.trello.com	Trello
	Free project-management tools

Links

This unit links to the following related unit:

Unit 19: Research Project

Unit 7: Business Law

Unit code	**H/617/0736**
Unit level	**4**
Credit value	**15**

Introduction

The aim of this unit is to enhance students' understanding of how business law is applied to the running of a business organisation. Students will gain knowledge of business law and examine the impact of the law on business operations and decision making.

Throughout the unit, students will identify the legal solutions available to business owners and assess their suitability. The experience that students gain in this unit will help them to better understand the different areas of law that apply.

The unit will enable students to illustrate the impact of the law on normal business operations and when registering a company and inviting shareholders to invest in it. They will gain an understanding of the law in relation to market abuse and director responsibilities. Students will be able to recognise the application of employment law while gaining a practical understanding of the skills and experiences undertaken by those practising in a business law context.

This is a prerequisite unit for students studying the Law pathway.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Explain the nature of the legal system

LO2 Illustrate the potential impact of the law on a business

LO3 Examine the formation of different types of business organisations

LO4 Recommend appropriate legal solutions to resolve areas of dispute.

Essential Content

LO1 **Explain the nature of the legal system**

The legal system:

Defining a legal system.

The purpose of law, the evolution of law and different sources of law, e.g. legislation, directives, case law and treaties relevant to country.

Divisions and key terminology of the legal system, e.g. court structures.

The differences between civil and criminal law.

The justice system:

The role of government in law making and the justice system.

Organisation of the judiciary.

LO2 **Illustrate the potential impact of the law on a business**

The impact of law:

Contract law, e.g. the formation of contracts, the elements and terms of contract.

Competition law.

Data protection.

The tort of negligence, consumer protection, health and safety and product liability.

Duties of employer and employee, e.g. the employment contract, employer obligations and employee rights in the workplace.

Managing cases of dismissal, redundancy, discrimination and health and safety.

LO3 **Examine the formation of different types of business organisations**

The nature and formation of a company:

Unincorporated vs incorporated legal structures.

Different types of business organisations and legal structures, e.g. sole trader, partnership and registered company.

Classification of companies.

The digital role of Companies House or role of equivalent international organisation.

Starting up a business organisation and the registration requirements.

The management of a company, e.g. appointment of directors, company secretary, auditor. The role of the shareholders.

The application of company law in forming different types of business organisations and companies, raising capital and liquidation.

A history and understanding of relevant case law, indicating the importance of both common law and legislation to the development of company law and business formation and practice.

LO4 **Recommend appropriate legal solutions to resolve areas of dispute.**

Legal solutions for different types of dispute resolution:

Areas of employment, e.g. health and safety, equality of pay claims, compromise and severance agreements, wrongful or unfair dismissal claims.

Corporate and commercial disputes, e.g. breach of contract, contesting a damages claim, dispute between directors.

Commercial property, e.g. commercial lease transactions, real estate and investment properties.

Alternative dispute resolution:

The role of alternative dispute resolution (ADR).

Civil litigation procedures and funding.

Tribunals.

The role of unions.

Citizens Advice.

Professional skills:

A range of professional skills required for dispute resolution, e.g. negotiation skills, communication skills, critical analysis skills, problem solving.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Explain the nature of the legal system</td><td rowspan="4">LO1 and LO2
D1 Provide a coherent and critical evaluation of the legal system and law, with evidence drawn from a range of different relevant examples to support judgments.</td></tr>
<tr><td>P1 Explain different sources of law.
P2 Explain the role of government in law making and how statutory and common law is applied in the justice courts.</td><td>M1 Evaluate the effectiveness of the legal system in terms of recent reforms and developments.</td></tr>
<tr><td colspan="2">LO2 Illustrate the potential impact of the law on a business</td></tr>
<tr><td>P3 Using specific examples, illustrate how company, employment and contract law has a potential impact upon business.</td><td>M2 Analyse the potential impact on business through differentiation between legislation, regulations and standards.</td></tr>
<tr><td colspan="2">LO3 Examine the formation of different types of business organisations</td><td rowspan="2">D2 Critically analyse the formation of different types of business organisations.</td></tr>
<tr><td>P4 Explore how different types of business organisations are legally formed.
P5 Explain how business organisations are managed and funded.</td><td>M3 Analyse the advantages and disadvantages of the formation of different types of business organisations.</td></tr>
<tr><td colspan="2">LO4 Recommend appropriate legal solutions to resolve areas of dispute.</td><td rowspan="2">D3 Critically evaluate the effectiveness of legal solutions, legal advice and support for dispute resolution.</td></tr>
<tr><td>P6 Recommend legal solutions for resolving a range of disputes, using examples to demonstrate how a party might obtain legal advice and support.</td><td>M4 Compare and contrast different sources of legal advice and support for dispute resolution to make appropriate recommendations to legal solutions.</td></tr>
</table>

Recommended Resources

Textbooks

ADAMS, A. (2020) *Business Law for Students.* 11th Ed. London: Pearson.

ELLIOTT, C. and QUINN, F. (2019). *The English Legal System.* 20th Ed. London: Pearson.

HONEYBALL, S. (2016) *Honeyball and Bowers' Textbook on Employment Law.* 14th Ed. Oxford: Oxford University Press.

MACINTYRE, E. (2018) *Business Law*. 9th Ed. London: Pearson.

MARSON, J. and FERRIS, M. (2016) *Business Law.* 4th Ed. Oxford: Oxford University Press.

Websites

www.chambersstudent.co.uk	Chambers Student (General reference)
www.lawdonut.co.uk	Business Law Donut (General reference)
www.lawinfo.com	Law Info Legal resources (General reference)

Links

This unit links to the following related units:

Unit 1: The Contemporary Business Environment

Unit 29: Managing and Running a Small Business

Unit 31: Employee Relations

Unit 38: Law of Contract and Tort

Unit 39: Company Law and Corporate Governance

Unit 40: Consumer and Intellectual Property Law

Unit 8: Innovation and Commercialisation

Unit code	**D/618/5042**
Unit level	**4**
Credit value	**15**

Introduction

This unit aims to give students a comprehensive understanding of innovation and commercialisation. In today's competitive landscape it is critical that organisations continually innovate both their product offering and processes to ensure that they remain competitive in the market. Adopting a more commercially driven approach is vital to maximise the Return on Investment (ROI).

In this unit, students will look at a number of tools and techniques that organisations use to drive innovation and become more commercial in their approach. The unit gives students cutting-edge knowledge as well as practical application of the key ways in which organisations become more innovative while remaining commercially driven.

By the end of the unit, students will have gained an understanding of how innovation is fostered, harnessed and managed in organisations. They will learn the value of innovation and its importance to supporting commercial growth. They will also acquire knowledge that will enable them to develop a creative and innovative approach that will benefit them throughout their career.

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Learning Outcomes

By the end of this unit a student will be able to:

LO1 Investigate how innovation is sourced and supported within different types of organisations

LO2 Explore the processing of different types of innovation within organisations

LO3 Apply the process required to commercialise innovation within an organisation

LO4 Evaluate the range of methods for protecting innovation within organisations.

Essential Content

LO1 Investigate how innovation is sourced and supported within different types of organisations

Innovation vs invention:

Definition of innovation and commercialisation, taking into consideration the challenges this creates for small businesses.

Definition of invention and how invention is created.

Turning invention into innovation and sources of innovation.

Supporting innovation in organisations:

Creating a structure and culture of innovation.

Developing innovation vision and leadership, entrepreneurial teams and innovation networks.

Fostering innovation in different organisations, including SMEs, large and multinational organisations.

LO2 Explore the processing of different types of innovation within organisations

Different types of innovation:

Different types of innovation, to include disruptive and incremental innovation, product innovation, process and platform innovation.

Open and closed approaches to innovation.

Market pull vs technology push.

Advantages and disadvantages of different types of innovation.

Processing different types of innovation:

Diffusion theory.

The use of the innovation funnel to manage new solutions and idea development.

The 4Ps and innovation space strategy: product, process, position and paradigm.

Frugal innovation in response to necessity vs market driven innovation.

LO3 Apply the process required to commercialise innovation within an organisation

Accessing funding and resources:

The reasons why an organisation would want to access funding, e.g. product development, marketing, and the different types of funding sources available.

Resource requirements for a small business to commercialise their offering, e.g. office space, equipment, digital connectivity, virtual presence.

Business case for innovation:

The elements of an innovation business case, including:

- the executive summary
- statement of the problem and the need
- discussion of possible options
- recommended idea and why it is innovative
- market analysis
- details of chosen option and need for development
- expected benefits, e.g. financial, social, environmental
- value and financial return on investment
- investment requirements to move forward and next steps.

Assessment of the business requirements for innovation.

Detailed business case for innovation:

Evidence-based research to determine full market potential, operational and technical feasibility, potential time and costs of development of a new product/service, as well as technical, regulatory and legal risks.

Budget requirements for design and development, project management and marketing.

Techniques for in-market testing and iteration routes to market and market launch.

The impact of advanced technology and information management on research, testing and developments methods.

Big Data and cognitive systems to predict behaviours and future trends.

Social media and constructing digital platforms for promotion and distribution.

LO4 **Evaluate the range of methods for protecting innovation within organisations.**

Intellectual property (IP):

The definition of IP.

Exploiting knowledge and intellectual property rights.

Key IP tools, including copyrights, trademarks, design rights and patents.

The role of branding in protecting the innovation.

Limitations of IP in an international context.

Growth of open source and open innovation platforms on IP.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Investigate how innovation is sourced and supported within different types of organisations</td><td rowspan="5">LO1 and LO2
D1 Critically analyse how innovation is successfully developed and embedded in different organisational contexts.</td></tr>
<tr><td>P1 Discuss the ways in which different organisations source and foster innovation, using specific examples.</td><td>M1 Analyse the ways in which innovation is sourced and supported within different organisation environments and cultures.</td></tr>
<tr><td colspan="2">LO2 Explore the processing of different types of innovation within organisations</td></tr>
<tr><td>P2 Differentiate between different types of innovation and how they are processed within organisations.</td><td>M2 Analyse how different types of innovation are successfully processed within different organisation settings.</td></tr>
<tr><td colspan="2">LO3 Apply the process required to commercialise innovation within an organisation</td><td rowspan="5">LO3 and LO4
D2 Produce a commercially driven business case for innovation, including an action plan for development and methods for its successful protection in the context of the wider business environment.</td></tr>
<tr><td>P3 Produce a detailed business case for innovation for an organisation, including risks, benefits and ways to access funding.</td><td>M3 Produce an evidence-based business case analysis for innovation that emphasises the business value for potential investment.</td></tr>
<tr><td colspan="2">LO4 Evaluate the range of methods for protecting innovation within organisations.</td></tr>
<tr><td>P4 Evaluate the different tools that organisations can use to develop, retain and protect knowledge and intellectual property.</td><td>M4 Critically evaluate the different tools that organisations can use to develop, retain and protect knowledge and intellectual property in the context of the wider business environment.</td></tr>
</table>

Recommended Resources

Textbooks

BESSANT, J. and TIDD, J. (2016) *Innovation and Entrepreneurship.* 3rd Ed. Oxford: Wiley.

MATTHEWS, C. and BRUEGGEMANN, R. (2015) *Innovation and Entrepreneurship: A Competency Framework.* London: Routledge.

TROTT, P. (2017) *Innovation Management and New Product Development.* 6th Ed. Harlow: Pearson.

VALIKANGAS, L. and GIBBERT, M. (2015) *Strategic Innovation: The Definitive Guide to Outlier Strategies.* London: Pearson FT Press.

Websites

www.biginnovationcentre.com	Big Innovation Centre
	Media and Press
	(General reference)
www.innovationmanagment.se	Innovation Management
	Articles
	(General reference)
www.thenextweb.com	Next Web
	News
	(General reference)
www.trendhunter.com	Trend Hunter
	Content
	Ideas
	Insights
	Trends
	(Articles)

Links

This unit links to the following related units:

Unit 27: Identifying Entrepreneurial Opportunities

Unit 28: Launching a New Venture

Unit 52: Product and Service Development

Unit 53: Planning for Growth

Unit 9: Entrepreneurial Ventures

Unit code	**A/618/5047**
Unit level	**4**
Credit value	**15**

Introduction

Entrepreneurship is about people who have dreams and take their career into their own hands, leading it in the direction of their choice. More recently it has also become about transforming the world by solving big problems, for example initiating social change, creating an innovative product, presenting a new life-changing solution. This unit introduces the study of entrepreneurship and will benefit those thinking of starting up an entrepreneurial venture and those who are future leaders and managers. .

The unit aims to illustrate the concept of entrepreneurship and how having an entrepreneurial mindset can make a contribution to all businesses, be that a new business start-up or existing public and corporate organisations. Students will explore the skills, traits and characteristics of entrepreneurs and entrepreneurship. Students will understand the importance of difference size businesses on the economy and the contribution they can all make to society. Students will also learn about the need for intrapreneurs and the impact of disruptive entrepreneurship.

By the end of the unit, students will have gained research skills and the knowledge that they can develop an entrepreneurial mindset that will benefit them throughout their career. They will understand the contribution that businesses make to the economy and the importance of entrepreneurial activity for all businesses in all sectors.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Examine what it takes to be an entrepreneur and the scope of entrepreneurial ventures

LO2 Explore the concept of the entrepreneurial mindset and its contribution to entrepreneurial ventures

LO3 Assess the impact of SMEs (small medium enterprises) on the economy

LO4 Explain the importance of intrapreneurship in both public and corporate organisations.

Essential Content

LO1 Examine what it takes to be an entrepreneur and the scope of entrepreneurial ventures

Scoping and defining entrepreneurship:

Defining entrepreneurship, entrepreneurial activity and enterprise.

Research the varieties of entrepreneurs, to include serial entrepreneurs, technology entrepreneurs and social entrepreneurs.

The importance of the social economy and social entrepreneurship as part of an existing firm and as a new venture.

Characteristics of entrepreneurial ventures:

Differences and similarities in the characteristics of entrepreneurial ventures.

The difference between lifestyle and growth firms, replicative and innovative entrepreneurship.

Personal traits and characteristics of entrepreneurs:

Different personal traits and characteristics of entrepreneurs.

Different lines of argument relating to whether traits and characteristics are part of our genetic makeup or learnt.

Cultural differences and personal motivation.

The impact of diverse cultural backgrounds and the highly entrepreneurial traits of immigrants.

LO2 Explore the concept of the entrepreneurial mindset and its contribution to entrepreneurial ventures

Entrepreneurial mindset:

Defining the entrepreneurial spirt and the entrepreneurial mindset.

The situational factors in a personal context that encourage entrepreneurial tendencies, e.g. the influence of family upbringing, cultural background, education and lifestyle in developing the mindset.

Skills and characteristics:

The types of skills that typify entrepreneurs and the difference from other organisation managers, e.g. positivity, creativity, persuasion, tenacity and curiosity.

The skills that can be taught to encourage an entrepreneurial mindset, e.g. valuing others, acceptance of failure, cultivating a positive attitude.

Where entrepreneurial ideas come from:

The use of creativity and innovation to identify and create new ventures.

Recognising business opportunities in everyday life and situations.

The main sources of generating business and entrepreneurial ideas.

Value of support networks:

Identification and evaluation of support networks, including government, National Government Organisations (NGOs), incubators, higher education, private investors.

LO3 **Assess the impact of SMEs (small medium enterprises) on the economy**

Business size and importance on the economy:

The use of reliable data and statistics when researching new ventures.

Definition of micro-, small-, medium- and large businesses.

The number and type of micro- and small firms and their contribution to the economy at international, national, regional and local level.

Comparison with contribution of medium and large firms to the economy at international, national, regional and local level.

The growth of entrepreneurial ventures:

Types of entrepreneurial ventures, including lifestyle or growth, corporate, social and replicative or innovative.

Factors to consider as entrepreneurial ventures grow, e.g. employment, turnover, profit.

Importance of technology, innovation, sustainability and adaptability for both the venture and the economy.

The contribution of medium and large firms to the economy at international, national, regional and local level.

The role of the government in actively supporting the growth of entrepreneurial ventures.

The role of immigration policies and incentives to attract highly entrepreneurial immigrants and the impact on employment.

LO4 **Explain the importance of intrapreneurship in both public and corporate organisations.**

Intrapreneurship:

Definition of intrapreneurship, the development of the entrepreneur in public and corporate organisations.

Difference between public and corporate entrepreneurship.

Entrepreneurship and competitive advantage:

Importance of innovation, sustainability and adaptability in business.

The impact of disruptive entrepreneurs on business.

Benefits of intrapreneurship and how it can contribute to a competitive advantage for business.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Examine what it takes to be an entrepreneur and the scope of entrepreneurial ventures.</td><td rowspan="5">D1 Critically examine entrepreneurial ventures the traits, characteristics and mindset associated with entrepreneurship, using a range of examples.</td></tr>
<tr><td>P1 Investigate the scope of entrepreneurial ventures, using a variety of examples.
P2 Examine the traits and characteristics associated with entrepreneurship</td><td>M1 Evaluate the similarities and differences between entrepreneurial ventures and the traits and characteristics of entrepreneurs in those ventures.</td></tr>
<tr><td colspan="2">LO2 Explore the concept of the entrepreneurial mindset and its contribution to entrepreneurial ventures</td></tr>
<tr><td>P3 Explain what is meant by an ‘entrepreneurial mindset’.
P4 Examine skills and characteristics associated with an entrepreneurial mindset.</td><td>M2 Determine the ways in which the entrepreneurial mindset can be encouraged and what it can bring to a new venture.</td></tr>
<tr><td colspan="2">LO3. Assess the impact of SMEs (small medium enterprises) on the economy</td><td rowspan="2">D2 Appraise impacts of different businesses on different levels (international, national, regional, local) of the economy using appropriate data and statistics.</td></tr>
<tr><td>P5 Interpret relevant data and statistics to relate how micro and small business ventures impact the economy at different levels.</td><td>M3 Using relevant data and statistics, compare the differences between micro-, small-, medium- and large business and their impact on the economy.</td></tr>
<tr><td colspan="2">LO4 Explain the importance of intrapreneurship in both public and corporate organisations.</td><td rowspan="2">D3 Evaluate the use of intrapreneurship and the benefits it can bring to organisations.</td></tr>
<tr><td>P6 Discuss the differences and similarities between public and corporate intrapreneurship.</td><td>M4 Explore the benefits of intrapreneurship and its contribution to competitive advantage in organisations.</td></tr>
</table>

Recommended Resources

Textbooks

BLUNDEL, R., LOCKETT, N. and WANG, C. (2017) *Exploring Entrepreneurship* 2nd Ed. London: Sage.

BURNS, P. (2016) *Entrepreneurship and Small Business.* 4th Ed. Basingstoke: Palgrave Macmillan.

SCARBOROUGH, N. and CORNWALL, R. (2018). *Essentials of Entrepreneurship and Small Business Management.* 9th Ed. London: Pearson.

Websites

www.entrepreneur.com	Entrepreneur (General reference)
www.entrepreneurhandbook.co.uk	Entrepreneur Handbook (General reference
www.forbes.com	Forbes Small Business Entrepreneurs (Articles)

Links

This unit links to the following related units:

Unit 1: The Contemporary Business Environment

Unit 27: Identifying Entrepreneurial Opportunities

Unit 28: Launching a New Venture

Unit 29: Managing and Running a Small Business

Unit 10: Recording Financial Transactions

Unit code	**L/618/5053**
Unit level	**4**
Credit value	**15**

Introduction

Balancing the books is at the heart of all business management. Financial accountants are concerned with the recording, summarising and interpreting of financial information and accounts. They must keep accurate and up-to-date records for different types of businesses.

The overall aim of this unit is to introduce students to the essential principles of recording and organising business and financial transactions to which every organisation will need to adhere. Students will identify sources of accounting information and how it is then gathered and organised, using the dual entry bookkeeping system, in order to produce a trial balance.

On successful completion of this unit, students will be able to contribute effectively to the accounting and bookkeeping function of an organisation and understand how this is then the basis for producing financial statements. Students will be equipped with the knowledge and skills required to progress to a higher level of study.

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Learning Outcomes

By the end of this unit a student will be able to:

LO1 Record business transactions using double entry bookkeeping, books of prime entry, journals and ledger accounts

LO2 Prepare a trial balance for a given organisation from data provided

LO3 Perform bank reconciliations to ensure organisation and bank records are correct

LO4 Perform control account reconciliations for accounts receivable and accounts payable.

Essential Content

LO1 Record business transactions using double entry bookkeeping, books of prime entry, journals and ledger accounts

Business transactions:

Importance of recording business transactions.

The job role and responsibilities of the bookkeeper, e.g. posting transactions and maintaining ledgers, filing source documents, bank reconciliations, preparation of trial balance.

Skills and competences, e.g. attention to detail, IT literacy, data-entry skills, accuracy, integrity.

Different types of business transactions, e.g. sales, purchases, receipts and payments.

The different types of documentation for business transactions, e.g. invoices, purchase orders, receipts, statements.

Cash vs credit transactions.

The importance of accurate and timely recording of business transactions.

Accounting systems and double entry bookkeeping:

Types of accounting system, including single entry, double entry, manual, computerised.

The need for provision of accurate accounting information across an organisation to support decision making.

Understanding and applying the accounting equation.

Applying the concept of double entry accounting and the duality concept.

Identify the division of the ledger and books of prime entry and record sales, purchase and cash transactions.

Manual vs electronic accounting and bookkeeping systems, e.g. Sage, Xero, QuickBooks, cloud based.

LO2 **Prepare a trial balance for a given organisation from data provided**

Trial balance:

The purpose of a trial balance.

The steps taken to prepare a trial balance.

The benefits and limitations of the trial balance.

Extracting ledger balances into a trial balance.

Recording adjustments, including inventory, accruals and prepayments.

Trial balance and highlighting accounting errors:

The different types of errors that can be highlighted through the extraction of a trial balance.

Trial balance and link to financial statements:

The link between the trial balance and construction of business final accounts.

LO3 **Perform bank reconciliations to ensure organisation and bank records are correct**

Bank reconciliation:

The purpose of bank reconciliations and the main reasons for differences between the cashbook and the bank statement.

The process of reconciliation:

The use of the ledger to support the preparation of the bank reconciliation statement, including ensuring that all entries relating to specified periods are correctly entered to support the preparation of financial statements.

The steps to be taken in preparing bank reconciliation statements from data and identifying the correct bank balance to be reported in the final accounts.

Identifying variances through a bank reconciliation.

LO4 **Perform control account reconciliations for accounts receivable and accounts payable**

Control accounts:

The purpose of control accounts for accounts receivable and accounts payable.

The link between control accounts and the double entry system.

Control account reconciliations for accounts receivable and accounts payable.

Different ways in which control accounts support effective financial management within the organisation.

Suspense accounts:

The purpose of suspense accounts and how they differ from control accounts.

Identification of errors leading to the creation of a suspense account.

Recording entries in a suspense account and making journal entries to clear a suspense account.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Record business transactions using double entry bookkeeping, books of prime entry, journals and ledger accounts</td><td rowspan="2">D1 Conduct systematic gathering, summarising and recording of business transactions for accurate reporting of organisational efficiency and performance.</td></tr>
<tr><td>P1 Record double entry bookkeeping transactions in a timely and accurate way.
P2 Apply a range of business transactions using double entry bookkeeping, books of prime entry, journals and ledgers.</td><td>M1 Analyse a range of business transactions using double entry, books of prime entry, journals and ledgers in order to provide accurate and timely accounting information.</td></tr>
<tr><td colspan="2">LO2 Prepare a trial balance for an organisation from data provided</td><td rowspan="2">D2 Produce a trial balance that is timely, accurate and fully compliant for an organisation to meet its objectives.</td></tr>
<tr><td>P3 Using data provided, extract ledger balances into a trial balance for an organisation to accurately record transactions.</td><td>M2 Interpret, identify and correct accounting errors through the production of a trial balance to ensure accurate accounting records.</td></tr>
<tr><td colspan="2">LO3 Perform bank reconciliations to ensure organisation and bank records are correct</td><td rowspan="2">D3 Producing bank reconciliations that are timely, accurate and fully compliant for an organisation to meet its objectives.</td></tr>
<tr><td>P4 Prepare a bank reconciliation statement from given data for an organisation.</td><td>M3 Appraise the bank reconciliation process identifying errors and omissions from a bank statement and cashbook.</td></tr>
<tr><td colspan="2">LO4 Perform control account reconciliations for accounts receivable and accounts payable.</td><td rowspan="2">D4 Critically evaluate the role and purpose of control and suspense accounts in supporting effective financial management in the organisation.</td></tr>
<tr><td>P5 Explain the role and differences between control and suspense accounts.
P6 Perform control account reconciliations for accounts receivable and payable from given data.</td><td>M4 Evaluate the different types of control accounts in the context of the double entry bookkeeping system.</td></tr>
</table>

Recommended Resources

Textbooks

ATRILL, P. and McLANEY, E. (2018) *Accounting and Finance for Non-Specialists.* 9th Ed. Harlow: Pearson.

BRYNE, A. (2016) *Practical Accounts & Bookkeeping in easy steps.* 2nd Ed. In Easy Steps.

DYSON, J. R. (2015) *Accounting for Non-Accounting Students.* 9th Ed. London: Prentice Hall.

McLANEY, E. and ATRILL, P. (2018) *Accounting: An introduction.* 9th Ed Harlow: Pearson.

Websites

www.accaglobal.com	Association of Chartered Certified Accountants
	(General reference)
www.accountingcoach.com	Accounting Coach
	Online free courses
	(General reference)
www.cimaglobal.com	Chartered Institute of Management Accountants
	Tutor Resource Hub

Links

This unit links to the following related units:

Unit 5: Accounting Principles

Unit 21: Financial Reporting

Unit 22: Management Accounting

Unit 23: Financial Management

Unit 29: Managing and Running a Small Business

Unit 11: Business Data and Numerical Skills

Unit code	**F/617/8617**
Unit level	**4**
Credit value	**15**

Introduction

The ability to understand and analyse numerical data and information is an essential skill in coming to the right conclusions and making the right decisions in any industry. The knowledge of numbers and figures, understanding relationships between numbers and interpreting mathematical information are all key to building a strong skills profile. To succeed, business organisations must collect and analyse data that concerns customers, markets, competitors and business processes, to support business decision making.

In this unit, students will be introduced to the knowledge and skills needed to be able to support the collection, storage and interrogation of data for business decision making. They will explore methods of collecting data, both manually and online, and the techniques needed to interpret this quantitative and graphical data to produce information to assist business decision making. Students will also explore the numerical analysis techniques and digital platforms required to generate management information. They will gain the knowledge and skills required to present findings, conclusions and recommendations to a business audience.

The skills and knowledge gained from the completion of this unit will support the higher education study of business and academic research projects.

Learning Outcomes

By the end of this unit, a student will be able to:

LO1 Collect research data and apply business models for business decision making

LO2 Apply techniques to interpret data

LO3 Assess digital platforms for collection, storage and analysis of data and presentation of business information

LO4 Present information in appropriate formats to meet management needs.

Essential Content

LO1 Collect research data and apply business models for business decision making

Sources of business data:

Different primary data sources e.g. observation, experimentation, e-marketing research, focus groups, panels, field trials, piloting, surveys and methods, e.g. face-to-face, postal, email, online, telephone.

Appropriateness of each method, e.g. fitness for purpose, cost, accuracy, time, validity, response rate.

Secondary data sources:

- internal sources, including data records, loyalty schemes, electronic point of sale (EPOS), website monitoring, e-transactions, accounting records, production information, sales figures, sales personnel
- external sources, including internet, government statistics, printed materials, university research, company reports, trade journals, specialist agencies, e.g. Mintel and Dun & Bradstreet.

Validity and reliability of data:

The advantages and disadvantages of qualitative and quantitative approaches to research.

Criteria for selection of data, e.g. checking validity, source accuracy, bias, subjectivity, timeliness/currency.

Business models:

Different business models to support decision making, e.g. Porter's Five Forces model, 5C Analysis, Ansoff Matrix.

LO2 **Apply techniques to interpret data**

Apply, interpret and evaluate data presented in quantitative format:

Quantitative techniques: cross tabulation, trend analysis, gap analysis.
Representative values: arithmetic mean, median, mode.

Range, inter-quartile range.

Measures of dispersion: standard deviation.

Calculation: use of quartiles, percentiles and cumulative frequency.
Interpretation of correlation coefficient, times – series and trends.

Apply, interpret and evaluate data presented in diagrammatic and tabular formats:

Interpretation of pictograms, pie charts, bar charts, frequency curves, histograms, line graphs, scattergrams and tables.

LO3 **Assess digital platforms for collection, storage, analysis of data and presentation of business information**

The business audience:

Use of management information systems to meet strategic, tactical and operational business purposes and needs.

Generating financial tools, including net present value, discounted cash flow and internal rates of return.

Maintenance and security of stored data:

Storage of data and legal and regulatory requirements concerning the collection, storage and distribution of data.

Planning for adverse effects including methods used to back up stored data, locations and methods available for back up.

Security and confidentiality of data, including methods of distribution, transfer and storage of data.

Cyber security: network threats and vulnerabilities, protecting and preventing attacks and mitigating risk.

LO4 **Present information in appropriate formats to meet management needs.**

Present findings, conclusions and recommendations in appropriate formats to meet strategic, tactical and operational business purposes and needs:

Different written report formats, e.g. formal or informal, and their appropriateness for audience and content.

Different types of presentations including choice and use of appropriate software to include textual, graphical and pictorial elements.

Use of handouts and summary sheets.

Use of tables, graphs, charts, diagrams:

Creation of pictograms, pie charts, bar charts, frequency curves, histograms, line graphs, scattergrams.

Making use of scattergrams or scatter (XY) graphs and linear trend lines: extrapolation for forecasting (reliability).

The use of tables to simplify and rationalise the presentation of data to aid understanding of the information within that data.

The use of appropriate formats, e.g. one-way tables, two-way tables.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Collect research data and apply business models for business decision making</td><td rowspan="2">D1 Critically analyse the validity and reliability of the outcomes of the research.</td></tr>
<tr><td>P1 Conduct primary and secondary research to support business decision making.
P2 Apply a range of different business models to support decision making outcomes.</td><td>M1 Analyse primary and secondary research to appropriately support business decision making and outcomes.</td></tr>
<tr><td colspan="2">LO2 Apply techniques to interpret data</td><td rowspan="2">D2 Critically analyse data sets given in quantitative and diagrammatic forms to formulate valid conclusions.</td></tr>
<tr><td>P3 Apply quantitative techniques to interpret given data sets.
P4 Illustrate in diagrammatic forms different ways in which data can presented.</td><td>M2 Analyse data sets given in quantitative and diagrammatic forms.</td></tr>
<tr><td colspan="2">LO3 Assess digital platforms for collection, storage, analysis of data and presentation of business information</td><td rowspan="2">D3 Justify the methods chosen to collect, store, analyse data and present information.</td></tr>
<tr><td>P5 Examine appropriate digital platforms to collect, store and distribute data for business decision making.
P6 Discuss the legal and regulatory framework relating to the collection, storage and distribution of data.</td><td>M3 Evaluate the ways data can be stored and distributed securely, ensuring confidentiality.</td></tr>
</table>

Pass	Merit	Distinction
LO4 Present information in appropriate formats to meet management needs.		
P7 Compose a written report to present findings, conclusions and recommendations from research collection. **P8** Formulate a presentation to convey findings, conclusions and recommendations from research.	**M4** Discuss appropriate use of tables and selected graphical visuals in the report and presentation to support the communication of findings, conclusions and recommendations.	**D4** Evaluate how the formats selected and the use of textual, tabular and graphical visuals met the needs of the selected business audience.

Recommended Resources

Textbooks

DAVIS, G. and PECAR, B. (2021) *Statistics for Business Management.* Sage Publications.

NEWBOLD, P., CARLSON, W. and THORNE, B. (2019) *Statistics for Business and Economics.* 9th Ed. Harlow: Pearson.

SAUNDERS, M.N.K., THORNHILL, A. and LEWIS, P. (2019) *Research Methods for Business Students.* 8th Ed. Harlow: Pearson.

Websites

www.bbc.co.uk	BBC Skills
	Maths – Graphs
	(General reference)
www.statstutor.co.uk	Stats Tutor
	(General reference)
	UK Data Service
www.ukdataservice.ac.uk	Student Resources
	(Resources)

Links

This unit links to the following related units:

Unit 33: Marketing Insights and Analytics

Unit 42: Statistics for Management

Unit 45: Business Data Analytics and Insights

Unit 12: Executive Recruitment Solutions

Unit code	**F/618/1761**
Unit level	**4**
Credit value	**15**

Introduction

This is a practical unit designed to prepare students for the world of work in recruitment in the position of an executive recruiter. It is the role of executive recruiters, also known as `headhunters', to source potential candidates for high-level executive positions in companies. This is often referred to as an 'executive search' as executive recruiters coordinate with hiring managers to help define the specific requirements for these vacant and often 'hard to fill 'positions. Their main responsibility is to seek out highly qualified candidates through social media and face-to-face meetings.

The aim of this unit is to give students the employment knowledge and skills required to carry out the role of executive recruitment. Students are introduced to the emerging practice of executive recruitment and the services provided in human resource management. Students will look at the job specification of an executive recruiter, including the key roles and responsibilities, skills requirements and career opportunities. Students will then cover executive recruitment methodology; managing the process and managing client expectations. Students will have the opportunity to conduct an executive search, using a business simulated scenario, to facilitate 'real life' application for a given client brief to demonstrate skills.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Explain the nature and scope of the recruitment industry

LO2 Examine the role of executive recruitment for effective talent acquisition

LO3 Present the process of executive recruitment and the required skills at each stage of the process

LO4 Apply skills for an executive search in a given business context to meet a client brief.

Essential Content

LO1 **Explain the nature and scope of the recruitment industry**

The nature and scope of recruitment:

Defining recruitment.

Defining executive search.

The difference between recruitment and talent acquisition.

Different types of recruitment agencies and consultancies.

Recruitment methods and techniques:

Different types of recruitment methods, e.g. internal recruitment, social media recruitment, website advertising and web sourcing, use of third-party agencies.

Recruiting metrics and key performance indicators for monitoring effectiveness, e.g. tracking quality of sourcing, quality and costs of hire, acceptance rates, time to hire, retention.

Global recruitment requirements, e.g. understanding local culture, local work ethics.

Talent acquisition planning and strategies:

Setting long-term objectives.

Building a diverse applicant pipeline to meet current and future needs.

Strengthening the company brand.

Proactive recruitment and transformation of onboarding and continuous improvement.

LO2 **Examine the role of executive recruitment for effective talent acquisition**

The role of an executive recruiter:

Defining executive recruitment, traditionally known as 'headhunting', and the executive search role.

The differences between the key roles of executive recruitment and the key roles of recruitment.

The benefits of using an executive search.

The different types of executive recruitment, e.g. direct, indirect and third party.

Fulfilling the client brief and timely project delivery.

Building the talent pipeline, e.g. creating a trusted network of inactive, passive and active and candidates.

Ethical issues and requirements, e.g. confidential searches, sharing of confidential information and data, data protection.

Different models of executive search payment, e.g. retained, delimited and engaged search.

Specific skills set and competences:

Specialist industry knowledge and expertise.

Job analysis and understanding of the specific job role to identify skills and attributes in others.

Networking and people skills to build responsive relationship management.

Understanding the use of the digital environment to improve effectiveness of candidate search and acquisition.

Digital skills that include using social media platforms for communication and networking, applicant tracking systems to filter and process best candidates, virtual conferencing, using data analytics to search for best candidates.

Soft skills, including commitment, drive, interpersonal and communication skills.

Career opportunities:

Working for specialist agencies, executive search companies and large organisations.

Opportunities in sectors including banking, finance, accountancy and legal sectors.

LO3 **Present the process of executive recruitment and the required skills at each stage of the process**

The process stages:

Mapping and targeting of companies.

Profile hunting and candidate research.

Profiling and screening candidates.

Identifying and avoiding bias.

Shortlist collation and presenting to brief requirements.

Interviews.

Follow up and evaluation from both candidate and client perspectives.

Different skills required:

Cultivating relationships with companies and top-level professionals.

Extensive research skills using new source technologies.

Coaching and mentoring candidates.

Overcoming objections.

Negotiating salaries on behalf of both the candidate and the client.

Preparing and presenting reports and materials.

LO4 **Apply skills for an executive search in a given business context to meet a client brief.**

The executive search:

Establish the search priorities.

Setting a legal and ethical framework.

Developing search strategies.

Attracting and evaluating candidates.

The headhunt call, building rapport, commitment and control.

Present most appropriate candidates.

Complete the search.

Continuous relationship management and evaluation of the process and success of the executive search for both client and candidate.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Explain the nature and scope of the recruitment industry</td><td rowspan="3">D1 Evaluate different types of recruitment services, methods and techniques available to determine advantages and disadvantages.</td></tr>
<tr><td>P1 Discuss different types of recruitment services, methods and techniques available.
P2 Explain the value and importance of the recruitment industry to the economy.</td><td>M1 Compare different types of recruitment services, methods and techniques available for successfully meeting recruitment objectives.</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="2">LO2 Examine the role of executive recruitment for effective talent acquisition</td><td rowspan="3">D2 Draw valid conclusions to evaluate the impact of executive recruitment services for effective and successful talent acquisition</td></tr>
<tr><td>P3 Explore key roles and responsibilities of executive recruitment for effective talent acquisition.</td><td>M2 Review roles and responsibilities of executive recruitment for effective talent acquisition.</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="2">LO3 Present the process of executive recruitment and the required skills at each stage of the process</td><td rowspan="5">LO3 and LO4
D3 Conduct a successful executive search, following a comprehensive process map that builds in touch points for measuring and evaluating progress and performance.</td></tr>
<tr><td>P4 Produce a process map for the role of executive recruitment.
P5 Discuss the specific skills required at each stage of the process.</td><td>M3 Produce a detailed process map for the role of executive recruitment that integrates skills and competences throughout each stage.</td></tr>
<tr><td colspan="2">LO4 Apply skills for an executive search in a given business context to meet a client brief.</td></tr>
<tr><td>P6 Review process plans for maintaining client relationship and successful outcomes of candidate selection.
P7 Conduct an executive search for a specific client brief and job role to meet objectives set.</td><td>M4 Apply specific search strategies and techniques to conduct executive search for a specific client brief and job role that successfully meets objectives set.</td></tr>
</table>

Recommended Resources

Textbooks

ARMSTRONG, M. and TAYLOR, S. (2020) *Armstrong's Handbook of Human Resource Management Practice.* 15th Ed. London: Kogan Page.

BEARDWELL, J. and THOMPSON, A. (2017) *Human Resource Management a Contemporary Approach.* 8th ed. Harlow: Pearson.

COLLIER, K. (2019) *The Robot-Proof Recruiter: A Survival Guide for Recruitment and Sourcing Professionals.* London: Kogan Page.

GUEST, S. (2019) *The Life of a Recruiter.* SGuest publishing.

TORRINGTON, D. et al. (2017) *Human Resource Management.* 10th Ed. London: Prentice Hall.

Websites

www.agencycentral.co.uk	Agency Central
	What is Executive Recruitment
	(Articles)
www.bie-executive.com	BIE Executive Ltd
	Complete Guide to Executive Search
www.hrzone.com	HRZone
	(General reference)

Links

This unit links to the following related units:

Unit 3: Management of Human Resources

Unit 30: Resource and Talent Planning

Unit 32: Strategic Human Resource Management

Unit 13: Human Capital Management

Unit code	**J/618/1762**
Unit level	**4**
Credit value	**15**

Introduction

The focus of human capital management is to attract, develop and manage people in the workplace. Human capital management provides opportunity for innovation in the pursuit of a high-performance workplace (HPW); it is seen as an asset that can be measured and enhanced through investment.

This unit will explore the key aspects of human capital management and how it can be used by organisations. Students will explore the transition and evolution from the traditional personnel management function, through to human resource management and now human capital management. Students will have the opportunity to focus on the key aspects of human capital management, including analysis of internal and external factors affecting the labour market and employment demand, workforce acquisition, workforce management and workforce optimisation and review the key interventions used in effective human capital management.

On successful completion of this unit, students will have developed sufficient knowledge and understanding of how human capital management can be used effectively by organisations to create value. Students will develop skills that enable them to adopt the techniques they have learnt.

Learning Outcomes

By the end of this unit students will be able to:

LO1 Explore human capital management

LO2 Prepare a workforce acquisition and management plan using human capital management techniques

LO3 Assess the organisational environment to enable human capital management decisions to be made

LO4 Review external factors and trends impacting human capital management.

Essential Content

LO1 **Explore human capital management**

Evolution – transition of theories and practices:

Defining human capital management, e.g. intellectual capital, social capital and organisational capital and how these create and drive value in organisations.

Benefits and limitations of human capital management:

The benefits of human capital management, including increased employee satisfaction, improved retention rates, enhanced employee engagement and client management.

Creating an empowered culture.

The impacts of these benefits on organisational culture, performance and communication.

The limitations of human capital management, including managing change in an established organisation, cost of set-up, loss of subjectivity.

Techniques for achieving increased productivity and maintaining positive employment relations.

Strategic gain:

Transition from people strategy to business strategy and increased business impact.

Optimising return on investment to meet an organisation's ongoing needs.

LO2 **Prepare a workforce acquisition and management plan using human capital management techniques**

Workforce acquisition and management:

The recruitment process, onboarding and contingent workforce planning and management.

Functions, processes and policies for providing personnel administration and management, including payroll, benefits, portal/employee self-service.

Competency management.

Workforce optimisation:

Functional areas and processes that support workforce optimisation, including workforce planning, performance management, compensation planning, retention and absence management.

Education and training for continuous professional development (CPD).

Organisation visualisation, transforming Big Data into insight and greater organisational transparency.

The use of workforce analytics to increase workflow and efficiency.

Human capital management techniques and planning:

Identifying human capital goals and establishing metrics, e.g. skills, workforce composition, labour costs, effectiveness of personal development initiatives, payroll costs.

Accountability system.

Creating, monitoring and evaluating workforce acquisition management plans with clear strategic direction and goals.

Strategy and policy to achieve objectives and goals.

Integration of talent management from local to global scale to meet workforce requirements.

LO3 **Assess the organisational environment to enable human capital management decisions to be made**

Human capital reporting:

Standardised approach.

Accessible and transparent reporting.

Integrated reporting via key internal/external stakeholders.

Barriers to effective measurement and reporting.

Measuring the impact and contribution of people to business performance.

Human capital analytics:

Different sources of data and data collection methods for organisations, e.g. small and medium enterprises (SMEs) vs multinational organisations.

Inputs, e.g. resources, relationships, skills, other capital.

Activities, e.g. inputs converted into outputs through business activity.

Outputs, e.g. key products or services.

Outcomes, e.g. employee satisfaction, customer satisfaction.

Impact of short-, medium- and long-term data analysis.

The importance of clean data and data quality.

Analysis of internal and external factors affecting the labour market.

The misinterpretation of data and the impact it has on accuracy of reporting and presenting data.

Ethical implications of human capital analytics:

Measuring the economic value that an employee provides through knowledge, skills and abilities.

Transparent collection and reporting of human capital data.

True and accurate reporting to internal/external stakeholders of human capital data.

Impact of human capital insights.

Data security and confidentiality.

LO4 **Review external factors and trends impacting human capital management.**

Human capital management external factors and trends:

Impact of digital emerging technologies on workplace practices, e.g. remote working, virtual teams, networking and collaborative working, social distancing measures.

Industrial change and the 4th industrial revolution, driving the gig economy and sharing economy.

Diversity of employment relationships, e.g. freelancers, contractors, and flexible approaches to employment contracts, e.g. part time, zero hours.

Globalisation and development of multicultural and diverse workforces, meeting needs and expectations.

Diversity of the workforce and meeting needs of individualism, equality and inclusion and social responsibility.

Impact of improving educational standards.

Employment legislation.

Assessing impacts of external factors and trends within organisations:

External impacts on organisational culture, structure, performance.

Evaluation of external evidence, e.g. market index, external benchmark data to assess impacts.

The changing external context, maximising opportunities and minimising risks in the external environment.

Tools to support human capital management:

Digital techniques using Big Data and Artificial Intelligence (AI), e.g. real-time data analysis, critical decision making.

Human capital management proprietary software.

Enterprise resource planning (ERP).

Development of impactful HR practices:

Impact measurement of organisational investment into human capital management, e.g. improved productivity, connectivity, motivation.

Return on investment in human capital management.

Use of key performance indicators to measure success of HR practices.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Explore human capital management</td><td rowspan="4">LO1 and LO2
D1 Evaluate the strategic benefits to the organisation of human capital management and the impact of effective work acquisition, management and optimisation in the workplace.</td></tr>
<tr><td>P1 Explain human capital management.
P2 Compare the purpose of human resource management and human capital management.</td><td>M1 Analyse the benefits and limitations of human capital management to the employer and employee.</td></tr>
<tr><td colspan="2">LO2 Prepare a workforce acquisition and management plan using human capital management techniques</td></tr>
<tr><td>P3 Produce a workforce acquisition and management plan that will support a workforce optimisation strategy, using human capital management techniques.</td><td>M2 Produce a workforce and acquisition management plan that applies appropriate strategic approaches to achieve workforce optimisation.</td></tr>
<tr><td colspan="2">LO3 Assess the organisational environment to enable human capital management decisions to be made</td><td rowspan="4">LO3 and LO4
D2 Evaluate the challenges, opportunities, external trends and impact of human capital measurement and reporting.</td></tr>
<tr><td>P4 Explore why human capital reporting is important.
P5 Investigate how human capital management analytics benefit or hinder stakeholder expectations and priorities.</td><td>M3 Analyse the ethical implications of human capital analytics and reporting.</td></tr>
<tr><td colspan="2">LO4 Review external factors and trends impacting human capital management.</td></tr>
<tr><td>P6 Identify human capital management external trends and the impact on small-, medium- and large organisations.
P7 Explore the tools available to support human capital management.</td><td>M4 Analyse the importance of impactful HR practices.</td></tr>
</table>

Recommended Resources

Textbooks

ARMSTRONG, M. and TAYLOR, S. (2020) *Armstrong's Handbook of Human Resource Management Practice.* London: Kogan Page.

LEATHERBARROW, C. and FLETCHER, J. (2018) *Introduction to Human Resource Management: A Guide to HR in Practice.* London: CIPD – Kogan Page.

WONG, W. et al (2019) *Human Capital Management Standards. A Complete Guide.* London: Kogan Page.

Websites

www. cipd.co.uk	Chartered Institute of Personnel and Development Reporting Human Capital: Illustrating your company's true value (General reference)
www.cipd.co.uk	Chartered Institute of Personnel and Development People measurement and reporting: From theory to practice (General reference)
www.cipd.co.uk	Chartered Institute of Personnel and Development Valuing Your Talent (General reference)
www.iso.org	International Organization for Standardization (General reference)

Links

This unit links to the following related units:

Unit 3: Management of Human Resources

Unit 30: Resource and Talent Planning

Unit 46: Developing Individuals, Teams and Organisations

Unit 47: Human Resources – Value and Contribution to Organisational Success

Unit 14: Digital Business in Practice

Unit code	**R/618/5054**
Unit level	**4**
Credit value	**15**

Introduction

As businesses across industries digitise their operations and processes, digital skills are highly valued by employers. Developing digital skills – ranging from data analysis, digital design, digital marketing and customer relationship management – is vital for progression in higher education but, crucially, also aids employability in a vast array of roles in the business environment.

