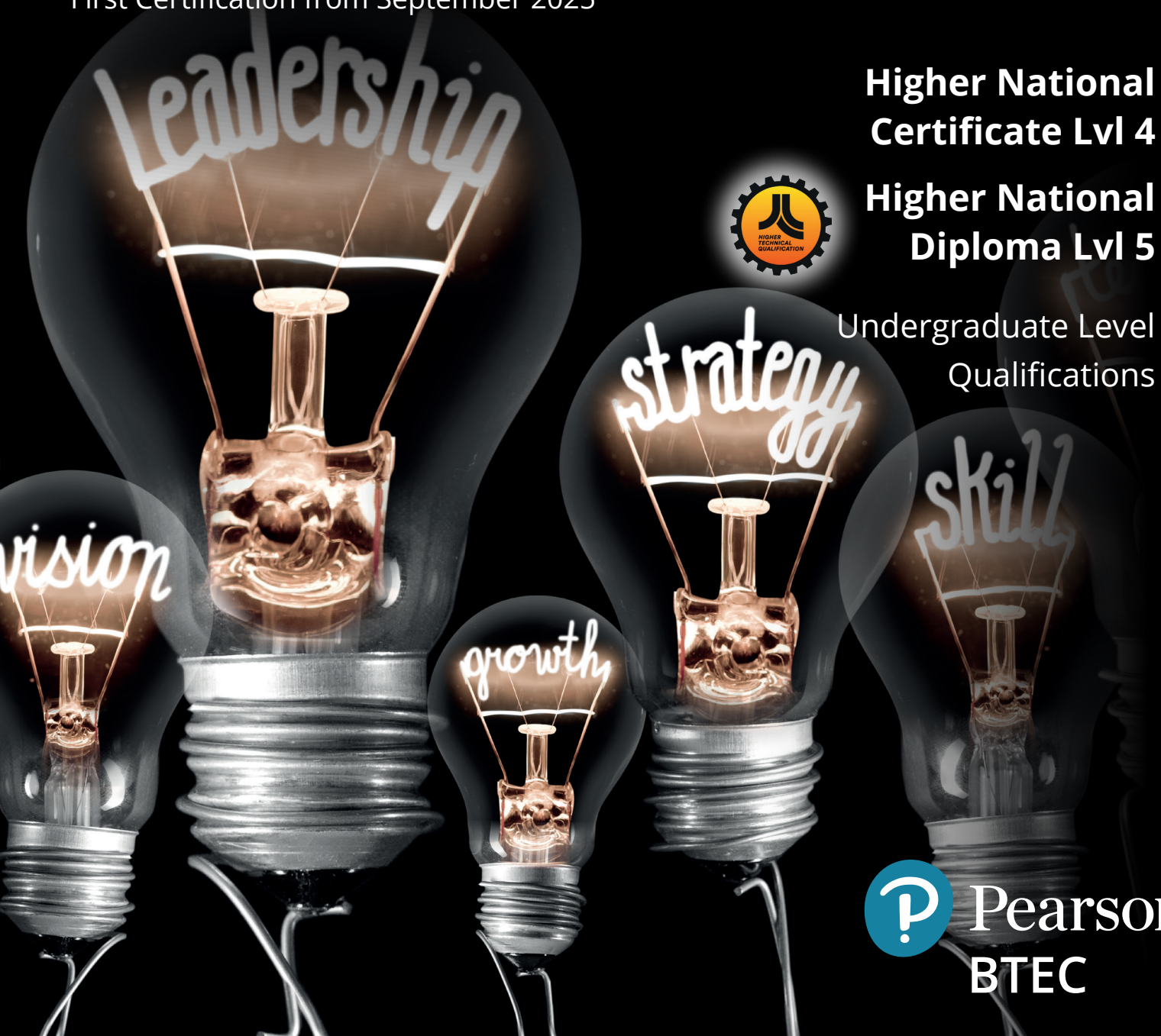
Higher Nationals

Leadership and Management for England

Specification

For use with the Higher National Certificate and Higher National Diploma in Leadership and Management for England

First teaching from September 2024
First Certification from September 2025



Higher National Certificate Lvl 4

Higher National Diploma Lvl 5

Undergraduate Level Qualifications

Pearson BTEC

About Pearson

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to learners, educational institutions, employers, governments and other partners globally. We are committed to helping equip learners with the skills they need to enhance their employability prospects and to succeed in the changing world of work. We believe that wherever learning flourishes so do people.