In today's world, new technologies play an increasingly important role in the economy and in society. To remain competitive, businesses need to continually update and upskill their workers' competences. There is also a responsibility and onus on individuals to keep up to date with the changing digital landscape.

In this unit, students will explore the impact of a range of digital technologies on the workplace. They will examine how these technologies can support businesses aims and services, allow interaction with customers, for example to promote their business, to encourage people to visit their e-commerce site, to buy goods or services, to drive and increase sales and to provide high levels of customer service. The skills generated through an understanding of the practical and necessary use and application of relevant technologies will enable students to present themselves as being digitally literate to employers and give them the confidence to succeed in applying modern, digital methods.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Examine the digital business environment, emerging trends and contemporary approaches

LO2 Investigate the effectiveness of the use of digital technologies to achieve business objectives

LO3 Develop a transformational digital strategy plan to support the implementation of digital technologies within an organisation

LO4 Present the design of a selected mobile application to support a digital strategy within an organisation.

Essential Content

LO1 Examine the digital business environment, emerging trends and contemporary approaches

Defining digital business:

Definitions of digital business, digitisation and digitalisation of business.

Digital business models.

Integrating business models, the business environment and the internet.

Use of digital technologies:

Cloud computing for access and storage, cloud file sharing and collaboration, record management.

Digital technologies for effective internal communication, e.g. use of Slack, Gmail, Skype for instant messaging and video conferencing.

Artificial intelligence software, e.g. chatbot.

Customer Service Relationship Management using Social media such as Facebook®, Twitter®, LinkedIn®, Instagram® and YouTube®.

Integrated management systems software, e.g. Enterprise Resource Planning (ERP).

Data analytics for audience profiles, e.g. age, gender, income, geographical location.

Data gathering tools and analysis, including Facebook Insights™, Twitter Analytics™ and Google Analytics™ or any other suitable social media analytical tool.

Emerging trends:

Digital systems and their rapidly evolving environment, e.g. Enterprise Resource Planning (ERP), Customer Relationship Management (CRM).

The social networks of individuals and developments in internet technology.

Distributed Ledger Technology (DLT), the impact of Blockchain.

LO2 **Investigate the effectiveness of the use of digital technologies to achieve business objectives**

The main functions of digital technologies:

A practical application of marketing and brand promotion on products and services.

Sharing information and data-based decision making and performance measurement.

Building relationships with customers/clients.

Knowledge/information.

Performance measurement and planning.

Business networking and interaction with customers.

Effective internal communication and collaboration.

Storage and archiving data and information.

Project management, budgeting, forecasting and target setting: statistical methods for business.

An introduction to financial statements, such as balance sheets, income statements and cash flows, in order to consider the impact of digital business in an organisation.

B2C digital interaction:

The benefits of social media, e.g. increased brand awareness, increased web traffic, targeted sales and increased revenue.

The implementation and assessment of social media strategies to create effective social media marketing campaigns across multiple platforms.

The benefits of good User Interface (UI) and User Experience (UX) design

B2B digital interaction:

Managing brand and transparency using account-based digital advertising in the B2B context.

Different types of e-commerce platforms to provide information to B2B customers on stock levels, products regularly ordered, past purchases, and add-ons for products previously bought.

Account portfolio management, measuring and identifying target accounts, engagement and considerations for tactical advertising and multi-channel penetration.

Risks and issues of the use of digital technologies to support their business aims and services:

Managing negative comments on social media sites and damage to reputation.

Increased use of business and personal resources to manage and control a social media campaign.

Customer complaints and feedback visible and open for scrutiny from the public.

Meeting regulatory requirements for data protection, e.g. GDPR compliant.

The impact of increased vulnerability to cyber criminals and measures to be taken for cyber security.

Negative impact on health.

LO3 **Develop a transformational digital strategy plan to support the implementation of digital technologies within an organisation**

Managing Digital transformation:

Leading and managing teams in the digital era, the role of the virtual leader

An analysis of organisations closely associated with the digitalisation of business (e.g. Google, Apple) and digital leadership in other sectors e.g. retail, finance

Skills required for managing uncertain and complex environments

Ethical considerations in information systems and data analytics.

Digital implementation and strategy:

Implementation to improve efficiency, value or innovation.

The use of a digital transformation strategy plan to identify and shape new opportunities.

Assessing and developing new business ideas through the business model canvas.

Defining a digital vision, clear objectives and digital opportunities.

Types of digital innovation and examples of digital disruptors.

Considerations for strategic, long-term planning, focusing on integrated digital media channels, implementation of new technologies and smart, digital ways of working.

Setting SMART (specific, measurable, achievable, realistic, timely) targets in terms of integrating digital devices, platforms, media, data and technologies into organisation capabilities, processes and systems.

Testing ideas, creating prototypes, piloting and assessing customer feedback.

Developing a competitive edge:

Leading transformation and change to deliver added value and innovation.

Identifying and prioritising opportunities.

Strategies for embedding new technologies.

The interrelationship between the internet and strategy.

Information technology (IT) and change management.

Risk management, contingency planning to mitigate risk, mitigating implementation and monitoring.

LO4 **Present the design of a selected mobile application to support a digital strategy within an organisation.**

Mobile applications:

App marketing and app store optimisation.

Different mobile platforms, e.g. Android, iPhone, iPad, Windows and Hybrid.

Different app design for web app, mobile, tablet.

Design factors for the User Interface (UI) and User Experience (UX).

Design aspects, including storyboarding, user stories, colours fonts.

Phototyping and phototyping tools, e.g. Apache Hadoop and IBM Cloud.

Identifying new business opportunities, generating feedback and putting real-world learning and theory into practice.

Obtaining start-up finance and initial digital marketing.

Presentation and 'pitching' skills:

Audience awareness, research and sensitivity.

Competitor research.

Business and product narratives.

Structure and time.

Verbal and non-verbal communication to meet audience requirements.

Presentation, behaviour and conduct of presenter, e.g. attire, attitude, business-like skills, suitability for audience, preparation and organisation.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Examine the digital business environment, emerging trends and contemporary approaches</td><td rowspan="5">LO1 and LO2
D1 Critically evaluate a range of digital business approaches within global organisations to promote new business growth.</td></tr>
<tr><td>P1 Explain the range of digital approaches taken by organisations.
P2 Explore the relationship between contemporary approaches to digital business and their impact on meeting KPIs successfully.</td><td>M1 Evaluate the importance of digital business to organisations in a global context.</td></tr>
<tr><td colspan="2">LO2 Investigate the effectiveness of the use of digital technologies to achieve business objectives</td></tr>
<tr><td>P3 Investigate a range of digital technologies used by organisations to achieve business objectives.</td><td>M2 Assess the effectiveness of the use of digital technologies on business objectives in a range of global organisations.</td></tr>
<tr><td colspan="2">LO3 Develop a transformational digital strategy plan to support the implementation of digital technologies within an organisation</td><td rowspan="4">LO2 and LO3
D2 Formulate a transformational digital strategy plan and an accompanying mobile application design through the consideration of key economic, social, cultural, technological, political, environmental and behavioural data to justify its implementation.</td></tr>
<tr><td>P4 Illustrate the ways in which digital technologies can support organisations.
P5 Construct a digital strategy plan in order to support the implementation of digital technologies within an organisation.</td><td>M3 Assess the ways in which digital innovation can assist organisations in developing a competitive edge through a digital strategic plan.</td></tr>
<tr><td colspan="2">LO4 Present the design of a selected mobile application to support a digital strategy within an organisation.</td></tr>
<tr><td>P6 Pitch the design of a mobile application that supports the overall digital strategy of an organisation.</td><td>M4 Pitch a mobile application, identifying ways in which they support different digital strategies within organisations.</td></tr>
</table>

Recommended Resources

Textbooks

BOCIJ, P., GREASLEY, A. and HICKIE, S. (2018) *Business Information Systems – Technology, Development and Management for Modern Business.* 6th ed. Harlow: Pearson.

CHAFFEY, D. (2019) *Digital Business and E-Commerce Management: Strategy, Implementation and Practice.* 7th Ed. Harlow: Pearson.

DONALD, M. (2019) *Leading and Managing Change in the Age of Disruption and Artificial Intelligence.* UK: Emerald.

LAUDON, K. and LAUDON, J. (2019) *Management Information Systems: Managing the Digital Firm.* 15th Ed. Harlow: Pearson.

MARR, B. (2016) *Big Data in Practice: How 45 Successful Companies Used Big Data Analytics to Deliver Extraordinary Results.* London: Wiley.

TEGMARK, M. (2018) *Life 3.0: Being Human in the Age of Artificial Intelligence.* London: Penguin.

WODECKI, A. (2018) *Artificial Intelligence in Value Creation: Improving Competitive Advantage.* Switzerland: Palgrave Macmillan.

Websites

www.digitallearn.org	Digital Learning Software Applications – Google (General reference)
www.facebook.com	Facebook (General reference)
www.instagram.com	Instagram (General reference)
www.linkedin.com	LinkedIn (General reference)
www.thinkwithgoogle.com	Google Insights Digital transformation (General reference)
www.twitter.com	Twitter (General reference)
www.youtube.com	YouTube (General reference)

Links

This unit links to the following related units:

Unit 8: Innovation and Commercialisation

Unit 44: Business Information Technology Systems

Unit 54: E-Commerce and Strategy

Unit 55: Planning Social Media Campaigns

Unit 15: Operational Planning and Management

Unit code	**K/650/2919**
Unit type	**Core**
Unit level	**4**
Credit value	**15**

Introduction

Operations management is everywhere, in every organisation, in every service experienced and in every product consumed. It is the administration of business practices to create the highest level of efficiency possible in an organisation. It is concerned with converting materials and labour into goods and services as efficiently as possible to maximise profits.

The aim of this unit is to enable students to explore how operations management manages all business activities to efficiently create and deliver products and services. This includes the transformation of inputs into outputs of finished goods and services and activities throughout the supply chain. Students will explore the approach to quality management and continuous improvement in the production process. They will review how operations managers have to look externally as well as at internal processes, considering suppliers' performance and customers throughout the supply chain.

By the end of the unit students will have an insight into the complex nature of operations, processes and supply chain management, fundamental for understanding the holistic work environment in any industry and organisation.

Learning Outcomes

By the end of this unit students will be able to:

LO1 Examine the interrelationships of operations management with the other functions within an organisation

LO2 Explain the importance of operations management in achieving effective organisational performance

LO3 Apply quality management approaches to solve practical operations management problems

LO4 Assess the role of supply chain management in supporting an organisation to satisfy customer requirements.

Essential Content

LO1 Examine the interrelationships of operations management with the other functions within an organisation

Operations, core and support functions:

Definition of ‘operations’ and ‘operations management’.

Defining the operations function and management of activities to create and deliver products and services that include control and distribution systems, transformation process, process design, capacity management, logistics and inventory management.

Core functions of operations e.g. marketing, product/service development.

Support functions, including accounting and finance, human resources (HR), information systems and process technology.

Interrelationships between operations, core and support functions.

Career opportunities and roles in operations management e.g. operations manager, logistics manager, supply chain specialist, operations analyst.

Skills and competencies required:

- soft skills e.g. logical approach, quality conformance, communication skills, ethical awareness
- technical skills e.g. collaborative planning and forecasting, assessing and prioritising risks, business continuity planning and mitigation, integrating and improving systems technologies
- managing business recovery, uncertainty and seeking innovative solutions to business needs in a post-pandemic world
- managing interrelationships e.g. how to manage potential conflict, hold-ups.

Input-transformation-output process:

Inputs, including raw materials, information and customers.

Transforming resources of facilities and staff.

Outputs of products and services, including facilitating services, service-conscious manufacturing and the servitisation of organisations e.g. offer to customers of maintenance, maintenance support and training updates.

The process hierarchy – levels of process, the operation, supply network and individual processes.

Impact of the ‘four Vs’ (volume, variety, variation, visibility) on operations and processes.

LO2 **Explain the importance of operations management in achieving effective organisational performance**

Importance of operations:

The value of operations management for sustainable success, maximising profitability, productivity and efficiency.

The benefits of effective operations management e.g. quality, productivity, customer satisfaction, reduced cost.

The importance of meeting stakeholder requirements.

Improvement and innovation in operations function for driving organisational improvement, quality and organisational reputation.

Challenges faced in operations management:

The impact of the post-pandemic world on the supply chain e.g. material shortages, disruption to distribution networks, delivery times of goods and services.

Factors affecting pricing models, the increased volatility and rising costs of raw materials.

Dealing with post-Brexit trade barriers and regulations, and the impact this has had on operations and supply chains e.g, labour shortages, additional costs, complexity and risk of delay associated with new checks.

Increased customer expectations relating to quality, sustainability and variety.

Social and environmental issues e.g. political disruption, climate change, natural disasters.

Addressing the challenges of reducing greenhouse gas emissions in supply chains, reducing impacts on air, land, biodiverse and geological resources.

Globalisation e.g. shipping costs, energy costs.

Partnership relationships and reputation management.

Organisational performance measurement:

Performance objectives of operations management e.g. quality, speed, dependability, flexibility, cost.

Setting performance targets and key performance indicators (KPIs) to measure success.

Defining key performance metrics, including financial, customer satisfaction, employee satisfaction, productivity and response rate.

Balanced scorecard approach to performance measurement: financial, customer, internal processes and learning and growth.

LO3 **Apply quality management approaches to solve practical operations management problems**

Importance of quality:

Increased customer satisfaction, including loyalty and retention.

Improved organisational performance e.g. market share, waste reduction, impact on costs and revenue, improved operation processes.

The impact that quality has on reputation and employee motivation and engagement.

Different approaches to quality and continuous improvement:

Process management to improve efficiency, compliance and output.

Total quality management (TQM) and developments from Deming's original 14 points for quality control for meeting customers' requirements, including employee involvement, process review and redesign, competitive benchmarking, 'right first time' and constant measurement of results.

Quality systems approach to achieve quality management that documents structure, processes, roles and responsibilities, policies and procedures.

ISO 9001, including the seven quality management principles.

Dimensions of TQM e.g. continuous improvement, process control, management and leadership, teamwork.

Theories of TQM: Crosby, Juran, European Foundation for Quality Management.

TQM methodologies including six sigma and DMAIC (define, measure, analyse, improve, control), lean manufacturing, zero defects, just-in-time, quick response manufacturing.

Best practice in TQM e.g. continuous improvement, customer focus, clear implementation strategy.

Monitoring and controlling operations:

Frequency of monitoring and evaluating.

Reporting results.

Deviating from the operational plan and replanning activity.

Use of control techniques e.g. push and pull control, trial and error control.

LO4 **Assess the role of supply chain management in supporting an organisation to satisfy customer requirements**

The scope of supply chain management:

The difference between supply chains and supply networks.

Internal and external supply chains.

Tangible and intangible supply chains.

Lean supply networks, efficiency and the functional product vs agile supply networks, responsiveness and the innovative product.

Supply chain performance objectives:

Different objectives of quality and speed, including responsiveness to customer demand and the impact on inventory, dependability, flexibility/agility, cost, sustainability.

Managing supply chain relationships:

In-house vs outsourcing of activities.

Contract-based/transactional relationships vs long-term/partnership relationships.

Characteristics, advantages and disadvantages of these relationships.

Supply-side management and the four key approaches of multiple, single, delegated and parallel sourcing.

Ethical global sourcing, both benefits and risks, including the ethical and sustainable considerations and standards of sources e.g. human rights, modern-day slavery, corruption and bribery.

Development of new pricing approaches, flexibility and capabilities to create long-term competitive advantages.

Demand-side management components, including logistics services, which includes in-house and outsourcing and customer relationship management (CRM).

Approaches to stakeholder and supplier relationship management, including effective networking, collaborative working techniques and negotiation.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Examine the interrelationships of the operations function with the other functions within an organisation</td><td rowspan="5">LO1 and LO2
D1 Critically analyse operations, processes and management in successfully improving organisational performance and achievement of objectives.</td></tr>
<tr><td>P1 Examine the interrelationships between operations and the core support functions within an organisation.
P2 Examine the impact that operations and processes have on other functions in an organisation.</td><td>M1 Analyse the role of operations and processes and impacts in an organisation.</td></tr>
<tr><td colspan="2">LO2 Explain the importance of operations management in achieving effective organisational performance</td></tr>
<tr><td>P3 Explain the challenges faced by operations management in a range of organisations when meeting customer requirements.
P4 Compare how different organisations measure operations performance and their effectiveness.</td><td>M2 Analyse the importance and effectiveness of operations management in enhancing organisational performance.</td></tr>
<tr><td colspan="2">LO3 Apply quality management approaches to solve practical operations management problems</td><td rowspan="2">D2 Justify different approaches of quality management to successfully solve operations management problems, optimise organisational performance and meet business objectives.</td></tr>
<tr><td>P5 Apply different approaches to quality management for given operations management problems to optimise organisational performance.</td><td>M3 Compare benefits and limitations of different approaches for solving operations management problems and improving and optimising organisational performance.</td></tr>
<tr><td colspan="2">LO4 Assess the role of supply chain management in supporting an organisation to satisfy customer requirements</td><td rowspan="2">D3 Critically evaluate effective supply chain management to make recommendations for enhancing and exceeding customer satisfaction.</td></tr>
<tr><td>P6 Review the role of supply chain management in supporting different organisations to supply products and services to meet their customers' needs.</td><td>M4 Evaluate how different organisations manage their supply chain relationships to ensure and maintain customers' satisfaction.</td></tr>
</table>

Recommended Resources

Textbooks

Cole, G.A. and Kelly, P. (2020) *Management Theory and Practice*. 9th Ed. Andover, Hants: Cengage Learning EMEA.

Grant, D.B., Trautrims, A. and Wong, C.Y. (2022) *Sustainable Logistics and Supply Chain Management: Principles and Practices for Sustainable Operations and Management*. 3rd Ed. London: Kogan Page.

Jacobs, F.R. and Chase, R.B. (2023) *Operations and Supply Chain Management.* 17th Ed. Maidenhead: McGraw Hill Education.

Reid, R.D. and Sanders, N.R. (2019) *Operations Management: An Integrated Approach*. 7th Ed. Hoboken, NJ: Wiley.

Slack, N., Burgess, N. and Brandon-Jones, A. (2022) *Operations Management.* 10th Ed. Harlow: Pearson.

Websites

www.ascm.org	Association for Supply Chain Management (General reference)
www.cips.org	Chartered Institute of Procurement and Supply (General reference)
www.ismworld.org	Institute for Supply Management (General reference)
www.scdigest.com	Supply Chain Digest “Resources/Education” (General reference)

Links

This unit links to the following related units:

Unit 26: Principles of Operations Management

Unit 36: Procurement and Supply Chain Management

Unit 44: Business Information Technology System

Unit 16: Managing the Customer Experience

Unit code	**H/618/5057**
Unit level	**4**
Credit value	**15**

Introduction

The aim of this unit is to give students background knowledge and understanding of how businesses manage the customer experience – from the initial needs analysis through to after-sales follow-up.

Students will map the journey that a customer makes through a business, identifying crucial touch points and recognising how these touch points can be managed to optimise the customer's experience.

Students will consider how technology is changing the way that customers interact with businesses and how digital initiatives should complement existing customer journeys while recognising that online and offline consumers are distinctly different. Students can then use this knowledge to provide customer service in business and services and in an online context to meet required business standards.

Learning Outcomes

By the end of this unit students will be able to:

LO1 Explain the needs and expectations of market segments for products and/or services of a given business organisation

LO2 Produce a customer experience map to create business opportunities and optimise customer touch points

LO3 Investigate the impacts of digital technology on customer relationship management

LO4 Apply effective customer experience management within an organisational context to maximise customer engagement.

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Essential Content

LO1 Explain the needs and expectations of market segments for products and/or services of a given business organisation

Target markets:

Defining the customer profile and characteristics of the target audience through market segmentation.

Use of individual characteristics such as age, gender, income, occupation, geographic location, education, ethnicity.

Customer behaviours and attitudes:

Understanding the customer behaviours and attitudes of different market segments to build brand loyalty and trust.

The four clusters of emotions that drive or destroy value (Shaw).

Engagement factors:

Different opportunities for customer engagement.

Onboarding and post-boarding strategies for customer engagement.

Different factors that drive and influence customer engagement, e.g. compelling offers, competitive prices and accessibility.

LO2 Produce a customer experience map to create business opportunities and optimise customer touch points

The customer journey and experience mapping:

Definition of the customer journey experience map.

The stages of the customer journey and how the customer journey map supports businesses to understand how to interact with customers.

Deconstructing the customer journey and building the customer narrative to provide strategic insights.

The use of experience mapping as a strategic process of capturing and communicating complex customer interactions.

Touch points:

Identifying critical moments when customers interact with the organisation pre-, during and post the customer experience.

The key building blocks of doing, feeling and thinking.

LO3 **Investigate the impacts of digital technology on customer relationship management**

CRM systems:

Definition of Customer Relationship Management (CRM) systems.

Different types of CRM systems, e.g. operational, analytical, and how each of these contribute to the management of customer relationships.

Online customer experiences:

Business interactions with current and potential customers via a choice of integrated digital marketing channels.

Digital content and the speed and consistency of exchanges and transactions impacts on individual businesses.

Social media:

The use of different social media platforms to raise awareness of products and services and communicate with customers.

LO4 **Apply effective customer experience management within an organisational context to maximise customer engagement**

CEM strategies:

Definition of Customer Experience Management (CEM).

The goals of CEM.

The use of touch point analysis.

The stages of the customer experience strategy: assessing market needs, experience mapping, identifying and designing the brand experience and structuring touch points to measure and evaluate.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the needs and expectations of market segments for products and/or services of a given business organisation		
P1 Explain the value and importance of understanding the needs, wants and preferences of target customer groups for a business organisation. **P2** Explore the different factors that drive and influence customer engagement of different target customer groups.	**M1** Review how customer engagement factors determine customer onboarding strategies for different target customer groups.	**D1** Evaluate a broad range of different target customer groups' needs and expectations in terms of customer engagement for a product and/or service.
LO2 Produce a customer experience map to create business opportunities and optimise customer touch points		
P3 Create a customer experience map for a selected business organisation. **P4** Discuss how the customer touch points throughout the customer experience create business opportunities.	**M2** Create a detailed customer experience map that charts the customer journey and examines the activities and actions taken at each customer touch point, to create business opportunities.	**D2** Analyse how customer touch points influence the behaviour, responses and actions of its customers to enhance the customer experience.
LO3 Investigate the impacts of digital technology on customer relationship management		
P5 Examine how digital technology is employed in managing the customer experience providing specific examples of customer relationship management (CRM) systems.	**M3** Evaluate how digital technologies employed in managing the customer experience are changing CRM systems to acquire and retain customers effectively.	**D3** Critically evaluate CRM systems used in businesses for acquisition and retention of customers.

Pass	Merit	Distinction
LO4 Apply effective customer experience management within an organisational context to maximise customer engagement**.**		
P6 Illustrate customer service strategies in an organisational context. **P7** Demonstrate how customer service strategies create and develop the customer experience in a way that meets the needs of the customer and required business standards.	**M4** Review the application of customer service strategies in an organisation and make recommendations for improvement.	**D4** Evaluate the delivery of customer service strategies and communication, justifying and making valid recommendations for improvement in developing a quality customer experience.

Recommended Resources

Textbooks

BUTTLE, F. (2015) *Customer Relationship Management: Concepts and Technologies.* 3rd Ed. Oxford: Routledge.

GOODMAN, J. (2019) *Strategic Customer Service: Managing the Customer Experience to Increase Positive Word of Mouth, Build Loyalty, and Maximize Profits.* 2nd Ed. Maidenhead: Amacom.

Websites

www.cca-global.com	Customer Care Association Global
	Research and publications
	(General reference)
www.mckinsey.com	McKinsey & Company
	The expanding role of design in creating an end-to-end customer experience
	(Article)
www.mindtools.com	Mind Tools
	Customer Experience Mapping
	(General reference)
www.visual-paradigm.com	Visual Paradigm
	What is Customer Experience Mapping?
	(General reference and templates)

Links

This unit links to the following related units:

Unit 2: Marketing Processes and Planning

Unit 14: Digital Business in Practice

Unit 44: Business Information Technology Systems

Unit 17: Professional Identity and Practice

Unit code	**K/618/5058**
Unit level	**4**
Credit value	**15**

Introduction

With employment opportunities and career progression becoming increasingly competitive, it is vital that new employees appreciate the value of the correct skills and competences that are expected by employers.

The aim of this unit is to guide students through the process of self-assessment of skills and competences, personal career planning and the application of different learning and development approaches in a work environment. Students are not necessarily expected to engage in work activities but self-assessment and design must be applied in a specific work context to avoid the experience being generic.

The unit will give students direction on how to prepare for job applications and interviews in a formalised way, with the aim of improving their career prospects.

Students are expected to undertake a practical interview arranged and guided by their tutor or a relevant employer.

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Learning Outcomes

By the end of this unit students will be able to:

LO1 Explore the importance of ongoing professional development and self-directed learning to enhance professional identity and career opportunities

LO2 Assess own skills, competences and the different learning and development approaches

LO3 Design a professional development plan in a specific work context

LO4 Demonstrate a range of competences and transferable skills for a job application.

Essential Content

LO1 **Explore the importance of ongoing professional development and self-directed learning to enhance professional identity and career opportunities**

Importance of ongoing professional development:

Employer benefits such as a skilled workforce, up-to-date knowledge, a competitive edge through human capital, employee engagement through development opportunities, organisational brand image.

Employee benefits such as intrinsic motivation, personal satisfaction, increased employability, added value on CVs and future employment, ownership of role, self-directed approaches gain more buy-in.

Professional standards and expectations:

Personal presentation and appearance, appropriateness of appearance in specific contexts, e.g. role-appropriate dress code, projecting brand image, uniforms.

Importance of projecting the brand image.

Maintaining professional standards – conduct in the workplace, representation out of work.

Working responsibly and ethically.

Common skills expected in the workplace:

Business skills audits, personal/professional skills, soft skills (EQ related) versus hard skills (IQ related) and appropriateness in given contexts.

Soft skills and behaviours such as self-confidence, communications, delegation, networking, creative thinking and initiative.

Hard skills such as maths, accounting, programming, statistics, use of technology.

Customer service skills in understanding and meeting customer needs and expectations.

Importance of cultural awareness and sensitivity for working in a culturally diverse sector.

Team leading and development.

Tuckman's model of group development.

LO2 **Assess own skills, competences and the different learning and development approaches**

Self-assessment approaches and techniques:

Self-evaluation models, e.g. technical and soft skills audits, personal SWOT analysis, personality trait assessment.

Identifying team characteristics using Belbin team roles.

Competences comparison against job specifications and required personal and professional skills.

Learning and development approaches:

Learning approaches – behaviourist, cognitive and humanist.

Learning theories such as Gagné's theory of instruction, VAK learning styles, Honey & Mumford learning cycle, Kolb's learning cycle, Bloom's Taxonomy, social learning theory, Bandura's Self-Efficacy Theory.

Developmental options – formal training, on-job training, shadowing, buddying, self-directed study, secondment, coaching and mentoring, job rotation, workshops, conferences, social learning and networking.

Aligning development options with specific work contexts.

LO3 **Design a professional development plan in a specific work context**

Writing and designing development plans:

SMART planning, contextualised design, appropriate formats for practical application.

Cohesive personal and professional development:

Developing combinations of skills and competences such as hard skills, soft skills, technical skills, personal demeanour/conduct, appearance and presentation.

Proactive learning and evaluation:

Being proactive, e.g. taking ownership, requesting advice/guidance, showing initiative in developmental processes and recording learning.

Employer involvement:

Management support, appropriate notification and consent, agreed monitoring and guidance.

LO4 **Demonstrate a range of competences and transferable skills for a job application.**

Effective CV writing:

Presentation format of a CV.

Key information to include in a CV.

Tailoring the CV to the specific job role.

Interview processes and preparation:

First, second and third stage processes, group tasks and behaviours during interviews.

Research of organisations to establish role requirements and key words in job advertisements.

Time management and personal conduct, practice and rehearsal, body language and speech.

Generating evidence of skills and experiences:

Evidence such as achievements and awards, qualifications, Continuous Professional Development (CPD) records, appraisals, guest comments forms, peer review forms, previous employer references
and referrals.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Explore the importance of ongoing professional development and self-directed learning to enhance professional identity and career opportunities</td><td rowspan="5">LO1 and LO2
D1 Critically evaluate own skills and competences to meet the employer expectation of professional skills required for employment in a specific job role.</td></tr>
<tr><td>P1 Examine the key benefits of ongoing professional development for different stakeholders in a specific organisation.
P2 Investigate professional employer expectations of skills and competences in a specific organisational context.</td><td>M1 Evaluate the importance of ongoing professional development and the associated professional skills requirements in a specific organisational context.</td></tr>
<tr><td colspan="2">LO2 Assess own skills, competences and the different learning and development approaches</td></tr>
<tr><td>P3 Assess own abilities, skills and competences for a specific job role.
P4 Review a range of learning theories and approaches used for personal and professional development processes.</td><td>M2 Evaluate own skills and competences and the most appropriate developmental approach to develop personal and professional skills for a specific job role.</td></tr>
<tr><td colspan="2">LO3 Design a professional development plan in a specific work context</td><td rowspan="2">D2 Produce a comprehensive development plan that sets out clear and achievable targets, strategies and outcomes of learning and training in a specific work context.</td></tr>
<tr><td>P5 Construct a development plan to enhance chosen skills and competences in a specific work context.</td><td>M3 Provide a detailed development plan that applies underpinning learning and development theory, in a specific work context.</td></tr>
<tr><td colspan="2">LO4 Demonstrate a range of competences and transferable skills for a job application.</td><td rowspan="2">D3 Produce a detailed and coherent critical reflection of an interview process and own abilities during this process.</td></tr>
<tr><td>P6 Undertake a job interview for a suitable role.
P7 Review key strengths and weaknesses of an applied interview process.</td><td>M4 Evaluate a job interview process and the obstacles and challenges it presents.</td></tr>
</table>

Recommended Resources

Textbooks

BOLTON, G. and DELDERFIED, R. (2018) *Reflective Practice: Writing and Professional Development.* Sage Publications.

COTTRELL, S. (2015) *Skills for Success: Personal Development and Employability.* Basingstoke: Palgrave Macmillan.

LOON, M. (2016) *Professional Practice in Learning and Development; How to Design and Deliver Plans for the Workplace.* London: Kogan Page Ltd.

Websites

www.cipd.co.uk	Chartered Institute of Personnel and Development CPD information (General reference)
www.mindtools.com	Mind Tools Essential Skills for an Excellent Career Articles, News (Research)

Links

This unit links to the following related unit:

Unit 18: Work Experience

Unit 18: Work Experience

Unit code	**M/618/5059**
Unit level	**4**
Credit value	**15**

Introduction

A crucial part of a professional's skills, abilities and competences are developed through work and they are refined through practical experiences and 'learning by doing'. Employers rate work experience above all else and HN qualifications aim to make students work ready by preparing them with the appropriate balanced skills profile that employers require.

Integral to achieving 'work readiness' is the need for practical application and contextualisation of learning; a perspective that is increasingly sought after by employers. Curriculum that helps students gain real-world, relevant experience in their chosen careers has proven to be an enabler for graduate progression to employment and of considerable value to students' personal and professional development.

This unit aims to enable students to develop personal and professional skills by engaging them in practical tasks and activities in a relevant workplace. The unit is designed to facilitate supervised learning in a workplace that can fit around full-time or part- time student commitments, it enables an employer and an academic supervisor to monitor and support students through a goal-orientated process. The minimum work experience hours required for completion is 80 hours.

Students will be given the opportunity to identify and plan their own skills development in line with a chosen career path or direction. It is expected that students negotiate and agree work experience in an appropriate work context, agreed by the employer and academic supervisor. To allow students to evaluate the process and any shortcomings in their development going forward, they will monitor and record evidence from the tasks and activities they undertake.

Learning Outcomes

By the end of this unit students will be able to:

LO1 Investigate the value and benefits of practical work experience for career and personal development

LO2 Plan suitable and relevant work experience in an appropriate sector organisation

LO3 Undertake appropriate work experience to develop professional skills and competences

LO4 Evaluate personal skills and competences developed during practical work experiences.

Essential Content

LO1 Investigate the value and benefits of practical work experience for career and personal development

Organisational contexts for career development:

Different service sector sub-sectors and organisational contexts.

The key roles and responsibilities found in different service sub-sectors.

Learning and development in work environments:

Academic knowledge vs practical knowledge and skills.

Learning theories, including Bloom's Taxonomy, Gardner's Theory of Multiple Intelligences and Bandura's Social Learning Theory.

Concept of application of theory to practice.

The benefits of practical learning.

Career progression and employer expectations of key employability skills, e.g. interpersonal skills, communication skills, critical thinking, presentation skills, leadership skills, teamwork.

The importance and value of soft skills to the hospitality industry, soft skills vs hard skills.

LO2 Plan suitable and relevant work experience in an appropriate sector organisation

Setting development plans, goals and objectives:

'SMART' planning, writing of goals and objectives.

Self-assessment of skills and competences.

Learning and development approaches:

Visual, Auditory, Kinesthetic (VAK) learning styles, Honey & Mumford learning cycle, KOLB's learning cycle.

Different learning approaches, e.g. shadowing, in-house courses and on-job training, online learning, formal training, buddying, secondment, coaching and mentoring, job rotation, workshops, conferences.

Preparation tools and techniques for career development:

Looking at job applications, CV and interview preparation.

Interview and presentation skills.

The importance of understanding the appropriate uniform and dress code for the job role in relation to the interview process.

Service sub-sector specific equipment and requirements.

LO3 **Undertake appropriate work experience to develop professional skills and competences**

Carry out planned tasks and activities:

Engagement in tasks such as projects, routine duties, operational issues, formal training, legal compliance, process development.

People management and leadership.

Application of problem solving, contingency planning, coordinating tasks, teamwork.

Professional conduct and behaviours to display while working, presenting a brand identity, the importance of uniformity in presentation.

LO4 **Evaluate personal skills and competences developed during practical work experiences.**

Recording of actions and activities in suitable formats:

Methodical record of experiences gained during work, linked to skills to be developed.

Recorded in appropriate methods such as journal, logbook, diary, portfolios, online records.

Creation of evidence in appropriate formats.

Reviewing and evaluating progress:

Reflection of career development and learning in the work environment in areas such as: systems, interpersonal skills, problem resolution, incidents and accidents, teamwork and management practices.

Recommendations on how to enhance future development plans, e.g. different work context, alternative roles and titles, locations, preparation methods, time management.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Investigate the value and benefits of practical work experience for career and personal development		
P1 Explore and discuss different learning theories that could be used to inform a suitable work experience. **P2** Examine the benefits of practical work experience for professional skills and career development.	**M1** Evaluate a range of different learning theories in practice, to highlight and emphasise the benefits of action learning for career development.	**D1** Critically evaluate the benefits of practical action learning to underpin theory and approaches in the work environment.
LO2 Plan suitable and relevant work experience in an appropriate organisation		
P3 Construct a development plan for skills and career advancement in a chosen service sector context. **P4** Explain a range of tools and techniques that can be used to acquire appropriate work experience in a service sector organisation.	**M2** Devise an in-depth development plan that provides a detailed outline of the approaches, tools and techniques applied to gain appropriate work experience in a service sector organisation.	**D2** Analyse and interpret actions, activities and approaches, adopted in a structured development plan, to gain appropriate work experience in a service sector organisation.
LO3 Undertake appropriate work experience to develop professional skills and competences		
P5 Conduct appropriate work experience to develop specific skills for career development whilst producing on-going evidence of work performance.	**M3** Examine the development processes within a work context to maximise growth opportunities within the work experience.	**D3** Critically reflect on development processes within the workplace to establish strengths and weaknesses of the different approaches adopted.
LO4 Evaluate personal skills and competences developed during practical work experiences.		
P6 Evaluate skills, performance and career development to identify areas for future advancement. **P7** Recommend methods and techniques to enhance development processes in the given service sector work environment.	**M4** Produce an evidence-based evaluation of work experiences, making actionable and tangible recommendations for enhanced development processes.	**D4** Justify the evaluation and recommendations of different approaches to enhancing development in practice.

Recommended Resources

Textbooks

DONE, J. and MULVEY, R. (2016) *Brilliant Graduate Career Handbook*. Essex: Prentice Hall.

GRANT, K. and HOOLEY, T. (2017) *Graduate Career Handbook: Life after graduation, maximise your employability, get a graduate.* Trotman.

ROOK, S. (2016) *Work Experience, Placements & Internships.* London: Palgrave Macmillan.

ROOK, S. (2019) *The Graduate Career Guidebook.* London: Macmillan.

Websites

www.cipd.co.uk	Chartered Institute of Personnel and Development (General reference)
www.mindtools.com	Mind Tools Career Support Resources (General reference)
www.nationalcareers.service.go.uk	National Careers Service CVs, Skills Health Check (General reference)

Links

This unit links to the following related unit:

Unit 17: Professional Identity and Practice

Unit 19: Research Project (Pearson Set)

Unit code	**H/618/5060**
Unit type	**Core**
Unit level	**5**
Credit value	**30**

Introduction

Research skills are as vital for the workplace as they are for academic development. Research skills enable students to identify a problem, collect informational resources that can help address the problem, evaluate the resources for quality and relevance, and come up with an effective solution to the problem. These are seen as essential skills by employers for most positions in industry, to support a range of duties, for example report writing, building a business case, business planning, launching a new product or service.

This is a Pearson-set unit. Students will choose their own project based on a theme provided by Pearson (this will change annually). The project must be related to their specialist pathway of study (unless they are studying the general business pathway). This will enable students to explore and examine a relevant and current topical aspect of business in the context of the business environment and their chosen specialist pathway.

The aim of this unit is to offer students the opportunity to engage in sustained research in a specific field of study. The unit enables students to demonstrate the capacity and ability to identify a research theme, to develop a research aim and objectives and to present the outcomes of such research in both written and verbal formats. The unit also encourages students to reflect on their engagement in the research process, during which recommendations for future, personal development are key learning points.

***Please refer to the accompanying *Pearson-set Assignment Guide and Theme Release* document for further support and guidance on the delivery of the Pearson-set unit.**

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Examine appropriate research methodologies and methods to identify those appropriate to the research process

LO2 Develop a research proposal, including a supporting literature review

LO3 Analyse data using appropriate techniques to communicate research findings

LO4 Reflect on the application of research methodologies and process.

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Essential Content

LO1 Examine appropriate research methodologies and methods to identify those appropriate to the research process

The research process:

The distinct phases of research, including research aims and objectives, methodology, literature review, methods, analysis and presentation of findings.

The use of secondary data to inform primary data collection.

Explorative, descriptive and causal research approaches.

Research methodologies and methods:

Different research methodologies underpinning a philosophical approach: positivism (deductive) vs interpretivism (inductive) paradigms.

Conceptual framework of ideas, philosophies, approaches and concepts to conduct research.

Qualitative and quantitative research methods.

Mixed method approaches, including limitations and advantages.

Associated tools and techniques, e.g. focus groups, in-depth surveys, questionnaires.

Ethics, reliability and validity:

Role and significance of ethics in conducting research, e.g. informed consent, confidentiality.

Reliability of research and degree to which research methods produce consistent results.

Validity of research to extend to which results measure what they are supposed to measure.

LO2 **Develop a research proposal, including a supporting literature review**

Developing a research proposal:

Developing a methodical and valid proposal as the foundation for a research project.

Purpose and significance of the research question/hypothesis.

Clarity on the research aim and supporting objectives, and how these may change as the research process unfolds.

Application of research methods and ethical considerations that need to be addressed in conducting the research.

Literature review:

The purpose of the literature review, e.g. to explore, summarise, compare and critically analyse what other researchers have written about the research topic.

Adopting a 'funnel' approach, balancing focus and depth.

Positioning a research project in context of existing knowledge. Identification of relevant schools of thought and/or seminal research works.

Potential to open up new gaps in knowledge or levels of awareness.

LO3 **Analyse data using appropriate techniques to communicate research findings**

Primary data collection and sampling:

The significance of gathering primary data, qualitative or quantitative, to support research analysis.

Characteristics of primary data.

Selecting sample types and sizes relevant to the research.

Alternative random and non-random probability sampling approaches.

Different digital tools for data gathering, e.g. SurveyMonkey, Google Forms, SurveyGizmo.

Analysing data:

Quantitative data: validation, editing, coding and analysis.

Qualitative data: data preparation and analysis of content, narrative and discourse approaches.

Communicating research outcomes:

Alternative methods of communicating outcomes persuasively and logically.

Recognising methods, e.g. spoken word and medium, e.g. presentation.

The influences of research and intended audience.

Use of frequency tables, simple tables, pie charts, histograms, frequency curves and normal curve.

Advantages and disadvantages of different methods.

Software for analysing and presentation of quantitative data, e.g. Excel, SPSS.

LO4 **Reflect on the application of research methodologies and process.**

Reflection for learning and practice:

Difference between reflecting on performance and evaluating a research project including the research process, the quality of the research argument and use of evidence.

Reflection on the merits, limitations and potential pitfalls of chosen methods.

The cycle of reflection:

Critical and objective self-reflection to inform personal development along the research journey.

Reflection in action and reflection on action.

Using self-reflection to inform and develop future behaviours, considerations and actions.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Examine appropriate research methodologies and methods to identify those appropriate to the research process</td><td rowspan="4">LO1 and LO2
D1 Justify chosen research methodologies and processes supported by a credible academically underpinned literature review.</td></tr>
<tr><td>P1 Examine alternative research methodologies.
P2 Explore alternative methods and tools used for the collection of research data that consider costs, ethics and access.</td><td>M1 Evaluate alternative research methodologies and data collection methods and justify choices made based on philosophical/theoretical frameworks.</td></tr>
<tr><td colspan="2">LO2 Develop a research proposal, including a supporting literature review</td></tr>
<tr><td>P3 Produce a research proposal, including a defined aim and objectives supported by a literature review.</td><td>M2 Evaluate the merits, limitations and pitfalls of approaches to data collection in compiling the research proposal.</td></tr>
<tr><td colspan="2">LO3 Analyse data using appropriate techniques to communicate research findings</td><td rowspan="2">D2 Communicate to the intended audience the research findings and outcomes, including justified recommendations.</td></tr>
<tr><td>P4 Conduct research using appropriate methods for a business research project.
P5 Analyse data from research findings to communicate research outcomes in an appropriate manner for the intended audience.</td><td>M3 Present the analysis of data utilising appropriate analytical techniques, charts and tables to meet the research aim and communicate outcomes.</td></tr>
<tr><td colspan="2">LO4 Reflect on the application of research methodologies and process.</td><td rowspan="2">D3 Demonstrate critical self-reflection and insight that results in recommended actions for improvements to inform future research.</td></tr>
<tr><td>P6 Reflect on the effectiveness of research methods applied in meeting objectives of the business research project.
P7 Consider alternative research methodologies and lessons learnt in view of outcomes.</td><td>M4 Demonstrate self-reflection and engagement in the research project process, leading to recommended actions for future improvement.</td></tr>
</table>

Recommended Resources

Textbooks

FLICK, U. (2020) *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project.* 3rd Ed. London: SAGE.

GRAY, D. (2017) *Doing Research in the Real World.* 4th Ed. London: SAGE.

SAUNDERS, M., LEWIS, P. and THORNHILL, A. (2019) *Research Methods for Business Students.* 6th Ed. Harlow: Pearson.

Websites

www.learnhigher.ac.uk	Learn Higher
	Research Skills
	(Teaching resources)
www.skillsyouneed.com	Skills You Need
	Learning Skills
	How to Write a Dissertation or Thesis
	(General reference)

Links

This unit links to the following related unit:

Unit 6: Managing a Successful Business Project (Pearson Set)

Unit 20: Organisational Behaviour Management

Unit code	**R/650/2920**
Unit type	**Core**
Unit level	**5**
Credit value	**15**

Introduction

Organisational behaviour is concerned with understanding, explaining and predicting the behaviour of individuals in the workplace and can assist in the development of practical solutions to organisational and managerial problems. Individuals, whether acting in isolation or collectively as part of a group, engage in actions and behaviours that can have a positive or negative impact on organisational performance and the achievement of strategic goals. It is therefore essential that those who are involved in managing and leading people in organisations acquire insight and expertise in organisational behaviour.

The aim of this unit is to develop knowledge and understanding of how organisational behaviour concepts, theories and techniques can be applied in work and management settings to enhance individual, team and organisational performance. Students will be able to apply this knowledge in a variety of business situations. They will appreciate how effective application of organisational behaviour principles can be used to explain why people behave and act in particular ways and to predict how employees will respond to certain demands. The unit also develops student understanding of the influence of culture and of the operation of power and politics in organisations, and how these variables influence the actions and behaviour of people in an organisational context.

On successful completion of this unit, students will have developed a range of transferable skills and knowledge. This includes core people management skills used to achieve positive organisational outcomes and to create value by recognising individual difference, team working and the creation of inclusive organisational cultures.

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Learning Outcomes

By the end of this unit students will be able to:

LO1 Reflect on own personality and perceptions to understand how individual difference informs and influences management approaches

LO2 Apply content and process theories of motivation to create and maintain an effective workforce

LO3 Lead a group team activity for a given business situation to demonstrate effective team leadership skills

LO4 Examine how power, politics and culture can be used to influence employee behaviour and accomplish organisational goals.

Essential Content

LO1 **Reflect on own personality and perceptions to understand how individual difference informs and influences management approaches**

Individual difference – personality:

Approaches to the study of human personality.

Nomothetic and idiographic perspectives and implications.

Debates around measuring and testing human personality.

The 'big five' dimensions of human personality: extroversion, agreeableness, conscientiousness, emotional stability and openness to experience.

Debates around individual personality differences and abilities.

The extent that personality dimensions link to job roles and performance, job attitudes, leadership and team working abilities.

Application of personality and other forms of psychometric assessment in selection and promotion decisions, team building and professional development programmes.

Emotional intelligence as a related concept of human personality:

Developing self-awareness and understanding the value of own impact and emotional intelligence.

Importance of developing emotional intelligence: awareness of own thoughts, actions and feelings; ability to sense others' moods and needs.

Managing self and the warning signs of stress e.g. fatigue, anxiety, inability to concentrate.

Managing stress e.g. seeking clarity on job/task requirements; prioritising and organising; creating a balanced schedule; asking for help and support from others.

Individual difference – perception:

Significance of perception in developing effective personal and work relationships.

Factors that influence an individual's perceptual set e.g. personality, past experiences, expectations, learning.

Relationship between perception and behaviour.

Perceptual errors and distortions, including stereotyping, unconscious bias and how cultural differences can be misconstrued.

The relationship between perception and communication.

Verbal and non-verbal communication, selecting information and making judgements.

Attribution theory and interpersonal perception.

LO2 **Apply content and process theories of motivation to create and maintain an effective workforce**

Motivational theories:

Main features of key models and their underpinning assumptions of content and process theories of motivation.

Content theories, including Alderfer, Herzberg, Maslow, McClelland.

Process theories, including Adams, Latham and Locke, Porter and Lawler.

The implications of motivational theory for management and leadership practice in organisations.

Differences between intrinsic and extrinsic motivation.

The relationship between motivation, job satisfaction and employee commitment and engagement.

Modifying employee on-the-job behaviour through reinforcement initiatives.

Application of motivation theories:

Characteristics and behaviours of employees who demonstrate low and high motivation.

Implications of motivation theories for the design of work.

The job characteristics model of Hackman and Oldham.

Implications of motivation theories for the design of reward and benefit packages.

The concept of empowerment and empowering people to meet higher-level needs.

Human motivation as a complex, dynamic and culture-bound concept, affected by a range of personal, generational and environmental factors.

LO3 **Lead a group team activity for a given business situation to demonstrate effective team leadership skills**

Different types of organisational team:

The importance of work groups and effective team working in contemporary organisations.

Types of team e.g. functional and cross-functional, problem-solving, project and self-directed teams.

The impact of globalisation and digital technologies on organisational teams, including virtual and cross-cultural teams.

Diversity and issues of communication, leadership and insufficient support.

Digital tools for communication (e.g. Slack, Skype, Microsoft Teams) and project management (e.g. Trello, Smartsheet).

Cloud-based technologies for file-sharing, collaboration and storing information.

Team dynamics and teamwork:

Differences between groups and teams.

Team development models: the stages of team development and the implications for task achievement and team member relationships development.

Tuckman's four stages of team development.

Belbin's role typology for creating effective teams and consideration of skills required for resolving team conflict and creating effective team.s

The concept of cohesiveness and the role and importance of norms.

Issues with cohesive teams e.g. groupthink, suspicion and aggression towards outsiders, resistance to change.

Challenges in facilitating cohesiveness in global, virtual and diverse teams.

Leading a team:

Techniques for effectively chairing meetings both offline and online.

Mediation techniques for resolving conflict and resolving disputes.

The importance of communicating organisational vision and goals effectively and how this influences teams.

Delegating responsibility to individuals on the basis of their expertise, competence, skills, knowledge and development needs.

Categorising areas for improvement in team members' performance outputs and standards.

Amending priorities and plans to take account of changing circumstances.

Techniques for leading multiple virtual teams.

Skills and behaviours for effective leadership e.g. inclusive, agile, professionalism in setting an example, being fair, consistent and impartial.

LO4 **Examine how power, politics and culture can be used to influence employee behaviour and accomplish organisational goals**

Influence of power:

Power as a property viewpoint: individual, relationships and embedded in structures.

Hard and soft sources of power.

Bases and types of power, power controls and power sources.

The use of power as an influencing mechanism in different circumstances and situations to achieve organisational goals and influence employee behaviour and performance.

Influence of politics:

Organisational politics arising from structural divisions, differing priorities and interests and when policies and rules are interpreted or acted on differently.

Political activity during periods of organisational change and political behaviour associated with conflict and resistance.

Influence of culture:

Culture as a key variable affecting organisational success and factors that influence it e.g. nature of business, company goals, employee behaviours, diversity.

Culture promoting organisational values, expectations of how work should be undertaken and behavioural expectations of employees.

The impacts of organisational culture and diversity on leading and managing change.

How culture manifests itself at different levels (Schein).

Types of organisational culture and factors to consider when seeking to develop high-performance organisational cultures.

Cross-cultural differences, diversity and the need for awareness of cultural difference when developing organisational strategy and policy.

Hofstede's cultural dimensions theory and application.

The influence of globalisation and digital technologies on organisational culture in the 21st century, including the opportunities and challenges of remote working practices.

Principles of network theory and systems theory as frameworks to understand organisations.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Reflect on own personality and perceptions to understand how individual difference informs and influences management approaches</td><td rowspan="5">LO1 and LO2
D1 Adapt personal perspectives, traits and attributes to justify improvements that influence and enhance employee motivation and create an effective workforce.</td></tr>
<tr><td>P1 Assess own personality traits and attributes in terms of them having a positive or negative effect on management approaches and organisational performance.
P2 Reflect on the value and importance of personality and perception for effective managerial relationships.</td><td>M1 Challenge own perspectives and individual traits and attributes to influence and improve managerial relationships.</td></tr>
<tr><td colspan="2">LO2 Apply content and process theories of motivation to create and maintain an effective workforce</td></tr>
<tr><td>P3 Apply content and process theories of motivation for enhancing and maintaining an effective organisational workforce, providing specific examples.</td><td>M2 Critically assess the extent that employee motivation can be enhanced and maintained by practical application of content and process theories of motivation.</td></tr>
<tr><td colspan="2">LO3 Lead a group team activity for a given business situation to demonstrate effective team leadership skills</td><td rowspan="2">D2 Revise personal contribution and skills in effectively leading teams to make justified recommendations for own improvement.</td></tr>
<tr><td>P4 Communicate organisational goals and objectives to effectively lead a team for a given business situation.
P5 Explore the relevance of group behaviour and team theory in the creation and management of effective team working.</td><td>M3 Reflect on personal contribution to group behaviour and dynamics in leading and managing the team effectively.</td></tr>
</table>

Pass	Merit	Distinction
LO4 Examine how power, politics and culture can be used to influence employee behaviour and accomplish organisational goals		
P6 Examine how the operation of power, politics and culture in an organisation affect employee behaviour and the accomplishment of organisational goals.	**M4** Evaluate how the operation of power, politics and culture affect employee behaviour and the accomplishment of organisational goals.	**D3** Make justified recommendations on how power, politics and culture can be used effectively to influence and direct employee behaviour towards the accomplishment of organisational goals.

Recommended Resources

Textbooks

Brooks, I. (2018) *Organisational Behaviour: Individuals, Groups and Organisation*. 5th Ed. Harlow: Pearson.

Buchanan, D.A. and Huczynski, A.A. (2019) *Organizational Behaviour*. 10th Ed. Harlow: Pearson.

Carbery, R. and Cross, C. (2021) *Organisational Behaviour: An Introduction.* 2nd Ed. London: Red Globe Press.

Mullins, L.J. (2023) *Organisational Behaviour in the Workplace*. 13th Ed. Harlow: Pearson.

Wilson, F.M. (2018) *Organizational Behaviour and Work: A Critical Introduction.* 5th Ed. Oxford: Oxford University Press.

Websites

www.businessballs.com	Businessballs
	"Management – Leading people – Organisational Culture"
	(Articles)
www.hrzone.com	HRZone
	"Lead – Culture"
	(Articles)
www.managementstudyguide.com	Management Study Guide
	"Library – Organizational Behaviour"
	(General Reference)
www.managementtoday.co.uk	Management Today
	"Leadership Lessons"
	(Articles)

Links

This unit links to the following related units:

Unit 4: Leadership and Management

Unit 24: Managing and Leading Change

Unit 25: Global Business Environment

Unit 46: Developing Individuals, Teams and Organisations

Unit 21: Financial Reporting

Unit code	**R/618/5068**
Unit level	**5**
Credit value	**15**

Introduction

Financial reporting is the financial results of an organisation that are released to both stakeholders and the public. Reporting typically encompasses the following financial statements: the income statement, balance sheet, statement of cash flows. Financial reporting provides a clear roadmap for the business, identifying areas for improvement in spending on the return of investment to maximise business efficiency and act as a business health check to be shared with investors and newcomers.

The overall aim of this unit is to develop the knowledge, understanding and skills required in the preparation and interpretation of financial statements for incorporated organisations. Students will become aware of regulatory frameworks, including the International Financial Reporting Standards Foundation (IFRS Foundation), which inform and govern the production of financial statements and reporting of financial performance. Students will explore and critique conceptual frameworks for financial reporting in both national and international contexts. Students will be assessed in the preparation and analysis of financial statements to inform decision making, which will enable them to contribute to the effectiveness and efficiency of organisations operating in diverse and complex environments.

By the end of the unit, students will have the fundamental knowledge and skills to progress to a higher level of study or employment in the finance sector.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Analyse the context and purpose of financial reporting for high-performing organisations

LO2 Evaluate regulatory frameworks for financial reporting

LO3 Prepare financial statements for an incorporated organisation to meet legal requirements and business objectives

LO4 Interpret financial statements of an incorporated organisation to achieve performance metrics.

Essential Content

LO1 **Analyse the context and purpose of financial reporting for high-performing organisations**

Context of financial reporting:

The financial reporting function within and across the organisation to support achievements of objectives.

Key financial reporting roles and career opportunities in the organisation, e.g. Finance Officer, Financial Controller.

Skills and competences: corporate and business reporting, risk management, operational and strategic thinking, communication and values driven.

Meeting user needs and expectations within regulatory and ethical frameworks.

Internal compliance, governance, sustainability, increased scrutiny on financial reporting and standards.

The characteristics of useful information, including what is meant by 'recognition' in financial statements and recognition criteria.

Purpose of financial reporting:

Communicating financial information to internal and external stakeholders Reporting past and present data and planning for future performance.

Supporting the acquisition of funding and informing decision making across short-, medium- and long-term timeframes.

Predicting future financial positions, cash flows, profitability, market positions and opportunities etc.

LO2 **Evaluate regulatory frameworks for financial reporting**

Regulatory frameworks:

Purpose and scope of regulatory frameworks from national and international perspectives.

Regulatory frameworks v accounting standards.

Legal versus ethical constraints.

Equity Theory, Legitimacy Theory and models of reporting and auditing of financial statements.

Role, purpose and development of International Financial Reporting Standards (IFRS) and the International Accounting Standards Board (IASB).

Benefit to organisations, investors and other stakeholders, e.g. compliance, transparency, accountability, risk reduction, informed decision making.

As a means of reducing gap between suppliers and providers of capital.

International differences:

National and international regulatory frameworks, including advantages and disadvantages of IFRS over a national regulatory framework.

International differences in external financial reporting and factors that influence these differences.

Impact and effectiveness of IFRS in regulating cross-border financial reporting and different countries' responses.

LO3 **Prepare financial statements for an incorporated organisation to meet legal requirements and business objectives**

Incorporated v unincorporated organisations:

Conceptual differences and comparison of layouts of financial statements.

Common types of company, e.g. limited by shares, or guarantee, private and public companies.

Differences in accounting terminology and legislation that has had an impact.

Compare and interpret financial statements and the limitations of those interpretations.

Producing financial statements for a limited company:

Preparation of income statement and statement of financial position using standard layout to meet organisational objectives.

Key legal requirements that organisations must comply with.

Recording capitalisation of limited companies, including share (equity) vs loan capital, authorised versus issued share capital and nominal versus market value of shares.

Treatment of debentures and reserves in the financial statements.

LO4 **Interpret financial statements of an incorporated organisation to achieve performance metrics**

Importance and purpose of analysing financial statements:

Using financial statements to communicate financial positions with stakeholders.

Use of cash flow statements to monitor inflows and outflows of cash.

Different key performance indicators for measuring and monitoring financial performance of an organisation.

Ratio analysis:

Calculation of profitability, liquidity, activity and investment ratios from financial statements.

Interpretation of calculated ratios to determine the financial position of the organisation.

Identification and evaluation of relevant benchmarks to support performance analysis, e.g. time series, competitor, internal, sector.

Limitations of ratios as measures of performance.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Analyse the context and purpose of financial reporting for high performing organisations		
P1 Analyse the context and purpose of financial reporting for successful outcomes and high organisational performance.	**M1** Critically analyse the context and purpose of financial reporting in meeting different stakeholder needs and expectations for the successful organisation.	**D1** Make justified recommendations for improving financial reporting and performance.
LO2 Evaluate regulatory frameworks for financial reporting		
P2 Examine the purpose and significance of regulatory frameworks for organisational financial reporting. **P3** Consider the benefits and disadvantages of IFRS over a national regulatory framework.	**M2** Critically evaluate the impact of regulatory frameworks on the organisation in its operating environments to meet objectives and deliver on strategies.	**D2** Justify recommendations for ways in which the organisation and key stakeholders can successfully respond to regulatory frameworks in complex operating environments.

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO3 Prepare financial statements for an incorporated organisation to meet legal requirements and business objectives</td><td rowspan="5">LO3 and LO4
D3 Critically evaluate limited company financial statements, making recommendations on how organisations can improve effectiveness and efficiency in their operating environments.</td></tr>
<tr><td>P4 Prepare financial statements for a limited company in line with IFRS regulations and standards.
P5 Compare differences and similarities between financial statements for incorporated and unincorporated organisations.</td><td>M3 Produce financial statements for a limited company, including adjustments and capital structure.</td></tr>
<tr><td colspan="2">LO4 Interpret financial statements of an incorporated organisation to achieve performance metrics.</td></tr>
<tr><td>P6 Calculate and present financial ratios for organisational performance and investment purposes for a limited company.
P7 Interpret a range of limited company financial statements in meeting performance benchmarks.</td><td>M4 Evaluate comparative performance and investment potential of limited companies, using a range of ratios and relevant benchmarks.</td></tr>
</table>

Recommended Resources

Textbooks

ATRILL, P. and McLANEY, E. (2018) *Accounting and Finance for Non-Specialists.* 11th Ed. Harlow: Pearson.

ELLIOT, B. and ELLIOT, J. (2019) *Financial Accounting and Reporting.* 19th Ed. Harlow: Pearson.

MELVILLE, A. (2019). *International Financial Reporting: A Practical Guide.* 7th Ed. Harlow: Pearson.

WEYGANDT, J. et al (2018) *Financial Accounting with International Reporting Standards.* 4th Ed. Oxford: Wiley.

Websites

www.accaglobal.com	Association of Chartered Certified Accountants (General reference)
www.accountingcoach.com	Accounting Coach Online free courses (General reference)
www.cimaglobal.com	Chartered Institute of Management Accountants Tutor Resource Hub
www.corporatefinanceinstitute.com	Corporate Finance Institute Resources Knowledge (General Reference)
www.icaew.com/technical	Institute of Chartered Accountants in England and Wales Resources Financial Reporting (General reference)

Links

This unit links to the following related units:

Unit 5: Accounting Principles

Unit 10: Recording Financial Transactions

Unit 22: Management Accounting

Unit 23: Financial Management

Unit 22: Management Accounting

Unit code	**Y/618/5069**
Unit level	**5**
Credit value	**15**

Introduction

Management accounting is a profession that supports management decision making, planning and performance management systems. Management accountants provide expertise in financial reporting and control to assist management in the formulation and implementation of an organisation's strategy by providing appropriate financial information and undertaking related accounts administration.

The overall aim of this unit is to develop students' understanding of the scope and purpose of management accounting. The focus of the unit is on critiquing cost and management accounting techniques and using management accounting to monitor and evaluate company performance in complex operating environments.

Students will explore the significance of variance analysis and the application of different costing approaches. The contribution of the management accounting function in setting and negotiating performance measures across an organisation will also be analysed. On successful completion of this unit, students will be in a position to support an organisation to create value through effective decision making. Students will also have the fundamental knowledge and skills needed to progress to a higher level of study.

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Learning Outcomes

By the end of this unit students will be able to:

LO1 Explore the nature, source and purpose of management accounting information

LO2 Evaluate management accounting techniques to inform optimal resource allocation and decision making

LO3 Analyse actual and standard costs to control and correct variances

LO4 Evaluate how the management accounting function contributes to performance measurement and monitoring.

Essential Content

LO1 Explore the nature, source and purpose of management accounting information

Nature of management accounting information:

The attributes of good information.

The difference between data and information.

The application of Big Data and analytics for organisations, presenting and interpretation of data.

The transforming impact of new cloud-based technologies, e.g. increased functionality, accuracy, processing and reporting of accounting information.

Role and purpose of cost and management accounting compared to financial accounting.

Management information systems at operational and strategic levels, including Executive Support Systems (ESS), Management Information Systems (MIS), Transaction Processing Systems (TPS) and Decision Support Systems (DSS).

Sources and purposes of management accounting information:

Internal and external sources and the application of technology in collecting and processing management accounting information, including intranet, extranet, cloud-based technologies.

The purpose of management accounting to plan, inform decision making and control and evaluate business activity.

The impact of a changing business environment on management accounting.

Users, uses, limitations and risks of management information.

Risk management and issues of cyber security.

LO2 Evaluate management accounting techniques to inform optimal resource allocation and decision making

Cost classification:

Including by function, direct and indirect, fixed, variable, stepped fixed and semi-variable.

Cost and management accounting techniques:

Accounting for materials, labour and overheads for optimal resource allocation.

Materials, including costs of ordering and monitoring inventory, optimal order quantities, re-order levels, first-in-first-out (FIFO), last-in-first-out (LIFO) and average cost (AVCO) methods.

Labour, to include direct and indirect costs, different remuneration methods, labour efficiency and turnover metrics.

Overheads, including direct versus indirect overheads, absorption, re-apportionment.

Capital budgeting techniques, including Net Present Value (NPV), Internal Rate of Return (IRR), Discounted Cash Flow (DCF) and pay back periods.

Techniques, including compare absorption and marginal costing approaches to profit determination, cost-profit-volume analysis.

Software applications to support the application and presentation of management accounting analysis, e.g. Microsoft Excel, Google Sheets.

Alternative costing approaches, including activity-based costing (ABC) and total quality management (TQM).

LO3 **Analyse actual and standard costs to control and correct variances**

Actual and standard costs:

The purpose and principles of standard costing and the link to absorption and marginal costing.

Determining actual and standard costs and variances.

Theoretical and practical distinction between adverse and favourable variances.

Calculate and interpret variances for sales, materials labour and overheads.

Controlling and correcting variances:

The role of variance analysis in identifying actual versus budget variations. Integrating variance analysis into budget monitoring across an organisation.

Reporting systems for monitoring and controlling variances.

LO4 **Evaluate how the management accounting function contributes to performance measurement and monitoring.**

Performance measurement:

Financial vs non-financial performance measures.

The wider role of performance measurement and links to strategic, operational and tactical objectives and organisational mission.

Influence of economic and market conditions, and government and regulatory restrictions on performance measurement.

Implications for the cost and management function: negotiating, agreeing and monitoring financial and non-financial key performance indicators (KPIs) across the organisation relating to costs, resource utilisation, profitability and service quality.

Monitoring performance and reporting:

Importance of monitoring and control of activity in the organisation to improve performance, take corrective action, identify inefficiencies and empower decision makers.

Role of benchmarking in monitoring performance and reporting.

Using digital technologies to report on and present performance, providing real-time presentation, comparability and transparency.

Importance of good communication skills and visual representation in reporting on and presenting cost and management information.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Explore the nature, source and purpose of management accounting information</td><td rowspan="3">D1 Critically evaluate the significance of management accounting information for exceeding stakeholder expectations in order to achieve competitive advantage.</td></tr>
<tr><td>P1 Examine the different ways in which an organisation will use accounting information to meet organisational objectives.
P2 Explore the purpose of management accounting information for different stakeholders to maximise performance and minimise risk.</td><td>M1 Evaluate the role of management accounting information in supporting decision making and meeting internal and external stakeholder needs and expectations.</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="2">LO2 Evaluate management accounting techniques to inform optimal resource allocation and decision making</td><td rowspan="5">LO2 and LO3
D2 Justify the impact of using different management accounting techniques, including variance analysis on resource allocation, risk minimisation and profit maximisation.</td></tr>
<tr><td>P3 Produce schedules demonstrating application of cost and management accounting techniques, using appropriate software applications.
P4 Evaluate the utility of management accounting techniques to inform decision making and optimal resource allocation.</td><td>M2 Critically assess alternative management accounting approaches and techniques in supporting the achievement of organisational objectives.</td></tr>
<tr><td colspan="2">LO3 Analyse actual and standard costs to control and correct variances</td></tr>
<tr><td>P5 Produce cost statements to identify variances from data provided.
P6 Explore the concept of variance analysis and its importance for budgetary control.</td><td>M3 Evaluate the impact of identifying variances to control, monitor and improve organisational performance.</td></tr>
</table>

Pass	Merit	Distinction
LO4 Evaluate how the management accounting function contributes to performance measurement and monitoring.		
P7 Critique management accounting approaches to measuring and monitoring performance. **P8** Apply management accounting approaches to monitor and control performance in the operational environment.	**M4** Apply management accounting approaches to performance measurement and monitoring using a range of appropriate benchmarks.	**D3** Adjust management accounting approaches to support performance measurement and monitoring in complex operational environments.

Recommended Resources

Textbooks

DRURY, C. (2015) *Management and Cost Accounting*. 9th Ed. Cengage Learning.

SEAL, W. et al (2018) *Management Accounting.* 6th Ed. Maidenhead: McGraw-Hill.

WEETMAN, P. (2019). *Financial and Management Accounting: An Introduction*. Harlow: Pearson.

ZIMMERMAN, J. L. (2019) *Accounting for Decision Making and Control*. 10th Ed. New York: McGraw-Hill.

Websites

www.accaglobal.com	Association of Chartered Certified Accountants (General reference)
www.accountingcoach.com	Accounting Coach Online free courses (General reference)
www.cimaglobal.com	Chartered Institute of Management Accountants (Tutor Resource Hub)
www.icaew.com	Institute of Chartered Accountants in England and Wales Financial Reporting (General reference)

Links

This unit links to the following related units:

Unit 5: Accounting Principles

Unit 10: Recording Financial Transactions

Unit 21: Financial Reporting

Unit 23: Financial Management

Unit 23: Financial Management

Unit code	**D/618/5073**
Unit level	**5**
Credit value	**15**

Introduction

Financial management means planning, organising, directing and controlling the financial activities of an organisation and applying general management principles to financial resources. Financial departments are responsible for calculating capital required, investing capital, allocating profits and managing the finance of the organisation. It is an important business function that enables organisations to increase their value and improve profitability.

The overall aim of this unit is to introduce students to core financial management principles and strategies. Students will consider the significance of the financial management function in an organisation as it seeks to maximise shareholder value, manage risk and achieve business objectives in complex operating environments. Students will be introduced to alternative sources of internal and external business finance and gain confidence in recommending strategies for managing working capital. A range of investment appraisal techniques will be assessed in order to support long-term decision making and best use of organisational capital.

On successful completion of this unit, students will be in a position to contribute effectively to the financial management function of an organisation. They will also develop fundamental knowledge of and skills in financial management to progress to higher-level study and employment in financial management, investment banking and financial analysis.

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Learning Outcomes

By the end of this unit a student will be able to:

LO1 Evaluate the role and purpose of the financial management function

LO2 Determine alternative sources of business finance including contemporary methods for different business situations

LO3 Evaluate approaches to working capital management within an organisation

LO4 Recommend alternative investment appraisal techniques to inform decision making.

Essential Content

LO1 **Evaluate the role and purpose of the financial management function**

The financial management function in the organisation:

Relationship between finance, financial management and financial accounting.

Careers and job opportunities within financial management, e.g. Finance Officer, Management Accountant, Financial Planning Analyst.

Nature and purpose of financial management in complex business operating environments. Integrating financial management into the wider context of the organisation's mission and objectives.

Key legal and ethical constraints, implications and opportunities.

Financial management systems and the benefits and risks of deploying new technologies.

Role and purpose of financial management:

Procurement, allocation and control of financial resources of an organisation.

Evaluating and managing project and organisational risk.

Minimising and detecting fraud.

Meeting stakeholders' needs and the impact on corporate objectives.

Setting objectives to ensure:

- regular supply of funds
- ensure adequate returns to shareholders
- optimisation of assets and resources
- informing organisational decision making
- risk vs return optimisation
- balance debt vs equity finance.

Functions of financial management, including estimation of short- and long-term capital requirements, providing data/intelligence to support organisational decision making, making and communicating recommendations on appropriate sources of finance, investment of funds, managing cash, financial control and monitoring.

LO2 **Determine alternative sources of business finance including contemporary methods for different business situations**

Internal sources of finance:

Different types of short- and longer-term internal sources for SMEs and larger organisations, including working capital management, asset sales, retained profits/earnings.

The advantages and disadvantages and risk profiles.

Opportunity cost of capital, including internal versus external sources and matching appropriate funding source to investment and organisations need.

Estimating the cost of capital and capital structure theories.

External sources of finance:

Different types of short- and longer-term external sources for SMEs and larger organisations.

Overdrafts, short-term loans, trade credit, lease finance, hire purchase and longer-term sources including equity, debt and venture capital.

The advantages and disadvantages of fundamental debt vs equity decision for incorporated organisations.

Different ways of raising equity finance, including rights issues, placing, public offers and stock exchange listing.

Comparison to debt finance, e.g. debentures, loans, convertible debt.

Dividend payments on equity versus interest payments on debt.

Funding appropriate for SMEs versus large organisations.

Contemporary methods:

Islamic finance, its concept, differences and financial instruments available.

The internet as a means of raising short- and long-term capital, e.g. peer-to-peer lending, crowdfunding and sale and leaseback.

Venture capital and franchising.

LO3 **Evaluate approaches to working capital management within an organisation**

Working capital:

The nature and importance of working capital as a short-term source of finance.

Elements of working capital, e.g. inventories, cash, debtors, creditors, bank positions and the working capital cycle.

Difference between liquidity and profitability, and consequences and options for illiquid financial positions.

Measuring the working capital position, including current and quick ratios, inventory turnover, debtors' collection and creditors' payable ratios.

Working capital management and techniques:

The central role of working capital in financial management.

Managing the accounts payable and accounts receivable functions.

Techniques for managing inventory, including just in time, economic order quantity, ABC analysis, first-in-first out (FIFO) and inventory cycle counting.

Dealing with accounts receivable/payable, including managing debtors and creditors, early payment discounts, invoice discounting and factoring services.

Inventory management systems, e.g. Oracle NetSuite, Zoho and QuickBooks.

LO4 **Recommend alternative investment appraisal techniques to inform decision making**

Investment appraisal:

Investment decision and opportunity cost.

Factors influencing organisational investment decisions, return on investment (ROI), risk, time, cost of capital, wider economic considerations.

Investment appraisal techniques to inform decisions:

Identify, calculate and evaluate investment/project returns to inform decision making using a range of techniques:

Simple non-discounted cash flow (DCF) techniques: accounting rate of return, payback.

DCF methods including net present value (NPV), discounted payback, internal rate of return (IRR).

Merits and disadvantages of non-DCF vs DCF techniques.

Inflation and taxation in DCF, adjusting for risk and uncertainty in investment appraisal and evaluating specific investment decisions.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Evaluate the role and purpose of the financial management function		
P1 Assess key principles of financial management required for organisations to operate effectively and sustainably. **P2** Evaluate the role and purpose of the financial management function for a range of different organisations and contexts.	**M1** Critically evaluate the contribution financial management makes towards an organisation meeting objectives and managing risk.	**D1** Make justified recommendations for effective financial management to achieve long-term organisational success in complex and risk-averse environments.
LO2 Determine alternative sources of business finance including contemporary methods for different business situations		
P3 Discuss alternative sources of business finance for different business situations in SME and large organisations.	**M2** Analyse a range of sources of business finance appropriate for meeting different organisations' needs and plans.	**D2** Justify the impact of alternative sources of business finance on the operations and long-term success of organisations.
LO3 Evaluate approaches to working capital management within an organisation		
P4 Appraise a range of approaches to managing working capital in an organisation. **P5** Evaluate different techniques for measuring the working capital position of an organisation.	**M3** Compare advantages and disadvantages of alternative approaches and techniques to successfully managing the working capital position of an organisation.	**D3** Critically evaluate working capital management approaches and techniques to ensure that organisations operate solvently and successfully in diverse and complex environments.

Pass	Merit	Distinction
LO4 Recommend alternative investment appraisal techniques to inform decision making.		
P6 Review factors that influence investment decision making to recommend alternative investment appraisal techniques. **P7** Calculate investment viability using different investment appraisal techniques to inform long-term investment decision making.	**M4** Recommend a range of DCF and non-DCF techniques to support long-term decisions on capital expenditure.	**D4** Make evidence-based judgements on recommendations based on long-term investment opportunities.

Recommended Resources

Textbooks

AERTS, W. and WALTON, P. (2017) *Global Financial Accounting and Reporting: Principles and Analysis*. 4th Ed. Cengage Learning EMEA.

ATRILL, P. and McLANEY (2018) *Accounting and Finance for Non-Specialists*. 11th Ed. Prentice Hall.

ATRILL. P. (2017) *Financial Management for Decision Makers*. 8th Ed. Harlow: Pearson.

CORNWALL, J. R., VANG, D. O. and HARTMAN, J. M. (2019) *Entrepreneurial Financial Management: An Applied Approach*. 5th Ed. London: M.E. Sharpe.

WEETMAN, P. (2019) *Financial and Management Accounting: An Introduction.* 8th Ed. Harlow: Pearson.

Websites

www.accaglobal.com	Association of Chartered Certified Accountants (General reference)
www.accountingcoach.com	Accounting Coach Online free courses (General reference)
www.cimaglobal.com	Chartered Institute of Management Accountants Tutor Resource Hub
www.icaew.com	Institute of Chartered Accountants in England and Wales Resources, Financial Reporting (General reference)

Links

This unit links to the following related units:

Unit 5: Accounting Principles

Unit 10: Recording Financial Transactions

Unit 21: Financial Reporting

Unit 23: Financial Management

Unit 24: Managing and Leading Change

Unit code	**T/650/2921**
Unit type	**Core**
Unit level	**5**
Credit value	**15**

Introduction

'Change is the only constant in life' (Heraclitus, 500 BCE). Whatever industry and whatever position you are employed in, there is always change. As such, businesses need to adapt and change with the changing business environment. Organisations are seeing change at a more rapid speed than ever before. Technology is playing a big part in this increased pace of change. Change leaders are evident in all business sectors and in a variety of roles in an organisation.

In business, change is all around, in all areas of an organisation, from minor process changes to large-scale structural change. The aim of this unit is for students to understand the different types and scope of change that may occur in an organisation. The unit will aim to illustrate the drivers and triggers for change and how they vary and affect organisations in different ways, including the degree of impact and management's response to change. Students will gain an appreciation of how the depth of change can influence organisational behaviour, both during and after the change.

On successful completion of this unit, students will be able to apply a range of change management concepts, including diagnosing driving and resisting forces, planning for change and dealing with change in organisational settings. This will put students in a strong position to contribute to change initiatives in the workplace.

Learning Outcomes

By the end of this unit students will be able to:

LO1 Produce a comparative analysis of the different types and drivers of change in business

LO2 Evaluate the impact of change on organisational behaviour

LO3 Examine different leadership techniques in decision-making for managing resistance to change and overcoming barriers

LO4 Recommend a range of leadership approaches to support the management of change initiatives.

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Essential Content

LO1 Produce a comparative analysis of the different types and drivers of change in business

Types of organisational change:

Change in a business context, including large-scale (e.g. radical, discontinuous, revolutionary) and small-scale e.g. incremental, evolutionary.

Different types of change, including planned or emergent, initiated or imposed.

Types of internal organisational change: structural, strategic, people and process change.

Individual, group and organisational levels of change.

Drivers of change:

Internal and external drivers of change e.g. PESTLE (political, economic, sociological, technological, legal and environmental) and core competencies, including identification and selection of the most significant drivers in each context .

The impact of technologies, including mobile devices, cloud computing, artificial intelligence (AI), cognitive computing and data analytics on the speed of change and as a driver of change.

The digital transformation of organisations and the change business model.

LO2 Evaluate the impact of change on organisational behaviour

Change and the impact on organisational behaviour:

The impacts of change at individual, group and organisational level.

The psychological impact of change on people and the implications of change.

Impact on team dynamics and how people are led and managed.

The influence of position and perception on differing views of change, negatively or positively.

Readiness to change:

Learning organisations.

The use of systems theory, systems leadership and continuous improvement models to predict and proactively plan for change.

Measures to minimise impact change:

Different perspectives on dealing with change.

Change impact analysis (e.g. Bohner and Arnold) and impact analysis techniques.

The importance of stakeholder analysis and communication in change.

Application of the Burke-Litwin model to make the change process efficient and effective.

Preparing and planning for business continuity in response to major disruption and disaster recovery.

The benefits of effective succession planning for supporting planned transition and change.

Best practices for effective business continuity and succession planning.

LO3 **Examine different leadership techniques in decision-making for managing resistance to change and overcoming barriers**

Barriers and resistance to change:

Different levels of resistance e.g. individual, group and organisational levels.

Recognition of the barriers to change, including physical, psychological and economic factors, for the individual, teams, managers and the organisation as a whole.

Schein's organisational culture model, self-efficacy perceptions and situational resistance when determining barriers.

The use of force field analysis to understand likely opposition and support for change.

Leadership and decision-making:

The use of the Vroom-Yetton-Jago decision-making model to identify correct leadership style for the situation and level of involvement required.

Leadership ethics for effective decision-making e.g. respecting and valuing diversity, values and ethical beliefs.

Speed of change e.g. pre-emptive and proactive or responsive and reactive.

The impact that the scope of the change may have on decision-making.

Factors for consideration, including organisational values and culture, ethics, type of decision (strategic vs tactical), value for money (VfM) and internal organisational factors.

The influence stakeholders have on attitudes to change.

Responding to barriers and resistance to change:

Conflict management, including Thomas-Kilmann Conflict Mode Instrument (TKI) and interest-based relational (IBR) approach.

Strategies used to manage conflict e.g. choosing a style of conflict resolution appropriate to the situation, separating people from problems, listening actively and empathetically, establishing the facts of the case, exploring options for a solution, producing a resolution plan and gaining buy-in from all parties.

Conflict resolution and the benefits of mediation. The mediation process, and using mediation at different stages of conflict e.g., early stages, formal stages of disciplinary action.

Overcoming barriers to change, including: defining the changes required; moving to and agreeing a desired position with manager(s), team(s) and individuals; obtaining support; structuring the elements for change in overt ways.

Delegation:

Models of delegation e.g. Tannenbaum and Schmidt's continuum, Tuckman's four-stage model.

Features of delegation e.g. task definition, goal-planning, team/person selection, assessment of team/person capability, rationale for the delegation, target-setting.

Monitoring tools and reporting techniques e.g. activity management by observation, the use of checklists, updates and reports, self-assessment.

Factors affecting the success of delegated activities e.g. knowledge, experience and expectations of those involved, clarity of instructions, access to resources, time management.

LO4 Recommend a range of leadership approaches to support the management of change initiatives

Leadership approaches:

The context of a task, activity or challenge to determine leadership styles and management approaches for supporting the management of change in the organisation e.g. situational leadership, transformational leadership and psychodynamic approaches.

'Nudge' theory and influencing behaviours.

Features, advantages and disadvantages of different decision-making techniques, including decision tree analysis, Delphi technique, multi-voting, modified Borda count and paired comparison analysis.

Initiating change:

The impacts of change initiated by leaders e.g. increased control, time and increased opportunity to select the best approach to apply.

The impacts of change that is imposed e.g. opportunities are reduced or even negated.

The use of change agents in initiating and aiding change.

Change models:

The benefits and disadvantages of the key models of change, including:

- Kotter's eight-step change model
- Lewin's change management model McKinsey's 7-S model
- Kotter's dual operating system, which addresses both entrepreneurial ideas and strategy
- Balogun and Hope Hailey's change kaleidoscope and the application of power politics and culture to change
- change through strategic communication, the principles of change leadership
- use of the ADKAR model (awareness, desire, knowledge, ability and reinforcement) model to identify why change is difficult and why changes succeed or fail.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Produce a comparative analysis of the different types and drivers of change in business</td><td rowspan="5">LO1 and LO2
D1 Make justified recommendations that would minimise the impact of organisational change on organisational behaviour.</td></tr>
<tr><td>P1 Review a range of contemporary examples of organisational change and their impact on business operations.
P2 Compare drivers for change and their influence on organisational change.</td><td>M1 Analyse drivers for change and the types of organisational change they have affected.</td></tr>
<tr><td colspan="2">LO2 Evaluate the impact of change on organisational behaviour</td></tr>
<tr><td>P3 Analyse how leadership and individual behaviour in organisations can be affected by change.
P4 Evaluate measures that can be taken to minimise negative impacts of change on organisational behaviour.</td><td>M2 Critically evaluate the long-term implications of change on organisational behaviour.</td></tr>
</table>

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO3 Examine different leadership techniques in decision-making for managing resistance to change and overcoming barriers.</td><td rowspan="5">LO3 and LO4
D2 Critically analyse different leadership techniques, approaches and models in relation to the drivers and resisting forces.</td></tr>
<tr><td>P5 Investigate forces for and against change and how they affect leadership decision-making in organisations.
P6 Discuss effective leadership techniques for managing resistance to change and overcoming barriers.</td><td>M3 Apply force field analysis to analyse both driving and resisting forces to show how they influence leadership techniques for decision-making.</td></tr>
<tr><td colspan="2">LO4 Recommend a range of leadership approaches to support the management of change initiatives</td></tr>
<tr><td>P7 Recommend change leadership approaches and models to support the management of change initiatives to meet organisational vision and goals.</td><td>M5 Analyse the use of leadership approaches and models for supporting the management of change initiatives.</td></tr>
</table>

Recommended Resources

Textbooks

Cameron, E. and Green, M. (2024) *Making Sense of Change Management.* 4th Ed. London: Kogan Page.

Dawson, P. and Andriopoulos, C. (2021) *Managing Change, Creativity and Innovation.* 4th Ed. London: Sage Publishing.

Lewis, L.K. (2019) *Organizational Change: Creating Change Through Strategic Communication*. 2nd Ed. Chichester: Wiley-Blackwell.

Northouse, P.G. (2021) *Leadership: Theory and Practice.* 9th Ed. London: Sage Publishing.

Pendleton, D., Furnham, A. and Cowell, J. (2021) *Leadership: No More Heroes.* 3rd Ed. London: Palgrave Macmillan.

Websites

www.businesstrainingworks.com	Business Training Works "Resources" (General reference)
www.managementtoday.com	Management Today (General reference)
www.mindtools.com	Mind Tools "Explore – Leadership and management – Change management" (General reference)
www.strategy-business.com	strategy+business "Topics – Leadership" (Articles)

Links

This unit links to the following related units:

Unit 4: Leadership and Management

Unit 20: Organisational Behaviour Management

Unit 46: Developing Individuals, Teams and Organisations

Unit 47: Human Resources – Value and Contribution to Organisational Success

Unit 25: Global Business Environment

Unit code	**M/618/5076**
Unit level	**5**
Credit value	**15**

Introduction

As globalisation of business continues the world is becoming smaller, this means developing complex opportunities and risks for business operations as organisations expand and transform in this dynamic environment. Understanding business from a global perspective is about being open to new ideas, issues and solutions, and opening business up to new opportunities and growth.

The aim of this unit is to explore the wider position that some organisations have in the global environment. Students will gain an appreciation of the complexities of operating in a global environment, enabling them insight in to an organisation's current or aspirational global presence.

On successful completion of this unit, students will understand the wider global environment in which organisations operate. This enables students to add value to an organisation as they will be able to apply their knowledge in such a way that they could advise senior managers (in large and small organisations) on global matters that they might not have otherwise considered.

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Learning Outcomes

By the end of this unit a student will be able to:

LO1 Analyse the key factors which drive globalisation

LO2 Determine the strategic complexities associated with operating in a global environment

LO3 Evaluate how operating in a global market influences an organisation's structure, culture and functions

LO4 Develop a global strategy to support decision making for a given organisation.

Essential Content

LO1 **Analyse the key factors which drive globalisation**

Globalisation:

Definition of globalisation.

The growth of international business and business activities.

The concept and theory of globalisation in terms of cultural, economic, political and social dimensions.

Driving factors of globalisation:

Factors that drive globalisation, e.g. international economic integration, foreign direct investment, international business and trade.

Factors in relation to cost, market, environment and competition.

Digital factors:

The significant impact of the digital revolution, including creating better products and services at lower cost, the impact of social media applications and cloud computing for connecting the global community and digitised design, making products and services available to a global market.

International support systems, e.g. payment methods and transactions, the internet and digital business.

The role of innovation:

Examples of global business success driven by innovative leadership, e.g. Apple, Tesla, Mitsubishi, Google.

The impact of different types of innovation on globalisation, including:

- product innovation, e.g. Fitbit
- process innovation, e.g. supply chain management
- business model innovation, e.g. Amazon, eBay.

LO2 **Determine the strategic complexities associated with operating in a global environment**

Global strategic complexities:

The impacts of international trade law.

The economics of globalisation and the environmental impacts of globalisation in the context of the challenges they pose for risk and diversification strategies.

The complexities of the international supply chain management.

Challenges and opportunities faced by business in the global economy:

Different legislation and regulatory requirements.

Operating complexities across different time zones.

Cultural differences and cultural diversity

The monetary environment.

Political unrest and instability.

Managing global consumer needs and expectations.

LO3 **Evaluate how operating in a global market influences an organisation's structure, culture and functions**

Influences on structure, culture and functions:

Global market influences on organisations in the context of McKinsey's 7S model of organisational structure.

The governance of a multinational organisation and leadership in an international context.

Use of Hofstede's Cultural Dimensions Theory to demonstrate how national cultural differences have an influence on organisations.

The influence of ethical and sustainable globalisation.

LO4 **Develop a global strategy to support decision making for a given organisation.**

Influences on decision making and strategy:

The principles of leadership change and the process of internationalisation.

The impact of barriers to international trade on decision making and strategy.

Global strategy:

Definition of global strategy.

Global strategy versus international strategy.

Benefits of a global strategy and why it is important.

Different types of global strategy, e.g. standardisation, transnational, export strategies for competing and expanding in international markets.

International expansion strategies and strategic decision making in relation to risk and diversification.

Balancing the need for global integration vs local responsiveness.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Analyse the key factors which drive globalisation</td><td rowspan="4">LO1 and LO2
D1 Critically evaluate the global business environment, including the opportunities and challenges faced by organisations.</td></tr>
<tr><td>P1 Analyse key factors of cost, market, environment and competition that drive global commerce and trade.</td><td>M1 Critically analyse the impact that key factors have on the global business environment in terms of opportunities and challenges.</td></tr>
<tr><td colspan="2">LO2 Determine the strategic complexities associated with operating in a global environment</td></tr>
<tr><td>P2 Examine the complexity of strategic challenges faced by organisations when operating in a global environment, supported by specific examples.</td><td>M2 Evaluate strategic challenges in context of risk and diversification and the supply chain flow.</td></tr>
<tr><td colspan="2">LO3 Evaluate how operating in a global market influences an organisation’s structure, culture and functions</td><td rowspan="3">D2 Make valid and justified recommendations of how organisations should adapt their organisational structure and strategy to support decision making in a global context.</td></tr>
<tr><td>P3 Evaluate the influences of globalisation on organisational governance and leadership, structure, culture and functions.
P4 Discuss the influences of ethical and sustainable globalisation on organisational functions.</td><td>M3 Critically evaluate influences of globalisation on organisational structure and culture and functions.</td></tr>
<tr><td colspan="2">LO4 Develop a global strategy to support decision making for a given organisation.</td></tr>
<tr><td>P5 Evaluate the different ways that decision making can work effectively in a global context.
P6 Devise objectives and strategies to support global decision making to meet business objectives.</td><td>M4 Devise strategies that meet a range of different stakeholder perspectives in a global context.</td><td>D3 Develop strategies that embed an integrated approach across different countries to achieve competitive advantage.</td></tr>
</table>

Recommended Resources

Textbooks

BARTLETT, C. and BEAMISH, P. (2018). *Transnational Management: Texts, Cases, and Readings in Cross-Border Management.* 8th Ed. Maidenhead: McGraw-Hill.

DANIELS, J. D., RADEBAUGH, L. H. and SULLIVAN D. P. (2018) *International Business Environments and Operations*. 16th Ed. Harlow: Pearson.

DERESKY, H. (2016). *International Management: Managing Across Borders and Cultures.* 9th Ed. Harlow: Pearson.

PENG, M. (2016) *Global Business*. 4th Ed. Cengage Learning.

Websites

www.global-strategy.net	Global Strategy (General Reference)
www.worldbusinessculture.com	World Business Culture Country Profiles (General reference)
www.wto.org	World Trade Organization Document, Data and Resources (General reference)
www.velocityglobal.com	Velocity Global Resources Case studies (General reference)

Links

This unit links to the following related units:

Unit 1: The Contemporary Business Environment

Unit 50: International Marketing

Unit 56: Tapping into New and International Markets

Unit 26: Principles of Operations Management

Unit code	**A/618/5078**
Unit type	**Core**
Unit level	**5**
Credit value	**15**

Introduction

Operations management is everywhere, in every organisation, in every service experienced and in every product consumed. Operations management is the administration of business practices to create the highest level of efficiency possible in an organisation. It is concerned with converting materials and labour into goods and services as efficiently as possible to maximise profits.

The aim of this unit is to introduce students to the role of operations in an organisation, how the nature of operations management has evolved and how it contributes to sustained competitive advantage. Students will understand the key concepts of operations management in an organisational and environmental context, and how this links to supply chain management, products and processes, organisational efficiency and effectiveness, and the achievement of tactical and strategic objectives. A variety of operations management techniques and frameworks will be explored, including continuous improvement, total quality management, benchmarking and risk analysis.

By the end of this unit students will have an appreciation of the dimensions of operations management and its central role for organisations across a wide range of sectors. Students will also have the knowledge and skills required to progress to higher levels of study or employment in positions in operations, logistics and supply.

Learning Outcomes

By the end of this unit students will be able to:

LO1 Analyse the effectiveness of operations management in contributing to organisational objectives across a wide range of organisations and sectors

LO2 Apply a range of techniques and analysis frameworks used by operations managers to support decision-making and address problems

LO3 Apply the concept of continuous quality improvement in an operational context

LO4 Conduct a strategic risk analysis (SRA) on the operations functions of an organisation.

Essential Content

LO1 **Analyse the effectiveness of operations management in contributing to organisational objectives across a wide range of organisations and sectors**

Operations management in context:

Evolution of operations management, from craft to mass production to mass customisation to agile and lean.

The role and function of operations management in an organisation and across the value chain e.g. planning, organising, negotiating, coordinating and controlling resources.

The strategic, tactical and operational perspectives of operations management and its contribution to achieving organisational objectives e.g. impact on costs, quality, revenue, profit and customer satisfaction.

Scope of operations management in manufacturing vs service sectors, profit and not-for-profit, small and medium-sized enterprises (SMEs) and large organisations.

The transformational process model as a cyclic process: transformed resources – materials, information, customers; transforming resources e.g. staff, facilities; macro-operation (overall transformation) and micro-operations within the macro-operation (manufacture, transport, supply, service); boundaries to the operations system (suppliers, customers, external environment).

Dimensions of operations processes e.g. volume, variety, variation, visibility.

Design and management of supply chain networks:

Operations and supply chain management interdependencies.

The impact of operations management on global sourcing and criteria for selecting appropriate suppliers on basis of efficiency, effectiveness, networks and just-in-time (JIT) capabilities.

Benefits and risks of deploying technology to drive efficient, effective, sustainable and profitable operations.

The impact of internet-based technologies and the use of database information systems to manage expenditures on goods and services.

Embedding sustainable procurement practices in supply chain management; considering the environmental and human impact of the journey through the supply chain, from raw materials sourcing to production, storage, delivery and every transportation link in between.

Ethical considerations in the supply chain e.g. complying with standards, raising awareness of sustainability and ethical practices.

LO2 **Apply a range of techniques and analysis frameworks used by operations managers to support decision-making and address problems**

Measures of operations performance:

Triple bottom line (TBL/3BL) and sustainability and strategic impact, including achieving objectives of revenue, risk, efficiency and innovation.

Business planning tools and techniques e.g. PERT (programme evaluation and review technique), linear programming, forecasting, capacity planning, contingency planning.

Techniques and frameworks:

Control systems and their link to the operational function.

Different types of control system, including capacity planning and control, inventory planning and control, and supply chain planning and control.

Building a culture of continuous improvement and total quality improvement.

Fail fast philosophy to support decision-making; testing and incremental development, pivoting and cutting losses to reduce costs and minimise risk.

Business process re-engineering (BPR) to radically redesign core business processes to achieve productivity and quality improvements.

Cost–benefit analysis for justification of operational decisions, systems or projects.

Valuable, rare, inimitable, organised (VRIO) framework analysis identifying the source of competitive advantage for the organisation.