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Summary of Pearson BTEC Higher Nationals in Leadership and Management for England specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
Changed title of the occupational standard from Operations or Departmental Manager to Operations Manager	7, 14, 17
New essential content has been added to the following unit learning outcomes to meet the knowledge component from the occupational standard K14 Conflict resolution and mediation:	
Level 4:	
Unit 3: Management of Human Resources Learning outcome 4: Managing conflict resolution through the mediation process e.g. intervening early, calling a meeting with both parties, reducing confrontation and gaining agreement.	78
Unit 4: Leadership and Management Learning outcome 4: Behaviours, communication processes and strategies applied in different business situations e.g. dealing with conflict resolution and mediation…	87
Unit 6: Managing a Successful Business Project (Pearson-set) Learning outcome 3: Skills and techniques for dealing with conflict resolution and mediation…	103
Level 5:	
Unit 9: Organisational Behaviour Management: Learning outcome 3: Mediation techniques for resolving conflict and resolving disputes	131
Unit 10: Managing and Leading Change (Pearson-set) 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.	141
Unit 6 Managing a Successful Business Project: Assessment criteria P3 and M2 now moved to LO2 from LO1.	107

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 worked closely with professional organisations to make sure the qualifications were in line with recognised professional standards.

The Pearson BTEC Higher National qualifications 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, 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 their BTEC Higher National programme. More information is available at: www.highernationals.com.

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1.4 Qualification titles

Pearson BTEC Level 4 Higher National Certificate in Leadership and Management for England

Pearson BTEC Level 5 Higher National Diploma in Leadership and Management for England

1.5 Qualification codes

Ofqual Regulated Qualifications Framework (RQF) Qualification numbers:

Pearson BTEC Level 4 Higher National Certificate in Leadership and Management for England: 610/1141/1

Pearson BTEC Level 5 Higher National Diploma in Leadership and Management for England: 610/1142/3

1.6 Awarding institution

Pearson Education Ltd.

1.7 Key features

Pearson BTEC Higher National qualifications offer:

- an exciting and informative study programme that stimulates and challenges students
- refreshed content that is closely aligned with professional body, employer and higher education needs
- core competencies throughout the curriculum, to support lifelong learning skills for personal and professional development
- the knowledge, skills and behaviours required for employment in a role as an Operations or Departmental Manager
- 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 designed and Pearson-set themes 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 to work and which 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 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 Pearson BTEC Higher National qualifications in Leadership and Management. Our thanks go to:

- The Association of Chartered Certified Accountants (ACCA)
- The Chartered Institute of Personnel and Development (CIPD)
- The Chartered Institute of Procurement and Supply (CIPS)
- Atomic Weapons Establishment (AWE)
- BBC
- Capgemini
- Essex County Council
- IBM
- Hobson and Porter
- Stockport Homes
- Kirklees College.

2 Programme purpose and objectives

2.1 Purpose of the Pearson BTEC Higher Nationals

The purpose of Pearson BTEC Higher Nationals is to develop students as independent-thinking professionals who can meet the demands of 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

The aims of the Pearson BTEC Higher Nationals in Leadership and Management are:

- to develop students' leadership and management skills, knowledge and understanding to achieve high performance in the business environment
- to develop students with enquiring minds, who have the abilities and confidence to lead and manage within different business functions, be able to respond to change and tackle a range of complex business situations
- to provide insight into business operations and the opportunities and challenges presented by a global marketplace so that students can create and deliver operational plans that achieve goals and objectives
- to develop students' understanding of the major impacts that digital technologies have upon the business environment, data security and management, and how to effectively use technology in an organisation
- to provide the core skills required for a range of careers in leadership and management, including operations management, talent management, marketing, and sales
- to develop student behaviours that are inclusive, agile and professional, to enable students to strive for achievement in all aspects of work and demonstrate resilience and accountability
- to offer a balance between employability skills, behaviours and knowledge essential for students with employment or academic ambitions
- to equip students with knowledge and understanding of organisational values, culturally diverse organisations, cross-cultural issues, diversity and values.