Benefits of benchmarking for improving organisational performance e.g. cost position, gaining strategic advantage and increase organisational learning.

Contingency planning:

Purpose of contingency planning and stages in contingency planning, including the use of benchmarking:

- the process(es) – the development of actions and activities to safely continue a task or activity within resources
- accessing resources for an emergency recovery e.g. money, a building, materials, people, equipment
- discussion relating to the lessons learned.

The impact of technology on decision-making and operations management:

Application of technologies to drive performance e.g. cloud computing, mobile telecommunications, remote working, convergence of technology platforms.

Technologies for customisation of design products and services e.g. computer-aided design (CAD).

Use of technologies for the interpretation of data and information to inform evidence-based decision-making e.g. dashboards, performance metrics.

Use of software and cloud-based systems e.g. enterprise resource planning (ERP) systems, supply chain management (SCM), new product development (NPD), customer relationship management (CRM).

LO3 **Apply the concept of continuous quality improvement in an operational context**

Role of total quality management in operations management:

Quality and continuous improvement as a philosophy (kaizen) and approach.

Differences between total quality and Quality Assurance.

Pioneers of total quality management such as Deming (plan–do–check–act) and Juran e.g. quality planning–quality control–quality improvement.

Continuous quality improvement in practice:

Product quality and process quality improvement in relation to compliance with requirements, specifications and customer expectations compared with process efficiency.

Monitoring improvement, diagnosing quality problems and reducing errors using statistical process control.

Reasons for variations in product quality process quality

The Taguchi loss function, poka-yoke and the six sigma approach to quality improvement.

Lean approaches for systematic waste minimisation, work standardisation and flow, including just-in-time (JIT), 5S and kanban.

Quality improvement as a cross-organisational activity and not simply as an independent function.

Role of information technologies and software in supporting continuous quality improvement.

LO4 **Conduct a strategic risk analysis (SRA) on the operations functions of an organisation**

Risk analysis and management:

Conducting a risk analysis at the operational, tactical and strategic level e.g. organisational culture, human resource management (HRM), business activities.

Exploring risk analysis options e.g. avoid, reduce, transfer, accept.

The use of risk management standards and benchmarks.

A strategic risk analysis as a systematic and continual process for assessing the most significant operational risks facing the organisation and planning contingency.

Managing uncertainties and potential threats:

Extending the use of PESTLE (political, economic, sociological, technological, legal, environmental) and SWOT (strengths, weaknesses, opportunities, threats) analysis to develop contingency plans and strategies to mitigate negative consequences.

Mitigating risk from increasing frequency of non-economic risks e.g. natural disasters, geopolitical uncertainty and global pandemics.

Use of risk identification and mapping to support risk assessment and the prioritisation of responses.

Stakeholder analysis and expectations:

The relationship between stakeholders and risk, particularly investors, suppliers and customers.

The importance of effective negotiation skills with suppliers and factors to consider in mitigating risk, delivery time, payment conditions, aftercare and maintenance terms and quality standards.

The importance of alignment between partners in the supply chain and internal integration of business functions.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Analyse the effectiveness of operations management in contributing to organisational objectives across a wide range of organisations and sectors		
P1 Analyse the role and effectiveness of operations management across a range of sectors to meet different organisational objectives. **P2** Discuss the contribution of effective supply chains to the organisation.	**M1** Critically analyse the relationship between effective operations management and the achievement of tactical and strategic business objectives.	**D1** Justify the impact of effective operations management and the use of operational techniques on achieving objectives in complex and dynamic trading environments, making valid recommendations and solutions.
LO2 Apply a range of techniques and analysis frameworks used by operations managers to support decision-making and address problems		
P3 Devise solutions to given operations management problems using a range of techniques and analysis frameworks. **P4** Appraise the use of technologies for effective operational performance.	**M2** Evaluate different techniques and analysis frameworks used by operations managers to solve problems and achieve high operational performance.	**D2** Critically evaluate, giving evidence-based recommendations, different techniques and frameworks used by operations managers to solve complex problems and drive organisational performance.
LO3 Apply the concept of continuous quality improvement in an operational context		
P5 Evaluate a range of approaches to continuous quality improvement. **P6** Prepare a continuous improvement plan based on operational activities in an organisation.	**M3** Critique a range of total quality management approaches and techniques within the continuous improvement plan to achieve organisational objectives.	**D3** Produce a continuous quality improvement plan, underpinned by theoretical concepts, that justifies approaches and solutions, with reference to costs, benefits and sustainable performance.

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO4 Conduct a strategic risk analysis (SRA) on the operations functions of an organisation</td><td rowspan="2">D4 Critically evaluate the significance of SRA for organisations operating in diverse and complex environments.</td></tr>
<tr><td>P7 Discuss the role and importance of SRA for an organisation.

P8 Undertake an SRA for an organisation using risk identification and mapping.</td><td>M4 Assess a range of contingency plans and strategies available to the organisation as it seeks to manage organisational and stakeholder risk.</td></tr>
</table>

Recommended Resources

Textbooks

Cole, G. and Kelly, P. (2020) *Management Theory and Practice*. 9th Ed. Andover, Hants: Cengage Learning EMEA.

Grant, D.B., Trautrims, A. and Wong, C.Y. (2022) *Sustainable Logistics and Supply Chain Management: Principles and Practices for Sustainable Operations and Management*. 3rd Ed. London: Kogan Page.

Jacobs, F.R. and Chase, R.B. (2023) *Operations and Supply Chain Management.* 17th Ed. Maidenhead: McGraw Hill Education.

Reid, R.D. and Sanders, N.R. (2019) *Operations Management: An Integrated Approach*. 7th Ed. Hoboken, NJ: Wiley.

Slack, N., Burgess, N. and Brandon-Jones, A. (2022) *Operations Management.* 10th Ed. Harlow: Pearson.

Websites

www.ascm.org	Association for Supply Chain Management (General reference)
www.cips.org	Chartered Institute of Procurement and Supply (General reference)
www.ismworld.org	Institute for Supply Management (General reference)
www.scdigest.com	Supply Chain Digest “Resources/Education” (General reference)

Links

This unit links to the following related units:

Unit 15: Operational Planning and Management

Unit 36: Procurement and Supply Chain Management

Unit 44: Business Information Technology Systems

Unit 27: Identifying Entrepreneurial Opportunities

Unit code	**A/618/5095**
Unit level	**5**
Credit value	**15**

Introduction

The role of the entrepreneur is to weigh up opportunities, threats and personal skills, and abilities to translate an opportunity into a business idea. This unit gives students an understanding of where new entrepreneurial ideas come from and gives them the opportunity to investigate and evaluate a new entrepreneurial idea for a small- and medium sized enterprise (SME).

Students will explore concepts of innovation, entrepreneurship and developing creativity. They will learn about and use methods and frameworks to help develop and assess new venture ideas, including defining product or service benefits, identifying target customers and understanding the industry and competitors from the perspective of a new entrant. They will also learn about market research and apply primary and secondary research techniques to investigate an entrepreneurial idea. They will then assess whether it is likely to be a commercially viable business or a social enterprise proposition.

By the end of the unit, students will have acquired creative skills and thinking for innovation, preparing them for jobs and technologies that do not even exist yet in this rapidly changing landscape.

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Learning Outcomes

By the end of this unit a student will be able to:

LO1 Explore the role of entrepreneurship and innovation for developing new entrepreneurial ideas

LO2 Investigate a potential entrepreneurial idea from a gap in the market for a small to medium sized (SME) enterprise

LO3 Analyse primary and secondary data to identify the market potential of an entrepreneurial idea

LO4 Pitch the potential viability of an entrepreneurial idea in the context of the market and competitors.

Essential Content

LO1 Explore the role of entrepreneurship and innovation for developing new entrepreneurial ideas

Sourcing business ideas:

The role of the entrepreneur in terms of personal, situational factors, knowledge, ability and skills to weigh up opportunities and threats.

Entrepreneur's capacity to translate the opportunity into a business idea.

Differences between product or service ideas and business ideas.

External and macro environmental sources of change that create opportunities, identifying Social, Technological, Economical, Environmental, Political (STEEP) factors.

Social enterprise and social enterprise models.

The role of innovation:

Drucker's seven sources of innovation.

Invention vs innovation and the role of creativity.

Types of innovation, e.g. product and process innovation and incremental vs radical.

Theories of innovation, e.g. Schumpeter's sources of innovation, diffusion theory.

Scope of innovation for small to medium sized organisations (SMEs): location and the role of 'clusters' in fostering innovation, innovation centres and hubs.

LO2 Investigate a potential entrepreneurial idea from a gap in the market for a small to medium sized enterprise (SME)

Identifying customers for new ideas:

Identifying specific customer types for targeting new ideas.

Behavioural, demographic and geographic segmentation of customers.

Tangible and intangible features and benefits of a product or service for different customer types.

Understanding the industry environment:

Industry environment for new entrants: attractiveness of an industry, Porter's Five Forces model.

Competitor analysis relevant to entrepreneurs and SMEs, achieving competitive advantage.

Industry lifecycle.

Gaps in the market:

Attributes of a gap in the market.

Trends, technology, customer feedback for identifying gaps.

Unsolved problems or copy and improve.

LO3 **Analyse primary and secondary data to identify the market potential of an entrepreneurial idea**

Market research:

Primary and secondary research techniques for investigating new business ideas.

Selecting and planning appropriate market research for ideas, using primary and secondary sources.

Digital technology for audience research and analysis, including:

- use of Big Data to assess market trends
- Artificial Intelligence (AI) to personalise experiences
- digital channels and forums
- social media to test market response.

LO4 **Pitch the potential viability of an entrepreneurial idea in the context of the market and competitors.**

Methods of evaluation:

Strengths, Weaknesses, Opportunities, Threats analysis (SWOT).

Macro-environment, markets and competitor analysis.

Assessment of the idea

Sustainability.

Financial feasibility.

Profitability or achieving social enterprise objectives.

Pitching skills and techniques:

Audience awareness, research and sensitivity.

Competitor research.

Business and product narratives.

Structure and time.

Verbal and non-verbal communication to meet audience requirements.

Presentation, behaviour and conduct of presenter, e.g. attire, attitude, business-like skills, suitability for audience, preparation and organisation.

Learning Outcomes and Assessment

Pass	Merit	Distinction
LO1 Explore the role of entrepreneurship and innovation for developing new entrepreneurial ideas		
P1 Discuss different sources of entrepreneurial ideas and innovation.	**M1** Evaluate the role of innovation and entrepreneurship for sourcing new business ideas.	**D1** Critically evaluate the role of innovation and entrepreneurship for sourcing new business ideas.
LO2 Investigate a potential entrepreneurial idea from a gap in the market for a small to medium sized enterprise (SME).		
P2 Examine the rationale for an entrepreneurial idea, using relevant tools and techniques to support your choice.	**M2** Evaluate a specific entrepreneurial idea for filling a market gap, using different techniques for industry and competitive analysis.	**D2** Critically evaluate an entrepreneurial idea based on appropriate interpretation and investigation of the competitive marketplace.
LO3 Analyse primary and secondary data to identify the market potential of an entrepreneurial idea		
P3 Analyse primary and secondary data appropriately to provide evidence of market potential.	**M3** Critically analyse primary and secondary data to identify market potential, drawing valid conclusions.	**D3** Provide justified outcomes based on analysis of primary and secondary data, using appropriate research methods to identify market potential.
LO4 Pitch the potential viability of an entrepreneurial idea in the context of the market and competitors.		
P4 Pitch the potential viability of an entrepreneurial idea, assessing viability within the competitive marketplace.	**M4** Critically evaluate an entrepreneurial idea in the context of the marketplace and identified competition.	**D4** Make justified recommendations for development, management and sustainability of an entrepreneurial idea in the competitive marketplace.

Recommended Resources

Textbooks

BURNS, P. (2016). *Entrepreneurship and Small Business: Start-up, Growth and Maturity*. 4th Ed. Basingstoke: Palgrave Macmillan.

BURNS, P. (2018) *New Venture Creation: A Framework for Entrepreneurial Start-ups*. 2nd Ed. Basingstoke: Palgrave Macmillan.

MOLE, K. and RAM, M. (2017) *Perspectives in Entrepreneurship: a critical approach.* Basingstoke: Palgrave Macmillan.

RIDLEY-DUFF and R. BULL, M. (2019) *Understanding Social Enterprise: Theory and Practice.* Sage Publications Ltd.

Websites

www.entrepreneur.com	Entrepreneur (General reference)
www.entrepreneurhandbook.co.uk	Entrepreneur Handbook (General reference)
www.isbe.org.uk	The Institute for Small Business and Entrepreneurship (General reference)
www.forbes.com	Forbes (Articles)

Links

This unit links to the following related units:

Unit 8: Innovation and Commercialisation

Unit 9: Entrepreneurial Ventures

Unit 27: Identifying Entrepreneurial Opportunities

Unit 28: Launching a New Venture

Unit 29: Managing and Running a Small Business

Unit 28: Launching a New Venture

Unit code	**A/618/5114**
Unit level	**5**
Credit value	**15**

Introduction

How do you get from idea to launching a new business venture? Many entrepreneurs take risks on the way, which can have expensive consequences if mistakes are made. This unit will prepare students to launch a business with less risk and pitfalls.

The unit gives students a practical understanding of what is required to successfully launch a new venture. It gives students an opportunity to plan the launch of a specific new venture idea. They will learn about and work through the stages of planning to launch the venture. This will include an explanation of the idea and how it will attract customers and have competitive advantage. Students will also learn about the need for resourcefulness when starting a new venture, and about identifying and using personal networks, which can offer a valuable source of knowledge, resources, advice and opportunities.

Students will develop a promotional plan to launch a new venture and prepare a budget and a cash flow forecast for the launch and the first 12–18 months of operation for the chosen venture.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Investigate the resources required to launch a new venture

LO2 Explore the skills and capabilities required to support the launch of a new venture

LO3 Develop promotional activities to support the launch of a new venture

LO4 Produce a budget for launching a new venture for a small business or social enterprise.

Essential Content

LO1 **Investigate the resources required to launch a new venture**

Defining the idea and the target customer:

Business or social enterprise opportunity.

Small business environment to support the venture idea.

Target customers and market segmentation, using characteristics, geographic, demographic and behavioural segmentation.

Competitor and industry analysis for achieving competitive advantage.

Tangible and intangible features and benefits of the new venture idea.

Legal forms for a small venture idea:

Legal forms for a business, e.g. sole trader, limited company, partnership.

Legal forms for a social enterprise, both incorporated, unincorporated, Community Interest Companies (CICs), industrial provident societies, limited liability partnerships.

Franchising as a start-up opportunity.

Understanding and planning resources:

Categories and types of resources that are tangible, intangible, financial, and human.

Resource planning for tangible (premises, equipment, IT facilities) and intangible (skills and capabilities), financial resources (start-up capital, loans, grants, business angels, crowd funding).

LO2 **Explore the skills and capabilities required to support the launch of a new venture**

Understanding and acquiring skills and capabilities:

Identifying the necessary skills and capabilities required.

Importance of building credibility in a start-up venture, addressing risk factors and responding to change.

'Bootstrapping': making use of free or low-cost sources of resources and skills, leasing and renting.

Low-cost and free business ideas for marketing and promotion.

The principles of the 'Lean Start-up' method.

Trademarks: advantages, disadvantages of trademark registration.

The importance of networks:

The benefits of networking e.g. social capital access to knowledge, resources, advice and opportunities.

Formal and informal networks.

Assessing and developing personal networks

LO3 **Develop promotional activities to support the launch of a new venture**

Planning promotional activities:

The marketing mix in the context of a new venture.

Pricing strategy.

Business identity and promotion:

Identity key promotional messages and personalised branding.

Name of the venture and registering a domain.

Visual identity and website creation with e-commerce capabilities, e.g. virtual shopping cart, secure online payments, chatbots.

Social media and digital promotion techniques, e.g. blogs, Instagram, Twitter, podcasts, video clips, virtual tours.

Leveraging mobile marketing for specific target markets.

Detailed promotional activities:

Different promotional activities to address the marketing mix and pricing strategy, and the response of competitors.

Wide range of cost-effective promotional techniques, e.g. social media advertising, cross-collaboration promotion, email marketing.

Evaluate and review promotional activities:

Use of website for capturing, tracking and monitoring purposes.

Monitoring sources of traffic to the website.

Measuring against metrics of cost, availability, Return on Investment (ROI).

Appropriateness for supporting a new venture.

LO4 **Produce a budget for launching a new venture for a small business or social enterprise.**

Budget for venture launch:

Pre-launch costs.

Forecasting income and costs over the first 12–18 months of trading.

Detailed budget:

Budget to include one-off costs, ongoing costs and anticipated income post- and pre-launch.

Calculation of break-even point.

Comprehensive budget:

Available financial resources.

'What-if' scenarios and contingency measures.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Investigate the resources required to launch a new venture</td><td rowspan="4">LO1 and LO2
D1 Critically evaluate the availability and appropriateness of resources, skills and capabilities to support the successful launch of a new venture.</td></tr>
<tr><td>P1 Examine the tangible and intangible resources required for the launch of a new venture.</td><td>M1 Evaluate the availability and appropriateness of the tangible and intangible resources required to launch a new venture.</td></tr>
<tr><td colspan="2">LO2 Explore the skills and capabilities required to support the launch of a new venture</td></tr>
<tr><td>P2 Discuss the different skills and capabilities required to launch a new venture.</td><td>M2 Evaluate a range of skills and capabilities required for launching a new venture.</td></tr>
<tr><td colspan="2">LO3 Develop promotional activities to support the launch of a new venture</td><td rowspan="2">D2 Create a promotional activities plan that includes a set of metrics to evaluate success.</td></tr>
<tr><td>P3 Devise a promotional activities plan for the launch of a new venture.</td><td>M3 Develop a wide range of promotional activities that address the marketing mix to support the launch of a new venture.</td></tr>
<tr><td colspan="2">LO4 Produce a budget for launching a new venture for a small business or social enterprise.</td><td rowspan="2">D3 Produce a comprehensive pre- and post-launch monthly itemised cash budget, based on financial resources and contingency measures for anticipated outcomes.</td></tr>
<tr><td>P4 Produce an itemised monthly cash budget for both the pre-launch phase and the first 12–18 months following launch.</td><td>M4 Produce a detailed monthly cash budget, showing one off costs, ongoing costs and anticipated income post-and pre-launch.</td></tr>
</table>

Recommended Resources

Textbooks

BURNS, P. (2016). *Entrepreneurship and Small Business: Start-up, Growth and Maturity*. 4th Ed. Basingstoke: Palgrave Macmillan.

BURNS, P. (2018) *New Venture Creation: A Framework for Entrepreneurial Start-ups.* 2nd Ed. Basingstoke: Palgrave Macmillan.

RIDLEY-DUFF, R. and BULL, M. (2019) *Understanding Social Enterprise: Theory and Practice.* Sage Publications Ltd.

WILLIAMS, S. (2015) *Financial Times Guides: Business Start-up 2015*. Harlow: Pearson.

Websites

www.entrepreneur.com	Entrepreneur (General reference)
www.entrepreneurhandbook.co.uk	Entrepreneur Handbook (General reference)
www.isbe.org.uk	The Institute for Small Business and Entrepreneurship (General reference)
www.forbes.com	Forbes Small Business Entrepreneurs (Articles)

Links

This unit links to the following related units:

Unit 2: Marketing Processes and Planning

Unit 9: Entrepreneurial Ventures

Unit 27: Identifying Entrepreneurial Opportunities

Unit 29: Managing and Running a Small Business

Unit 29: Managing and Running a Small Business

Unit code	**F/618/5115**
Unit level	**5**
Credit value	**15**

Introduction

Every year new start-up businesses begin trading, but only two-thirds will survive into their third year of trading and just half will remain after five years. For most businesses, it is not a lack of customers or poor-quality products or services that are responsible for their failure but simply a lack of cash and business acumen. It is important to have a basic knowledge of managing a business and an overall understanding of the services offered to customers in order to survive.

This unit will give students a practical understanding of the key aspects of running a small business or social enterprise. Students will learn about the activities involved in running a small business, including developing good relationships with customers, planning and allocating operational resources, forecasting and budgeting, interpreting financial statements, being an employer, dealing with legislation and regulation, and how to put a business plan together.

Students will develop an understanding of how all the different aspects of running a business interrelate so as to achieve success and develop an appreciation of the benefits and importance of organisation and planning.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Explore how a small business or social enterprise plans and allocates resources to achieve objectives

LO2 Evaluate the customer relationship management process for a small business or social enterprise

LO3 Develop a cash flow forecast and break-even analysis for a small business or social enterprise

LO4 Discuss the financial statements, regulation and legislation that apply to a small business or social enterprise.

Essential Content

LO1 Explore how a small business or social enterprise plans and allocates resources to achieve objectives

Planning resources – premises and equipment, people and skills:

Planning of activities in a business, to include capacity utilisation and management, identifying resources and skills needed to develop appropriate job specifications.

Being an employer:

Organisation structures applicable to the business purpose and stage of organisation growth.

Establishing an appropriate organisational culture.

People management, including recruitment and retention, performance management and team building.

Use of outsourcing, networks and external advisers.

Understanding key aspects of employment legislation relevant to a small business, e.g. equality and diversity.

The business plan:

Effective articulation of the vision, goals and objectives.

Key components of a business plan.

The key components of a business plan needed when securing an overdraft or bank loan.

Project management techniques, including use of Gantt charts and critical path analysis.

LO2 **Evaluate the customer relationship management process for a small business or social enterprise**

Building customer relationships:

Customer value, acquiring and retaining customers.

Developing effective channels for customer communications and customer care programmes.

Digital channels and platforms for effective customer relationships, e.g. mobile devices, social media platforms, online chat and forums for real time responses, online testimonials and ratings.

Value of customer experience mapping and touch point analysis.

Customer relationship management and transnational sales:

Benefits of transnational sales.

Dealing with transnational customers.

Preparing to sell and source transnationally, application of the stage model of internationalisation.

The process of exporting and key considerations.

LO3 **Develop a cash flow forecast and break-even analysis for a small business or social enterprise**

Sources of finance for start-up and small businesses or social enterprise:

Different sources of finance available, e.g. personal savings, equity finance or loans from family and friends, bank loans and overdrafts, leasing and hire purchase, invoice factoring, business angels, crowd funding.

Cash flow forecast and break-even analysis:

The cash flow statement and why it is needed for business.

The three activities (operating, investing and financing) sections of the cash flow statement.

Tracing cash from beginning, projected inflows, projected outflows and ending.

Detailed itemised monthly cash flow forecasting, showing fixed and variable costs set against income.

Calculating break-even point and analysis.

'What-if' sensitivity analysis.

LO4 **Discuss the financial statements, regulation and legislation that apply to a small business or social enterprise.**

Financial statements for a small business or social enterprise:

The key financial statements required for a small business and how to interpret them.

The difference between profit and cash, and the vital importance of cash flow for a small business/social enterprise.

The elements of working capital and how to manage cash flow effectively.

Legal and regulatory issues:

The legal and regulatory issues applicable to a small business or social enterprise in the country in which it is registered.

Legal requirements for record keeping, tax and employment, health and safety, insurance, data protection and cybersecurity measures.

Examples of regulatory issues that may apply to different business types, different products or services and different localities, such as environmental and waste regulations, professional practice guidelines, local planning restrictions.

The potential sources of information to determine applicable regulation.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explore how a small business or social enterprise plans and allocates resources to achieve objectives		
P1 Discuss the main considerations that a small business or social enterprise needs to address when planning and allocating resources to achieve business objectives.	**M1** Analyse the importance of planning and allocating appropriate resources to achieve business objectives.	**D1** Critically analyse the application of appropriate resources to demonstrate links between resource allocation and achievement of business objectives.
LO2 Evaluate the customer relationship management process for a small business or social enterprise		
P2 Evaluate the effectiveness of a customer relationship management process for a small business or social enterprise in reaching, retaining and supporting customers.	**M2** Critically evaluate the elements of the customer relationship management process in relation to achieving business objectives for national and transnational sales.	**D2** Provide recommendations for overcoming challenges in the customer relationship management process and enhancing the customer experience.
LO3 Develop a cash flow forecast and break-even analysis for a small business or social enterprise		
P3 Produce a cash flow forecast and break-even analysis for a small business or social enterprise, covering projected income and expenses.	**M3** Provide a detailed cash flow forecast and break-even analysis that determine the break-even point for profit.	**D3** Provide a cash flow forecast and break-even analysis that measure financial health and profitability to predict future cash flow and budgeting.
LO4 Discuss the financial statements, regulation and legislation that apply to a small business or social enterprise.		
P4 Examine key financial statements, legislation and regulations that have implications for small businesses or social enterprises.	**M4** Evaluate how key financial statements, legislation and regulations have implications for small business or social enterprise.	**D4** Critically evaluate key financial statements, legislation and regulations, taking future developments and changes into account.

Recommended Resources

Textbooks

BLANCHARD, K., ONCKEN, W. and BURROWS, H. (2015) *The One Minute Manager Meets the Monkey*. London: Harper Collins.

BURNS, P. (2016). E*ntrepreneurship and Small Business: Start-up, Growth and Maturity.* 4th Ed. Basingstoke: Palgrave Macmillan.

BURNS, P. (2018) *New Venture Creation: A Framework for Entrepreneurial Start-ups*. 2nd Ed. Basingstoke: Palgrave Macmillan.

RIDLEY-DUFF, R. and BULL, M. (2019) *Understanding Social Enterprise: Theory and Practice.* Sage Publications Ltd.

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www.entrepreneur.com	Entrepreneur (General reference)
www.entrepreneurhandbook.co.uk	Entrepreneur Handbook (General reference)
www.forbes.com	Forbes Small Business Entrepreneurs (Articles)
www.isbe.org.uk	The Institute for Small Business and Entrepreneurship (General reference)

Links

This unit links to the following related units:

Unit 9: Entrepreneurial Ventures

Unit 16: Managing the Customer Experience

Unit 27: Identifying Entrepreneurial Opportunities

Unit 28: Launching a New Venture

Unit 53: Planning for Growth

Unit 30: Resource and Talent Planning

Unit code	**L/618/5117**
Unit level	**5**
Credit value	**15**

Introduction

People are the central asset of any organisation and the ability to attract, recruit and retain talented staff is critical to the success of any organisation whether in business, in voluntary organisations or in government. Human resource management (HRM), through resource and talent planning, gives organisations the principles, knowledge and behaviours needed to support and enhance organisational performance and success. Sustainable organisation performance and growth requires a constant reassessment of skills and knowledge. This informs the training and development of existing employees and includes the identification and development of 'talent'.

The aim of this unit is to develop students' understanding and ability to apply principles of effective workforce and talent planning to organisational development and to implement related approaches to the recruitment, retention and development of staff to enhance sustainable organisational performance and success. Students will consider the ethical implications of decision making in this area, taking account of the legal issues of fairness and justice, rules and organisational procedures.

On completion of the unit, students will understand the purpose and scope of human resource and talent-planning activities. Students will be able to apply a range of workforce planning, evidence and people-management skills to enhance the performance of an organisation by solving problems and finding evidence-based solutions.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Analyse the impact of labour market trends on strategic resource and talent planning for achieving business goals

LO2 Apply strategic resource and talent planning for effective recruitment and selection

LO3 Examine the importance of performance management for improving people capability to achieve sustainable organisation performance.

LO4 Assess the relevance of the human resource lifecycle to managing change in workforce planning.

Essential Content

LO1 **Analyse the impact of labour market trends on strategic resource and talent planning for achieving business goals**

Strategic resource planning:

Methods used in strategic human resource planning.

The nature and use of data analytics in human resource planning.

The benefits of creating transparent workforce data.

Concept of human capital, e.g. employees as a cost or valued asset at organisational level.

Best fit vs best practice approaches.

Understanding the labour market and labour market trends:

The influence of contextual and environmental issues on employment patterns.

Political, economic, socio-cultural and technological influences.

Impact of globalisation.

Tight and loose labour market conditions, e.g. surpluses and shortages of labour.

The use of data analytics in identifying labour market trends.

Organisational responses to labour and skills surplus or shortage, resolving the resource problem ethically.

Defining talent:

Talent planning as a fundamental component of strategic human resource management.

People analytics the risks and opportunities.

Employer branding and organisational culture.

Defining the concept of 'talent', e.g. the debate of whether talent is specific or generic.

Talent and the agile organisation.

Developing talent:

Talent planning and retention.

Career development and succession planning.

Diversity: the business case and the ethical case.

Resourcing for gender and minorities.

The dilemma of the aesthetic employment context.

Managing talent planning and development in different types of organisations.

LO2 **Apply strategic resource and talent planning for effective recruitment and selection**

Supporting strategic objectives:

Strategic objectives and people planning to meet skills and talent requirements.

Defining the process of job analysis.

Methods of job analysis and the collection of data.

The use of skills audits and gap analysis.

Job design:

The difference between job analysis and design.

Role responsibility, variety and work enrichment in relation to organisational objectives.

The impact of job design on individual and organisational performance.

Changes in working patterns, workplace flexibility, family-friendly policies and ethical working.

Organisational culture and working patterns.

The significance of job analysis and job design for creating job descriptions and person specifications.

Recruitment and selection policies and processes:

Assessing the validity and reliability of recruitment and selection procedures.

Recruitment processes and the value and utilisation of social media.

The Big Three (application, job description and person specification) and traditional and contemporary approaches to recruitment.

Specific methods for selecting talent, e.g. executive research.

The use of assessment centres as a selection mechanism.

Identifying potential.

Creating diversity.

Forming the employment relationship:

Creating the employment contract.

The significance of the psychological contract and the impact on employment relationships.

The induction process, onboarding, engagement and retention.

LO3 **Examine the importance of performance management for improving people capability to achieve sustainable organisation performance**

Managing organisational performance:

High performance working (HPW).

Definitions of HPW.

Types of organisation culture and structure that enhance HPW.

Key characteristics of HPW.

Total quality management (TQM).

Links between organisational objectives and performance management systems.

Performance management systems:

Key features of performance management.

Role of performance management in monitoring and developing employee contribution.

Types of performance appraisal, reward or development.

Methods of measuring performance.

Interpersonal skills and the performance management relationship, e.g. influencing, persuading, coaching, counselling.

Managing talent:

Approaches to the performance management of organisational talent.

Motivation reward and recognition.

Impact of culture of HPW.

Models of talent management in agile organisations.

Managing performance problems:

Sustaining high performance.

Managing underperformance.

Identifying the nature and underlying causes of performance problems, including organisational, personal, external etc.

Methods for resolving performance problems informally and formally, including provision of further development opportunities and use of disciplinary procedures.

The legal framework relating to performance management.

LO4 **Assess the relevance of the human resource lifecycle to managing change in workforce planning.**

The HR lifecycle:

The concept of the HR/employee lifecycle.

Theories of change management, e.g. Kotter and Lewin.

Key stages in the HR lifecycle and application to change management theory.

Solutions for the management of the key stages of the HR lifecycle to support changes in workforce planning, e.g. impact of onboarding, induction on retention.

Ethical implications in managing the HR lifecycle processes fairly.

Managing organisational change throughout the HR lifecycle.

Legal and regulatory framework:

Legal implications – managing the HR lifecycle processes legally.

Key aspects of employment law relevant to the HR lifecycle.

Recruitment and selection, legal and illegal discrimination.

Performance management.

Exiting processes, including redundancy.

Ethical implications, managing the HR lifecycle fairly and with respect.

Release strategies:

The scope of release strategies, e.g. redundancy, dismissal, retirement.

Outplacement strategies for leavers.

Alternatives to involuntary redundancy.

Labour turnover and 'natural wastage'.

Impact of redundancy on those remaining.

The impact of legal frameworks on release strategies.

Managing talent during change:

Maintaining a balanced workforce.

The contribution of people planning to sustaining performance.

Building an agile organisation.

The use of flexible reward systems.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Analyse the impact of labour market trends on strategic resource and talent planning for achieving business goals</td><td rowspan="5">LO1 and LO2
D1 Make justified recommendations on how organisations can become more effective in retaining and developing talent to fulfil strategic HR objectives.</td></tr>
<tr><td>P1 Analyse how labour market trends affect HR practices in retaining and developing individuals with appropriate skills and talent.
P2 Analyse how business goals influence resource and talent planning decisions, using examples from specific organisations.</td><td>M1 Critically analyse, using examples of labour market data analytics, the way in which labour market trends influence organisations to define and develop talent.</td></tr>
<tr><td colspan="2">LO2 Apply strategic resource and talent planning for effective recruitment and selection</td></tr>
<tr><td>P3 Analyse strategic approaches to talent planning, job analysis and job design.
P4 Develop strategic resource and talent planning approaches in an organisational context, to improve recruitment and retainment.</td><td>M2 Critically analyse the ability of an organisation to recruit and retain ‘talent’ to meet strategic HR objectives.</td></tr>
<tr><td colspan="2">LO3 Examine the importance of performance management for improving people capability to achieve sustainable organisation performance.</td><td rowspan="2">D2 Create a detailed performance management template informed by critical evidence to achieve successful sustainable outcomes.</td></tr>
<tr><td>P5 Analyse the relationship between performance management and the achievement of personal and corporate objectives.
P6 Determine the key components for a performance management template to meet sustainable business objectives.</td><td>M3 Critically analyse the extent to which performance management achieve sustainable performance.</td></tr>
</table>

Pass	Merit	Distinction
LO4 Assess the relevance of the HR lifecycle to managing change in workforce planning.		
P7 Examine the stages in the HR lifecycle demonstrating how this concept can contribute to more effective workforce planning. **P8** Explore the implications of change management theories for workforce planning.	**M4** Critically evaluate the impact of specific stages in the HR lifecycle on the effective management of talent.	**D3** Make recommendations to improve the management of release strategies, exit and transition for effectively managing change.

Recommended Resources:

Textbooks

ARMSTRONG, M. and TAYLOR, S. (2020) Handbook of Human Resource Management Practice. 15th Ed.

BEARDWELL, J., THOMPSON, A. (2017) *Human Resource Management, A Contemporary Approach.* 8th Ed. Harlow: Pearson

BRATTON, J. and GOLD, K. (2017) *Human Resource Management Theory and Practice*. 6th Ed. London: Palgrave Macmillan.

TAYLOR, S. (2018) *Resourcing and Talent Management.* 7th Ed. London: CIPD.

TORRINGTON, D., HALL, L. and TAYLOR, S. (2018) *Human Resource Management*. 10th Ed. Harlow: Prentice Hall.

Websites

www.employmentlaws.co.uk	Employment Law in the UK (General reference)
www.hrmagazine.co.uk	*HR Magazine* (Articles)
www.personneltoday.com	*Personnel Today* HR strategy/talent management (Articles)
www.shrm.org	Strategic Human Resources Management Resources and tools Employee relations (Articles)

Links

This unit links to the following related units:

Unit 3: Management of Human Resources

Unit 7: Business Law

Unit 31: Employee Relations

Unit 46: Developing Individuals, Teams and Organisations

Unit 31: Employee Relations

Unit code	**R/618/5118**
Unit level	**5**
Credit value	**15**

Introduction

For an organisation to function effectively and if high performance is to be achieved and conflict avoided, the relationship between management and employees or employee representatives needs to be harmonious and constructive. HR practitioners and managers need to understand the nature of the employment relationship and the issues that can arise in developing and maintaining positive employee relations. In an increasingly competitive and globalised world, where management and employee contractual relationships, needs, expectations and interests are constantly changing and evolving, understanding the nature of the employment relationship becomes essential. It is therefore crucial for line managers and those who are responsible for developing and implementing employee relations strategy and policy to have insight and knowledge of the area of employee relations.

The aim of this unit is to develop students' understanding of the wider external context that influences the employment relationship and priorities in the employee relations system. Students will recognise that good employee relations have implications beyond the employment contract. Aspects such as communication mechanisms and conflict management are important in building and maintaining positive employee experiences, effective relationships and higher levels of performance.

On successful completion of the unit, students will have demonstrated a range of cognitive skills, in particular critical thinking, information handling and problem-solving abilities, as well as recognised professional capabilities. These include the ability to make evidence-based judgements on people-management issues generated through insight and evaluation of the employee relations specialist area.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Analyse how changes and developments in society, the work context and employment have influenced the employment relationship

LO2 Devise mechanisms of employee communication and consultation for different types of organisations

LO3 Apply negotiation skills to workplace disputes for effective conflict management approaches

LO4 Develop HR solutions for an organisation's employee relations approach and practices in order to improve performance.

Essential Content

LO1 **Analyse how changes and developments in society, the work context and employment have influenced the employment relationship**

External influences on the employment relationship:

The role and influence of globalisation, government, international bodies, employer and employee representative groups, advances in Information Communication Technologies (ICT) and increased competition.

Changes in the societal context, diversity in the workplace and employee expectations.

The law and employment legislation:

Contractual relationships, terms and conditions of employment, the rights and obligations of employers and employees.

Collective employment law.

Contractual arrangements in different types of organisations, including those that operate in the gig and sharing economy.

The changing nature of work and the employment relationship:

Workforce diversity, changing employer and employee expectations and ethical behaviours.

The impact of agile working, remote working practices, flexible contracts and portfolio careers.

Individualisation of the employment relationship and contractual arrangements in different types of firms, e.g. small family businesses, multinational corporations (MNCs), firms in the gig and sharing economy.

Managerial legitimacy and authority, power relationships and the right to manage.

LO2 **Devise mechanisms of employee communication and consultation for different types of organisations**

Perspectives of the employment relationship:

Unitarist and pluralist perspectives of the employment relationship.

Strategic choice in managing with or without collective employee representation, e.g. trade unions, works councils, joint consultative committees. Benefits and drawbacks of collective representation.

Employee involvement and employee participation:

The concept of employee voice and its significance.

Employee participation via collective bargaining, works councils and joint consultative committees.

Employee involvement approaches and mechanisms.

The role of communication and consultation in influencing employee engagement and performance.

LO3 **Apply negotiation skills to workplace disputes for effective conflict management approaches**

Understanding conflict:

Sources of conflict in the workplace, individual and collective forms of conflict.

The psychological contract and relational forms of conflict within employee relation systems.

Breach of contractual terms and collective agreements.

Positive and negative impacts of conflict, including productivity, job satisfaction, employee engagement.

Managing conflict and resolving disputes:

Mediation and negotiation as mechanisms for resolving conflict. Negotiation skills, e.g. communication skills, interpreting and utilising verbal and non-verbal language.

Information handling skills such as presenting arguments and justifying position.

Discretionary judgement skills, knowing when to change position, when to ask for adjournments.

Collective conflict resolution via collective bargaining, joint consultative committees, negotiation and partnership working.

Individual conflict resolution via grievance and disciplinary policy and procedures. Good practice in these areas.

LO4 **Develop HR solutions for an organisation's employee relations approach and practices in order to improve performance.**

Analysing the employee relations approach:

Unitarist and pluralist perspectives influencing managerial style and employee relations preferences.

Business strategy and employee relations strategy, implications for strategic choice in employee relations

Ways in which employee relations practices support business performance and growth.

Benefits of positive employee relations as opposed to negative employee relations.

Measuring performance using key performance indicators, e.g. job satisfaction, levels of employee engagement, incidents of conflict, absenteeism and staff turnover.

Employee relations practices and areas of potential conflict:

Managerial ideology and management style.

Issues arising out of the psychological contract, trust and expectations.

Employees not being valued nor seen as partners in the organisation.

Issues relating to employee involvement and participation, communication and consultation.

Individual grievances and collective disputes.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Analyse how changes and developments in society, the work context and employment have influenced the employment relationship		
P1 Analyse how employment relationships in specific types of organisations have been affected by developments in society and the work context. **P2** Examine the fundamentals of employment law applied to specific organisational examples.	**M1** Critically analyse the impact of developments in society and the work context on the employment relationship.	**D1** Draw valid conclusions on the extent to which the creation of a positive employment relationship has been affected by developments in society and the work context.
LO2 Devise mechanisms of employee communication and consultation for different types of organisations		
P3 Design appropriate mechanisms for communicating and consulting with employees for different organisations.	**M2** Design a range of appropriate communication and consultation mechanisms to facilitate employee voice and levels of engagement.	**D2** Justify effectiveness of communication and consulting mechanisms for enhancing employee voice and levels of engagement.
LO3 Apply negotiation skills to workplace disputes for effective conflict management approaches		
P4 Utilise negotiation skills to resolve workplace disputes and conflicts. **P5** Reflect on the utilisation of negotiation skills for effective conflict management approaches.	**M3** Utilise negotiation skills to resolve both individual and collective disputes and conflicts effectively.	**D3** Evaluate personal performance to identify strengths and areas for further development.
LO4 Develop HR solutions for an organisation's employee relations approach and practices in order to improve performance.		
P6 Assess the employee relations approach and practices in an organisation to develop HR solutions in order to improve performance.	**M4** Devise valid HR solutions that address issues and challenges to improve performance.	**D4** Provide justified HR solutions and recommendations for improving an organisation's employee relations strategy and practices in order to improve performance.

Recommended Resources

Textbooks

AYLOTT, E. (2018) *Employee Relations*. 2nd Ed. London: Kogan Page.

BENNETT, T., SAUNDRY, R. and FISHER, V. (2020) *Managing Employment Relations.* 7th Ed. London: Kogan Page.

BRIDGER, E. (2018) *Employee Engagement*. 2nd Ed. London: Kogan Page.

GENNARD, J. and JUDGE, G. (2016) *Managing Employment Relations*. 6th Ed. London: Kogan Page.

WILLIAMS, S. (2017) *Introducing Employment Relations: A Critical Approach.* 4th Ed. Oxford: Oxford University Press.

Websites

www.acs.org.uk	Advisory, Conciliation and Arbitration Service (General reference)
www.employmentlaws.co.uk	Employment law in the UK (General reference)
www.shrm.org	Strategic Human Resources Management Resources and tools Employee relations (Articles)

Links

This unit links to the following related units:

Unit 3: Management of Human Resources

Unit 7: Business Law

Unit 20: Organisational Behaviour Management

Unit 24: Managing and Leading Change

Unit 32: Strategic Human Resource Management

Unit code	**Y/618/5119**
Unit level	**5**
Credit value	**15**

Introduction

It is increasingly recognised that an organisation's human resources are a critical factor in an organisation's performance and a key driver of sustainable competitive advantage. It is therefore crucial that attention be given to managing human resources strategically, as there are long-term implications for organisational performance and success. Understanding the nature of the human resource and how to effectively manage human resources strategically is a key competency for HR practitioners who act in advisory positions and those who hold strategic business partner roles.

The aim of this unit is to explore the contribution that strategic Human Resource Management (HRM) makes towards the development and achievement of sustainable organisational strategies. Students will develop an understanding and appreciation of seminal and contemporary HR models, theories, concepts and practices, which enable HR practitioners to make a positive contribution to sustainable organisational performance from an HR perspective.

On successful completion of this unit, students will have the confidence to contribute to strategic decision making in an HR context. The unit takes an evidence based and outcomes-driven perspective supporting the acquisition of core knowledge in the areas of business acumen and the adoption of a business-focused approach to managing people. An understanding of the range of people practices and their impact on people behaviour, and how to enable culture change effectively. Strong theoretical and applied foundations of learning will support student understanding and knowledge. The learning that takes place on this unit will enable students to add value to an organisation’s HR function and role.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Assess how HR strategy and practices are influenced by developments in an organisation's external and contextual environment

LO2 Appraise the theoretical perspectives of strategic HRM and their associated practices in different types of organisations

LO3 Evaluate how strategic HR initiatives can be used to develop high-performance organisational cultures

LO4 Develop an integrated HR strategy to support sustainable business performance and growth.

Essential Content

LO1 **Assess how HR strategy and practices are influenced by developments in an organisation's external and contextual environment**

Strategic HRM and the external environment:

HRM as a distinctive philosophy relating to the way people should be managed in the workplace.

Contingency theory.

Organisations and the HR function needing to respond/adapt to changes in the external environment when developing strategy.

The need to ensure alignment of HR practices with the business strategy if HR is to make a strategic contribution.

External and contextual developments:

Contemporary trends and developments in HR, including:

- the impact of globalisation
- workforce diversity
- changing skills requirements
- changing work patterns and practices e.g. remote working, social distancing measures
- job design
- knowledge management
- work-life balance and processes for improving levels of employee engagement and productivity.

Generic HR strategies, viewing people as a cost or an asset.

Changes in HR policy and practice related to current trends and developments.

The impact of digital technologies on people-management practices, e.g. recruitment processes, HR self-service, training and development/e-learning, outsourcing.

HR issues in small and large firms and in the private, public and third sectors.

LO2 **Appraise the theoretical perspectives of strategic HRM and their associated practices in different types of organisations**

Strategic approaches to HRM:

The evolution from personnel to HRM and the growth of strategic HRM.

Links between business strategy and HR strategy.

Features, assumptions and practices of the universalist, contingency and resource-based approaches to HRM.

HR's role in achieving sustainable competitive advantage and in building flexible agile organisations.

The impact of theory on HR practices:

The need to create a coherent and integrated set of HR practices that support the strategic direction and goals of the organisation.

Strategic choice in terms of HRM approach and implications for resourcing, reward, performance management, learning and development, and employee relations strategies adopted in organisations.

Importance of establishing what performance and behavioural outcomes are desired and developing a 'bundle' of HR interventions that will deliver on them.

LO3 **Evaluate how strategic HR initiatives can be used to develop high-performance organisational cultures**

Organisational culture and cultures of high performance:

Importance of culture and its impact on organisational performance and employee behaviour.

Categories of organisational culture and how culture influences organisational priorities and ways of working.

Layers of organisational culture, e.g. beliefs, values, attitudes and behaviour demonstrated by organisational members.

Attributes of high-performance cultures depending on organisation's context and nature of operational goals and business objectives.

The role of HR and ethical considerations in organisational culture.

HR strategy and strategic HR initiatives:

Importance of developing organisational cultures in which employees demonstrate high levels of engagement and high levels of commitment to organisational goals and values.

Strategies for instilling appropriate employee behaviours and attitudes in the areas of resourcing, reward, learning and development, employee relations and performance management.

HR strategies and initiatives that are mutually supportive and complementary of each other and supportive of the business strategy.

LO4 **Develop an integrated HR strategy to support sustainable business performance and growth.**

Features and justification of an integrated HR strategy:

The need for the HR function and HR practitioners to act as strategic partners in the business.

The contingency perspective and resource-based view of HRM, emphasis on achieving competitive advantage. Focus of each approach influencing HR initiatives.

HRM supporting sustainable business performance and growth through vertical integration and alignment of HR initiatives with the organisation's business strategy and strategic goals.

The need for HR initiatives to be tailored to an organisation's specific circumstances and strategic objectives.

Primary concerns when adopting a strategic HR approach:

Finding and retaining the right people through HR planning.

Maintaining an effective workforce through communication and rewarding.

Managing talent through training and development initiatives.

Managing and evaluating employee performance using performance management systems.

The need for complementary and mutually supportive HR initiatives in the areas above.

Developing an organisational culture that is supportive of the business strategy.

Detailed integrated HR strategy:

Forecasting, recruiting and selecting people with the right knowledge, experience and skills in order to retain staff through the design of work.

Benefit packages that recognise the importance of intrinsic and extrinsic rewards.

Employee relations initiatives that allow for employee voice.

Provision of ongoing learning and knowledge sharing.

Objective setting, ongoing performance review and evaluating against KPIs.

Strategic integrated HR strategy:

Selection of staff based on values and competences.

Rewards and benefits that meet employee needs and encourage required behaviours and attitudes.

Employee involvement initiatives that allow employee voice and employee participation in decision making.

Initiatives that provide development and career opportunities.

Setting SMART objectives, use of performance management system to allocate rewards and/or establish development needs.

Factors that influence employee and organisational performance are varied and context specific.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Assess how HR strategy and practices are influenced by developments in an organisations external and contextual environment</td><td rowspan="4">LO1 and LO2
D1 Draw conclusions to make recommendations for adapting HR strategy and practices for the successful achievement of HR strategy.</td></tr>
<tr><td>P1 Discuss how an organisation’s HR strategy and practices are influenced by external developments.
P2 Evaluate how developments in an organisation’s external and internal environment create tensions in the effective management of human resources.</td><td>M1 Critically evaluate the extent that an organisation’s HR strategy and practices are influenced by external developments.</td></tr>
<tr><td colspan="2">LO2 Appraise the theoretical perspectives of strategic HRM and their associated practices in different types of organisations</td></tr>
<tr><td>P3 Examine the practical implications of applying strategic HRM approaches to specific organisational examples.</td><td>M2 Critique the practical implications of applying strategic HRM approaches to specific organisational examples.</td></tr>
<tr><td colspan="2">LO3 Evaluate how strategic HR initiatives can be used to develop high-performance organisational cultures</td><td rowspan="2">D2 Make justified recommendations for action on how organisations can apply strategic HR interventions to create high-performance cultures.</td></tr>
<tr><td>P4 Evaluate the influence of strategic HR initiatives to create cultures of high performance in organisations.</td><td>M3 Critically evaluate the extent that strategic HR initiatives are able to create cultures of high performance in organisations.</td></tr>
<tr><td colspan="2">LO4 Develop an integrated HR strategy to support sustainable business performance and growth.</td><td rowspan="2">D3 Produce a justified integrated HR strategy that supports sustainable objectives and KPIs for long-term organisational growth.</td></tr>
<tr><td>P5 Produce an integrated HR strategy that will support sustainable objectives for organisational performance and growth.</td><td>M4 Produce a strategic integrated HR strategy that will support sustainable objectives for long-term organisational growth.</td></tr>
</table>

Recommended Resources

Textbooks

ARMSTRONG, A. (2016) *Armstrong's Handbook of Strategic Human Resource Management.* 6th Ed. London: Kogan Page.

BEARDWELL, J. and THOMPSON, A. (eds) (2017) *Human Resource Management: A Contemporary Approach.* 8th Ed. Harlow: Pearson Education.

BRATTON, J. and GOLD, J. (2017) *Human Resource Management: Theory and Practice.* 6th Ed. London: Palgrave Macmillan.

TORRINGTON, D., HALL, L., TAYLOR, S. and ATKINSON, C. (2017) *Human Resource Management*. 10th Ed. Harlow: Pearson Education.

WILKINSON, A., REDMAN, T. and DUNDON, T. (2017) *Contemporary Human Resource Management: Text and Cases.* 5th Ed. Harlow: Pearson Education.

Websites

www.hrmagazine.co.uk	*HR Magazine*
	(Articles)
www.personneltoday.com	*Personnel Today*
	HR strategy/talent management
	(Articles)
www.shrm.org	Strategic Human Resources Management
	(Articles

Links

This unit links to the following related units:

Unit 3: Management of Human Resources

Unit 20: Organisational Behaviour Management

Unit 24: Managing and Leading Change

Unit 30: Resource and Talent Planning

Unit 46: Developing Individuals, Teams and Organisations

Unit 33: Marketing Insights and Analytics

Unit code	**L/618/5120**
Unit level	**5**
Credit value	**15**

Introduction

This unit is designed to enhance students' knowledge and understanding of the consumer's decision-making process. To gain competitive advantage and maintain market share, organisations understand the importance of seeking answers to questions such as:

- How do we buy products and services?
- What motivates us to seek out a particular product or service?
- What research do we undertake prior to making a decision?
- Do we seek out other people's opinions through social media and other digital technologies?
- To what extent do other people's opinions influence our own?
- How do we feel after we have made the purchase?

The answers to these types of questions help marketers to understand the processes behind consumer purchase decisions, which allows organisations to adapt the marketing mix and enhance the customer experience.

Students will learn the underpinning theories and frameworks, and will be expected to relate them to real-world examples across a range of organisational contexts.

The knowledge, understanding and skill sets that students gain on successfully completing this unit will enhance their career opportunities, whether they are starting their own business or working for an organisation in a marketing function.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Investigate characteristics and influences on consumer decision-making processes in different organisational contexts

LO2 Apply techniques to enhance the customer experience and develop customer relationships for marketing purposes

LO3 Evaluate measures and metrics that seek to improve customer experience for a range of products and services

LO4 Devise measures and metrics to improve customer experience within a given organisational context.

Essential Content

LO1 Investigate characteristics and influences on consumer decision-making processes in different organisational contexts

Introduction to consumer decision making:

Characteristics of an organisation's customers, including types of customer, organisation context, needs, wants, values.

Individual influences on buyer behaviour, e.g. motivations, values, the digital environment, consumer learning, perceptions, e.g. dynamics, imagery and risk; attitudes, lifestyles.

External influences on buying behaviour, e.g. ethical considerations, climate change, sustainability, global pandemic.

Group influences on buyer behaviour, e.g. reference groups, culture, opinion leaders.

Consumer influences on different aspects of the business, e.g. supply chain, finance, suppliers.

Consumer influences on marketing strategies:

Consumer influences on the processes of segmentation, targeting and positioning to support differentiation in the market.

Adaptation of the extended marketing mix (7Ps) for different customer requirements.

Models of consumer decision making.

The five-stage buying process.

The value of mapping a path to purchase, e.g. the consumer-decision journey from pre-purchase, purchase, receive and post-purchase.

Levels of consumer decision making and extensive problem solving, limited problem solving and routine response behaviour.

Four views of consumer decision making: economic, passive, emotional and cognitive.

Business to Customer (B2C) and Business to Business (B2B) decision-making processes.

LO2 **Apply techniques to enhance the customer experience and develop customer relationships for marketing purposes**

Understanding the customer journey:

The concept of the customer journey, including:

- mapping the journey
- service satisfaction
- critical incidents
- moments of truth
- customer touch points
- service blueprints
- ladder of loyalty.

Influences from digital technologies, e.g. online forums, comparison websites, social media, online buying.

Customer touch points and using technology at each touch point, e.g. adverts, emails, social media, apps.

Digital technologies to manage the customer experience, e.g. direct marketing and selling, use of algorithms and Artificial Intelligence (AI), online complaint handling, post-purchase management.

Enhancing customer experience:

Different methods, including mapping the customer journey, identifying opportunities and touchpoints for improvements, closing gaps in experience vs expectations, extending the relationship cycle.

Customer relationship management, including:

- concept
- systems
- managing all face-to-face interactions
- enhancing customer value
- dynamic approach – continuous improvement.

Building loyalty with customers and the relationship between enhanced customer experience and brand loyalty.

Personalisation and how it affects customer experience.

Marketing purposes:

Developing customer experience strategy and actions to deliver a positive customer experience and raise satisfaction levels:

- optimising engagement at all stages of the customer journey and giving the customer centre stage
- setting meaningful actions across all interactions in the customer journey
- creating appropriate marketing content at each stage, e.g. guides at awareness stage and video demos at conversion stage.

Techniques for enhancing customer experiences and satisfaction to inform marketing decisions and objectives.

Adapting the marketing mix and analysis of marketing opportunities.

LO3 **Evaluate measures and metrics that seek to improve customer experience for a range of products and services**

Research sources and methods for monitoring customer experience:

Data sources, both primary and secondary and quantitative and qualitative.

Different research methods applied to quantitative and qualitative.

Influences of technology on data sources, e.g. gathering, management, analysis.

Benefits and limitations of customer metrics:

Different metrics, including Customer Satisfaction Score (CSAT), Net Promoter Score (NPS), First Response Time, Customer Effort Score (CES), average resolution time, conversion rates.

Complaints and complaint handling.

Customer retention: rate, loyalty and churn.

Customer lifetime value, brand ambassadors.

The impact of Artificial Intelligence (AI) on customer behaviour and tracking.

LO4 **Devise measures and metrics to improve customer experience within a given organisational context.**

Understanding and enhancing the customer experience:

Use of proactive vs reactive measures to improve the customer experience.

Different approaches for B2B and B2C organisations, SMEs, multinationals, online organisations, bricks and mortar organisations.

Customer relationship management:

- products and services
- face to face, online and offline interaction and touchpoints for engagement.

Available measures and metrics in different organisation contexts.

Use of metrics and measures at different touch points in the customer journey, e.g. having online chat advisors available pre purchase, sending emails with relevant and helpful content post-purchase.

Types of measures to target lapsed customers and gain new customers.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Investigate characteristics and influences on consumer decision-making processes in different organisational contexts</td><td rowspan="5">LO1 and LO2
D1 Critically evaluate the consumer decision-making process to develop a strategic customer experience.</td></tr>
<tr><td>P1 Examine the stages of the consumer decision-making journey for products and services from different organisations.
P2 Discuss why it is important for marketers to map a path to purchase and understand consumer decision making.</td><td>M1 Evaluate how marketers understand the consumer decision-making process for a range of products and services from different organisations.</td></tr>
<tr><td colspan="2">LO2 Apply techniques to enhance the customer experience and develop customer relationships for marketing purposes</td></tr>
<tr><td>P3 Design a customer experience strategy, selecting appropriate techniques to enhance customer experience to meet marketing opportunities.</td><td>M2 Design a detailed customer experience strategy, selecting appropriate techniques to enhance customer experience to maximise marketing opportunities.</td></tr>
<tr><td colspan="2">LO3 Evaluate measures and metrics that seek to improve customer experiences for a range of products and services</td><td rowspan="2">D2 Justify recommendations for improving customer experience.</td></tr>
<tr><td>P4 Evaluate methods for monitoring and improving the customer experience for different products and services.
P5 Compare and contrast the benefits and limitations of customer experience metrics.</td><td>M3 Critically assess the validity, reliability and suitability of methods for improving customer experience.</td></tr>
</table>

Pass	Merit	Distinction
LO4 Devise measures and metrics to improve customer experience within a given organisational context.		
P6 Recommend ways to improve customer experience in a chosen organisation, using measures and metrics.	**M4** Make recommendations for improvements to customer experience in a chosen organisation, using a range of measures and metrics.	**D3** Justify the use of a range of appropriate measures and metrics to improve the customer experience in a chosen organisation.

Recommended Resources

Textbooks

NEUMEIER, M. (2016) *The Brand Flip, why customers now run companies and how to profit from it.* Harlow: Pearson.

SHIFFMAN, L. and WISENBLIT, J. (2019) *Consumer Behavior.* 12th Ed. London: Prentice Hall.

SOLOMON, M. (2020) *Consumer Behavior, Buying, Having and Being.* 13th Ed. Harlow: Pearson.

SORENSEN, H. (2017) *Inside the Mind of the Shopper.* Harlow: Pearson.

SWINSCOE, A. (2016) *How to Wow: 68 Effortless Ways to Make Every Customer Experience Effortless.* London: FT Press.

Websites

www.greatideasforteachingmarketing.com	Great Ideas for Teaching Marketing Consumer behaviour (General reference)
www.marketing-tutor.com	Marketing Tutor Marketing topics (General reference)
www.mckinsey.com	McKinsey & Company Our Insights The Consumer Decision Journey/Developing a Customer Experience Vision (General reference)

Links

This unit links to the following related units:

Unit 2: Marketing Processes and Planning

Unit 16: Managing the Customer Experience

Unit 45: Business Data Analytics and Insights

Unit 48: Customer Value Management

Unit 34: Digital Marketing

Unit code	**R/618/5121**
Unit level	**5**
Credit value	**15**

Introduction

To support digital transformation and growth, business organisations are becoming more digital savvy and are developing digital marketing plans. The role of digital marketing is to help organisations gain new traffic, leads and sales for their business by expanding reach to consumers looking for products and services.

The aim of this unit is to introduce students to digital marketing and its importance in the successful marketing of organisations. The unit will enable students to develop an understanding of how organisations use various digital tools and techniques to engage their customers and maintain a competitive advantage.

Digital marketing is a major component of the successful marketing of organisations. The digital landscape is continually evolving, it is important for marketers to stay ahead of their competitors and deliver cutting-edge digital marketing approaches and strategies.

This unit is designed to give students the knowledge and tools to work as part of a digital marketing team or to go on to further study in this specific area.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Investigate the influence of the digital environment for effective marketing of business organisations

LO2 Apply digital tools and techniques for an integrated marketing approach within a given business organisation

LO3 Design a digital marketing campaign using multimedia to optimise content that targets key audiences

LO4 Evaluate methods of monitoring and measuring a digital marketing campaign in line with marketing objectives to increase engagement and conversions.

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Essential Content

LO1 Investigate the influence of the digital environment for effective marketing of business organisations

The digital environment:

Definitions of digital marketing.

Digital marketing career opportunities and roles, e.g. digital marketing executive, Search Engine Optimisation (SEO) specialist, content strategist.

- Key knowledge and skills that includes digital integration, product management, customer experience, branding, monitoring and evaluating effectiveness and risk management.
- Key behaviours, e.g. influencing, collaboration, creativity, commercial awareness, entrepreneurial, innovative and inspiring, and being financially literate.

Overview of the digital landscape and online consumer power.

Key benefits of digital marketing as a business tool.

The role of digital marketing in relation to the 7Ps.

Stages of the digital marketing lifecycle.

Organisation challenges of digital marketing: legislation, technological resources and availability of skills.

Digital marketing opportunities:

Role of digital marketing strategy.

Digital marketing for business establishment and growth.

Use of Artificial Intelligence (AI) in marketing and how it impacts digital campaigns, e.g. personalisation.

Importance of customer insight and understanding in developing digital marketing campaigns.

The growth of 'micro-moments' and their impact on business.

Consumer lifecycle stages of digital adoption.

LO2 **Apply digital tools and techniques for an integrated marketing approach within a given business organisation**

Digital tools, platforms and channels:

Advantages and disadvantages of digital tools, platforms, channels.

Selecting appropriate digital tools, platforms and channels for organisation context, e.g. website, social media, apps.

Digital marketing techniques to encourage customer acquisition, conversion and retention, e.g. SEO, display and video advertising, email marketing, pay-per-click advertising.

Reach, impact and cost effectiveness of digital marketing tools and techniques.

Content marketing:

Advantages and disadvantages of different content formats.

Content marketing process, including:

- research best practice to develop content topics based on target personas
- developing a content calendar to plan and structure content creation and promotion
- aligning content to achieving business goals.

Creating, curating and appraising content, including:

- aligning content to different stages of the buyer journey
- identifying the key components in a company's brand personality
- recognising the benefits of content personalisation
- tools to create and curate different types of content.

Format and restrictions on content.

Integration of digital with other marketing channels:

Frameworks and models of integration.

Multi-channel marketing vs Omni channel marketing.

Benefits of integrated data and analysis.

Integration and resource planning.

LO3 **Design a digital marketing campaign using multimedia to optimise content that targets key audiences**

Digital marketing campaign planning:

A digital campaign vs regular communications plan.

Different audience research methods and social listening techniques.

Awareness of specific cultural factors that influence research.

Establishing campaign goals and messaging proposition.

Alignment with wider organisation marketing objectives.

Integrating elements of the marketing mix.

Auditing existing digital channels and assets.

Setting objectives, selecting digital tools, platforms and channels, e.g. Snapchat, Instagram, Facebook to meet social media objectives.

Resource and implementation planning.

Digital marketing campaign design:

Campaign theme and the creative concept.

Structuring the digital marketing campaign to maximise reach, e.g. timescales, frequency.

Factors to determine offer and desired audience `call to action'.

Creating buyer personas and value proposition.

Design factors to provide a seamless customer experience, e.g. mapping customer journey, consistent brand identity and messaging.

LO4 **Evaluate methods of monitoring and measuring a digital marketing campaign in line with marketing objectives to increase engagement and conversions.**

Monitoring and measuring techniques:

Measures of digital campaigns using KPIs, measurable metrics and use of analytics platforms.

Procedures used for measuring digital campaigns.

Performance measures using online metrics.

Populations measures.

Monitoring changes in the technological environment:

Tools and techniques for monitoring and reporting digital changes.

Environmental scanning.

Capturing and reporting on changes in the technological environment.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Investigate the influence of the digital environment for effective marketing of business organisations</td><td rowspan="5">LO1 and LO2
D1 Critically analyse digital marketing to draw valid conclusions for effective marketing of business organisations.</td></tr>
<tr><td>P1 Examine the opportunities and challenges digital marketing presents for effective marketing of business organisations</td><td>M1 Analyse the opportunities and challenges for business organisations in the digital marketing landscape.</td></tr>
<tr><td colspan="2">LO2 Apply digital tools and techniques for an integrated marketing approach within a given business organisation</td></tr>
<tr><td>P2 Apply key digital tools and techniques that are available to marketers for an integrated marketing approach.
P3 Discuss their effectiveness in terms of reach, impact and cost.</td><td>M2 Analyse the effectiveness of applying an integrated marketing approach and the benefits this has for an organisation.</td></tr>
<tr><td colspan="2">LO3 Design a digital marketing campaign using multi-media to optimise content that targets key audiences</td><td rowspan="5">LO3 and LO4
D2 Create a multimedia digital marketing campaign that provides a seamless customer experience and applies appropriate measures and performance metrics aligned to digital marketing objectives.</td></tr>
<tr><td>P4 Design a digital marketing campaign that integrates and optimises multi-digital channels to reach target key audiences.</td><td>M3 Design a digital marketing campaign that applies a creative concept to capture audience interest and inspire ‘call to action’.</td></tr>
<tr><td colspan="2">LO4 Evaluate methods of monitoring and measuring a digital marketing campaign in line with marketing objectives to increase engagement and conversions.</td></tr>
<tr><td>P5 Evaluate the measurement techniques and performance metrics in digital marketing.
P6 Present a set of actions to improve performance in digital marketing.</td><td>M4 Critically evaluate the application of key digital measurement techniques and performance metrics used in digital marketing.</td></tr>
</table>

Recommended Resources

Textbooks

CHAFFEY, D. and ELLIS-CHADWICK, F. (2019) *Digital Marketing: Strategy, Implementation and Practice.* 7th Ed. Harlow: Pearson.

HEMANN, C. and BURBARY, K. (2018) *Digital Marketing Analytics: Making Sense of Consumer Data in a Digital World*. 2nd Ed. Que Publishing.

KINGSNORTH, S. (2019) *Digital Marketing Strategy: An Integrated Approach to Online Marketing*. 2nd Ed. Kogan Page.

Websites

www.digitalmarketer.com	DigitalMarketer Resources (General reference)
www.digitalmarketinginstitute.com	Digital Marketing Institute Membership (General reference)
www.hubspot.com	Hubspot Resources (Templates)
www.marketingdonut.co.uk	Marketingdonut Online Marketing (General Reference)
www.smartinsights.com	Smart Insights Resources (Toolkits and templates)

Links

This unit links to the following related units:

Unit 2: Marketing Processes and Planning

Unit 14: Digital Business in Practice

Unit 35: Integrated Marketing Communications

Unit 55: Planning Social Media Campaigns

Unit 35: Integrated Marketing Communications

Unit code	**Y/618/5122**
Unit level	**5**
Credit value	**15**

Introduction

Creating brand awareness among customers at a minimal cost is key for all businesses as they strive to create a seamless experience for consumers to interact with their brand through multimedia options. Integrated marketing communication helps in integrating all the essential components of marketing to communicate a similar message to potential and existing end-users.

This unit is designed to develop students' knowledge and understanding of marketing communications and the techniques used. They will learn underpinning theories and frameworks of marketing and be able to relate them to real-world examples, for example promotions they are likely to encounter in their daily lives.

An organisation may create and develop a revolutionary new product or service but they need to use the most appropriate methods of promoting it to their target audience – this is the role of marketing communications. We encounter hundreds of promotions every day of our lives and the challenge for marketers is to be able to cut through the multitude of communications from potential competitors to deliver and reinforce the association with the brand.

The knowledge, understanding and skill sets that students will gain on successfully completing this unit will enhance their career opportunities, whether they are setting up their own business or if they are employed by an organisation.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Evaluate marketing channels for achieving communication objectives as part of a communications strategy

LO2 Develop an integrated marketing communications plan to achieve specified communication objectives in a business context

LO3 Produce appropriate content for a marketing channel that meets specified communication objectives

LO4 Apply methods for monitoring an integrated marketing communications plan (IMC) to maximise reach and achieve positive return on investment (ROI).

Essential Content

LO1 Evaluate marketing channels for achieving communication objectives as part of a communications strategy

Different channels of marketing communications:

Definitions of marketing communications.

Channels of marketing communications, including paid media, earned media and owned media.

The purpose of the integrated marketing communications (IMC) plan and the marketing communications mix.

Communication objectives:

Integration of communications objectives, e.g. to increase value of the business, for maximising resources, to marketing strategy.

The role of marketing communications in promoting and developing brands in terms of awareness, associations, perceptions and building customer loyalty, managing change.

Imaginative strategies for integration and interaction between different elements of the communications mix.

Ethical issues in marketing communications, including advertising to children, pressure-selling techniques, product placement, 'greenwashing' and privacy.

Cultural awareness, responding and adapting marketing communications for meeting different cultural needs.

LO2 Develop an integrated marketing communications plan to achieve specified communication objectives in a business context

Integrated marketing communications plan (IMC):

Defining and exploring the communications planning process.

Situational analysis.

Setting the communication objectives in relation to marketing and business objectives.

Integrating communication objectives in terms of the product lifecycle, marketing strategy, business objectives.

The role of scheduling and budgeting in the IMC.

Channel selection and integration:

Creating a schedule and communications plan.

Identifying the most appropriate channel selection and rationale to maximise coverage across media and target specific audience.

The marketing communications mix, including:

- advertising
- sales promotion
- public relations
- sponsorship, direct marketing
- exhibitions and trade fairs
- personal selling
- digital marketing
- product placement
- merchandising
- ambient media.

Digital platforms, including webpages, podcasts, videos, Twitter feeds, multimedia news releases, blogs.

LO3 **Produce appropriate content for a marketing channel that meets specified communication objectives**

Appropriate design and content:

Different types of content, e.g. Instagram, Twitter, Facebook, and other social media platforms and posts, to launch a specific campaign.

Content for awareness, conversions and nurture, and mapping the customer journey.

The use of website pages and direct marketing material, e.g. leaflets, posters, flyers.

Colours and symbols as brand- building tools.

The importance of visual art design, typography and page layout.

Website design and development with e-commerce capabilities.

Creativity in marketing communications activities and different strategic approaches, e.g. product/consumer orientated, think/feel/do approaches.

Creating consistency across communication messaging and the brand 'look and feel' to achieve overall marketing strategy.

The value of creating compelling, impactful storytelling and narrative.

Building the content calendar.

Regulations and marketing communications.

LO4 **Apply methods for monitoring an integrated marketing communications plan (IMC) to maximise reach and achieve positive return on investment (ROI).**

Monitoring and evaluation:

Importance of monitoring and evaluating marketing communications plans and operations.

Methods of measuring customer responses and evaluating a marketing communications plan.

Linking measuring and evaluation to the overall marketing and business objectives and strategy.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Evaluate marketing channels for achieving communication objectives as part of a communications strategy</td><td rowspan="2"></td></tr>
<tr><td>P1 Compare how different marketing channels serve communication objectives as part of a marketing strategy.</td><td>M1 Critically evaluate how different marketing channels serve communication objectives and are integrated as part of a marketing strategy.</td></tr>
<tr><td colspan="2">LO2 Develop an integrated marketing communications plan to achieve specified communication objectives in a business context</td><td rowspan="5">LO2 and LO3
D2 Create a strategic integrated marketing communications plan and effective content for a marketing channel to successfully meet the marketing and business objectives.</td></tr>
<tr><td>P2 Produce communication objectives for a given organisational situation.
P3 Devise an integrated marketing communications plan to achieve specified communication objectives.</td><td>M2 Produce a detailed integrated marketing communications plan that includes multiple communication channels and SMART communication objectives.</td></tr>
<tr><td colspan="2">LO3 Produce appropriate content for a marketing channel that meets specified communication objectives</td></tr>
<tr><td>P4 Create content for a marketing channel to meet specified communication objectives.</td><td>M3 Create detailed content for a marketing channel to meet specified communication objectives in line with business objectives.</td></tr>
<tr><td colspan="2">LO4 Apply methods for monitoring an integrated marketing communications plan (IMC) to maximise reach and achieve positive return on investment (ROI).</td><td rowspan="2">D3 Provide justified recommendations for improving the marketing communications plan to maximise revenue and successfully meet both communication and business objectives.</td></tr>
<tr><td>P5 Recommend methods for monitoring a marketing communications plan linked to marketing strategy.</td><td>M4 Provide recommendations for methods to monitor an integrated marketing communications plan (IMC) aligned to marketing strategy.</td></tr>
</table>

Recommended Resources

Textbooks

CLOW, K. and BAACK, D. (2020) *Integrated Advertising, Promotions and Marketing Communications. (Global edition)* 7th Ed. Harlow: Pearson.

GROUCUTT, J. and HOPKINS, C. (2015) *Marketing.* London: Palgrave Macmillan.

HACKLEY, C. HACKLEY, R.A. (2017) *Advertising and Promotion*. 4th Ed. London: Sage.

HOOLEY, G. et al. (2020) *Marketing Strategy and Competitive Positioning*. 7th Ed. Harlow: Pearson.

JONES, C. (2019). *The Content Advantage (Clout 2.0): The Science of Succeeding at Digital Business through Effective Content*. 2nd Ed. London: New Riders.

Websites

www.digitalmarketer.com	DigitalMarketer Resources (General reference)
www.digitalmarketinginstitute.com	Digital Marketing Institute Membership (General reference)
www.hubspot.com	Hubspot Resources (Templates)
www.marketingdonut.co.uk	Marketingdonut Online Marketing (General Reference)
www.smartinsights.com	Smart Insights Resources (Toolkits and templates)

Links

This unit links to the following related units:

Unit 2: Marketing Processes and Planning

Unit 14: Digital Business in Practice

Unit 33: Marketing Insights and Analytics

Unit 34: Digital Marketing

Unit 55: Planning Social Media Campaigns

Unit 36: Procurement and Supply Chain Management

Unit code	**D/618/5123**
Unit level	**5**
Credit value	**30**

Introduction

Procurement and supply chain managers face increasing challenges to create and retain efficient, effective supply chain methods. The strains on supply chains are becoming far more complicated and intense and, therefore, management requires a strong plan and constant measuring for weak links.

The aim of this unit is to enhance students' understanding of the nature, role and contribution of supply chain management to a business. The growth of global business has led to organisations becoming increasingly reliant on logistics and supply chain management in order to keep up with the demands of a global economy. Students will explore the purpose of supply chain management and its benefits to an organisation, their customers and their suppliers.

Students will consider the design, development, implementation, control and future development stages of supply chain. There is an emphasis on practical employability skills throughout this unit.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Compare procurement and supply chain concepts, principles and processes in an organisational context

LO2 Evaluate the importance of ethical and sustainable practices in procurement and supply to achieve responsible management

LO3 Analyse the added value achieved through procurement and supply management to achieve competitive advantage for an organisation

LO4 Develop solutions to improve a procurement or supply chain process for an organisation.

Essential Content

LO1 Compare procurement and supply chain concepts, principles and processes in an organisational context

Defining procurement and supply:

Definitions of procurement, purchasing and supply chain management.

Defining stakeholders and stakeholder mapping for procurement and supply chain functions.

Key aspects of corporate governance for procurement and supply.

The use of procurement policies, procurement strategies and procurement manuals.

Benefits of different IT systems to support the function of procurement and supply chain management in organisations, including P2P systems, systems for inventory management, Enterprise Resource Planning (ERP) technologies. Success/performance measures of the different systems.

The impact of Distribution Ledger Technology (DLT) on reducing cost and complexity in SCM, e.g. tracking a shipment through its journey, use of cryptocurrency for transactions, decentralisation of the marketplace.

Procurement:

The procurement cycle and different stages, e.g. defining business need, market analysis, supplier evaluation and tendering processes.

Different types of procurement, e.g. products and services for stock, non-stock, direct or indirect.

Developing appropriate procurement processes and procedures for supplier selection, tenders and contracting, supplier management.

Supply chain management:

Relationships with suppliers and logistic providers, and portfolio analysis techniques to manage those relationships.

A holistic approach to managing and optimising the effectiveness of a supply chain.

The use of the Supply Chain Operations Reference (SCOR) model to address, improve and communicate supply chain management (SCM).

The benefits of effective SCM.

Supply chain integration:

Holistic and integrated approaches to a supply chain and supply chain management.

Factors influencing decisions to integrate a supply chain, including the size of the business, its structure, geographic location(s), target market and competitor profile.

Supply chain logistics:

Aspects of logistics, including transportation and warehousing and inventory management.

Customising logistics networks to meet service requirements.

Customer demand planning and the product lifecycle.

Risk management:

Factors for failure e.g. design, supplier, customers, facilities

Different types of risks in procurement and supply caused by internal factors e.g. contract failure, operational risks, security, logistical risks and external factors e.g. geopolitical and economic issues.

Techniques for preventing failure e.g. fault tree analysis, poka yoke

Approaches to managing risk in projects e.g. risk assessment, tracking risks, prioritising risks and mitigating risks.

LO2 **Evaluate the importance of ethical and sustainable practices in procurement and supply to achieve responsible management**

Ethical and sustainable practices:

Definitions of aspects of sustainability such as corporate social responsibility, responsible procurement and purchasing and supply chain relationships.

The ethical and sustainable considerations and standards of sources, e.g. human rights, modern-day slavery, corruption and bribery.

Ethical considerations in the supply chain, e.g. complying with standards, raising awareness of sustainability and ethical practices.

The implications of globalisation:

Different cultural and social issues and challenges throughout the supply chain, e.g. language barriers, health and safety, codes of conduct, equal opportunities and rights.

The impact of different customs and traditions in negotiation and contracting suppliers.

The impact of regulatory standards and compliance to processes and standards that affect the workplace and producers.

The principles and charter of the World Trade Organization (WTO).

Fairtrade Labelling Organisations International (FLO) and global fair-trade organisations.

LO3 **Analyse the added value achieved through procurement and supply management to achieve competitive advantage for an organisation**

Competitive analysis:

Different analytical tools for competitive analysis, e.g. Porter's Five Forces.

PESTLE model.

Added value:

Sources of added value that include speed efficiency to meet timescales, pricing and cost management, improved quality and streamlined channels of communication.

The need for agility and flow to deliver to increasing customer expectations.

The use of cloud-based technologies to support increased connectivity, visibility and transparency across the supply chain.

Increasing customer responsiveness and managing customers and meeting their needs efficiently and effectively to build a competitive infrastructure.

Creating positive stakeholder relationships:

Team management in organisations, e.g. Tuckman.

Building relationships based on reputation and trust.

The supplier relationship spectrum including relationship types, e.g. competitive suppliers, preferred suppliers, performance partnerships and business alliances.

The relationship lifecycle.

Use of supplier positioning model, e.g. Kraljic Supply Matrix/
Portfolio Purchasing Model.

Challenges of stakeholder relationships, e.g. geographical distance, fluctuating currency exchange rates, political and economic stability of countries in the supply chain, differences in legal systems, differences in cultural and ethical standards, language and time differences.

Sources of conflict in purchasing and supply and management of conflicts.

Processes for terminating stakeholder relationships, including timing, legal considerations, continuity of supplies and impact on relationships.

LO4 **Develop solutions to improve a procurement or supply chain process for an organisation.**

Analysing procurement and supply chain processes:

The importance of a critical and objective approach to identify negative and positive trends.

Analysing issues and problems within the procurement and supply chain.

Assessing risks and priorities.

Developing justified recommendations for change:

Use of performance objectives of quality, speed, dependability, flexibility and cost.

Different types of improvements, to include satisfying the needs of the end customer, and identifying the mix of quality, speed, dependability, flexibility and cost required by the end customer.

Resolutions for complex and multi-faceted issues facing customer service, cost control, supplier relationship management, risk management and talent acquisition.

Resource issues caused by changes and improvements, e.g. costs, termination of contracts, impacts on relationships.

Monitoring and evaluation targets, including the achievement of customer requirements and impact on the performance of the whole procurement or supply chain.

Effective record keeping:

Record keeping assisting in the effective identification of issues in procurement and/or supply chain strategies.

Purpose of record keeping, e.g. to encourage internal tracking of issues and problems and the resolutions identified.

Lessons learnt logs, feedback reports and fault registers.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Compare procurement and supply chain concepts, principles, and processes in an organisational context</td><td rowspan="5">LO1 and LO2
D1 Make valid recommendations for effective ethical procurement and supply chain management.</td></tr>
<tr><td>P1 Examine the procurement principles and processes used by a range of organisations.
P2 Examine the supply chain principles and processes used by a range of organisations.
P3 Compare risks and challenges faced by organisations in procurement and supply management.</td><td>M1 Analyse procurement and supply chain management integration in global operations.</td></tr>
<tr><td colspan="2">LO2 Evaluate the importance of ethical and sustainable practices in procurement and supply to achieve responsible management</td></tr>
<tr><td>P4 Evaluate considerations and challenges that organisations must overcome to achieve ethical and sustainable practices in procurement and supply.
P5 Assess the impact of globalisation on procurement and supply chain management in a range of organisations.</td><td>M2 Critically evaluate the importance of ethical and sustainable practices in procurement and supply for a range of organisations.</td></tr>
</table>

Pass	Merit	Distinction
LO3 Analyse the added value achieved through procurement and supply management to achieve competitive advantage for an organisation		
P6 Examine sources of added value in procurement and supply management available to a specific organisation in order to achieve competitive advantage. **P7** Analyse how a specific organisation can create positive stakeholder relationships in order to achieve competitive advantage.	**M3** Critically analyse the added value achieved through procurement and supply management.	**D2** Make justified recommendations for improving procurement and supply chain processes and procedures to achieve competitive advantage.
LO4 Develop solutions to improve a procurement or supply chain process for an organisation.		
P8 Develop a range of solutions to improve procurement or supply chain processes that meet stakeholder needs and end-customer requirements.	**M4** Produce solutions that resolve multi-faceted issues to achieve performance objectives.	**D3** Devise innovative solutions to solve complex problems and issues in procurement or supply chain processes.

Recommended Resources

Textbooks

CHRISTOPHER, M. (2016) *Logistics and Supply Chain Management.* 5th Ed. London: Pearson.

FARRINGTON, B. and LYSSONS, K. (2020) *Purchasing and Supply Chain Management.* 10th Ed. Harlow: Pearson.

HANDFIELD, R. (2020) *Purchasing and Supply Chain Management*. 7th Ed. Cengage.

SLACK, N. and BRANDON-JONES, A. (2019) *Operations Management*. 9th Ed. Harlow: Pearson.

Websites

www.apics.org	Association for Operations Management (General reference)
www.cips.org	Chartered Institute of Procurement & Supply (General reference)
www.ismworld.org	Institute for Supply Management
www.scdigest.com	*Supply Chain Digest* Resources/Education (General reference)

Links

This unit links to the following related units:

Unit 15: Operational Planning andManagement

Unit 26: Principles of Operations Management

Unit 44: Business Information Technology Systems

Unit 37: Pitching and Negotiation Skills

Unit code	**K/618/5125**
Unit level	**5**
Credit value	**15**

Introduction

This unit gives students a comprehensive overview of the essential pitching and negotiation skills required to win new contracts on agreeable terms. Good pitching skills for a new product or service will generate sales and networking opportunities, while negotiating with different people and in different business transactions will secure more favourable deals. These transferable skills can be applied in various contexts to add value to a business.

These skills are essential for the managing and running of a small business or for being part of a dynamic and innovative workforce. Individuals and groups working in key sales, tendering and contracting roles benefit from developing their skills further to increase and maintain a competitive edge within its markets.

This unit aims to give students a knowledge base and tools that will help them to develop these skills. Topic areas that they will investigate include analysing context prior to negotiation, information management prior to and during negotiation, the process of developing and presenting a case and being able to assess the successes of a new pitch.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Evaluate the context of a negotiation and identify the key considerations to prepare for a negotiation

LO2 Manage information and documentation relevant to tenders and contracts

LO3 Develop a pitch to achieve a sustainable competitive edge

LO4 Assess the outcome of a pitch and negotiation.

Essential Content

LO1 **Evaluate the context of a negotiation and identify the key considerations to prepare for a negotiation**

Context for negotiating:

The rationale for negotiation and the importance of negotiating skills in the workplace.

Generating new business and winning new deals.

Key negotiation tactics and strategies for group and individual negotiations.

Preparing to negotiate and the Request For Proposal (RFP) process.

Ethical behaviours in negotiation versus unethical

Closing a deal e.g. creating and finalising a contract.

The value of understanding the context and behavioural factors that influence individuals in a negotiation, including cultural awareness and differences in international business negotiations.

The value of forming and building long term negotiation relationships

Collapse and recovery when negotiating.

LO2 **Manage information and documentation relevant to tenders and contracts**

Context for tendering:

Key sources of information required during a negotiation, contextual information, client data, new solution information and contingencies.

The key elements of an RFP document.

The contractual process for both personal and classified information.

The key elements of master agreements and statements of work.

Contract law and compliance of processes, bribery and corruption, conflict of interest.

Amending contracts and breaches of terms and conditions.

Defining procurement and the different types of procurement processes.

Online bidding and tendering.

LO3 **Develop a pitch to achieve a sustainable competitive edge**

Developing a competitive strategy for pitching:

The benefits of having a sustainable competitive advantage.

The types of sustainable competitive advantage e.g. cost, value focus.

The structure of pitching with emphasis on the value of brand loyalty, innovation and networking and partnerships, fit-for-purpose steps and stages to consider.

Building the bridge of trust during a pitch and the importance of providing realistic solutions to problems, opportunity focus and partnership approaches.

Importance of relationship building during negotiation.

Methods for managing a negotiation team versus individual

Determining key outcomes and the pursuit of value.

Dealing with rejection and asking for referrals.

Tactics for avoiding misunderstanding

Summarising and follow-up.

Stages of negotiation process:

Preparation and planning

Discussion and defining ground rules

Clarification of goals

Negotiate and bargain towards a Win-Win outcome

Agreement

Implementation of a course of action

Pitching and presentation skills:

Audience awareness, research and sensitivity.

Competitor research.

Business and product narratives.

Structure and time.

Verbal and non-verbal communication to meet audience requirements.

Communicating and persuading internal and external stakeholders.

Strong negotiation and sales skills, e.g. persuasion, strategising, compromising and co-operating.

Presentation, behaviour and conduct of presenter, e.g. attire, attitude, professional conduct, suitability for audience, preparation and organisation.

LO4 **Assess the outcome of a pitch and negotiation.**

Outcomes of a pitch and negotiation:

Determining key outcomes and tangible success indicators for negotiation.

Contingency planning for dealing with rejection.

Contractual implementation and fulfilling obligations, on-going monitoring/review of contracts.

Managing relationships and generating incremental revenue.

Terminating contracts.

Record keeping and analysis for future tender development.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Evaluate the context of a negotiation and identify the key considerations to prepare for a negotiation		
P1 Determine what is a negotiation, why it occurs and who the key stakeholders are during a negotiation process. **P2** Evaluate the key steps and considerations required for negotiating and generating deals.	**M1** Present a concise rationale for the negotiation process, including detailed steps that organisations go through during a negotiation process.	**D1** Critically evaluate the steps of the negotiation process and present valid solutions for dealing with issues that can arise.
LO2 Manage information and documentation relevant to tenders and contracts		
P3 Examine the RFP process and the relevant types of information and documentation required. **P4** Discuss the contractual process and how relevant documentation is managed and monitored.	**M2** Evaluate the RFP process in an organisational context, outlining the key documentation and information required, and consequences of breaching the terms of an agreement.	**D2** Critically evaluate the competitive tendering and contract process and make recommendations for completing a successful tender with minimal risk.
LO3 Develop a pitch to achieve a sustainable competitive edge		
P5 Deliver an appropriate pitch and negotiation, applying key principles that achieve a sustainable competitive advantage.	**M3** Present a structured pitch that focuses on sustainable competitive advantage and maximises the opportunities for success.	**D3** Pitch a dynamic and creative strategy that is both concise and persuasive, to achieve a sustainable competitive advantage.
LO4 Assess the outcome of a pitch and negotiation.		
P6 Assess the potential outcomes of a pitch and negotiation, using specific success indicators. **P7** Determine how organisations fulfil their obligation from a pitch, identifying potential issues that can occur.	**M4** Critically evaluate the pitch, negotiation and post-pitch outcomes to determine potential issues and risk management.	**D4** Recommend ways in which an organisation can fulfil their post-pitch obligations, highlighting any potential issues.

Recommended Resources

Textbooks

CASTLE, T. (2018) *The Art of Negotiation: How to get what you want, every time.* I_AM Self Publishing.

CREMADES, A. (2016) *The Art of Startup Fundraising: Pitching Investors, Negotiating the Deal, and Everything Else Entrepreneurs Need to Know.* London: Wiley and Sons.

COUGHTER, P. (2016) *The art of the pitch: Persuasion and Presenting Skills that win Business.* New York: Palgrave Macmillan.

VOSS, C. and RAZ, T. (2017). *Never Split the Difference: Negotiating As If Your Life Depended On It.* 1st Ed. Random House Business.

Websites

www.gov.uk	UK Government Tendering for public service contracts (General reference)
www.hbr.org	Harvard Business School How to pitch a brilliant idea (Article)
www.mindtools.com	Mind Tools Essential Negotiation Skills (General reference)
www.skillsyouneed.com	Skills You Need What is Negotiation (General reference)

Links

This unit links to the following related units:

Unit 6: Managing a Successful Business Project (Pearson Set)

Unit 49: Sales Management

Unit 53: Planning for Growth

Unit 38: Law of Contract and Tort

Unit code	**M/617/0738**
Unit level	**5**
Credit value	**15**
Prerequisite	**Unit 7**

Introduction

The aim of this unit is to give students knowledge and understanding of the essential elements of a valid contract and the principles of the tort of negligence. The unit covers the essential elements of an enforceable contract and the situations wherein the law requires the contract to be in a particular form. The unit also covers how the law determines whether negotiating parties reached an agreement and when the parties will be regarded as intending the agreement to be legally binding. Students will identify the key terms and conditions to be found in a business contract and investigate the importance of classification of terms and how they are established.

This unit will help students to better understand the duty of care in general and especially for businesses. They will be able to illustrate the impact of tort on normal business operations and the role of modern law of negligence such as professional negligence in providing services to clients.

On completion of this unit, students will understand appropriate remedies to contracts that have been discharged by breach and how the law attempts to compensate for harm done by awarding damages to given situations in tort. Students will be able to explore the appropriate remedies to contract and tort in the business scenario, using examples of decided cases.

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Learning Outcomes

By the end of this unit students will be able to:

LO1 Examine the essential elements of a valid contract

LO2 Discuss how the contents and the terms of contract are established

LO3 Illustrate the impact of contractual breakdown and suggest remedies available for breach

LO4 Evaluate the elements of tort of negligence and remedies available.

Essential content

LO1 **Examine the essential elements of a valid contract**

Contracts and agreements:

Definition of a contract.

The defining aspects of law of contract, e.g. relationships, obligations, measure of damage and remoteness of damages.

Contractual relationships, e.g. third-party contracts.

The elements of a valid contract:

The offer: revocation of offer, counter-offer, lapse of offer, meeting of minds.

Acceptance: acceptance, subject to contract, intention that the agreement should be legally binding.

Consideration: meaning and requirement in English law, types of consideration, past consideration, a promise to perform an existing obligation and public duty, and consideration in deeds.

Capacity and legality:

General rule, corporate capacity to contract, *ultra vires* rule, void, voidable and illegal contracts.

LO2 **Discuss how the contents and the terms of contract are established**

Incorporation of terms:

By actual notice, signature, reasonable notice, cause of previous dealings.

Express and implied terms:

The differences between expressed and implied terms.

Express terms are agreed by parties. Implied terms by courts, by law.

Example of application, e.g. Consumer Rights Act (2015), seller has the right to sell, description, bulk and sample, satisfactory quality.

The status of contractual terms:

Conditions, warranty, how to determine the status of contractual terms, exemption clauses and unfair contract terms.

LO3 **Illustrate the impact of contractual breakdown and suggest remedies available for breach**

Performance of contract:

Definition of performance contract.

Different types of performance, e.g. actual partial performance, substantial Exceptions, divisible contract, valid reasons for non-performance.

Breach and types of breach:

Meaning of breach, serious breach and the different types of breaches necessary to cause contractual breakdown.

Remedies for breach of contract:

Different types of remedies, e.g. discharge for breach, consumer cases, non-monetary remedies, payment of the price, damages for breach, remoteness and causation, measure, mitigation by claimant and contributory negligence.

LO4 **Evaluate the elements of tort of negligence and remedies available.**

Tort as a civil wrong and negligence:

Definition of tort and tort of negligence, essential elements such as duty to take care, circumstances required to establish negligence, breach, causation and remoteness, defences in tort.

From *Donoghue v. Stevenson* to the Caparo case – history of the duty of care with decided cases.

The influence of tort in similar areas, e.g. consumer protection, occupiers' liability.

Breach of duty and damages caused by negligence:

The standard of duty to take care, reasonable care, higher duties such as towards vulnerable victims and children. Damages, personal injury, damage to property, financial loss connected to personal injury.

Liability for defective products: consumer protection measures and statutory protection under sale of goods.

Professional negligence:

Breach of duty of care between professionals and clients.

Hedley Byrne Principle and awarding economics loss to the client.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Examine the essential elements of a valid contract</td><td rowspan="6">LO1, LO2 and LO3
D1 Provide a critical evaluation of how contracts are formed, recognising law and remedies for breach of contract with evidence drawn from local and international case law and judgment.</td></tr>
<tr><td>P1 Examine how the law determines the essential elements of a valid contract to make it enforceable, using case law examples.</td><td>M1 Apply examples of case law to determine the elements of valid contract, including consideration in different circumstances.</td></tr>
<tr><td colspan="2">LO2 Discuss how the contents and the terms of contract are established</td></tr>
<tr><td>P2 Examine how law determines whether negotiating parties have reached agreement, using a range of case law examples.
P3 Demonstrate how the terms of a contract are established</td><td>M2 Evaluate the contents of the contract and incorporation of terms, using a range of case law examples.</td></tr>
<tr><td colspan="2">LO3 Illustrate the impact of contractual breakdown and suggest remedies available for breach</td></tr>
<tr><td>P4 Discuss the type of breach necessary to cause contractual breakdown and remedies.</td><td>M3 Analyse remedies for breach of contract, including monetary and non-monetary remedies.</td></tr>
<tr><td colspan="2">LO4 Evaluate the elements of tort of negligence and defences available.</td><td rowspan="2">D2 Critically evaluate principles of the tort of negligence, with reference to professional advice.</td></tr>
<tr><td>P5 Assess the elements of tort of negligence, using specific examples.</td><td>M4 Compare and contrast tort of negligence with breach of contract, using specific examples.</td></tr>
</table>

Recommended Resources

Textbooks

ANDREWS, N. (2015) *Contract Law.* Cambridge: Cambridge University Press.

FINCH, E. and FAFINSKI, S. (2017) *Tort Law.* 6th Ed. Harlow: Pearson Education.

HORSEY, K. and RACKLEY, E. (2019) *Tort Law*. 5th Ed. Oxford: Oxford University Press.