2.3 Aims of the Pearson BTEC Level 4 Higher National Certificate in Leadership and Management

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 study 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 leadership and management. 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 Leadership and Management

The Level 5 units give students the opportunity to gain knowledge, skills and behaviours aligned to the Occupational Standard (OS) for Operations Manager. The units will prepare students to enter employment with the qualities and abilities necessary for roles that require personal responsibility and decision-making, and support students to aspire to future management roles including the following:

- Operations Manager
- Regional Manager
- Divisional Manager
- Department Manager and Specialist Managers.

The units also prepare students to progress to Level 6 higher education study, including higher apprenticeships and professional body qualifications. 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 of leadership and management and will know how to apply those principles more widely in the business world.

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 Leadership and Management 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
- critical analysis and evaluation to support decision making
- using systems and digital technology, and
- generating and communicating ideas creatively and flexibly.

Independent skills

These include:

- self-management
- adaptability and resilience
- self-awareness
- self-monitoring and self-development
- self-analysis, and
- reflection, planning and prioritising.

Interpersonal skills

These include:

- leadership skills to enable and support high performance working
- building trust, developing, building and motivating teams by identifying their strengths
- communicating effectively and being flexible in communication style
- working collaboratively with others and sharing good practice
- networking and building relationships
- negotiating and influencing, and
- presentation skills, using a range of media.

Commercial skills

These include:

- understanding of the business sector, business operations and business activities
- use of management systems, processes and contingency planning
- use of business development tools (e.g. SWOT) to plan, organise and manage resources
- strategic planning skills to create plans in line with organisational objectives
- use of relevant project management tools
- sales, marketing and promotion, and
- managing and monitoring budgets to inform decision-making.

Business skills

These include:

- awareness of types of companies and legal structures
- being able to present financial information and implications of decisions, and
- supporting, managing and communicating change by identifying barriers and overcoming them.

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 Leadership and Management 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

Those working in the Leadership and Management sector cannot just rely on their technical skills, they must ensure that **all** their skills are relevant to increase their employment opportunities. They will be required to communicate appropriately with stakeholders throughout their career and the ability to use maths and English in a professional context is an essential employability skill that must be developed at all levels of study.

Development of essential maths and English skills are embedded in these qualifications in accordance with industry requirements. Examples of how these skills are developed in the BTEC Higher Nationals Curriculum are:

- written reports
- formal presentations
- informal conversations
- use of professional, sector-specific language
- interpreting and presenting financial statements.

Some aspects of Leadership and Management require maths skills, but students taking a BTEC Higher National in Leadership and Management will only require some maths skills in areas such as accounting and finance.

We recommend that all students have a grade A* to C or 9 to 4 in GCSE Maths and English, before beginning a Higher National course.

2.6 What could these qualifications lead to?

The Level 4 Higher National Certificate provides a solid foundation in leadership and management, which students can build on if they decide to continue their studies. The Level 5 Higher National Diploma allows students to progress to degree-level study, or into employment at lower/middle management roles.

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

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

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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) Leadership and Management for Business
- BA (Hons) Business Studies with Leadership and Management
- BA (Hons) Business Management
- BA Business and Human Resource Management
- BA (Hons) Global Business Management
- BSc (Hons) Digital Business Management.

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 their courses. 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, 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.

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 Pearson BTEC Higher National 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 gives an indication of the level of role that a student graduating at each educational level might expect to enter, 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 are able to perform key business functions and tasks, understand processes and operations. Work as effective skilled operatives.	Graduates are able to enhance business performance through strategic business planning to meet and fulfil business aims and objectives. They will have an understanding of managing business functions to work effectively in lower/middle management positions.	Graduates are able to formulate direction, take the lead and effectively manage change in middle management positions.
Typical employment roles in different business fields	HR Assistant, Recruitment Coordinator, HR Advisor, Marketing Executive, Marketing Communications Assistant, Accounting Clerk, Book-Keeper, Payables Officer, Supply Chain Analyst, Procurement Specialist.	Assistant Recruitment Manager, HR Consultant, Assistant Marketing Manager, Operations Manager, Departmental Manager, General Manager.	HR Manager, Culture and Talent Manager, HR Business Partner, Marketing 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 programme will support students in preparing for a range of employment opportunities that are aligned to the L5 Occupational Standard for Operations Manager. These core competencies collectively summarise the key capabilities that are important for leadership and management, covering areas of relevant expertise and technical skills that would be required to perform a job successfully across multiple business sectors, as defined in current, advertised job vacancies.