McKENDRICK, E. (2019) *Contract Law.* 5th Ed. Oxford: Red Globe Press.

MERKIN, R. and SAINTIER, S. (2019) *Poole's Casebook on Contract Law.* 13th Ed. Oxford: Oxford University Press.

Websites

www.chambersstudent.co.uk	Chambers Student (General reference)
www.lawdonut.co.uk	Business Law Donut (General reference)
www.lawinfo.com	LawInfo Legal resources (General reference)

Links

This unit links to the following related units:

Unit 7: Business Law

Unit 29: Managing and Running a Small Business

Unit 39: Company Law and Corporate Governance

Unit 39: Company Law and Corporate Governance

Unit code	**T/617/0739**
Unit level	**5**
Credit value	**15**
Prerequisite	**Unit 7**

Introduction

The aim of this unit is to give students knowledge and understanding of the law with regard to how companies are formed, administered, financed and managed. Students will learn skills in applying the relevant rules, particularly in business situations, as this unit is linked with the general business law unit which students have already completed.

Students will gain practical knowledge of the advantages and disadvantages of carrying out business through the medium of a company limited by shares, different types of shares and procedure for the issue of shares. They will also be able to identify the rights of shareholders with a board of a company. Student engagement in the learning process will help them better understand the procedure required for company administration, along with the rights and liabilities of directors and companies to outsiders.

Students will look at the modern organisational requirement of governance, leading to the evaluation of good practice relating to company affairs. Using examples of local and international companies, students will gain the knowledge and skills to identify governance issues and the impact on directors' behaviour, and their duties and care.

On successful completion of this unit, students will have the confidence to advise on the matters of company administration and the modern requirement of good governance, and to make a positive contribution in the workplace.

Learning Outcomes

By the end of this unit students will be able to:

LO1 Evaluate the nature and legal status of companies

LO2 Assess the importance of meetings and resolutions in corporate management

LO3 Analyse the process of raising and maintaining capital for a company

LO4 Evaluate the role and impact of corporate governance in the management of companies.

Essential content

LO1 **Evaluate the nature and legal status of companies**

Concept of corporate personality:

The different types of legal status.

Legal person and the capacity to be sued or prosecuted.

Characteristics of different forms of business organisations.

Incorporation and corporate personality, advantages and disadvantages of incorporation, promoters, pre-incorporation contracts and commencement of trading.

Formation and constitution:

Memorandum and Articles of Association, public, private and community interest companies, purchasing 'off the shelf'.

Community interest companies.

The capacity and ability of a company to contract and doctrine of *ultra vires*.

LO2 **Assess the importance of meetings and resolutions in corporate management**

Corporate management:

The definition of corporate management, divisions and functions of corporate management.

Board of directors, appointment, retirement, disqualification and removal of directors, and their power and duties during office.

Personal liability of directors.

Qualifications, powers and duties of the company secretary.

Rights of shareholders with the board of the company.

Company administration:

Rules and procedure, on different types of meetings, such as, board meetings, Annual General Meeting (AGM) and Extraordinary General Meeting (EGM).

Company resolutions and the use of different types of resolutions, rights attaching to different types of shares and the purpose and procedure for issuing shares.

The process of issuing shares, class rights and dividends.

Audits and record keeping.

LO3 **Analyse the process of raising and maintaining capital for a company**

Raising of share capital:

The nature of shares, different rights, types of capital debt and equity, public subscription, issue of shares, authorised capital, pre-emption rights, payment of shares.

Maintenance of share capital:

General rule, reduction of capital, procedure, duties of directors, purchase of own shares, financial assistance by the company for acquisition of own shares, statutory restriction and distribution of profit.

Loan capital:

The advantages and disadvantages of raising loan capital.

Fixed vs floating charges.

Nature of debenture, comparison of share and debenture, debenture trust deed, fixed and floating charges, registration of charges, debenture holders' remedies.

LO4 **Evaluate the role and impact of corporate governance in the management of companies.**

Role of corporate governance:

Definition of corporate governance.

The history of corporate governance, international requirement, Enron case, interaction of governance with business ethics and company law.

Impact of corporate governance:

The corporate governance code.

The need for corporate governance.

Effect of corporate governance on directors' behaviour and duties of care and skill.

Different board structures, role of the board on governance issues, types and policies and procedures leading to best practice, requirement under company law for governance framework in companies.

Conflicts of interest and policies, e.g. bribery, compliance, data protection regulations.

Rules – based vs principles approach.

Corporate rescue and liquidations.

Rationale of corporate rescue, role of Administrator, voluntary winding up, creditors winding up, duties and functions of a liquidator, distribution of surplus assets, dissolution.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Evaluate the nature and legal status of companies</td><td rowspan="8">LO1, LO2 and LO3
D1 Provide a critical evaluation of how private and public limited companies are administered, financed and managed, with evidence drawn from local and international case law and judgment.</td></tr>
<tr><td>P1 Assess the meaning of corporate personality and the procedure of forming a company for both private and public limited companies.</td><td>M1 Compare and contrast a private limited liability company with a public limited liability company to evaluate advantages and disadvantages.</td></tr>
<tr><td colspan="2">LO2 Assess the importance of meetings and resolutions in corporate management.</td></tr>
<tr><td>P2 Examine the status of directors and their involvement in the management of a company.
P3 Using examples, illustrate the procedure relating to company meetings and resolutions.</td><td>M2 Evaluate the statutory requirement of directors' duties and their liability to a company's creditors.</td></tr>
<tr><td colspan="2">LO3 Analyse the process of raising and maintaining capital for a company</td></tr>
<tr><td>P4 Analyse the rules on raising and maintaining capital for a limited liability company.</td><td>M3 Critically analyse the law on issues of shares, dividends and insider dealing.</td></tr>
<tr><td colspan="2">LO4 Evaluate the role and impact of corporate governance in the management of companies.</td><td rowspan="2">D2 Critically evaluate the types of policies and procedures of best-practice to make valid and justified recommendations for improving corporate governance.</td></tr>
<tr><td>P5 Evaluate the principles of corporate governance in the management of companies.
P6 Recommend duties of directors in complying with principles of governance in the management of companies.</td><td>M4 Critically evaluate the role of a board in corporate governance issues and different approaches taken.</td></tr>
</table>

Recommended Resources

Textbooks

BAINBRIDGE, S. (2015). *Corporate Law*. 3rd Ed. St Paul, MN: Foundation Press.

REISBERG, A. and DONNAVAN, A. (2018). *Pettet's, Lowry and Reisberg Company Law and Corporate Finance*. 5th Ed. Harlow: Pearson Education.

MOORE, M. and PERTIN, M. (2017). *Corporate Governance: Law, Regulations and Theory*. London: Macmillan Publishers.

TAYLOR, C. (2016). *Company Law*. 4th Ed. Harlow: Pearson Education.

Websites

www.chambersstudent.co.uk	Chambers Student (General reference)
www.lawdonut.co.uk	Business Law Donut (General reference)
www.lawinfo.com	LawInfo Legal resources (General reference)

Links

This unit links to the following related unit:

Unit 7: Business Law

Unit 40: Consumer and Intellectual Property Law

Unit code	**K/617/0740**
Unit level	**5**
Credit value	**15**
Prerequisite	**Unit 7**

Introduction

An increasing number of business models in the digital economy rely on consumers' personal data as a key input. In exchange for sharing their data, online users benefit from personalised and innovative services. However, consumer privacy and fundamental rights need to be protected against unfair practices in the marketplace.

The aim of this unit is to give students knowledge of the law relating to consumer transactions, consumer credit and intellectual property in terms of everyday dealings. They will learn to recognise that a business operates in a diverse legal framework and that consumer transactions are governed by statutes and regulations, creating specific legislation for sale of goods and consumer protection.

Students will explore intellectual property as a creation of the mind, to deal with industrial property and copyright. Intellectual property rights allow creators and owners of intellectual property to benefit from their own work. Students will have opportunities to apply knowledge and understanding to a range of consumer scenarios and evaluate case law relating to consumer rights and protection.

Learning Outcomes

By the end of this unit students will be able to:

LO1 Analyse the main principles affecting the legal relationship between business organisations and their consumers

LO2 Examine the legal rules on consumer credit agreements

LO3 Evaluate the key provisions relating to intellectual property rights

LO4 Recommend appropriate legal solutions based on relevant legislation, case law and regulations.

Essential content

LO1 Analyse the main principles affecting the legal relationship between business organisations and their consumers

Sale of goods:

Consumer rights and remedies.

Statutory implied terms, transfer of property and possession, seller's remedies against the buyer, consumer's remedies against the seller, relevant legislation.

Consumer guarantees exclusion and limitation clauses.

Digital content rights:

Statutory rights and remedies, e.g. repair or replacement when digital products are faulty.

Supply of services:

Statutory implied terms and remedies, e.g. right to repeat performance, right to price reduction.

Product liability:

Defective products and liability.

Product safety at common law and under statute, liability consequences, defences.

LO2 Examine the legal rules on consumer credit agreements

Forms of consumer credit agreements:

Classification of consumer credit agreements and different types.

Pre- and post-contract requirements.

Restricted use of credit, unrestricted use of credit, debtor-creditor supplier agreements, debtor-creditor agreements, relevant legislation.

Rights and obligations under consumer credit agreements.

Consumer credit licensing:

General licensing requirements, e.g. the issue of licences.

Termination of consumer credit agreements, early repayment, right to terminate, termination statements, enforcement of consumer credit agreements, creditor's remedies, default notices, relevant legislation.

LO3 **Evaluate the key provisions relating to intellectual property rights**

Intellectual property:

Definition of intellectual property.

The purpose of intellectual property law.

Registration of patents, designs and design rights, trademarks and copyright, role of the Intellectual Property Office (UK), European Patent Office.

How to manage effectively intellectual property rights

The law in practice.

Patents:

Patent legislation, patent rights, inventions, patents and employees.

Trademarks and business names:

Defining trademarks, applying to register a trademark, registering business names.

LO4 **Recommend appropriate legal solutions based on relevant legislation, case law and regulations.**

Different types of consumer-related disputes:

Consumer complaint, consumer authority, inquiry and possible remedies.

Infringement of intellectual property rights:

Unauthorised use of intellectual property, patent rights, copyright tribunal, passing off and legal action in courts, arbitration and alternative remedies.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Analyse the main principles affecting the legal relationship between business organisations and their consumers</td><td rowspan="8">LO1, LO2 and LO3
D1 Critically evaluate the legal rules relating to consumer transactions and intellectual property rights, using a range of specific examples.</td></tr>
<tr><td>P1 Analyse the legal rules on implied terms relating to the sale of goods and supply of services.
P2 Appraise the statutory provisions relating to sale of goods and product liability, using a range of case law examples.</td><td>M1 Critically analyse the statutory provisions relating to consumer transactions using a range of case law examples.</td></tr>
<tr><td colspan="2">LO2 Examine the legal rules on consumer credit agreements</td></tr>
<tr><td>P3 Discuss different types of consumer credit agreements and the legal rules of consumer credit, using a range of specific examples.</td><td>M2 Assess different types of credit agreement and legal rules, termination rights and default notices, using a range of specific examples.</td></tr>
<tr><td colspan="2">LO3 Evaluate the key provisions relating to intellectual property rights</td></tr>
<tr><td>P4 Assess the principles relating to intellectual property rights.
P5 Compare and contrast the main areas of intellectual property, providing specific examples from each area.</td><td>M3 Evaluate how to manage intellectual property rights effectively, giving specific examples from each of the four main areas.</td></tr>
<tr><td colspan="2">LO4 Recommend appropriate legal solutions based on relevant legislation, case law and regulations.</td><td rowspan="2">D2 Justify recommendations with case law and statutory provisions in comparison with alternative solutions.</td></tr>
<tr><td>P6 Recommend different forms of remedies for breach of statutory provisions relating to sale of goods and intellectual property rights.</td><td>M4 Assess the positive and negative impacts of recommended forms of remedies.</td></tr>
</table>

Recommended Resources

Textbooks

FARRAND, B. and HOWELL, C. (2017) *Law Express: Intellectual Property Law*. 5th Ed. Edinburgh: Pearson Education Limited.

TWIGG-FLESNER, T., CANAVAN, R. and MACQUEEN, H. (2020) *Sale of Goods.* 14th Ed. Harlow: Pearson Education Limited.

TILLSON, J. (2016) *Law Express: Consumer and Commercial.* 4th Ed. Edinburgh: Pearson Education Limited.

WAELDE, C., BROWN, A., KHERIA, S. and CORNWELL, J. (2019) *Contemporary Intellectual Property: Law and Policy.* 5th Ed. Oxford: Oxford University Press.

Websites

www.chambersstudent.co.uk	Chambers Student (General reference)
www.lawdonut.co.uk	Business Law Donut (General reference)
www.lawinfo.com	LawInfo Legal resources (General reference)

Links

This unit links to the following related unit:

Unit 7: Business Law

Unit 41: Taxation

Unit code	**Y/508/0568**
Unit level	**5**
Credit value	**15**

Introduction

This unit introduces students to a range of taxation principles and many of the issues that organisations need to consider to ensure that they comply with the taxation legislation of the country in which they operate. The unit also introduces students to the principles of personal and business taxation, the legal and ethical issues relating to taxation, the obligations of taxpayers, taxation systems and taxation planning.

An integral part of an organisation's operations is managing its taxation responsibilities and liabilities. Having a fundamental understanding of these responsibilities and how to determine taxation liabilities is important for all those who are employed in a management role in an organisation.

Successful completion of this unit will enable students to contribute positively to an organisation's responsibilities with regard to taxation. The unit will also prepare them for progression to a higher level of study.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Analyse taxation systems and the legislation that governs them

LO2 Determine taxation liabilities for unincorporated organisations and individuals

LO3 Determine taxation liabilities for incorporated organisations

LO4 Evaluate the impact on organisations of the legal and ethical constraints associated with taxation responsibilities.

Essential Content

LO1 **Analyse taxation systems and the legislation that governs them**

Taxation systems:

The overall function and purpose of taxation in a modern economy.

The taxation system contextualised to the country of study.

The obligations of taxpayers and the implications of non-compliance.

Taxation systems in other countries with close economic and/or trade links, and the interrelationship of these systems.

Taxation legislation:

Taxation legislation that applies within country of study.

The implications on national taxation systems where countries are members of trade blocs such as the EU, APEC and NAFTA.

LO2 **Determine taxation liabilities for unincorporated organisations and individuals**

Unincorporated organisations:

The characteristics of unincorporated organisations.

Advantages and disadvantages of operating unincorporated.

Individuals:

Personal taxation and taxation relating to sole traders and partnerships.

The characteristics of each type of taxation.

The implications on personal taxation for those trading as sole traders or as a partnership.

Calculating taxation liabilities:

Different models and formulae, taking into account changes in allowances from one tax year to another and changes in legislation.

Definition of key terminology, including personal allowance, capital gains tax, National Insurance contributions (or equivalent), inheritance tax and corporation tax.

Indirect taxes, e.g. capital gains, inheritance tax, Value Added Tax (VAT).

Processing tax online and different types of software application for tax returns.

LO3 **Determine taxation liabilities for incorporated organisations**

Incorporation:

Characteristics of incorporated organisations as separate entities.

The advantages and disadvantages of incorporation.

Private vs public limited companies:

The differences between private and public limited companies.

The benefits and limitations of each type.

The taxation advantages for each type.

Calculating taxation liabilities:

Different models and formulae, taking into account changes in allowances from one tax year to another and changes in legislation.

Processing tax online and different types of software application for tax returns.

LO4 **Evaluate the impact on organisations of the legal and ethical constraints associated with taxation responsibilities.**

Legal constraints:

The key aspects of relevant legislation at regional, national and international levels.

How these apply to different business formats and to individuals.

Ethical considerations:

The requirements for ethical considerations.

How ethical considerations differ from nation to nation.

How ethical constraints are applied consistently across different cultures.

Compliance requirements:

Recording transactions, reporting income for taxation purposes and the role of organisations as collectors of tax, e.g. VAT, National Insurance and income tax through PAYE.

The use of exemptions and deferrals to minimise tax liabilities.

Procedures related to compliance checks, appeals and disputes.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Analyse taxation systems and the legislation that governs them</td><td rowspan="2"></td></tr>
<tr><td>P1 Analyse taxation systems and consider taxation legislation that will have given implications on national taxation.</td><td>M1 Critically analyse and compare taxation systems in different countries.</td></tr>
<tr><td colspan="2">LO2 Determine taxation liabilities for unincorporated organisations and individuals</td><td rowspan="5">LO2 and LO3
D2 Investigate taxation liabilities using appropriate application models and formulae to interpret and analyse data correctly.</td></tr>
<tr><td>P2 Apply models and formulae to determine taxation liabilities for unincorporated organisations.
P3 Discuss the implications of taxation liabilities for unincorporated organisations.</td><td>M2 Apply recognised models and formulae to interpret data appropriately to calculate and determine taxation liabilities for unincorporated organisations.</td></tr>
<tr><td colspan="2">LO3 Determine taxation liabilities for incorporated organisations</td></tr>
<tr><td>P4 Apply models and formulae to determine taxation liabilities for incorporated organisations.
P5 Discuss the implications of taxation liabilities for incorporated organisations.</td><td>M3 Apply recognised models and formulae to interpret data and determine taxation liabilities, including late-payment interest penalties, for incorporated organisations.</td></tr>
<tr><td colspan="2">LO4 Evaluate the impact on organisations of the legal and ethical constraints associated with taxation responsibilities.</td><td rowspan="2">D3 Give supporting and justified recommendations for responding to and minimising the impact of legal and ethical constraints for a range of international examples.</td></tr>
<tr><td>P6 Evaluate the impact of key legal and ethical constraints on different organisations.</td><td>M4 Critically evaluate the impacts of key legal and ethical constraints on application to different organisations, giving supporting conclusions and recommendations.</td></tr>
</table>

Recommended Resources

Textbooks

LYMER, A. and OATES, L. (2015) *Taxation: Policy and Practice*. 22nd Ed. Birmingham: Fiscal Publications.

MELVILLE, A. (2020). *Taxation: Finance Act 2020*. 25th Ed. Harlow: London.

SPIKER, B. et al (2016) *Taxation of Individuals and Business Entities.* 7th Ed. New York: McGraw Hill.

Websites

www.accaglobal.com	Association of Chartered Certified Accountants (ACCA) Introduction to Tax (Resources)
www.taxation.co.uk	Taxation (General reference)

Links

This unit links to the following related unit:

Unit 7: Business Law

Unit 42: Statistics for Management

Unit code	**R/508/0570**
Unit level	**5**
Credit value	**15**

Introduction

Statistics play an important role in business. Using a range of statistical techniques, such as data sampling and analysis, business managers and organisations can analyse past performance, predict future business practices and lead organisations effectively. Statistics can also be used to describe markets, inform advertising, set prices and respond to changes in consumer demand.

The aim of this unit is to give students an understanding of how management information and decision making are enhanced by applying statistical methods. Students will learn about a range of statistical techniques and how they can inform management thinking. While studying the unit, they will develop their numerical abilities and increase their confidence in handling data in order to turn data into information and knowledge.

On completion of the unit, students will have the skills and knowledge to support further higher education research and data analysis, which is valued at higher-education level. They will also have developed the essential skills required by business managers to build better products and deliver services that satisfy customers and increase their company's market share and profit margins.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Evaluate business and economic data/information obtained from published sources

LO2 Analyse and evaluate raw business data using a number of statistical methods

LO3 Apply statistical methods in business planning

LO4 Communicate findings using appropriate charts and tables.

Essential Content

LO1 Evaluate business and economic data/information obtained from published sources

Interpretation of business and economic data:

The nature of data and information, and how data can be turned into information and information into knowledge.

Interpreting data from a variety of sources, using different methods of analysis: descriptive, exploratory and confirmatory.

LO2 Analyse and evaluate raw business data using a number of statistical methods

Statistical methods that are used to analyse and evaluate data:

Differences between qualitative and quantitative raw data analysis.

Descriptive statistics:

Measures of central tendency, e.g. mean, median.

Measures of variability, e.g. range, standard deviation.

Application to business data, e.g. finding average earnings, measuring variability in business processes such as queuing times and customer arrival rates.

Inferential statistics:

The difference between sample and population.

Different sampling techniques and methods.

Measuring association:

Use of scatter plots, correlation and regression analysis, simple forecasting.

Business applications such as the association between output and cost, advertising and sales.

Evaluating use of software such as Excel and SPSS Statistics to perform raw data analysis.

Applying the appropriate methods and tools for evaluation of raw data.

LO3 **Apply statistical methods in business planning**

Statistical methods for business planning:

Applying statistical methods to areas of business planning and operations management, including inventory management and capacity management.

Measures of variability:

The issue of variability in business processes, e.g. arrival rates of customers, time taken to deal with customers, and how this leads to a trade-off between waiting time and process utilisation.

Statistical process control in quality management.

Measures of probability:

Probability distributions and application to business operations and processes.

Normal distribution, e.g. weights and measures regulations and statistical process control.

Poisson distribution, e.g. customer arrival rates, and binomial distribution, e.g. inspection sampling.

Inference, e.g. margins of error and confidence limits.

LO4 **Communicate findings using appropriate charts/tables.**

Different variables:

Choosing the most effective way of communicating the results of your analysis and variables.

Nominal, ordinal and interval/ratio levels.

Different types of charts, tables and diagrams:

The use of frequency tables, simple tables, pie charts, histograms, frequency curves and normal curve.

Advantages and disadvantages of different types of methods.

Presentation of information using tables and charts.

Software for producing charts and tables, e.g. Excel.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Evaluate business and economic data/information obtained from published sources</td><td rowspan="4">LO1 and LO2
D1 Critically evaluate the differences in application between methods of descriptive, exploratory and confirmatory analysis of business and economic data.</td></tr>
<tr><td>P1 Evaluate the nature and process of business and economic data/information from a range of different published sources.
P2 Evaluate data from a variety of sources, using different methods of analysis.</td><td>M1 Critically evaluate the methods of analysis used to present business and economic data/information from a range of different published sources.</td></tr>
<tr><td colspan="2">LO2 Analyse and evaluate raw business data using a number of statistical methods</td></tr>
<tr><td>P3 Analyse and evaluate qualitative and quantitative raw business data from a range of examples, using appropriate statistical methods.</td><td>M2 Evaluate the differences in application between descriptive statistics, inferential statistics and measuring association.</td></tr>
<tr><td colspan="2">LO3 Apply statistical methods in business planning</td><td rowspan="2">D2 Make valid recommendations and judgements for improving business planning through the application of statistical methods.</td></tr>
<tr><td>P4 Apply a range of statistical methods used in business planning for quality, inventory and capacity management.</td><td>M3 Justify the use of appropriate statistical methods, supported by specific organisational examples.</td></tr>
<tr><td colspan="2">LO4 Communicate findings using appropriate charts and tables.</td><td rowspan="2">D3 Justify the rationale for choosing the method of communication.</td></tr>
<tr><td>P5 Assess different types of visual representations for communicating findings effectively.
P6 Using appropriate charts and tables, communicate findings for given variables effectively.</td><td>M4 Evaluate the use of different types of charts and tables for effectively communicating findings for given variables.</td></tr>
</table>

Recommended Resources

Textbooks

ANDERSON, D. et al (2019). *Statistics for Business & Economics.* 3rd Ed. Cengage Learning.

NEWBOLD, P. et al (2019) *Statistics for Business and Economics. Global edition.* 9th Ed. Harlow: Pearson.

RENDER, B. (2017) *Quantitative Analysis for Management.* 13th Ed. Harlow: Pearson.

Websites

www.bbc.co.uk	BBC Skills
	Maths – graphs
	(General reference)
www.corporatefinanceinstitute.com	Corporate Finance Institute
	Resources
	Knowledge
	(General reference)
www.statstutor.co.uk	Stats Tutor
	Resources for statistics
	(General reference)

Links

This unit links to the following related units:

Unit 5: Accounting Principles

Unit 6: Managing a Successful Business Project (Pearson Set)

Unit 11: Business Data and Numerical Skills

Unit 19: Research Project (Pearson Set)

Unit 43: Business Strategy

Unit code	**H/618/5124**
Unit level	**5**
Credit value	**15**

Introduction

This unit supports individuals who are working in or towards managerial roles in all market sectors to develop and enhance strategic thinking and planning that will improve organisational performances of businesses in their respective competitive markets. General manager skills and competences are focused on through a range of themes and topics that can be applied in most contexts.

The aim of this unit is to develop students' awareness of the different types of strategic approaches that could be used in an operational, tactical or strategic role for an organisation. This will be underpinned by a thorough knowledge and understanding of the theories, models and concepts that could significantly support an organisation's strategic choice and direction.

On successful completion of this unit, students will have developed sufficient knowledge and understanding of strategy to make a positive, efficient and effective contribution to the development of business plans and operational direction. They could do this in the role of a junior manager responsible for having a specific input into an organisation's decision making and planning.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Analyse the impact and influence that the macro environment has on an organisation and its business strategies

LO2 Assess an organisation's internal environment and capabilities

LO3 Apply the outcomes of an analysis, using an appropriate strategic management tool, in a given market sector

LO4 Develop a strategic management plan in an organisation, informed by models, theories and concepts, to achieve competitive advantage in a given market sector.

Essential Content

LO1 **Analyse the impact and influence that the macro environment has on an organisation and its business strategies**

The strategic context:

Missions, visions and objectives.

The definition and meaning of strategy.

The role of strategy to achieve business objectives and goals, strategic intent and different strategic direction.

Different strategic planning techniques.

Analytical frameworks of the macro environment:

The different types of frameworks and analysis of the macro environment, including:

- stakeholder analysis and stakeholder matrix, stakeholder mapping
- environmental analysis using PESTLE and Porter's Five Forces model
- structure-conduct-performance model
- strategic positioning, e.g. Ansoff's growth vector matrix
- organisational audit and the use of SWOT analysis, benchmarking indicators.

LO2 **Assess an organisation's internal environment and capabilities**

Organisational internal environment:

Strategic capabilities and the key components of strategic capabilities.

Resource-based view strategy as a basis for competitive

Benchmarking strategic capabilities and value chain analysis.

Cost-benefit analysis.

Internal analysis:

Informing internal assessment from external context: linking tools, e.g. SWOT informed by PESTLE

McKinsey's 7S model as a management tool.

Analysis of strategic capabilities using the VRIO/VRIN framework.

LO3 **Apply the outcomes of an analysis, using an appropriate strategic management tool, in a given market sector**

Analytical tools and models of analysis:

The balanced scorecard to align organisation vision and strategy.

Competitive analysis using Porter's Five Forces model.

Stakeholder analysis.

Applying the Ansoff matrix to product and market strategy.

Monitoring performance:

Monitoring performance against strategic management plans to adjust to an internal and external changing environment.

Monitoring techniques e.g. setting monitoring alerts, status reporting using reports, dashboards, analytics, monitoring risk and mitigating risks, frequently revisiting and reviewing action plans that detail strategy implementation and issues.

Reviewing and redefining goals, objectives and timelines.

Measuring and evaluating success of strategic outcomes:

Identifying and establishing strategic key performance indicators (KPIs) to measure and evaluate performance.

Different types of measure e.g. efficiency, quality, outcome measures.

Setting different types of KPI for financials, customers, processes and employees e.g. return on investment (ROI), percentage of market share, delivery response time to customers, employee retention.

LO4 **Develop a strategic management plan in an organisation, informed by models, theories and concepts, to achieve competitive advantage in a given market sector.**

Strategic management planning:

Definitions and overview of strategic management, the process of strategic management, elements included in strategic planning.

The use of the Business Canvas Model to visualise, assess, change business models.

The use of roadmaps to visualise long term business objectives and strategies.

Strategic choices and directions:

Strategic alignment of internal processes to organisational objectives.

Organisational sustainability.

Selection of fit-for-purpose strategy, in line with corporate agendas.

Models, theories and other strategic concepts:

Porter's generic strategies:

- cost leadership strategy
- differentiation strategy
- differentiation and cost focus strategy.

Hybrid strategy through differentiation and low-cost pricing approaches.

Strategic positioning and extended model of Bowman's Strategy Clock

Diversification by entering new products, markets or combinations – Ansoff's Matrix.

Vertical/horizontal integration by acquiring other businesses in a production line or value chain.

Mergers and acquisitions – differences in strategic approaches and how this influences plans.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Analyse the impact and influence that the macro environment has on an organisation and its business strategies</td><td rowspan="9">LO1, LO2, LO3 and LO4
D1 Create a set of valid strategic directions, objectives and tactical actions for successfully achieving strategic alignment, based on critical interpretation of internal and external data, and information.</td></tr>
<tr><td>P1 Applying appropriate frameworks, analyse the impact and influence of the macro environment on a given organisation and its strategies.</td><td>M1 Critically analyse the macro environment to determine and inform strategic management decisions.</td></tr>
<tr><td colspan="2">LO2 Assess an organisation's internal environment and capabilities</td></tr>
<tr><td>P2 Conduct an internal environment and capabilities assessment of a given organisation using appropriate frameworks.</td><td>M2 Interpret information and data to assess strengths and weaknesses of an organisation's internal capabilities, structure and skill set.</td></tr>
<tr><td colspan="2">LO3 Apply the outcomes of an analysis, using an appropriate strategic management tool, in a given market sector</td></tr>
<tr><td>P3 Determine appropriate management tools to analyse a given market sector for an organisation and inform strategy.
P4 Devise appropriate strategic objectives, based on the outcomes of analysis for an organisation to inform strategy.</td><td>M3 Justify use of an appropriate strategic management tool for a given market sector, to inform strategy and strategic objectives for an organisation.</td></tr>
</table>

Pass	Merit	Distinction
LO4 Develop a strategic management plan in an organisation, informed by models, theories and concepts, to achieve competitive advantage in a given market sector.		
P5 Apply a range of models, concepts or theories to interpret and devise strategic planning for a given organisation. **P6** Design a strategic management plan, applying appropriate strategies to improve competitive edge and market position based on the outcomes.	**M4** Produce a strategic management plan that has tangible and tactical strategic priorities and objectives.	

Recommended Resources

Textbooks

JOHNSON, G. et al (2019) *Exploring Strategy: Text and Cases.*12th Ed Harlow: Pearson.

KIM, W. C. and MAUBORGNE, R. (2015) *Blue Ocean Strategy.* Expanded Ed. Boston: Harvard Business Review Press.

ROTHAERMEL, F. (2018) *Strategic Management.* 4th Ed. Maidenhead: McGraw-Hill.

Websites

www.businessballs.com	Business Balls
	Strategy and innovation
	(General reference)
www.businesscasetudies.co.uk	Business Case Studies
	Case studies
	Strategy
	(Resources)
www.corporatefinanceinstitute.com	Corporate Finance Institute
	Resources
	Knowledge
	Strategy
	(General reference)
www.strategy-business.com	Strategy and Business
	Strategy
	(General reference)

Links

This unit links to the following related units:

Unit 1: The Contemporary Business Environment

Unit 25: Global Business Environment

Unit 27: Identifying Entrepreneurial Opportunities

Unit 44: Business Information Technology Systems

Unit 53: Planning for Growth

Unit 44: Business Information Technology Systems

Unit code	**A/618/4934**
Unit level	**5**
Credit value	**15**

Introduction

Information is the most valuable resource that an organisation possesses. The effective gathering, protection, analysis, processing and dissemination of information is vital to the success of any organisation. As globalisation and the 24-hour economy develops and increases, organisations must ensure that their information systems are reliable, efficient and able to cope with rapid change. This unit introduces students to the importance of information to organisations. They will examine how systems can be used to support core business functions and enable organisations to be more productive and competitive in the global marketplace.

The aim of this unit is to enhance students' understanding of contemporary business information technology (IT) systems and how organisations develop and continuously review their IT strategy in order to gain and maintain competitive advantage. Students will explore the areas of business that benefit from the support of IT systems and how organisations are using IT as a driver for business improvement.

By the end of this unit, students will be able to critically analyse the application of current and future technologies and suggest best solutions for an organisation.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Analyse the role of different IT systems in support of organisational objectives

LO2 Compare flexible and reliable IT systems that respond to organisational requirements in an organisational context

LO3 Evaluate IT systems that support value-added change in organisations

LO4 Recommend practical IT systems solutions to given organisational scenarios.

Essential Content

LO1 Analyse the role of different IT systems in support of organisational objectives

IT systems:

Definition of IT systems and categories of information systems, e.g. operational, tactical and strategic information systems.

Definition of information and data, sources of information, information requirements and the needs for information at different levels within an organisation.

Hardware and software for IT systems, e.g. operating systems, computer communications and networks, distributed computing.

The link between strategy, processes and systems.

Emerging digital technologies and use of digital devices, including:

- cloud computing for data storage, retrieval and transmission
- mobile devices for database management, stock management, goods tracking and customer service
- distributed ledger technology (DLT), e.g. blockchain for e-commerce.
- The transformational impact of 5G networks on IT systems for faster and efficient decision making.

The role of IT systems:

The role of IT in knowledge management, data management and customer service management.

Storing information and its importance with regard to security, accuracy and relevance.

The impact of IT systems and their contribution to decision making and solving business problems.

Capabilities and limitations of IT solutions.

The impact of IT systems on the functions and structure of organisations to support meeting organisational objectives.

LO2 **Compare flexible and reliable IT systems that respond to organisational requirements within an organisational context**

Types of IT systems:

Use of different types of IT systems and their roles in relation to meeting business objectives and improving operational efficiency:

- EOPS (End of Point Sales) for transaction processing
- CRM systems for customer relationship management, e.g. Salesforce
- Database management systems, use of data dashboards, data warehouses and data discovery tools for business intelligence, e.g. Datapine, Clear Analytics and Tableau Online
- Knowledge management systems (KMS), e.g. Microsoft Teams, Alfresco, Google for streamlining employee workflows, collaboration, sharing and disseminating data and information
- Enterprise Resource Planning (ERP) cloud solutions. e.g. Oracle for integrating different technologies and systems across the business.
- Business process management (BPM) systems e.g. IBM Business Process Manager.

Types of information and data:

Layers of information systems, e.g. services, integration, security and analytics.

Corporate database management systems, data management and characteristics of data within organisations.

Processing Big Data, data warehousing and online databases.

Types and flow of data and information in an organisation.

Cybersecurity measures for data protection and confidentiality.

Reliability of IT systems and data quality:

The importance of ensuring accurate and appropriate data collection.

Quality assurance and control measures used to ensure data quality on entry and after data collection.

LO3 **Evaluate IT systems that support value-added change in organisations**

Project management methodologies and strategies to create value and competitive advantage:

Project management methodology for achieving specific goals, e.g. scrum, waterfall, kanban methodologies.

Value creation strategy, competitive advantage, make or buy decisions.

Cost and benefit analysis.

IT support for value-added change:

IT for improving knowledge in activities in the value chain, increasing quality, reducing costs.

New and existing approaches to improving IT position and impact on other business areas providing value-added services, e.g. solutions for providing real-time performance data, maintenance histories, organic systems for effective data management and cybersecurity solutions.

System development tools and techniques, e.g. Agile, Rapid Application Development (RAD), Scrum and Waterfall.

The benefits of process management to support value-added change e.g. risk reduction, improved control and collaboration, improved business agility.

LO4 **Recommend practical IT systems solutions to given organisational scenarios.**

IT systems support for problem solving:

Problem solving using decision-making models, e.g. decision support, group decision, artificial intelligence and IT systems application.

Problem-solving and decision-making techniques, including root cause analysis, affinity diagrams, Pareto analysis, costbenefit analysis.

The need for adaptability to manage the fast pace of change in industry and technology; responding to impact of external factors; responding to stakeholder emerging needs; mental and physical wellbeing.

The use of IT systems to support the storing and managing of data, information sharing, communication, security and gaining a competitive edge.

The use of IT systems for a seamless customer experience management,

Monitoring and evaluating IT systems:

Effective monitoring and evaluation of IT systems and their impact on organisations.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Analyse the role of different IT systems in support of organisational objectives		
P1 Analyse the use of IT systems in different functions of an organisation. **P2** Examine how IT systems contribute to the achievement of objectives in a specific organisational context.	**M1** Critically analyse how IT systems are applied in the different functions of an organisation and how they work together to achieve high performance.	**D1** Justify the role and purpose of IT systems in different functions of an organisation, and their contribution to achieving organisational objectives.
LO2 Compare different flexible and reliable IT systems that respond to organisational requirements in an organisational context		
P3 Compare different ways, in an organisational context, that IT systems store and process data for knowledge management, customer relationship management, data management and communication management.	**M2** Evaluate the different ways that IT systems store and process data to meet organisational objectives, giving specific organisational examples.	**D2** Critically evaluate the choices that have been made in specific organisational examples to make recommendations.
LO3 Evaluate IT systems that support value-added change in organisations		
P4 Evaluate how IT systems can be used to support value-added change for improving business operations, performance and sustainability.	**M3** Critically evaluate advantages and disadvantages of different IT systems that support value-added change in an organisational context.	**D3** Provide justified recommendations for improving IT systems in the support of value-added change in an organisational context.
LO4 Recommend practical IT systems solutions to given organisational scenarios.		
P5 Recommend practical IT systems solutions for organisational scenarios that cover a range of common business problems experienced in the workplace.	**M4** Recommend practical IT systems solutions, giving potential consequences and benefits of their implementation.	**D4** Evaluate how IT systems solutions support added future value and improve the workplace.

Recommended Resources

Textbooks

BENYON-DAVIES, P. (2019) *Business Information Systems.* 3rd Ed. London: Palgrave Macmillan.

BOCIJ, P. (2018) *Business Information Systems: Technology, Development and Management for the E-Business*. 6th Ed. London: Prentice Hall.

LAUDON, K. C. and LAUDON J. P. (2019) *Management Information Systems*. 16th Ed. Harlow: Pearson.

TURBAN, E. et al (2018) *Information Technology for Management: Advancing Sustainable, Profitable Growth*. 11th Ed. Oxford: Wiley.

Websites

www.computerweekly.com	*Computer Weekly*
	(Articles)
www.computer.org	Institute of Electrical and Electronics Engineers (IEEE) Computer Society
	Publications
	Technology news
	(General reference)

Links

This unit links to the following related units:

Unit 15: Operational Planning andManagement

Unit 26: Principles of Operations Management

Unit 36: Procurement and Supply Chain Management

Unit 43: Business Strategy

Unit 45: Business Data Analytics and Insights

Unit code	**M/618/5126**
Unit level	**5**
Credit value	**15**

Introduction

The value of data to organisations is driving data management and governance to top-level priority in most business organisations and is generating a wealth of career opportunities and employer demand in this growing sector. Core competences in using technical knowledge to mine, inspect and interpret data before transforming it into useful information that will influence business decision making is highly valued, as is being able to design, develop, and implement data-collection databases and processes.

This unit aims to give students an understanding of how organisations in different contexts improve their efficiency through the use of effective data management techniques. Students will look at the importance of data analysis and interpretation in informing business decision-making processes to enable organisations to stay current and competitive in a volatile macro environment. Students will learn how key decision makers, at various levels, are able to improve strategic outcomes by utilising more effective processes to gain an insight into the most appropriate data and information available to a business. This, in turn, informs effective business strategy.

On completion of this unit, students will have greater understanding and awareness of fundamental data analysis processes, data mining and data transformation. Broader topics such as data management ethics, legislation relating to data and using data in strategic choices will also be explored. This will enable students to develop a career that focuses on the analysis, interpretation and effective use of data.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Analyse the contribution of effective data analytics and insight in business decision-making processes

LO2 Apply various data analysis methods and techniques that could inform business decisions

LO3 Examine the importance of ethics and conduct in data analytics and management

LO4 Develop data management processes that allow for improved decision making in ever-changing business environments.

Essential Content

LO1 Analyse the contribution of effective data analytics and insight in business decision-making processes

Defining concepts:

Defining data analytics and data management.

Key tasks in data analytics, e.g. generating summary accounts, creating reports with summary descriptive statistics, and application of ‘data visualisation’ tools to create graphics that convey information contained within data.

Terminology in data management, e.g. data mining, raw data, file formats, repositories, data modelling, data visualisation, meta data, intellectual property, access rights.

Key tasks in data management, e.g. building databases, uploading data to these data stores, creating backup and historical copies of files, and providing ‘permissions’ to access data files.

Data management process and stages, online analytical processing (OLAP).

Data types and strategy:

Different types of data – quantitative and qualitative, structured vs unstructured.

Levels of strategy – operational, tactical and strategic decision making.

Appropriateness of data types to business decision making.

Contribution in decision making:

The use of data analytics in decision-making e.g. for better planning, identifying problems and opportunities, providing real-time insights, forecasting.

The steps of the decision-making process e.g. identifying a decision, gathering information, assessing alternative resolutions.

Relationships between 'effective' or 'poor' data analytics and strategic decision making.

Advantages and disadvantages, impact analysis, return on investment (ROI).

LO2 **Apply various data analysis methods and techniques that could inform business decisions**

Gaining business insight through data interpretation:

Data analysis tools and techniques, e.g. decision-tree analysis, cluster analysis, regression analysis, cross-correlations and machine learning.

Data collection in research:

Different research methodologies underpinning a philosophical approach: positivism (deductive) vs interpretivism (inductive) paradigms.

Qualitative and quantitative research methods.

Mixed-method approaches, including limitations and advantages.

Associated tools and techniques e.g. focus groups, in-depth surveys, questionnaires.

Ethics, reliability and validity:

Role and significance of ethics in conducting research e.g. informed consent, confidentiality.

Reliability of research and the degree to which research methods produce consistent results.

Validity of research, extending to which results measure what they are supposed to measure.

Data sources, assessing credibility, reliability and validity.

Representative data, sample size, research populations.

Contextualised data sets for improved evidence-based determinations.

Data presentation:

Data formats e.g. raw, processed, statistical data

Appropriateness of visual support aids graphs, charts, tables, narratives, drawings, scatter charts and graphics

Stakeholder analysis for presentation formats.

LO3 **Examine the importance of ethics and conduct in data analytics and management**

Topical data management issues and trends:

Data manipulation, bias in data interpretation, privacy and personal data, access and storing of data, intellectual property, use of artificial intelligence in data processing.

Corporate social responsibility and compliance:

Government expectations of data management responsibilities, e.g. information technology, security techniques and information security management systems requirements (ISO/IEC 27001:2013).

Compliance and associated regulations, including worldwide data protection and privacy legislation, e.g. General Data Protection Regulation 2018 (GDPR).

Poor data management implications:

Organisational values and ethics, expectations of stakeholders, public image and branding, legal consequences.

LO4 **Develop data management processes that allow for improved decision making in ever-changing business environments**

Data analytics process implementation:

Creating data management process – stages, data collection, data quality assessments, data business models, piloting and testing, process implementation, execution and monitoring and review.

Infrastructure analysis for data processing, IT competences, SWOT.

Data flow charts and communication channels.

Creating accountability and transparency:

Roles in data management – processors, controllers, users.

Producing data management structures.

Use of responsibility assignment matrices (RAM), communication platforms to enhance transparency.

Data governance:

Business benefits associated with data governance.

Creating success metrics aligned to organisational strategy.

Quality assurance of monitoring process, Information Commissioner's Office (ICO) guidance.

Producing data management system proposals:

Strategic, tactical, and operational recommendations.

SMART (Specific, Measurable, Achievable, Relevant and Timebound) implementation plans.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Analyse the contribution of effective data analytics and insight in business decision-making processes		
P1 Explain key concepts and processes that underpin data management processes and systems in an organisational context. **P2** Analyse benefits and limitations of data management for organisational decision making.	**M1** Critically analyse the use of data management processes and systems, in an organisational context for effective decision making.	**D1** Justify recommendations for improving data management processes and systems for effective decision making.
LO2 Apply various data analysis methods and techniques that could inform business decisions		
P3 Use a range of different approaches for analysing information and data available to business. **P4** Assess the appropriateness of selected data analysis methods and techniques to inform business decisions in a specific business context.	**M2** Critically evaluate strengths and limitations of a range of data analysis methods and techniques for informing decision making.	**D2** Justify how different approaches to data analysis influence decision making and an organisation's ability to achieve its strategic objectives.
LO3 Examine the importance of ethics and conduct in data analytics and management		
P5 Examine examples of effective or poor ethical behaviours and conduct with regard to data management and the potential consequences this may have.	**M3** Critically examine the impact of poor ethical behaviours and conduct in a specific context and the implications this has in business.	**D3** Critique ethics and conduct in a specific context, to determine both legal and business consequences of unethical to data analytics and management.

Pass	Merit	Distinction
LO4 Develop data management processes that allow for improved decision making in ever-changing business environments.		
P6 Develop appropriate data management processes that can be applied in an organisational context to improve decision making.	**M4** Devise a range of data management processes in a specific context that create accountability and transparency to improve decision-making processes.	**D4** Create tactical data management processes that specifically align with organisational strategic decisions and objectives.

Recommended Resources

Textbooks

BARENDS, E. and ROUSSEAU, D. (2018) *Evidence-Based Management: How to use evidence to make better organizational decisions*. London: Kogan Page.

BOCIJ, P., GREASLEY, A. and HICKIE, S. (2018) *Business Information Systems: Technology, Development and Management for the Modern Business.* Pearson Education Ltd., London.

GESIER, E. (2021) *Beyond Business Analytics*. Palgrave Macmillan UK.

MARR, B. (2017) *Data Strategy: How to Profit from a World of Big data, Analytics and the Internet of Things* Kogan Page Ltd.

MARZ, N. and WARREN, J. (2015) *Big Data: Principles and practices of scalable realtime data systems.* Manning Publications Co.

O'KEEFE, K. and O'BRIEN, D. (2018) *Ethical Data and Information Management: Concepts, Tools and Methods.* Kogan Page Ltd.

TURBAN, E. and POLLARD, C. and WOOD, G. (2018) *Information Technology for Management*. Hoboken: John Wiley & Sons.

Websites

www.searchdatamanagement.techtarget.com	Search Data Management (News and articles)
www.tableau.com	Tableau (General reference)
www.ukdataservice.ac.uk	UK Data Service UK Data Student resources (General reference)

Links

This unit links to the following related units:

Unit 11: Business Data and Numerical Skills

Unit 33: Marketing Insights and Analytics

Unit 44: Information Technology Systems.

Unit 57: Business Intelligence

Unit 46: Developing Individuals, Teams and Organisations

Unit code	**T/618/5127**
Unit level	**5**
Credit value	**15**

Introduction

This unit gives students knowledge of key areas for a career in human resource development and management positions where employee training and development are part of their role.

This unit will give students knowledge of the different factors involved in diagnosing the skills, training and development requirements for their future employees and for their individual career goals. Students will be introduced to the concept of high-performance workplaces and the strategic benefits this can bring to an organisation. They will recognise that their professional development is just one route to improving the performance of the teams and organisations in which they work. Students will plan towards achieving their career goals while becoming aware of the context in which learning takes place and how development needs are linked to learning interventions aimed at supporting an organisation's strategy.

On successful completion of this unit, students will have laid the foundations for their continuing professional development, which will support them in becoming engaged in lifelong learning. They will be able to contribute to the development of others and make a positive contribution to the sustainable growth of an organisation.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Appraise the use of high-performance working (HPW) and culture in supporting sustainable business performance

LO2 Evaluate the ways in which performance management can support high-performance culture and commitment

LO3 Review the factors to be considered when planning training and development activities in an organisation

LO4 Design a personal and professional development career plan for a named job role, based on reflection and evaluation.

Essential Content

LO1 Appraise the use of high-performance working (HPW) and culture in supporting sustainable business performance

High-performance working (HPW):

HPW as a concept, philosophy and approach to developing and supporting strategy development, competitive advantage and improving employee relations.

HPW and human resource management (HRM) practices to support HPW.

HPW organisations and teams:

The characteristics of an HPW organisation (HPWO).

Benefits of HPW to employees and the employer.

Addressing barriers and how to overcome difficulties in an HPWO.

Selling the concept of HPW to those who will be facilitating its implementation.

Ethical considerations in developing and promoting an HPWO.

Katzenbach and Smith's The Wisdom of Teams, the characteristics of a high-performing team and common approaches to building team performance.

Larson and LaFasto's eight dimensions of team effectiveness.

Features, advantages and disadvantages of different problem-solving methods, including PDCA (plan, do, check, act), problem-solving cycle, FOCUS (find the problem, organise a team, clarify the problem, understand the problem, select.

a solution) model, GROW (goal, reality, obstacles, options, way forward) model.

HPW culture:

Different types of organisational culture.

The role that organisational culture plays in an HPWO.

Cultural awareness, diversity, and sensitivity in organisational culture to support an HPWO.

LO2 **Evaluate the ways in which performance management can support high-performance culture and commitment**

Performance management (PM):

PM as a concept and a process.

Effective and ineffective PM.

The use of PM to inform learning and development at the organisational, team and individual level.

The ways in which evolving organisational, team and individual learning needs are analysed against performance gaps and planned goals.

Differences in PM systems.

Use of PM to transform organisations.

Organisational culture:

As a facilitator or barrier to effective PM.

The use of internal collaboration to deliver effective PM.

The developmental approach to PM:

Separating development from evaluation where the developmental approach considers stages in development and how these are achieved through the setting of criteria, the imposition of systems and an incremental approach to achieving developmental aims.

LO3 **Review the factors to be considered when planning training and development activities in an organisation**

Learning and development (L&D) objectives:

Defining the strategic role and different objectives of L&D.

The key areas and primary objectives for L&D: talent and acquisition; motivating and engaging employees; building a values-based culture; building an employee brand; and the mental health and wellbeing of employees.

Supporting organisational and individual learning:

Learning-focused strategic and tactical goals, informed by relevant evaluation and analysis, e.g. GAP analysis or a skills evaluation.

Steps to build a learning organisation.

The different techniques by which learning is determined and implemented, including feedback tools, e.g. feedback loops, 360-degree feedback and coaching tools, e.g. GROW, SMART objective setting.

Skills required for providing and receiving employee feedback as part of the coaching process.

Coaching and mentoring models:

TGROW: based on the GROW model, perhaps the most well known in coaching circles a five-stage model (topic, goal, reality, options, wrap-up).

CLEAR (contract, listening, explore, action, review).

OSKAR (outcome, scaling, know-how, action, reviewing progress).

The use of formal and informal learning across an organisation to develop individual, team and organisational skill sets.

Training and development:

Training as a one-off event or series of activities is different to development, which has a more protracted timescale and builds on the skills and knowledge gained during training.

On the job, off the job, different training and development methods, e.g. coaching, training that leads to a qualification, CPD activities.

The learning cycle:

Lifelong learning, learning cycle theories, e.g. Kolb, Honey and Mumford, Lewin.

The conscious competence ladder and four stages of competence to aid learning and reflection.

Reflective models, e.g. Gibbs and Schon.

LO4 **Design a personal and professional development career plan for a named job role, based on reflection and evaluation.**

Continuing professional development (CPD):

Defining CPD and purpose in both an organisational and personal context.

Career planning for the career matrix and the value of lifelong learning principles to adapt to transformation, changing career opportunities.

Engaging in CPD and the CPD cycle.

Structuring CPD activities in an organisation and on an individual basis.

The recording and evaluation of CPD at a personal and organisational level.

The use of skills audits in diagnosing areas for development e.g. personal skills audits, gap analysis.

The importance of professional frameworks e.g. professional industry body standards.

Managing self:

Meaning of self-management skills and the ability to control feelings, emotions and activities to feel and be more productive.

Areas of self-management e.g. self-awareness, stress management, time management.

Developing self-awareness and asking for feedback to get different perspectives; identifying blind spots; paying attention to other people's body language, emotions and words.

Exploring feelings and emotions by practising regular self-reflection and self-motivation.

Time management strategies, including using 'to do' lists (e.g. monthly, weekly, daily), prioritising tasks (e.g. importance vs urgency), Covey's time management matrix.

Scheduling tasks: allowing flexibility in scheduling; setting realistic goals and deadlines; regularly reviewing workload; keeping multitasking to a minimum; minimising distractions; managing emails effectively.

Managing performance:

The purpose and use of personal development planning (PDP).

Identifying own responsibilities: job description; contract; staff handbook; code of conduct; organisational structure.

Goal-setting: agreeing SMART objectives with line manager; alignment of objectives with organisational aims/goals; relationship of personal objectives to those of team members and other colleagues.

Measurement standards: agreed criteria for measuring progress and achievement; varying criteria depending on organisation and role (e.g. quality of work, volume of work, timeliness of completion, customer satisfaction).

Completing tasks/work: meeting quality standards and agreed timescales; reporting problems beyond own level of competence.

Methods of monitoring and assessing performance.

Reflective learning:

Meaning of reflective practice: learning from own experiences and actions to improve.

Application of the learning cycle in personal development.

The conscious competence ladder and the four stages of competence for reflective practice.

Reflective learning as a philosophy and a concept.

Becoming a reflective practitioner to reflect on own performance; working style and its impact on others.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Appraise the use of high-performance working (HPW) and culture in supporting sustainable business performance</td><td rowspan="7">LO1, LO2 and LO3
D1 Synthesise knowledge and information to make appropriate judgements on how HPW supports improved employee engagement, commitment and competitive advantage.</td></tr>
<tr><td>P1 Review how HPW contributes to employee engagement and improved sustainable business performance for a specific organisation.</td><td>M1 Analyse the benefits of applying HPW, with justifications for a specific organisation to support successful sustainable business performance.</td></tr>
<tr><td colspan="2">LO2 Evaluate the ways in which performance management, can support high-performance culture and commitment</td></tr>
<tr><td>P2 Evaluate different approaches to performance management and how they support high-performance culture and commitment, giving specific examples.</td><td>M2 Critically evaluate the effectiveness of different approaches to performance management and how they support high-performance culture and commitment.</td></tr>
<tr><td colspan="2">LO3 Review the factors to be considered when planning training and development activities in an organisation</td></tr>
<tr><td>P3 Evaluate the factors to be considered when implementing training and development to maintain a competitive advantage.</td><td>M3 Critically evaluate the factors to be considered when planning training and development, supported by specific organisational examples.</td></tr>
<tr><td colspan="2">LO4 Design a personal and professional development career plan for a named job role, based on reflection and evaluation.</td><td rowspan="2">D3 Create a detailed and coherent personal and professional plan, based on insightful reflection and critical evaluation of audits conducted.</td></tr>
<tr><td>P4 Determine appropriate personal and professional knowledge, skills and behaviours required for a specific job role.
P5 Produce a personal and professional development plan for a specific job role, informed by reflective practice and evaluation.</td><td>M4 Design a detailed personal and professional development plan that incorporates the CPD cycle.</td></tr>
</table>

Recommended Resources

Textbooks

COTTRELL, S. (2015) *Skills for Success: Personal Development and Employability*. 3rd Ed. London: Macmillan.

MEE-YAN, C-J. and HOLBECHE, L. (2015) *Organizational Development: A Practitioner's Guide for OD and HR*. London: Kogan Page.

TAYLOR, S. and WOODHAM, C. (2016). *Human Resource Management – People and Organisations*. London: CIPD.

TAYLOR, S. and WOODHAM, C. (2016). *Studying Human Resource Management.* 2nd Ed. CIPD.

TROUGHT, F. (2017) *Brilliant Employability Skills: How to stand out from the crowd in the graduate job market.* 2nd Ed. Harlow: Pearson.

Websites

www.businessballs.com	Business Balls Performance management (General reference)
www.hrmagazine.com	Human Resources Magazine (General reference)
www.thebalancecareers.com	Balance Careers Performance management (General reference)

Links

This unit links to the following related units:

Unit 6: Managing a Successful Business Project (Pearson Set)

Unit 20: Organisational Behaviour Management

Unit 24: Managing and Leading Change

Unit 30: Resource and Talent Planning

Unit 32: Strategic Human Resource Management

Unit 47: Human Resources – Value and Contribution to Organisational Success

Unit code	**A/618/5128**
Unit level	**5**
Credit value	**15**

Introduction

Medium- to large-scale organisations, in any given context, require leadership teams and various levels of management to understand the significant impact the human resource (HR) function has in business. Strategic managers need to introduce effective HR practices that develop organisational efficiency and improve overall performance.

This unit gives students the opportunity to make links between the role and function of HR and emerging HR developments. This will make them aware that HR is a key contributor to organisational success.

On successful completion of this unit, students will have a greater understanding and appreciation of the role played by HR management in adding value to activities that contribute to the success of an organisation. Students will understand the typical aims and objectives of the HR function in a contemporary context, enabling them to make an effective contribution to the HR department of an organisation.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Evaluate the importance of organisational design to the delivery of sustainable performance

LO2 Analyse the workforce development needs to inform a human capital management strategy that will increase engagement in an organisation

LO3 Apply contemporary knowledge and research to support emerging HR developments

LO4 Evaluate the relationship between organisational design and high-performing workforce practices that achieve organisational success.

Essential Content

LO1 **Evaluate the importance of organisational design to the delivery of sustainable performance**

Organisational design (OD):

Organisational design as an historical concept.

Defining contemporary organisational design.

Designing organisations to meet strategic aims.

The impacts of the external business environment on OD.

Sustainable performance:

The design and structuring of an organisation to deliver sustainable short- and long-term objectives.

OD as part of a process where sustainability is a key factor of, and to, the process.

Agile organisations:

The characteristics of an agile organisation.

Implementation of an agile organisation and factors to consider, e.g. existing people, processes and culture.

OD theories and models:

Theories and models include change theory, McKinsey's 7S model, typologies of change and transformation/transactional OD.

Hybrid theory and Resource Dependence Theory.

LO2 **Analyse the workforce development needs to inform a human capital management strategy that will increase engagement in an organisation**

Human capital theory:

Human capital as a concept that relates to the value of people's knowledge, habits and attributes.

Developments in human capital to support organisational growth.

Assessing workforce competences and learning needs through skills gap analysis, competence frameworks, revisiting job descriptions and specifications.

Aligning skills requirements with organisational strategies.

Knowledge management:

As a concept and process, where levels of knowledge in an organisation are captured and developed to achieve organisational objectives.

Use of job analysis to identify the requirements of a job and to benchmark the required level of human capital required to meet aims and objectives.

Motivation and motivation theory:

Intrinsic and extrinsic motivation.

Content vs process motivational theories, e.g. Maslow, McGregor, Herzberg, McClelland and Vroom.

Harnessing motivation to improve workforce engagement in an organisation and increase productivity.

Issues associated with low levels of motivation.

LO3 Apply contemporary knowledge and research to support emerging HR developments

Developing knowledge through research:

Use of effective research skills to explore contemporary research based on emerging HR developments.

Contextual to a country/region to understand how these are linked to a global environment.

The future for HR as a function and process:

The influence of the HR function given advances in technology that have influenced workforce behaviour and culture, HR practices and skills requirements.

The increased demand for a better work-life balance.

The impact of cross-cultural engagement in organisations and the impact of globalisation.

The impact of global disruption to working practices and the redesigning of workspaces.

Contemporary HR challenges, including current external and internal factors that present challenges and barriers.

Forecasting potential challenges and barriers.

The non-HR manager:

Support by the HR function for non-HR managers.

How the HR function is key to effective and legal management of all employees.

LO4 **Evaluate the relationship between organisational design and high-performing workforce practices that achieve organisational success.**

The changing environment and change management:

The impact of the changing environment on organisations.

An incremental or radical approach to determine how the organisation is designed and managed.

Change management theories and theorists such as Lewin and Kotter, transformational change or the psychology of change.

Effective change management within legal and ethical constraints.

Barriers at organisational and individual level where it is accepted that people are the biggest barriers.

Self-efficacy perceptions and the relationship to organisational change. Overcoming barriers through communication, employee involvement, organisational re-design and/or preparing employees for change.

Workforce developments to improve competitiveness:

Strategies to increase high performance in organisations, AMO (Ability, Motivation and Opportunity) Framework and the relation to organisational design.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Evaluate the importance of organisational design to the delivery of sustainable performance</td><td rowspan="4">LO1 and LO2
D1 Make appropriate recommendations, supported by justification, based on a synthesis of knowledge and information, to show how to improve the delivery of sustainable performance.</td></tr>
<tr><td>P1 Evaluate the importance of organisational design theory in the context of organisational structure and fulfilling organisational strategy, using specific organisational examples.</td><td>M1 Critically evaluate the importance of organisational design, using specific organisational examples.</td></tr>
<tr><td colspan="2">LO2 Analyse the workforce development needs to inform a human capital management strategy that will increase engagement in an organisation</td></tr>
<tr><td>P2 Analyse the different approaches and techniques used for attracting and developing a skilled and dedicated workforce.</td><td>M2 Use specific examples to critically analyse different approaches and techniques to motivation, human capital and knowledge management.</td></tr>
<tr><td colspan="2">LO3 Apply contemporary knowledge and research to support emerging HR developments</td><td rowspan="2">D2 Make valid judgements and conclusions, supported by a synthesis of knowledge and research information.</td></tr>
<tr><td>P3 Conduct research and use contemporary knowledge to support evidence for emerging HR developments.</td><td>M3 Evaluate how emerging HR developments will affect the role of the HR function in the future.</td></tr>
<tr><td colspan="2">LO4 Evaluate the relationship between organisational design and high-performing workforce practices that achieve organisational success.</td><td rowspan="2">D3 Critically evaluate the complex relationship between organisational design and changing work-performance practices management.</td></tr>
<tr><td>P4 Evaluate, with regard to organisational objectives, how organisational design informs and influences high-performing work practices.</td><td>M4 Evaluate different types of changes that can affect organisational design, including transformational and psychological change.</td></tr>
</table>

Recommended Resources

Textbooks

BARENDS, E. and ROUSSEAU, D. (2018) *Evidence-Based Management: How to Use Evidence to Make Better Organizational Decisions*. London: Kogan Page.

LANCASTER, A. (2019) *Driving Performance Through Learning: Develop Employees through Effective Workplace Learning.* London: Kogan Page.

LEWIS, L. K. (2019) *Organizational Change: Creating Change Through Strategic Communication.* 2nd Ed. Chichester: Wiley-Blackwell.

MEE-YAN, C-J. and HOLBECHE, L. (2015) *Organization Development: A Practitioner's Guide for OD and HR.* London: Kogan Page.

STANFORD, N. (2018) *Organization Design: Engaging with Change.* 3rd Ed. London: Routledge.

Websites

www.cipd.co.uk	Chartered Institute of Personnel and Development (CIPD)
	People measurement and reporting: from theory to practice
	(General reference)
www.cipd.co.uk	Chartered Institute of Personnel and Development (CIPD)
	Valuing Your Talent
	(General reference)
	Mind Tools
www.mindtools.com	Change management
	(General reference)
www.strategy-business.com	Strategy + Business
	Organisations and people
	(General reference)

Links

This unit links to the following related units:

Unit 13: Human Capital Management

Unit 20: Organisational Behaviour Management

Unit 24: Managing and Leading Change

Unit 31: Employee Relations

Unit 32: Strategic Human Resource Management

Unit 46: Developing Individuals, Teams and Organisations

Unit 48: Customer Value Management

Unit code	**F/618/5129**
Unit level	**5**
Credit value	**15**

Introduction

This unit is designed to enhance students' knowledge and understanding of why it is important for marketers to enhance and manage the value of customer interactions. Students will learn underpinning theories and frameworks, and will be expected to relate them to real-world examples, including their own experiences.

Organisations ideally seek a mutually beneficial relationship between themselves and their customers. This is particularly important when considering the costs associated with acquiring a new customer. It has been suggested that it can cost five times as much to gain a new customer as it is to retain an existing one. Moreover, there is no guarantee that a new customer will be as loyal as a current one. Any organisation, whether for profit, NGO or a charity, seeks ways of retaining customers through enhanced customer experiences.

To retain loyal (and profitable) customers, organisations seek to understand them better. By understanding customers through the capture of relevant data, organisations can enhance a customer's lifetime value. They then aim to build a relationship with the customer where they remain loyal and continue to purchase a range of products and services.

The knowledge, understanding and skill sets that students will gain on successfully completing this unit will enhance their career opportunities, whether they are setting up in business independently or if they are employed by an organisation.

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Learning Outcomes

By the end of this unit a student will be able to:

LO1 Examine the concept of customer lifetime value, how to calculate it and the different factors that influence it

LO2 Evaluate the different segments in a customer base and the appropriate opportunities for customer value creation

LO3 Apply appropriate techniques and methods in order to increase customer lifetime value.

Essential Content

LO1 **Examine the concept of customer lifetime value, how to calculate it and the different factors that influence it**

Traditional concepts of marketing compared with those of value and retention:

The benefits of managing customer value, satisfaction and retention.

Customer lifetime values (CLVs).

Merits of CLVs.

Value of customer data.

Measurement and analysis of CLVs.

The key factors that drive CLV, e.g. transaction value, number of repeat sales, customer retention.

How to calculate and increase your CLV:

Determining your customer acquisition costs, repeat transactions and customer retention rate.

Calculations applied to calculate CLV.

Creating balance in the business model.

Factors influencing CLVs:

CLVs in both a B2C and B2B context.

Customer experience and how it can affect CLVs.

LO2 **Evaluate the different segments in a customer base and the appropriate opportunities for customer value creation**

Marketing segmentation:

The role of segmentation, targeting and positioning (STP) to identify lifetime value opportunities.

Identification and diagnosis of value creation opportunities:

Customer perceptions, e.g. section, nature of stimulus, expectations, motives and selective perception.

Consumer imagery, covering:

- product and service positioning
- price
- quality relationships
- company's image.

How consumers store, retain and retrieve information.

Involvement theory and consumer relevance.

Measures of consumer learning, including recognition and recall, responses to media, brand loyalty.

Perceived risk and methods for handling risk.

Acquisition costs in relation to CLVs.

Basic B2C and B2B decision-making models.

LO3 **Apply appropriate techniques and methods in order to increase customer lifetime value.**

Strategies for enhancing customer lifetimes values in both a B2C and B2B context:

Strategies for building long-term customer relationships and making CLV a strategic priority.

Digital strategies, including increased connectivity with customers through mobile device, apps, social media and online chat and forums.

Use of advanced technology such as the 'Internet of Things' and cognitive systems to gather real-time data and predict and forecast market trends.

Creating brand loyalty.

Techniques and methods:

Different types of communication to build brand loyalty and advocacy.

Personalisation of content and leveraging dynamic content on website, app, social media to target specific personal preferences.

Rewarding loyalty by creating exclusive offers and choosing the right rewards and incentives.

Value-driven cross-selling and upselling.

Developing multiple points and channels of contact.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Examine the concept of customer lifetime value, how to calculate it and the different factors that influence it</td><td rowspan="8">LO1, LO2 and LO3
D1 Provide evidence of critical evaluation and synthesis of the key concepts of customer lifetime value management in an organisational context.</td></tr>
<tr><td>P1 Discuss the various components that enable an organisation to determine and calculate a customer's lifetime value.
P2 Explore the factors that influence the customer lifetime value.</td><td>M1 Analyse the concept of customer lifetime value and the use of collating customer data in either a B2C or B2B context.</td></tr>
<tr><td colspan="2">LO2 Evaluate the different segments in a customer base and the appropriate opportunities for customer value creation</td></tr>
<tr><td>P3 Determine the types of market segmentation strategies that can be applied to a customer base.
P4 Evaluate B2C and B2B decision-making models and demonstrate how opportunities for customer value creation can be applied.</td><td>M2 Critically evaluate various segmentation models in a B2C or B2B context to generate key insights and marketing intelligence for customer value creation.</td></tr>
<tr><td colspan="2">LO3 Apply appropriate techniques and methods in order to increase customer lifetime value.</td></tr>
<tr><td>P5 Apply different techniques and methods to increase customer relationships and customer loyalty in a given organisation.</td><td>M3 Apply appropriate techniques and methods at different stages of the consumer decision-making process and CLV.</td></tr>
</table>

Recommended Resources

Textbooks

BUTTLE, F. and MAKLAN, S. (2019) *Customer Relationships Management: Concepts and Technologies.* 4th Ed. Oxford: Routledge.

GOODMAN, J. (2019) *Strategic Customer Service: Managing the Customer Experience to Increase Positive Word of Mouth, Build Loyalty, and Maximize Profits.* 2nd Ed. Maidenhead: Amacom.

KUMAR, V. and REINARTZ, W. (2018) *Customer Lifetime Value: Concept, Strategy and Tools.* 3rd Ed. Springer.

Websites

www.acca-global.com	Customer Care Association Global Research and publications (General reference)
www.mckinsey.com	McKinsey & Company The expanding role of design in creating an end-to-end customer experience (Article)
www.mindtools.com	Mind Tools Customer Experience Mapping (General reference)

Links

This unit links to the following related units:

Unit 2: Marketing Processes and Planning

Unit 33: Marketing Insights and Analytics

Unit 35: Integrated Marketing Communications

Unit 51: Brand Management

Unit 49: Sales Management

Unit code	**A/618/5131**
Unit level	**5**
Credit value	**15**

Introduction

Changing dynamics between buyers and sellers, driven by the fast-paced evolution of e-commerce and globalisation, has led organisations to review and adapt their sales management approach in response to a customer-driven culture.

This unit introduces students to the discipline of sales management for the 21st century. Students will learn about the key principles of sales management, the techniques of selling and how to manage portfolios for an organisation effectively. Students will have the opportunity to develop key skills in developing and coordinating sales, implementing sales techniques and management of sales operations.

This unit gives a comprehensive overview of sales management and gives students the tools and knowledge they need to succeed in today's increasingly complex and fast-paced sales environment.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Demonstrate the key principles of sales management for both public and private organisations

LO2 Evaluate the relative merits of how sales structures are organised and recognise the importance of 'selling through others'

LO3 Apply successful selling techniques for building and managing effective customer relationships

LO4 Create a portfolio management process to maximise revenue for an organisation.

Essential Content

LO1 Demonstrate the key principles of sales management for both public and private organisations

Introduction and scope of sales management:

Definition of sales management and the key aspects of sales management, including planning, selling and reporting.

Key principles e.g. lead by example, consistency, equality, goal orientated.

Strategies for measuring and monitoring objectives, including the sales funnel and hit rate metric, key performance indicators and benchmarking.

Different modes of selling (B2B and B2C) and their impact on buyer and seller roles and dynamics.

Consumer buying behaviour process.

Business buying behaviour process.

Sales promotions and incentives.

Sales in a digital environment:

The impact of new technology on the sales management environment, including:

- the use of Zoom or Microsoft Teams
- video conferencing on tablet devices for improved communication
- online events and sales training to improve sales skills
- productivity and cloud computing to improve information access.

LO2 Evaluate the relative merits of how sales structures are organised and recognise the importance of 'selling through others'

Sales leadership and the sales executive:

Ethics of behaviour, law and sales leadership.

Designing and organising the sales force and choosing the right structure: geography, product and customer-based design.

Appropriate recruitment and training to develop an efficient sales force.

Supervising, managing and leading the sales force in a changing environment, e.g. remotely.

Goal setting, managing performance and reward of the sales force.

'Selling through others' – the advantages of using different sales channels.

LO3 **Apply successful selling techniques for building and managing effective customer relationships**

Turning customer information into knowledge:

Classification of sales leads: hot, warm and cold.

The cold vs warm approach.

Successful pitching and positioning.

Negotiation techniques and tactics, e.g. closing sale, handling objections, when to say 'no', ethics of behaviour and overpromising.

Building and managing relationships.

Exit and terminating relationships.

Skills and attributes:

Sales planning and preparation, e.g. setting targets.

Customer engagement, e.g. developing an open sales conversation, building rapport with customers.

Effective questioning and active listening skills to understand customer needs.

Developing and presenting sales proposals.

Digital skills for gathering market intelligence and delivering digital meetings and presentations.

LO4 **Create a portfolio management process to maximise revenue for an organisation.**

Portfolio management:

The purpose and benefits of portfolio management.

Different categories of portfolio sales opportunities, e.g. innovation, expansion.

Calculating margins.

Payment mechanisms and terms.

The sales cycle.

Industry specific sales cycle management.

Performance management.

The portfolio management process:

Dividing the sales opportunities.

Assess sales opportunities to forecast and identify and prioritise, e.g. ‘must wins’.

Focus on customer analysis to increase value and profitability, e.g. those with most growth potential.

Use of analytical tools to maximise sales effectiveness and forecast opportunities.

Identify investment opportunities and where to focus efforts of sales team.

Managing the sales pipeline, account development and performance.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Demonstrate the key principles of sales management for both public and private organisations</td><td rowspan="8">LO1, LO2 and LO3
D1 Produce a coherent, fully justified critical evaluation based on a comprehensive understanding of sales management, structure and selling techniques in an organisational context.</td></tr>
<tr><td>P1 Apply key principles of sales management in relation to the importance of sales planning, methods of selling and sale reporting.</td><td>M1 Evaluate how principles of sales management will be different in response to consumer and business buying behaviour.</td></tr>
<tr><td colspan="2">LO2 Evaluate the relative merits of how sales structures are organised and recognise the importance of 'selling through others'</td></tr>
<tr><td>P2 Evaluate the benefits of sales structures and how they are organised, using specific organisational examples.
P3 Explain the importance and the advantages of the concept of 'selling through' others.</td><td>M2 Critically evaluate the implementation of different types of sales structures, using specific organisational examples.</td></tr>
<tr><td colspan="2">LO3 Apply successful selling techniques for building and managing effective customer relationships</td></tr>
<tr><td>P4 Demonstrate the required skills and attributes of successful selling techniques in a sales proposal.
P5 Reflect on how skills and attributes contribute to building and managing customer relationships.</td><td>M3 Evaluate the application of successful selling techniques for effectively building and managing customer relationships.</td></tr>
<tr><td colspan="2">LO4 Create a portfolio management process to maximise revenue for an organisation.</td><td rowspan="2">D2 Construct a portfolio management process that strengthens the sales pipeline and account management.</td></tr>
<tr><td>P6 Develop a portfolio management process that supports sales growth and profitability to maximise revenue for an organisation.</td><td>M4 Develop an effective portfolio management process that applies appropriate analytical tools for increasing profitability and a competitive edge.</td></tr>
</table>

Recommended Resources

Textbooks

HORNER, C. (2019). T*he Sales Plan: The definitive five-step guide to selling. Learn to generate leads, win new customers and grow accounts in a changing and competitive world*. Independently Published.

JOBBER, D. and LANCASTER, G. (2015) *Selling and Sales Management.* Harlow: Pearson.

WEINBERG, M. (2015) *Sales Management. Simplified: The Straight Truth About Getting Exceptional Results from Your Sales.* New York: Amacom.

Websites

www.marketingdonut.co.uk	Marketing Donut Sales (General reference)
www.mycustomer.com	MyCustomer Sales and marketing CRM (General reference)
www.salesforce.com	Sales Force Learning Centre Sales (General reference)
www.zoho.com	Zoho CRM Resources (General reference)

Links

This unit links to the following related units:

Unit 37: Pitching and Negotiation Skills

Unit 57: Business Intelligence

Unit 50: International Marketing

Unit code	**J/618/5133**
Unit level	**5**
Credit value	**15**

Introduction

Marketing on a global scale can be challenging as marketers need to be able to reconcile operational differences, opportunities and similarities to meet global market objectives. In today's globalised economy, it is essential that marketing efforts are able to transcend international borders. To do this, marketers must gain an appreciation of the various cultural, regulatory and political issues that exist in transferring marketing strategies into different countries and the impact this can have on both consumers and the organisation.

The aim of this unit is to introduce students to a variety of methods that organisations use to coordinate their international marketing efforts, students will critically evaluate the various challenges that organisations face when doing so. Through the analysis of different marketing approaches in different international contexts students will learn about the international marketing environment.

This unit will give students the knowledge they need and the ability to work effectively with marketing teams internationally and to study marketing at a higher level.

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Learning Outcomes

By the end of this unit a student will be able to:

LO1 Analyse how effective marketing contributes to business strategies in an international context

LO2 Evaluate entry to a selection of international markets and define the key success factors

LO3 Debate how the elements of the marketing plan can be adapted or standardised across international markets

LO4 Present different international marketing approaches for multinational, global, transnational or meta-national contexts.

Essential Content

LO1 Analyse how effective marketing contributes to business strategies in an international context

International context:

Scope and definition of international marketing.

Rationale for why organisations seek to internationalise.

Key global macro- and customer trends influencing international marketing.

Contribution to meeting strategic objectives:

Marketing's role in contributing to the business strategy in an international context.

Factors that influence internationalisation.

Setting an appropriate international marketing strategy to meet objectives.

Different routes to market, including direct channels, e.g. websites, mail order, exhibitions and indirect channels, e.g. sales agents, distributors and franchisees.

LO2 Evaluate entry to a selection of international markets and define the key success factors

Critical evaluation of international markets:

The importance of choosing the right international market.

The international market selection process and applying the International Market Entry Evaluation process.

Opportunities and challenges when entering international markets, including ethical, legal considerations and cultural norms and values.

Risk management and contingency planning in relation to volatile international markets.

Generic international market entry strategies, including franchising, direct exporting, acquisition and joint ventures.

Determining key success factors of international marketing.

LO3 **Debate how the elements of the marketing plan can be adapted or standardised across international markets**

The marketing plan in an international context:

Factors to address include researching new destinations and assessing market opportunity, adapting strategy to fit, working with international partners, adjusting the media mix and brand messaging accordingly.

Product adaption the argument for and against global vs local.

Pricing in international markets and factors to consider, e.g. exchange rates, tariffs and duties.

The use of new technologies that support international distribution and promotional strategies, considering hardware, e.g. computerised systems, telecommunications, networks and software, e.g. mobile devices, cloud computing, social media platforms.

People and servicing in an international context, e.g. cultural awareness and diplomacy, respecting customs and traditions, overcoming language barriers, different skills sets and attributes.

Tapping into untapped markets.

LO4 **Present different international marketing approaches for multinational, global, transnational or meta-national contexts.**

International marketing approaches:

Organisation structures in an international context.

Home or international orientation and reporting lines.

Different marketing approaches for international orientation, e.g. polycentric, geocentric, ethnocentric.

Negotiation and new business assessment in international markets.

Assessing international market competition.

Assessing international market performance.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Analyse how effective marketing contributes to business strategies in an international context</td><td rowspan="5">LO1 and LO2
D1 Produce a critical evaluation of the international market context, including insight into how organisations should adapt their marketing strategies for various markets.</td></tr>
<tr><td>P1 Analyse the scope and key concepts of international marketing.
P2 Discuss the rationale for an organisation to want to market internationally and describe the various routes to market they can adopt.</td><td>M1 Evaluate the opportunities and challenges that marketing internationally presents to an organisation.</td></tr>
<tr><td colspan="2">LO2 Evaluate entry to a selection of international markets and define the key success factors</td></tr>
<tr><td>P3 Evaluate the key criteria and selection process to use when considering which international market to enter.
P4 Explain, using examples, the different market entry strategies, including the advantages and disadvantages of each one.</td><td>M2 Apply the market evaluation criteria and entry strategies, and make recommendations for a selected organisation.</td></tr>
<tr><td colspan="2">LO3 Debate how the elements of the marketing plan can be adapted or standardised across international markets</td><td rowspan="2">D2 Justify how the marketing mix can be adapted and applied, giving a range of international examples.</td></tr>
<tr><td>P5 Present the key arguments in the global vs local debate.
P6 Discuss how the product, pricing, promotional and distribution approach differs in an international context.</td><td>M3 Challenge the context and circumstances in which an organisation should adopt a global or local approach, highlighting the implications of doing so.
M4 Articulate in detail how to adapt the marketing mix of a selected organisation in an international context.</td></tr>
</table>

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO4 Present different international marketing approaches for multinational, global, transnational or meta-national contexts.</td><td rowspan="2">D3 Present recommendations for how organisations should be structured to maximise the opportunity in an international context.</td></tr>
<tr><td>P7 Present various international marketing approaches for different organisations and contexts.
P8 Compare home and international orientation and ways to assess competitors, giving implications of each approach.</td><td>M5 Present the benefits and limitations of various international marketing approaches and competitor analysis in relation to organisational purpose and orientation.</td></tr>
</table>

Recommended Resources

Textbooks

ALBAUM, G. and DUERR, E. (2016) *International Marketing and Export Management*. 8th Ed. Harlow: Pearson.

KEEGAN, W. (2016) *Global Marketing Management: International Edition*. 9th Ed. Harlow: Pearson.

LOWE, R., KENYON, A. and DOOLE, I. (2019) *International Marketing Strategy: Analysis, Development & Implementation*. 8th Ed. Cengage.

Websites

www.hubspot.com	HubSpot Business and marketing resources (General reference)
www.marketingdonut.co.uk	Marketing Donut Market strategy Export (General reference)
www.marketingprofs.com	Marketing Professionals Topic International marketing (General reference)
www.mycustomer.com	MyCustomer Marketing (General reference)

Links

This unit links to the following related units:

Unit 1: The Contemporary Business Environment

Unit 2: Marketing Processes and Planning

Unit 35: Integrated Marketing Communications

Unit 51: Brand Management

Unit code	**L/618/5134**
Unit level	**5**
Credit value	**15**

Introduction

Branding is the first thing that customers recall, so it is important to perfect it. Having a memorable and distinctive brand design really can achieve new relationships with consumers. Brand designers are experts in crafting a bespoke image to suit the company and convey the right message on every level. Brand managers manage the customer's brand association and purchasing process relationship. Brand management is an important aspect of marketing and boosts product value for any business.

This unit gives students a comprehensive overview of brand management – starting with why brands are so important and how they are formed, through to measuring brand value and managing a portfolio of brands over time.

The unit is designed and structured to give students an end-to-end understanding of brand management. Students will explore a range of tools and techniques that can be employed to maximise brand value. They will look at a number of case studies that contextualise information in real-world examples to aid understanding of how effective brand management can be achieved.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Analyse how a brand is built and managed over time

LO2 Create a brand portfolio strategy to organise portfolios and manage brand hierarchies

LO3 Evaluate how brands are leveraged/extended over time domestically and internationally

LO4 Apply techniques for measuring and managing brand value over a period of time.

Essential Content

LO1 **Analyse how a brand is built and managed over time**

Building brands:

Brand development, applying the product lifecycle and the use of the brand pyramid.

The advantages of branding for organisations, consumers and intermediaries.

Defining brand equity.

Strategies that organisations use to develop and grow brand equity.

The role of marketing in building brand equity, brand positioning and techniques.

Managing a brand over time:

How to strengthen brand equity, brand extensions, reinforcing and revitalising brands through innovation.

Brands that have failed or disappeared because of disruptive innovation.

Overcoming brand crisis, transmedia branding and specific communication strategies for recovering and restoring a brand.

Interacting with customers: exploiting converging technologies to engage customers.

LO2 **Create a brand portfolio strategy to organise portfolios and manage brand hierarchies**

Portfolio strategy:

The purpose of a brand portfolio strategy.

Deliverables of a brand portfolio strategy, e.g. synergy, leverage, clarity, differentiation.

Brand portfolio strategies, including the house of brands and branded property models.

Hierarchy management:

Hierarchy building, e.g. corporate branding, umbrella branding, family branding, endorsed sub-brands, individual product branding.

Brand changes to the marketing mix to meet localised and international needs.

How brand equity is built at different levels of the hierarchy.

Using the customer-based brand equity model to develop and manage brands.

The use of market research as a key brand management tool.

LO3 **Evaluate how brands are leveraged/extended over time domestically and internationally**

Brand extension and leverage:

Brand extension approaches and strategies.

'Fit and leverage' in brand extensions.

Determine the different ways that brands can be reinforced and revitalised.

Brand collaborations and partnerships.

Global branding and positioning.

LO4 **Apply techniques for measuring and managing brand value over time.**

Measuring and managing brand value:

Different brand measurement techniques for measuring brand awareness, market share, consumer attitudes and purchasing intent.

Brand equity audit and management, and brand-tracking techniques.

The relationship between branding and finance, e.g. good brand publicity increases awareness and sales vs adverse brand publicity, which can affect value and reputation.

The concept of brand value and different approaches: cost-, market-based and financial-based methods to brand valuation.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Analyse how a brand is built and managed over time		**LO1, LO2, LO3 and LO4** **D1** Provide a critical evaluation that is supported by justified evidence demonstrating a comprehensive understanding of branding in an organisational context.
P1 Explain the importance of branding as a marketing tool and why and how it has emerged in business practice. **P2** Analyse the key components of a successful brand strategy for building and managing brand equity.	**M1** Evaluate how brands are managed successfully over time, using application of appropriate theories, models and concepts. **M2** Apply appropriate and validated examples in an organisational context.	
LO2 Create a brand portfolio strategy to organise portfolios and manage brand hierarchies		
P3 Create a brand portfolio strategy for portfolio, brand hierarchy and brand equity management.	**M3** Design a brand portfolio strategy that provides synergy and co-ordination to maximise returns and build equity in markets.	
LO3 Evaluate how brands are leveraged/extended over time domestically and internationally		
P4 Evaluate how brands are managed collaboratively and in partnership at both domestic and global level.	**M4** Critically evaluate the use of different techniques used to leverage and extend brands.	
LO4 Apply techniques for measuring and managing brand value over time.		
P5 Select different types of techniques for measuring and managing brand value, for specific organisational examples.	**M5** Evaluate effectiveness of techniques for measuring and managing brand value in relation to developing a strong and enduring brand.	

Recommended Resources

Textbooks

KELLER, K. (2019) *Strategic Brand Management: Building, Measuring and Managing Brand Equity.* 4th Ed. Harlow: Pearson.

ROSENBAUM-ELLIOT, R. et al (2018) *Strategic Brand Management*. 4th Ed. Oxford: Oxford University Press.

WHEELER, A. (2017) *Designing Brand Identity: An Essential Guide for the Whole Branding Team*. 5th Ed. Holboken NJ: Wiley and Sons.

Websites

www.hubspot.com	HubSpot Business and marketing resources (General reference)
www.marketingdonut.co.uk	Marketing Donut Branding (General reference)
www.marketingprofs.com	MarketingProfs Topic (General reference)
www.onemarketing.co.uk	One Marketing Resources Useful brand resources (General reference)

Links

This unit links to the following related units:

Unit 2: Marketing Processes and Planning

Unit 48: Customer Value Management

Unit 52: Product and Service Development

Unit 52: Product and Service Development

Unit code	**R/618/5135**
Unit level	**5**
Credit value	**15**

Introduction

Almost every day we encounter new products and services through a variety of marketing promotions. But how do they get from a single idea to, in some cases, becoming a household item and brand? How did the mobile phone, e-books, 24/7 banking services and fast food become part of our lives? Why do some products enjoy a long and profitable lifespan, whilst others disappear almost overnight? What are the secrets to success?

This unit explores the journey from ideas generation through to the launch of a new product or service. Students will examine the processes behind new product development (NPD) and consider the potential risks involved. Through the combination of theory and practice, students will develop knowledge and understanding and be able to apply it in either an organisational or entrepreneurial context. They will be given the opportunity to design and pitch their new or renovated product or service of their choice and evaluate their performance.

On completion of the unit, students will have developed confidence and competency in pitching and presenting an idea, teamworking and creative thinking skills. These are all vital skills, required in a dynamic and forever changing work environment.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Examine the processes involved in new product or service development

LO2 Assess the lifecycle stage of the products or services in a company's portfolio and evaluate whether innovation, adaptation or renovation are needed for the individual products or services

LO3 Pitch the design for a new or renovated product or service

LO4 Critically reflect on the skills of teamworking, creative development and presentation.

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Essential Content

LO1 Examine the processes involved in new product or service development

The product/service concept:

Definition and meaning of both product and service concept, including tangible and intangible attributes.

The level of customer integration in product/service development and marketing.

The product–service system to support sustainable performance.

New product/service development:

Ideas generation, ideas screening/selection, creative methods, concept testing conducting marketing research and business analysis.

Risks associated with new product/service development: competitor activity, customer behaviour, macro factorial and internal technical changes, levels of investment and change of strategic aims.

Minimising the risk of new product failure: compatibility, trialability, observability and complexity.

Minimising the risks in service management: intangibility, perishability, inseparability and variability.

The use of digital technology to accelerate product development, e.g. Artificial Intelligence (AI), Internet of Things, cloud computing in researching, designing, testing and development of new products and services.

Software systems for New Product Development (NPD).

LO2 Assess the lifecycle stage of the products or services in a company's portfolio and evaluate whether innovation, adaptation or renovation are needed for the individual products or services

Products and services:

Five product levels: core benefits, basic product, expected product, augmented product and potential product.

Market classifications of products and services in both B2C and B2B contexts.

Product lifecycle and services:

Different forms and operation of a product lifecycle.

Product lifecycle management: repositioning and revitalising the product.

Product line and service management choices:

Standardisation vs adaptation.

Macro factors and their influence/impact on the development of new/adapted products and services.

Trends and the role of innovation.

LO3 **Pitch the design for a new or renovated product or service**

New product development or service innovation:

The design process and the different stages, including market testing and feasibility study, preliminary design and pilot testing.

The value of a reiterative process.

Product launch and linking to marketing communications and distribution.

Guidance on designing and pitching new/adapted products/services.

New or improved service launch, marketing communications and generating consumer interest.

Pitching skills and techniques:

Audience awareness, research and sensitivity.

Competitor research.

Business and product narratives.

Structure and time.

Verbal and non-verbal communication to meet audience requirements.

Presentation, behaviour and conduct of presenter, e.g. attire, attitude, business-like skills, suitability for audience, preparation and organisation.

LO4 **Critically reflect on the skills of teamworking, creative development and presentation.**

Cognitive skill development:

Theories of and approaches to reflective learning and development.

Teamworking skill development.

Creative product/service development and entrepreneurship.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Examine the processes involved in new product or service development</td><td rowspan="7">LO1, LO2 and LO3
D1 Provide a well-articulated, coherent and logically presented pitch that has a fully justified approach to decision making throughout the development process, market launch and distribution.</td></tr>
<tr><td>P1 Explore the processes involved in the development of products and services, and the levels of customer integration.
P2 Apply these processes to the development of a specific business product or service.</td><td>M1 Evaluate the risks involved in processes of product or service development, when applied to the development of a specific business product or service.</td></tr>
<tr><td colspan="2">LO2 Assess the lifecycle stage of the products or services in a company's portfolio and evaluate whether innovation, adaptation or renovation are needed for the individual products or services</td></tr>
<tr><td>P3 Assess the lifecycle stage of the products or services in a company's portfolio.
P4 Evaluate which appropriate product line management choices are required for individual products or services.</td><td>M2 Provide a coherent. justified evaluation that is supported by material synthesised from a range of validated sources.</td></tr>
<tr><td colspan="2">LO3 Pitch the design for a new or renovated product or service</td></tr>
<tr><td>P5 Pitch the design of a product or service, taking into account market testing, product/service launch and distribution.</td><td>M3 Deliver a creative, dynamic and detailed pitch that provides evidence of a well-planned, developed and evaluated product or service.</td></tr>
<tr><td colspan="2">LO4 Critically reflect on the skills of teamworking, creative development and presentation.</td><td rowspan="2">D2 Provide an insightful and independent reflection giving valid and justified recommendations for improvements.</td></tr>
<tr><td>P6 Complete a reflective statement that critically reflects on teamworking, creative development and presentation.</td><td>M4 Address concerns and issues, with recommendations for improvements.</td></tr>
</table>

Recommended Resources

Textbooks

BLAND, D. and OSTEWALDER, A. (2019). *Testing Business Ideas: A Field Guide for Rapid Experimentation.* Hoboken: Wiley & Sons.

BLYTHE, J. and MARTIN, J. (2019) *Essentials of Marketing*. 7th Ed. Harlow: Pearson.

COOPER, R.G. (2017) *Winning at New Products: Creating Value through Innovation.* 6th Ed. New York: Basic Books.

PRADEEP, A. et al. (2019) *AI for Marketing and Product Innovation: Powerful New Tools for Predicting Trends, Connecting with Customers, and Closing Sales*. Hoboken: Wiley & Sons.

Websites

www.marketinginsider.eu	Marketing-Insider New product development process (Article)
www.smartsheet.com	Smart Sheet All about new product development (General reference)

Links

This unit links to the following related units:

Unit 8: Innovation and Commercialisation

Unit 27: Identifying Entrepreneurial Opportunities

Unit28: Launching a New Venture

Unit 53: Planning for Growth

Unit code	**D/618/5137**
Unit level	**5**
Credit value	**15**

Introduction

This unit focuses on small and medium enterprises (SMEs) and how they can broaden their knowledge of business growth. SMEs need to know where they sit in the marketplace and which approaches to take in order to grow business and develop relevant industries and sectors accordingly.

This aim of the unit is to give students an awareness of how SMEs develop and grow. They will understand the options for SMEs in terms of exiting successful or unsuccessful businesses and will be able to appreciate the importance of making informed choices when choosing routes to growth. They will also understand the potential risks vs rewards involved with growth.

Students will learn about and apply techniques for identifying opportunities for growth and appraise options for achieving growth. Students will also learn about the sources of investment finance and consider how an SME attracts investors and the appropriate approaches to gain stakeholder interest.

Learning Outcomes

By the end of this unit a student will be able to:

LO1 Analyse the key factors that SMEs should consider when evaluating growth opportunities

LO2 Assess the various methods through which organisations access funding and when to use different types of funding

LO3 Develop a business plan to communicate a growth strategy in a business to the relevant stakeholders

LO4 Assess the various ways that a small business owner can exit the business and the implications of each option.

Essential Content

LO1 **Analyse the key factors that SMEs should consider when evaluating growth opportunities**

Competitive advantage:

The basis of competitive advantage as a foundation for growth: resources and capabilities and core competences.

Linking competitive advantage with opportunities for growth (PESTLE).

New products and services:

The development of products and services as a basis for growth.

Portfolio strategies, including the Boston Consulting Group (BCG) Matrix and the GE/McKinsey matrix.

The stages of the product lifecycle.

The diffusion of innovation.

Growth options:

The main routes to growth applying Ansoff's growth vectors – market penetration, product/service development, market development, unrelated diversification.

Identifying and mitigating risk.

The benefits and drawbacks of collaboration, including mergers, acquisitions, joint ventures and strategic alliances, and how they might be applicable growth options for small businesses.

Partnerships in the value chain, e.g. bidding consortia.

The potential of franchising for expanding a business.

International expansion and growth strategies for small businesses.

LO2 **Assess the various methods through which organisations access funding and when to use different types of funding**

Investment decision making:

The main methods of financial appraisal to compare strategic or project options, including payback period and net present value calculations, Return on Investment (ROI).

Sources of finance for growth:

The main sources of finance for growth and the benefits and drawbacks of each, e.g. bank loans, grants, community development investors, crowdfunding, peer-to-peer lending, merchant cash advances, angel investors, venture capitalists.

LO3 **Develop a business plan to communicate a growth strategy in a business to the relevant stakeholders**

Strategic intent:

Developing a vision and mission for the organisation based on areas of strength, identified opportunities, values and ethics, and the expectations of stakeholders.