Core competencies are developed on programme in a balanced framework of cognitive (knowledge), affective (behaviours) and psychomotor (practical) learning outcomes to encourage a more vocational and practical approach to learning. These have been mapped to the knowledge, skills, and behaviours (KSBs) for the L5 Occupational Standard for Operations Manager. (https://www.instituteforapprenticeships.org/apprenticeship-standards/operations-or-departmental-manager-v1-2)

An Operations or Departmental Manager is someone who manages teams and/or projects, and achieving operational or departmental goals and objectives, as part of the delivery of the organisation's strategy. They are accountable to a more senior manager or business owner. Working in the private, public or third sector and in all sizes of organisation, specific responsibilities and job titles will vary, but the knowledge, skills and behaviours needed will be the same. Key responsibilities may include creating and delivering operational plans, managing projects, leading, and managing teams, managing change, financial and resource management, talent management, coaching and mentoring. Roles may include Operations Manager, Regional Manager, Divisional Manager, Department Manager and Specialist Managers.

The table below shows how the core competencies developed on the Pearson BTEC Higher National Diploma in Leadership and Management fit a typical job description for a Department Manager.

Department Manager Role	
Typical job description	**Skills gained on programme**
• Recruiting, interviewing and orienting new staff members • Monitoring and evaluating staff performance	• Produce a workforce action plan for recruiting and retaining talent and skills to achieve business objectives to address skills shortages in an organisation • Apply HRM practices in a work-related context for improving sustainable organisational performance

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Department Manager Role *(continued)*	
• Lead a high performing customer facing and service orientated team to achieve sales goals and KPIs • Overseeing staff training and development programs • Managing a departmental budget and forecasting budgetary requirements • Reviewing periodic reports and adjusting operations to better meet company goals • Aides in marketing and public relations for the company • Hitting targets and implementing strategies to improve sales • Set strategic long- and short-term departmental goals and evaluating outcomes • Ensure the highest levels of quality are met	• Lead in a group team activity for a given business situation to demonstrate effective team leadership skills • Review the factors to be considered when planning training and development activities in an organisation • Apply coaching and mentoring techniques to support professional development • Prepare budgets for planning, control and decision-making using spreadsheets • Apply a range of techniques and analysis frameworks used by operations managers to support decision-making and address problems • Develop a media plan to support a marketing campaign for an organisation • Produce a marketing plan for an organisation that meets marketing objectives • Develop a strategic management plan in an organisation, informed by models, theories and concepts, to achieve competitive advantage in a given market sector • Apply the concept of continuous quality improvement in an operational context

3.1.3 Professional body recognition and exemption

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

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

- The Association of Chartered Certified Accountants (ACCA)
- The Chartered Institute of Marketing (CIM)
- The Chartered Institute of Personnel and Development (CIPD).

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

Types of professional body agreements for Higher Nationals in Leadership and Management

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/btechigher-nationals/business-2021/industry-engagement.html). We continuously work to update and add new agreements, so please refer to these online pages for the most up-to-date information.

3.1.4 Apprenticeships

The BTEC Level 5 Higher National Diploma in Leadership and Management has been designed to align to the Level 5 Higher Apprenticeship and Occupational Standard (OS) for Operations Manager, as defined by the Institute for Apprenticeships and Technical Education (IfATE) (https://www.instituteforapprenticeships.org/occupational-standards)

The knowledge, skills and behaviours (KSBs) required to meet specific OSs are embedded in both the Level 4 and Level 5 units.

4 Centre support

4.1 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 with confidence. You will find a list of resources to support teaching, learning, assessment and professional development on HN Global.