Exploring successful business growth strategies, e.g. addressing niche markets, market penetration, partnerships, product/service expansion, diversification.

International expansion strategies.

Preparing a business case for investment:

The key aspects of a business plan aimed at securing investment and what investors are looking for.

Creating evidence-based justification and rationale for investment requirements.

Stakeholder analysis: power vs interest mapping.

Types and depth of business plans – LEAN plans, traditional business plans, financial outlines, contingency planning reports.

Strategic, tactical and operational plans subject to stakeholder analysis.

Appropriate business case formats to address investor and stakeholder needs.

Different business case formats to meet needs of culturally diverse expectations of stakeholders for international growth.

LO4 **Assess the various ways that a small business owner can exit the business and the implications of each option**

Exit for success and failure:

The key reasons for business failure, both external and internal, and how business failure might be prevented.

Mechanisms for exit in the event of failure, including going into administration, declaring bankruptcy.

Exit routes for successful businesses, e.g. selling or floating the business, valuing the company.

Owner-manager exit strategies: internal, e.g. partners, management, family, employees vs external, e.g. recapitalisation, initial public offering (IPO), liquidation, financial buyers.

Growth and succession in the family business:

Factors that affect growth and succession in a family business.

Areas of potential conflict.

Succession planning.

Organisational cultural issues in business.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Analyse the key factors that SMEs should consider when evaluating growth opportunities		
P1 Analyse key considerations for evaluating growth opportunities in an organisational context. **P2** Evaluate the opportunities for growth, applying an appropriate management tool.	**M1** Critically evaluate the options for growth, using a range of analytical frameworks to demonstrate the understanding of competitive advantage in an organisational context.	**D1** Justify specific options and pathways for growth, taking into account the risks of each option and how they can be mitigated.
LO2 Assess the various methods through which organisations access funding and when to use different types of funding		
P3 Assess the potential sources of funding available to businesses, in given organisational contexts, addressing benefits and drawbacks of each source.	**M2** Critically evaluate potential sources of funding for the adoption of an appropriate source/s of funding for a given organisational context.	**D2** Devise potential sources of funding, with justified argument for the adoption of a particular source or combination of sources, based on organisational needs.
LO3 Develop a business plan to communicate a growth strategy in a business to the relevant stakeholders		
P4 Design a business plan for organisational growth that includes financial information and strategic objectives for a business.	**M3** Develop an appropriate and detailed business plan for growth and securing investment, setting out strategic objectives and strategies to meet stakeholder needs and expectations.	**D3** Present a coherent and in-depth business plan that demonstrates knowledge and understanding of how to formulate, apply and achieve business objectives successfully.
LO4 Assess the various ways that a small business owner can exit the business and the implications of each option.		
P5 Assess exit or succession options for a small business, addressing the benefits and drawbacks of each option.	**M4** Compare exit or succession options for a small business to make valid recommendations.	**D4** Provide a critical evaluation of exit or succession options for a small business, with justified recommendations to support effective exit or succession.

Recommended Resources

Textbooks

BLANCHARD, K., ONCKEN, W. and BURROWS, H. (2015) *The One Minute Manager Meets the Monkey*. London: Harper Collins.

BURNS, P. (2016) *Entrepreneurship and Small Business*. 5th Ed. Basingstoke: Palgrave Macmillan.

BURNS, P. (2018) *New Venture Creation: A Framework for Entrepreneurial Start-ups.* Basingstoke: Palgrave Macmillan.

WILLIAMS, S. (2019) *Financial Times Guides: Business Start Up 2019/20.* Harlow: Pearson.

Websites

www.entrepreneur.com	Entrepreneur (General reference)
www.isbe.org.uk	Institute for Small Business and Entrepreneurship (General reference)
www.marketing-insider.eu	Marketing-Insider New product development process (Article)
www.princestrust.org.uk	The Prince's Trust Business plan pack Business plan template (General reference)

Links

This unit links to the following related units:

Unit 8: Innovation and Commercialisation

Unit 29: Managing and Running a Small Business

Unit 43: Business Strategy

Unit 52: Product and Service Development

Unit 54: E-Commerce & Strategy for Business

Unit code	**D/650/0204**
Unit level	**5**
Credit value	**15**

Introduction

Electronic commerce, or e-commerce, refers to any type of commercial/business transaction where information, data, products and services are exchanged across the internet. These transactions can cover a wide diversity of business types, including: consumer-based retail sites (for example Amazon), sites that provide facilities such as auctions (for example eBay) and business exchanges between different organisations. E-commerce allows consumers to electronically exchange goods and services 24/7 with no barriers in terms of time or geography.

In this unit, students will gain an understanding of how and why businesses and organisations develop e-commerce strategies to remain competitive in the global market. Students will develop an appreciation of the elements and resources required to set up an e-commerce site and will be engaged in the design and implementation of their own strategies that would, in reality, form part of a secure e-commerce site. Students will examine the impact that e-commerce has on society and the global market for consumers, buyers and sellers in terms of the benefits and drawbacks of online purchasing. Students will research and investigate the technologies involved in setting up a secure e-commerce site in preparation for their own e-commerce strategy.

Students will devise a strategy based on an element of e-commerce, for example designing a shopping cart, an ordering system, payment system or an online marketing system. Their design should be fully implemented and evaluated in terms of its success or failure.

On successful completion of this unit, students will have gained a technical and a practical insight into e-commerce strategy, design and development. As a result, they will develop skills such as communication literacy, critical thinking, analysis, reasoning and interpretation, which are crucial for gaining employment and developing academic competence.

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Learning Outcomes

By the end of this unit students will be able to:

LO1 Examine the strategies employed by and the impact of e-commerce on business organisations

LO2 Analyse the hardware, software, web-based and database technologies involved in setting up a secure e-commerce site

LO3 Design an e-commerce strategy based on a given end-user requirement for a target audience.

LO4 Implement an e-commerce strategy based on a given end-user requirement for a target audience.

Essential Content

LO1 Examine the strategies employed by and the impact of e-commerce on business organisations

Customer expectations:

Raised expectations for a quick and efficient service, e.g. timely responses to customer communications, quick delivery of the product or service, accurate information, reduced pricing for the product/service, greater choice.

Benefit and drawbacks:

Wider market, niche target marketing, lower overheads and costs, greater flexibility and access to goods/services 27/7.

Visibility, security issues and threats, down-time, high set-up and maintenance costs, the need to employ a technician or web-based administrator to manage the provision.

LO2 Analyse the hardware, software, web-based and database technologies involved in setting up a secure e-commerce site

Web architecture:

Components, e.g. server-side scripting, client/server/script interaction, operation of server-side web applications, accessing data on the web server.

Dynamic web pages, including consistent navigational menu on all pages, browser cookies, embedding animation and video content in web pages, adding interactivity with plug-ins.

Hardware and software:

Use of web servers, browsers, server software, web-authoring tools, database system, shopping-cart software, scripting software, browser and platform compatibility.

Networking technology, e.g. TCP/IP addresses, ports and protocols, domain names, multiple registration of domains.

Setting up the server directory structure, deploying access configuration/security.

Impact of blockchain technology for payments, supply chain and decentralised marketplace.

Database technology:

Uses and processes, e.g. database-driven web pages, opening a connection to a database, storing data captured from forms, performing dynamic queries on the database, generating a web page response displaying the results of a query.

Communication technology:

Uses, e.g. email support, forum; search engine optimisation; additional hardware and software components required to support communications.

Data transmission:

Features, e.g. download speeds, transfer rates, bandwidth required for given applications, including text, graphics, video, speech.

LO3 **Design an e-commerce strategy based on a given end-user requirement or specification**

Considerations:

Hardware and software, design and development, costs and resources, security, maintenance, customer online support and logistics.

Security management, e.g. password protection, security and session management.

Internet strategy:

Hosting, e.g. internal, sub-contracted; design of the website; maintaining 24/7 access.

Marketing strategy:

Methods, e.g. targeting market segments and interest groups, developing electronic 'web-communities', CRM, promotion strategies to target specific market segments, search engine optimisation, e-marketing software.

Supply chain strategy:

Methods, e.g. satisfying customer demand, responsive supply chain, managed in house or sub-contracted, developing 'partnership' relationships with suppliers.

Electronic payment:

Transaction processing in e-commerce website, e.g. customer registration, marking order, shopping cart, check out.

Methods e.g. online transaction processing, Commercial Off the Shelf Software (COTS), other payment systems, e.g. PayPal, Worldpay.

LO4 **Implement an e-commerce strategy based on a given end user requirement or specification.**

Factors for implementation:

Different factors to consider, e.g. planning, channel selection, brand, touchpoints, creating personalised experience.

Mapping out the business process from managing product information, pricing, receiving and processing orders, processing customer requests.

Competitor analysis to enhance User Experience design (UX) and User Interface design (UI).

Implementation:

Different e-commerce business models, e.g. B2B, B2C, C2C.

Building an e-commerce website page or online store, e.g. displaying products, search catalogue, transactions and processing.

Tools and applications for creating an interactive ecommerce website, e.g. use of e-commerce builder WordPress, Squarespace.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine the strategies employed by and the impact of e-commerce on business organisations		
P1 Discuss the importance of addressing and meeting customer expectations when employing an e-commerce strategy, giving specific examples.	**M1** Evaluate how e-commerce has been used to improve an element of business operations, giving specific examples.	**D1** Critically evaluate the benefits and drawbacks of utilising e-commerce.
LO2 Analyse the hardware, software, web-based and database technologies involved in setting up a secure e-commerce site		
P2 Analyse different types of technologies involved in setting up a secure e-commerce site.	**M2** Critically analyse the role that technologies play in the development and sustainability of e-commerce.	**D2** Justify the importance of communications technology in e-commerce design.
LO3 Design an e-commerce strategy based on a given end-user requirement or specification		
P3 Discuss the types of strategy that could be used to drive an e-commerce solution. **P4** Design an e-commerce solution based on a specified requirement or strategy.	**M3** Design an e-commerce strategy that integrates functionality to solve issues and challenges to successfully meet the end-user requirement or specification.	**D3** Appraise the design and functionality of the e-commerce strategy for providing a seamless customer experience.
LO4 Implement an e-commerce strategy based on a given end-user requirement or specification.		
P5 Build an e-commerce interactive site, based on a specified requirement or strategy.	**M4** Produce an e-commerce interactive site that applies features and theme, aligned to specified requirement or strategy.	**D4** Create an e-commerce interactive site that includes engaging UI and UX design components.

Recommended Resources

Textbooks

BONES, C. and HAMMERSLEY, J. (2015) *Leading Digital Strategy: Driving Business Growth Through Effective E-commerce.* 1st Ed. Kogan Page.

CHAFFEY, D. (2019) *Digital Business and E-Commerce Management.* 7th Ed. Financial Times: Prentice Hall.

HAMMERSLEY, I. and HAMMERSLEY, M. (2018) *Ultimate Guide to E-commerce Growth.* Smartebusiness Ltd.

PHILLIPS, J. (2016) *Ecommerce Analytics: Analyze and Improve the Impact of Your Digital Strategy*. 1st Ed. Pearson FT Press.

Websites

www.ecommercefuel.com	eCommerce Fuel (Discussion forum)
www.irpcommerce.com	IRP Commerce E-commerce resources on the web (General reference)
www.networksolutions.com	Network Solutions Education Centre Developing an e-commerce strategy (Articles)

Links

This unit links to the following related units:

Unit 14: Digital Business in Practice

Unit 16: Managing the Customer Experience

Unit 35: Integrated Marketing Communications

Unit 55: Planning Social Media Campaigns

Unit code	**H/618/5138**
Unit level	**5**
Credit value	**15**

Introduction

Facebook, Twitter, LinkedIn, blogs on countless themes, the ability to leave comments about news, online stores, file-sharing platforms and wikis have become essential elements of daily life. They are also valuable tools in the way that businesses communicate with their existing and potential audiences. Social media has transformed the way that people and businesses communicate, by allowing engagement across multiple channels with greater personalisation and targeted dissemination.

While we are experiencing a time of transformation that generates interesting opportunities, we are also faced with new challenges for organisations and individuals. The rapid growth in social media raises questions about authorship, authenticity and privacy, to name but a few.

In this unit, students will explore this new cultural ecosystem, where we use new practices of communication and social interaction through social media.

On successful completion of this unit, students will be able to analyse a market to plan and develop strategic communication campaigns through social media.

Learning Outcomes

By the end of this unit students will be able to:

LO1 Examine the key concepts and features of social media for different business activities

LO2 Discuss the uses of social media and their impact on market and audience

LO3 Plan a social media campaign for an organisation, based on client need, market and user research

LO4 Implement a social media campaign plan for an organisation to meet business objectives.

Essential content

LO1 Examine the key concepts and features of social media for business activities

Social media concepts and features:

Defining social media and different types of social media platforms.

The use of social media as interactive platforms and primary uses of social media platforms:

- corporate use of social media to influence and project brand, culture and values, e.g. brand building, culture of the company, positioning in social networks
- consumer engagement, e.g. customer service support
- communication and advertising, e.g. internal communication, external communication, contents, platforms.

The social media environment:

Emerging technologies and their impact on the social media environment, e.g. Artificial Intelligence (AI), the transformational impact of 5G networks, new access to virtual space and technologies.

Globalisation and increased connectivity worldwide, leading to social media activism.

Proactive and reactive social media responses in 'real time' to current news and events.

The influences of culture and society on social media adoption and usage.

Business activities:

The benefits to business, e.g. driving sales through advertising and promotion, providing insight into consumer trends, strengthening customer relationships.

How social media facilitates communications with customers both B2C and B2B, e.g. expands market reach, provides marketing insights and research, enables targeted promotion of product and services.

Social media for building brand and creating positive brand association.

The use of social media for increasing web traffic and building and increasing conversion rates.

Risks to business activities, e.g. no tangible return, wasted time and investment, negative impact of incorrect messaging.

Social media roles and business activities:

The roles and responsibilities of a social media manager, community manager, social media content creator, social media marketing manager.

Specific competences and skills sets, including managing different social media channels, facilitating social media communities, forming relationships with key influencers, creating engaging written and graphic brand messaging and monitoring competitor activities.

LO2 **Discuss the uses of social media platforms and their influence on market and audience**

Social media platforms:

Different social media channels and their benefits and limitations:

- Facebook
- LinkedIn
- Snapchat
- Twitter
- Instagram.

Techniques for building, managing and sustaining a loyal community on social media platforms.

Influencing market and audience:

Influencer marketing to grow social media presence.

User motivations and purpose of using different social media platforms, e.g. for social networking, entertainment, social interaction.

Using social media for consumer-to-consumer recommendations and sharing of opinions.

Community and interest-driven platforms that provide the opportunity to share user profiles and create online networks.

The use of blogs, podcasts and videos to influence, share and interact with consumers.

LO3 **Plan a social media campaign for an organisation, based on client need, market and user research**

Planning a social media campaign:

Methods of conducting market research of target audience and competitor analysis to define social media marketing aims and objectives.

Identifying types of strategies for optimising social media accounts, creating and curating engaging content, managing the community and social listening.

Applying metrics, e.g. number of clicks, hashtag performance, tracking reach.

Differentiation between vanity metrics vs key metrics.

Different approaches for gathering and evaluating feedback in real time to adapt and optimise.

Content strategies and management:

Creating different types of visual creation content using consistent themes and colours, e.g. use of Instagram, Pinterest.

Techniques used for user-generated content and postings for interaction, e.g. hashtags, posting photos.

Developing stories, competitions and time-sensitive content to share, e.g. using Instagram and Facebook.

Factors to consider in planning a social media campaign, e.g. timing of posts and visibility of content on social media channels.

Building in and maintaining the audience through active influencers.

Professional social media management.

Using social media analytics and dashboards to track usage and engagement.

LO4 **Implement a social media campaign for an organisation to meet business objectives.**

The stages of a social media campaign plan:

The purpose of a social media campaign.

Devising different social media campaign goals and promotion on different social media channels.

Techniques for promoting one message and uniqueness of brand, e.g. livestreaming, hashtags.

Creating a content calendar.

The factors to be considered for content creation, e.g. content type and format, balancing promotional and non-promotional content, meeting ethical and sustainable requirements.

Follow-up promotion techniques.

Market testing:

Purpose of market testing.

Different models for pilot testing, e.g. focus groups, questionnaire/survey interviews.

Social media analytics:

Use of analytical tools, e.g. Facebook Insight, Google Analytics, Twitter Analytics.

Data searching.

Data modelling.

Metrics and techniques for measuring engagement, e.g. 'Followers'.

'Likes', click-thru rate.

Customer attitudes/behaviours.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Examine the key concepts and features of social media in different business practices</td><td rowspan="4">LO1 and LO2
D1 Critically analyse how social media is used by organisations to develop and promote business aims.</td></tr>
<tr><td>P1 Explore the key concepts of social media and the social media environment.
P2 Discuss the business activities that can be influenced by social media.</td><td>M1 Analyse the use of social media in the relationship between businesses and consumers.</td></tr>
<tr><td colspan="2">LO2 Discuss the uses of social media and their impact on market and audience</td></tr>
<tr><td>P3 Explore the use of social media platforms for different communication objectives.
P4 Debate the impact of different social media platforms on brand awareness and consumer engagement.</td><td>M2 Compare different social media platforms to identify their areas of greatest influence.</td></tr>
<tr><td colspan="2">LO3 Plan a social media campaign for an organisation, based on client need, market and user research</td><td rowspan="2">D2 Create a dynamic and unique social media campaign that influences users, is strategically focused and which has measurable outcomes.</td></tr>
<tr><td>P5 Conduct market and user research to consider different social media options in response to a given brief.
P6 Plan content and a content calendar for a social media campaign to address client needs and meet customer expectations.</td><td>M3 Justify design choices and the selection of technology platforms and tools for use in a social media campaign.</td></tr>
</table>

Pass	Merit	Distinction
LO4 Implement a social media campaign for an organisation to meet business objectives.		
P7 Implement a social media campaign, including content creation, and monitoring of audience engagement. **P8** Deliver a social media campaign that captures audience engagement through in-built analytics, across a range of social media platforms.	**M4** Implement a social media campaign designed to trigger strong audience emotions and add value to users. **M5** Compare audience engagement across a range of social media platforms, using in-built analytics to analyse the success of a campaign.	**D3** Evaluate performance and success of a social media campaign in meeting business objectives to make justified improvements.

Recommended Resources

Textbooks

ATHERTON, J. (2019) *Social Media Strategy: A Practical Guide to Social Media Marketing and Customer Engagement*. London: Kogan Page.

BARTNIK, M. (2019) T*he 8 Pillars of Social Media Marketing: Learn How to Transform Your Online Marketing Strategy For Maximum Growth with Minimum Investment.* Independently published.

McGRUER, D. (2019) *Dynamic Digital Marketing: Master the world of online and social media marketing to grow your business*. John Wiley and Sons.

WRIGHT, C. (2020) *Social Media Marketing 2020: How to Crush it with Instagram Marketing – Proven Strategies to Build Your Brand, Reach Millions of Customers, and Grow Your Business Without Wasting Time and Money.* Independently published.

Websites

www.i-socialmarketing.org	International Social Marketing Association Professional association (General reference)
www.socialmediaassoc.com	Social Media Association Professional association (General reference)
www.socialmediaclub.org	Social Media Club Professional association (General reference)
www.womma.org	WOMMA – Word of Mouth and Social Media Marketing Professional association (General reference)

Links

This unit links to the following related units:

Unit 14: Digital Business in Practice

Unit 33: Marketing Insights and Analytics

Unit 34: Digital Marketing

Unit 35: Integrated Marketing Communications

Unit 56: Tapping into New and International Markets

Unit code	**R/508/0603**
Unit level	**5**
Credit value	**15**

Introduction

In today's global environment, organisations are constantly looking at new ways to expand internationally. With the rise of digital technology and the relaxation of barriers to entry this is easier than ever before, but all organisations must consider a range of options when making the decision to expand internationally.

In this unit, students will explore how organisations are able to move into international markets, assessing the opportunities and threats of them doing so. They will investigate international trade theories and approaches to expanding internationally by importing and exporting. The unit aims to give students key tools and techniques to aid organisations in evaluating whether they should tap into international markets and assess the various implications of doing so.

On completion of this unit, students will have a clear understanding of the international environment and considerations that need to be made by business if they are seeking to expand on an international scale. This is invaluable knowledge and understanding for students who aspire to work in the global business arena.

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Learning Outcomes

By the end of this unit a student will be able to:

LO1 Analyse the opportunities and threats for firms exposed to an increasingly globalised environment

LO2 Evaluate the membership of trading blocs as a vehicle for expanding internationally

LO3 Determine the importing and exporting process, and the practicalities involved

LO4 Devise ways in which an SME organisation can tap into international markets.

Essential Content

LO1 **Analyse the opportunities and threats for firms exposed to an increasingly globalised environment**

The global context for small business and entrepreneurship:

Global expansion and opportunities for entrepreneurs and small businesses.

Challenges and threats of globalisation for entrepreneurs and small businesses.

Growth of (local and global) competition.

The rise of the 'born globals', transnational companies (TNCs) and multinational companies (MNCs).

E-commerce as a tool for entrepreneurs and small businesses to go global, including websites with e-commerce capabilities, e.g. virtual shopping carts, secure online payments, social media presence.

The application of data protection and cybersecurity, and local regulatory requirements

Recognition of rules and regulations.

Cultural norms to be observed when conducting international business.

LO2 **Evaluate the membership of trading blocs as a vehicle for expanding internationally**

Context for international trade and trade blocs:

Defining international trade.

International trade theories, including country similarity, product lifecycle, global strategic rivalry and Porter's National Competitive Advantage Theory.

Types of trade blocs, regional trade agreements, free trade zones and their role in facilitating SME trade.

The role of the World Trade Organization (WTO) and government agencies in facilitating international trade.

Grants, subsidies, quotas and special arrangement for SMEs.

Trade controls and tariffs.

Context for importing and exporting for SMEs.

LO3 **Determine the importing and exporting process, and the practicalities involved**

Rationale for importing and exporting for SMEs:

Factors to consider when importing and exporting, e.g. innovation and creativity, resources and capabilities, PESTLE analysis of intended new markets, customs and business practices.

Merchandise importing and exporting.

Service importing and exporting.

Licensing.

LO4 **Devise ways in which an SME organisation can tap into international markets.**

Methods used to expand into international markets:

Business planning for expanding into international markets; assessing markets, financial support, distribution and transportation channels, legal considerations and international regulations.

Methods of establishing a presence in international markets, including licensing and franchising agreements, joint ventures, establishing connections and partnerships, and outlets/branches abroad.

Learning Outcomes and Assessment Criteria

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Analyse the opportunities and threats for firms exposed to an increasingly globalised environment</td><td rowspan="5">LO1 and LO2
D1 Formulate recommendations for SMEs based on international opportunities, risks and overcoming barriers.</td></tr>
<tr><td>P1 Explain the global business environment in which small and entrepreneurial businesses operate.
P2 Analyse the threats and opportunities that face SMEs in an increasingly competitive global environment.</td><td>M1 Provide evidence-based analysis of the global business environment in which small and entrepreneurial businesses operate, using specific examples.
M2 Critically analyse the implications of threats and opportunities that face SMEs in an increasingly competitive global environment.</td></tr>
<tr><td colspan="2">LO2 Evaluate the membership of trading blocs as a vehicle for expanding internationally</td></tr>
<tr><td>P3 Compare advantages and disadvantages of international trading blocs and agreements for SMEs to expand internationally.
P4 Assess the various tariff and non-tariff barriers that exist in the international trading environment.</td><td>M3 Critically evaluate international trading blocs and agreements, and their implications for SMEs.</td></tr>
<tr><td colspan="2">LO3 Determine the importing and exporting process, and the practicalities involved</td><td rowspan="2">D2 Produce valid and justified recommendations for use of different approaches in an international context.</td></tr>
<tr><td>P5 Determine the advantages and disadvantages of importing and exporting, and how to secure a deal.
P6 Explain the differences between merchandise and service imports and exports.</td><td>M4 Apply the appropriate import and export process to an organisation and make recommendations on how they could be applied in an international context.</td></tr>
</table>

Pass	Merit	Distinction
LO4 Devise ways in which an SME organisation can tap into international markets.		
P7 Compare the various ways in which SMEs can tap into international markets, assessing the pros and cons of each method. **P8** Develop appropriate methods to tap into international markets for an SME business venture.	**M5** Develop different methods to tap into various markets that align with the overall business objectives of an SME business venture.	**D3** Justify implementation of different methods to tap into various markets to successfully meet overall business objectives.

Recommended Resources

Textbooks

HILL, C. and HULT, T. (2018) *ISE International Business: Competing in the Global Marketplace.* 12th Ed. London: McGraw-Hill.

PENG, M. and MEYER, K. (2019) *International Business.* 2nd Ed. London: Cengage Learning.

RUGMAN, A. and COLLINSON, S. (2020) *International Business*. 8th Ed. Harlow: Pearson.

WALL, S. and MINOCHA, S. (2015) *International Business*. 4th Ed. Harlow: Pearson.

Websites

www.businesscasestudies.co.uk	Business Case Studies Growing a company by acquisition (Case studies)
www.talk-business.co.uk	Talk Business Four Ideas for Tapping into New Market (Article)
www.velocityglobal.com	Velocity Resources (General reference)

Links

This unit links to the following related units:

Unit 25: Global Business Environment

Unit 50: International Marketing

Unit 57: Business Intelligence

Unit code	**M/615/1641**
Unit level	**5**
Credit value	**15**

Introduction

Data and information are core to any organisation and business process. The necessity of having meaningful information is the key driver for effective decision making and problem solving. Business intelligence has evolved from technologies such as decision support systems (DSS) to include tools and methods associated with data mining, data integration, data quality and data warehousing, in conjunction with other information management systems and applications.

In this unit, students will examine the concept of business processing in terms of data capture, conversion and information output and they will define the tools and technologies associated with business intelligence functionality. Students will use business intelligence tools and techniques to demonstrate an understanding of a given problem. Finally, students will evaluate the impact of business intelligence on effective decision making.

On successful completion of this unit, students will appreciate the importance of business intelligence in terms of optimising decision making and performance. By exploring the tools, techniques and systems that support business intelligence, students will be aware of their role and contribution, and their importance to organisations. As a result, students will develop skills such as communication literacy, critical thinking, analysis, reasoning and interpretation, which are crucial for gaining employment and developing academic competence.

Learning Outcomes

By the end of this unit students will be able to:

LO1 Discuss business processes and the mechanisms used to support business decision making

LO2 Compare the tools and technologies associated with business intelligence functionality

LO3 Demonstrate the use of business intelligence tools and technologies

LO4 Discuss the impact of business intelligence tools and technologies for effective decision-making purposes and the legal/regulatory context in which they are used.

Essential Content

LO1 Discuss business processes and the mechanisms used to support business decision making

Business process model:

Data input and capture, data processing/conversion and information output, security considerations; unstructured and semi-structured data.

Tactical and operational decisions, the business process model, business intelligence functionality.

Comparison of systems and technologies associated with business intelligence.

Mechanisms:

Application software and databases used to collect and store intelligence.

Systems used to manage, analyse and display business intelligence to support the decision-making process; the importance of reliable data; impacts of reliable data in businesses.

Business processes:

Different types of business processes:

- management, e.g. supporting decision making, problem solving; operational, e.g. sales, purchasing and marketing
- support, e.g. accounting, technical supporting processes.

Methods for improving the efficiency of a business process, e.g. forecasting, decision making

- predictive reasoning
- automating processes, e.g. print runs, salary slips.

LO2 Compare the tools and technologies associated with business intelligence functionality

Support for business decisions:

Operational tactical and strategic.

Operational examples, including product positioning or pricing.

Tactical decisions, including financial outlay to gain competitive advantage.

Strategic business decisions, e.g. priorities, goal setting, forecasting for the future, global diversification.

Business intelligence functionality:

Analysing data, decision making, problem solving, designing more intuitive/innovative systems.

Systems and technologies:

Information systems at an operational, tactical and strategic level. Transaction processing, management information systems, decision support systems, expert systems.

LO3 **Demonstrate the use of business intelligence tools and technologies**

Tools and techniques:

Descriptive and predictive analysis, predictive modelling, e.g. forecasting, use of statistical models to predict and identify trends.

Data mining techniques to find anomalies, cluster patterns and/or relationships between data sets.

Converting data into visual information using charts, graphs, histograms and other visual mediums.

Solutions:

Supporting a business process, e.g. end-user requirements, systems requirement, application to automate procedures.

Designing a tool, program or package that can perform a specific task to support problem solving or decision making at an advanced level.

Uses:

The design of an application to solve a specific user need or system requirement.

E-commerce functions for a website to support a specific business process.

How to design a program for a specific end user that will support another application or process.

Design considerations:

Addressing a user or system requirement.

Designing a user-friendly and functional interface, considering user engagement and interaction with the designed solution.

The value of customisation of the solution to satisfy the user and system requirements.

LO4 **Discuss the impact of business intelligence tools and technologies for effective decision-making purposes and the legal/regulatory context in which they are used.**

Recognise the legal, social, ethical and professional issues involved in the exploitation of computer technology.

Cybersecurity management:

The personal, organisational and legal/regulatory context in which tools could be used.

The risks of such use and the constraints (such as time, finance and people) that may affect how cybersecurity is implemented.

Evaluation criteria:

Enhanced or improved operations, e.g. more efficient, faster results, more user friendly, higher productivity, extended target audience, more competitive, more profitable, improved customer service.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Discuss business processes and the mechanisms used to support business decision making		
P1 Examine, using examples, the terms 'Business Process' and 'Supporting Processes'.	**M1** Differentiate between unstructured and semi-structured data in an organisation.	**D**1 Evaluate the benefits and drawbacks of using application software as a mechanism for business processing.
LO2 Compare the tools and technologies associated with business intelligence functionality		
P2 Compare the types of support available for business decision making at varying levels in an organisation.	**M2** Compare and contrast a range of information systems and technologies that can be used to support organisations at operational, tactical and strategic levels.	**D2** Justify, with specific examples, the key features of business intelligence functionality.
LO3 Demonstrate the use of business intelligence tools and technologies		
P3 Determine, with examples, what business intelligence is and the tools and techniques associated with it. **P4** Design a business intelligence tool, application or interface that can perform a specific task to support problem solving or decision making at an advanced level.	**M3** Customise the design to ensure that it is user friendly and has a functional interface.	**D3** Provide a critical review of the design in terms of how it meets a specific user or business requirement and identify what customisation has been integrated into the design.
LO4 Discuss the impact of business intelligence tools and technologies for effective decision-making purposes and the legal/regulatory context in which they are used.		
P5 Discuss how business intelligence tools can contribute to effective decision making. **P6** Explore the legal issues involved in the secure exploitation of business intelligence tools.	**M4** Conduct research to identify specific examples of organisations that have used business intelligence tools to enhance or improve operations.	**D4** Evaluate how organisations could use business intelligence to extend their target audience and make them more competitive in the market, taking security legislation into consideration.

Recommended Resources

Textbooks

GESIER, E. (2021) *Beyond Business Analytics* Palgrave Macmillan UK.

JESTON, J. and NELIS, J. (2017) *Business Process Management*. 4th Ed. Routledge.

MARR, B. (2017) *Data Strategy: How to Profit from a World of Big Data, Analytics and the Internet of Things.* Kogan Page Ltd.

MARR, B. (2015) *Big Data: Using SMART Big Data, Analytics and Metrics to Make Better Decisions and Improve Performance*. 1st Ed. John Wiley & Sons Ltd.

MARZ, N. & WARREN, J. (2015) *Big Data: Principles and practices of scalable real time data systems.* Manning Publications Co.

Websites

www.businessintelligencetechnologies.com	Business Intelligence Technologies Blog (General reference)
www.ibm.com	IBM Learn (General reference)
www.ukdataservice.ac.uk	UK Data Service Use data Student resources (General reference)

Links

This unit links to the following related units:

Unit 6: Managing a Successful Business Project (Pearson Set)

Unit 45: Business Data Analytics and Insights

12 Appendices

Appendix 1: Mapping of HND in Business against FHEQ Level 5

Key	
KU	Knowledge and Understanding
CS	Cognitive Skills
AS	Applied Skills
TS	Transferable Skills

The qualification will be awarded to students who have demonstrated:

FHEQ Level 5 descriptor		Business HND programme outcome
Knowledge and critical understanding of the well established principles of their area(s) of study, and of the way in which those principles have developed	KU1	Knowledge and understanding of the fundamental principles and practices of the contemporary global business environment, responding to and shaping the dynamic and changing nature of business.
	KU2	Knowledge and understanding of interrelationships and integration between areas of business within organisations and across the business environment.
	KU3	Knowledge and understanding of the rapidly changing external business environment and its impact on local, national and global levels of strategy, behaviour, management and sustainability.
	KU4	Understanding and insight into different businesses; their diverse nature, purposes, cultures, structures and operations, and their influence on the external environment.
	KU5	Knowledge and understanding of digital business and technology on reshaping traditional revenue streams and business models, disruptive innovation and driving the need for digital strategic priorities in a changing environment.
	KU6	A critical understanding of the cultural, ethical, legal, professional and operational frameworks within which businesses operate.
	KU7	A critical understanding of processes, procedures and practices for effective management of products, services and people, including corporate social responsibility and sustainable management.

FHEQ Level 5 descriptor		Business HND programme outcome
	KU8	A critical understanding of the evolving concepts, theories and models in the study of business across a range of practical and hypothetical business scenarios.
Ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context	CS1	Apply knowledge and understanding of essential concepts, principles and models in the contemporary global business environment, to provide solutions supported by evidence-based decision making.
	AS1	The ability to develop appropriate policies and strategies in a changing environment, to meet stakeholder expectations and maximise achievement of strategic objectives.
	AS2	Apply innovative business ideas to develop, create and communicate new products or services that respond to the changing nature of business and deliver successful outcomes.
	AS3	Integrate theory and practice through the investigation and examination of business practices in the workplace and the wider business environment.
	AS4	Develop successful outcomes for clients/businesses using appropriate business practices, business data and information to make justified recommendations.
	CS2	Develop different strategies and methods to show how resources (human, financial and information) are integrated and effectively managed to successfully meet business objectives.
Knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study.	CS3	Critically evaluate current marketing processes and practices, and their application in providing customer satisfaction and building customer loyalty.
	CS4	Ability to evaluate a broad range of accounting tools/techniques and financial reporting for planning, control and problem solving.
	KU9	Knowledge and understanding of how the key aspects of leadership and performance management influence the development of people and businesses.
	CS5	Critique a range of business information technology systems and operations, and their application to maximise and successfully meet strategic objectives.

FHEQ Level 5 descriptor		Business HND programme outcome
	KU10	An understanding of the appropriate techniques and methodologies used to resolve real-life problems in the workplace.
	TS1	Develop appropriate research skills and skills of critical enquiry to enable the evaluation of different approaches to problem solving in a specific business context.
An understanding of the limits of their knowledge, and how this influences analysis and interpretations based on that knowledge.	TS2	Self-reflection, including self-awareness; the ability to become an effective self-student and appreciate the value of the self-reflection process.

Typically, holders of the qualification will be able to:

FHEQ Level 5 descriptor		Business HND programme outcomes
Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.	TS3	Competently use digital literacy to access a broad range of research sources, data and information.
	CS6	Interpret, analyse and evaluate a range of business data, sources and information to inform evidence-based decision making.
	CS7	Synthesise knowledge and critically evaluate strategies and plans to understand the relationship between theory and real-world business scenarios.
Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.	TS4	Communicate confidently and effectively, orally and in writing, both internally and externally with businesses and other stakeholders.
	TS5	Communicate ideas and arguments in an innovative manner, using a range of digital media.
	AS5	Locate, receive and respond to a variety of information sources (e.g. textual, numerical, graphical and computer based) in defined contexts.
	TS6	Demonstrate strong interpersonal skills, including effective listening and oral communication skills, as well as the associated ability to persuade, present, pitch and negotiate.
Undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations	TS7	Identify personal and professional goals for continuing professional development in order to enhance competence to practice in a chosen business field.
	TS8	Develop specific competences and skills required in a specialist business sector through the completion of specialist pathways and progression routes.

Holders will also have:

FHEQ Level 5 descriptor		Business HND programme outcomes
The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.	TS9	Develop a range of skills to ensure effective teamworking, independent initiatives, organisational competence and problem-solving strategies.
	TS10	Reflect adaptability and flexibility in approach to business; showing resilience under pressure and meeting challenging targets within given deadlines.
	TS11	Use quantitative skills to manipulate data, evaluate and verify existing theory.
	CS8	Evaluate the changing needs of the business environment and have confidence to self-evaluate and undertake additional continuing professional development as necessary.
	TS12	Emotional intelligence and sensitivity to diversity in relation to people and cultures.

Appendix 2: HNC/HND Business Programme Outcomes for Students

	Knowledge and understanding										Cognitive skills								Applied skills					Transferable skills											
Unit	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	1	2	3	4	5	1	2	3	4	5	6	7	8	9	10	11	12
1	x	x	x	x	x	x				x	x				x	x					x		x	x		x	x					x	x		x
2	x	x		x		x	x			x	x	x	x			x	x		x	x	x	x	x			x	x				x		x		
3	x	x	x	x		x	x	x	x	x		x					x		x		x					x	x				x	x	x		x
4	x	x	x	x	x	x	x	x	x		x	x				x	x	x	x		x	x		x							x	x	x		x
5	x				x		x			x		x		x		x					x	x	x	x		x	x				x	x	x	x	
6				x		x		x		x						x	x	x	x	x	x	x	x	x	x		x	x	x	x		x	x		x
7	x			x		x	x				x					x					x	x		x		x						x	x		
8	x				x	x	x			x	x		x			x				x	x	x	x			x	x	x			x		x		
9			x	x	x	x	x													x			x										x		x
10	x				x	x	x			x	x	x		x		x						x	x	x		x	x				x	x	x		
11	x		x		x	x				x	x	x			x	x					x	x	x	x		x	x						x	x	
12						x					x	x							x		x	x					x	x	x		x		x		x
13	x	x	x	x		x	x		x							x	x		x		x	x				x	x	x			x		x		x
14	x	x		x	x	x				x	x	x	x		x	x	x		x	x	x	x	x			x	x	x	x				x		
15	x	x			x	x	x	x		x					x	x	x				x					x	x	x			x		x	x	
16	x	x			x		x			x	x	x	x		x				x	x		x	x			x	x	x	x	x		x	x	x	x
17				x		x	x									x		x					x		x		x		x	x			x		
18	x	x		x		x	x	x			x					x		x		x		x		x	x	x	x	x	x	x	x	x	x	x	x

	Knowledge and understanding										Cognitive skills								Applied skills					Transferable skills											
Unit	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	1	2	3	4	5	1	2	3	4	5	6	7	8	9	10	11	12
19	X					X		X								X		X			X	X	X	X	X	X			X	X		X	X	X	
20	X	X	X	X		X	X	X	X	X	X					X	X	X	X		X	X	X	X		X	X			X	X	X	X	X	
21	X	X		X		X	X			X	X	X		X	X	X	X		X		X	X	X	X		X	X				X	X	X	X	
22	X		X			X	X			X	X	X		X	X	X	X		X		X	X	X	X		X	X				X	X	X	X	
23	X		X			X				X	X	X		X	X	X				X	X	X	X	X		X	X				X	X	X	X	
24	X			X		X	X	X	X	X	X					X	X	X		X	X	X	X						X			X	X	X	X
25	X		X	X		X	X	X			X					X	X				X	X	X			X		X				X	X	X	X
26	X	X		X		X	X	X	X	X			X		X	X	X				X	X				X	X	X			X	X	X	X	X
27	X			X	X	X	X				X						X		X		X	X	X							X	X	X	X		X
28				X				X			X	X		X		X	X	X			X	X		X								X	X		X
29			X				X				X	X		X		X				X		X	X	X		X	X	X	X		X	X	X		X
30	X		X	X		X	X	X	X		X	X	X					X		X	X		X	X	X	X	X	X	X		X	X	X	X	X
31	X		X			X	X	X	X	X	X	X	X			X	X		X				X	X		X	X	X	X	X	X	X	X	X	X
32	X	X	X	X	X	X	X	X	X		X	X				X	X	X		X	X		X	X		X	X	X	X		X	X	X	X	X
33			X	X		X	X				X	X			X			X	X		X	X	X	X		X	X		X		X	X	X	X	X
34	X	X		X	X	X	X				X		X		X		X			X	X		X	X		X	X	X	X		X	X	X		X
35	X	X		X	X	X	X				X	X	X				X		X	X	X	X	X	X		X		X			X	X	X	X	X
36	X	X	X		X	X	X	X	X	X	X	X	X		X	X	X			X	X		X	X		X	X		X		X	X	X	X	
37			X			X	X			X	X							X			X	X	X	X	X		X				X	X	X	X	X
38						X	X			X		X				X			X			X	X	X		X	X				X	X	X	X	

	Knowledge and understanding										Cognitive skills								Applied skills					Transferable skills											
Unit	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	1	2	3	4	5	1	2	3	4	5	6	7	8	9	10	11	12
39	X		X		X	X	X			X	X	X				X	X	X	X	X	X	X	X	X		X	X				X	X	X	X	X
40	X					X					X	X			X	X				X						X		X			X		X		
41					X	X						X				X				X		X	X	X							X		X	X	
42					X	X				X		X				X		X				X	X	X		X	X	X		X			X		
43	X	X		X		X	X	X	X	X	X	X			X	X	X	X	X		X	X	X	X		X	X			X		X	X		
44	X	X	X	X	X	X	X	X			X		X		X	X	X		X	X	X	X	X	X		X	X	X			X		X	X	
45	X				X	X	X	X		X	X	X			X	X					X	X	X	X	X	X	X	X				X	X		X
46	X		X	X		X	X	X	X	X	X	X					X		X		X			X			X		X	X	X		X		X
47	X		X	X			X	X	X	X	X						X	X	X		X			X			X				X		X		X
48	X				X	X	X				X					X					X	X	X		X	X	X		X			X	X		
49						X	X				X	X	X			X	X		X		X		X	X			X				X	X	X		X
50	X			X		X				X	X						X		X				X	X									X		X
51	X					X	X	X					X			X				X	X	X		X	X		X		X		X		X		
52	X		X		X		X			X		X	X			X	X	X	X	X	X	X		X			X	X					X		
53	X	X	X	X		X	X				X	X				X					X			X			X						X		
54	X		X	X		X	X				X	X		X			X		X					X			X					X	X		
55	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X		X	X	X			X	X	X			X		X		X
56	X		X	X	X			X	X	X		X	X			X	X		X	X	X	X	X			X	X	X	X		X	X	X		X
57	X	X	X	X	X		X		X	X	X	X			X	X	X				X	X	X	X		X	X	X					X		

Appendix 3: Transferable skills mapping

Level 4 Higher National Certificate in Business: mapping of transferable employability and academic study skills

Skill Set	Cognitive skills							Intra-personal skills				Interpersonal skills			
Unit	Problem Solving	Critical Thinking/ Analysis	Decision Making	Effective Communication	Digital Literacy	Numeracy	Creativity	Plan Prioritise	Self-management	Independent Learning	Self-reflection	Team work	Leadership	Cultural Awareness	Interpersonal Skills
1	x	x	x	x			x	x	x	x				x	
2	x	x	x	x	x			x	x	x					
3		x		x				x	x	x	x	x	x	x	x
4				x				x	x	x	x		x	x	x
5	x	x	x	x	x	x		x	x	x					
6		x		x	x		x	x	x	x	x	x			x
7	x		x	x				x	x	x					
8			x	x	x		x	x	x	x	x			x	
9		x		x	x		x	x	x	x		x			x
10	x	x	x	x		x		x	x	x					
11		x				x		x	x	x					
12	x	x	x	x				x	x	x			x	x	x

Skill Set	Cognitive skills							Intra-personal skills				Interpersonal skills			
Unit	Problem Solving	Critical Thinking/ Analysis	Decision Making	Effective Communication	Digital Literacy	Numeracy	Creativity	Plan Prioritise	Self-management	Independent Learning	Self-reflection	Team work	Leadership	Cultural Awareness	Interpersonal Skills
13			x					x	x	x	x	x	x	x	x
14		x	x	x	x			x	x	x					
15	x	x	x	x	x			x	x	x					
16	x		x	x	x		x	x	x	x					
17		x	x	x				x	x	x	x	x	x	x	x
18		x		x				x	x	x	x	x	x	x	x

Level 5 Higher National Diploma in Business: mapping of transferable employability and academic study skills

Skill Set	Cognitive skills							Intra-personal skills				Interpersonal skills			
Unit	Problem Solving	Critical Thinking/ Analysis	Decision Making	Effective Communication	Digital Literacy	Numeracy	Creativity	Plan Prioritise	Self-management	Independent Learning	Self-reflection	Team work	Leadership	Cultural Awareness	Interpersonal Skills
19	x	x		x	x	x	x	x	x	x	x				
20		x	x	x				x	x	x	x	x	x	x	x
21	x		x	x	x	x		x	x	x					
22	x		x	x	x	x		x	x	x					
23	x		x	x	x	x		x	x	x					
24		x	x	x			x	x	x	x	x	x	x	x	x
25		x	x	x				x	x	x				x	x
26	x	x	x	x	x			x	x	x			x	x	
27				x			x	x	x	x	x			x	
28			x	x	x	x	x	x	x	x	x	x	x	x	x
29		x	x	x		x		x	x	x	x	x	x	x	x
30		x	x	x	x		x	x	x	x		x		x	x
31		x	x	x				x	x	x					
32	x	x	x	x				x	x	x					
33		x	x	x	x	x	x	x	x	x	x	x		x	x
34		x	x	x	x		x	x	x	x					

Skill Set	Cognitive skills							Intra-personal skills				Interpersonal skills			
Unit	Problem Solving	Critical Thinking/ Analysis	Decision Making	Effective Communication	Digital Literacy	Numeracy	Creativity	Plan Prioritise	Self-management	Independent Learning	Self-reflection	Team work	Leadership	Cultural Awareness	Interpersonal Skills
35	x	x	x	x	x	x	x	x	x	x	x				
36	x	x	x	x				x	x	x				x	x
37	x	x	x	x				x	x	x	x			x	x
38	x	x	x	x				x	x	x					
39	x	x	x	x				x	x	x					
40	x	x		x			x	x	x	x					
41	x			x	x	x		x	x	x					
42	x			x	x	x		x	x	x					
43		x	x	x				x	x	x					
44	x	x	x	x	x		x	x	x	x					
45	x	x	x		x	x	x	x	x	x					
46			x	x	x			x	x	x	x	x	x	x	x
47		x	x	x				x	x	x			x		
48		x	x	x	x	x	x	x	x	x	x	x	x		x
49				x			x	x	x	x	x	x			x
50	x	x	x	x	x		x	x	x	x				x	
51				x	x	x	x	x	x	x				x	
52		x		x	x		x	x	x	x	x	x	x	x	x

Skill Set	Cognitive skills							Intra-personal skills				Interpersonal skills			
Unit	Problem Solving	Critical Thinking/ Analysis	Decision Making	Effective Communication	Digital Literacy	Numeracy	Creativity	Plan Prioritise	Self-management	Independent Learning	Self-reflection	Team work	Leadership	Cultural Awareness	Interpersonal Skills
53	x	x	x	x		x		x	x	x					
54		x	x	x			x	x	x	x				x	
55	x	x	x	x	x		x	x	x	x					
56			x	x	x		x	x	x	x			x	x	x
57	x	x	x	x	x	x	x	x	x	x	x				

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