4.2 This document

This specification gives you details of the administration of the qualifications and information on the units included.

4.3 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.

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4.4 Authorised Assignment Briefs

We provide a booklet of Authorised Assignment Briefs (AABs) for a sample of units. These AABs 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 ***can be modified and customised*** to meet localisation.
2. AABs ***can be used off the shelf by Centres if they meet your specific requirements***, following internal verification. They have been written to assess students' knowledge, understanding and skills specifically relevant to the unit Learning Outcomes but they have not been contextualised to meet local need and international diversity. Centres will still need to select and provide a relevant organisation.

In both cases ***the Assignment Brief should still be internally verified and made available for standards verification.***

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 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 on the subject page at https://hnglobal.highernationals.com/

4.5 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 that are relatively new to BTEC and 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

4.6 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

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 that they take the right qualification. 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 that 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 for which they are studying. Centres must provide a programme specification for approvals, but it is 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 Higher Nationals Centre Guide to Quality Assurance and Assessment* available on our website: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html.

5.1.1 Centre approval

We need to approve all Centres before they can offer our qualifications. This is to make sure that your Centre is 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 meets 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 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 one of the following:

- 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 Recognition of prior learning and attainment* 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 in recruiting students who have the skills to benefit from undertaking a Higher National programme of study, we provide 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 which was 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 Pearson BTEC 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 during teaching and assessment. For more guidance, please see *Section 5.6.2 Reasonable adjustments to assessment*.

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: https://qualifications.pearson.com/en/support.html.

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, you must transfer their registration to the new qualification.

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 with 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: https://qualifications.pearson.com/en/support.html. 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 *Section 5.6.2*). 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, which can be found on the JCQ website: https://www.jcq.org.uk/.

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 are available in the support section of our website: https://qualifications.pearson.com/en/support.html.

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' refers to acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by learners, Centre staff or Centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, Centre staff or Centres where malpractice or attempted malpractice has 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 our document *Centre guidance: Dealing with malpractice and maladministration*, available on our website.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners 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 and maladministration* 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 *Centre guidance* document gives further information and examples and details the penalties and sanctions that may be imposed.

In the interests of learners 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 Learner 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 Teacher/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.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and Quality Assurances processes. You will be notified within a reasonable period of time if this occurs.

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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 students
- placing temporary suspensions on registration of students
- 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 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 students 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 available at: 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 them 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.

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 given 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
- 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 transferable 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
- reviewing and recording thoughts on their own learning.

The total independent learning hours for Higher National Certificate (HNC) = 720 hours.

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

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.

6.2.1 Pearson BTEC Level 4 Higher National Certificate in Leadership and Management for England

- Requires at least 120 credits = 8 units, each with a value of 15 credits.
- 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 Leadership and Management for England		**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**	15	4
Core Unit *Mandatory*	**7 Operational Planning and Management**	15	4
Core Unit *Mandatory*	**8 Digital Business in Practice**	15	4

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6.2.2 Pearson BTEC Level 5 Higher National Diploma in Leadership and Management for England

- Requires 240 credits, of which 120 credits are at Level 5 (8 units) and 120 credits are at Level 4 (8 units).
- Total qualification time = 2,400 hours.
- Total guided learning hours = 960 hours.

Pearson BTEC Level 5 Higher National Diploma in Leadership and Management for England		**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**	15	4
Core Unit *Mandatory*	**7 Operational Planning and Management**	15	4
Core Unit *Mandatory*	**8 Digital Business in Practice**	15	4
Core Unit *Mandatory*	**9 Organisational Behaviour Management**	15	5
Core Unit *Mandatory*	**10 Managing and Leading Change**	15	5
Core Unit *Mandatory*	**11 Principles of Operations Management**	15	5
Core Unit *Mandatory*	**12 Business Strategy**	15	5
Core Unit *Mandatory*	**13 Business Information Technology Systems**	15	5
Core Unit *Mandatory*	**14 Developing Individuals, Teams and Organisations**	15	5

Pearson BTEC Level 5 Higher National Diploma in Leadership and Management for England		Unit credit	Level
Core Unit *Mandatory*	**15 Business Communications and Relationship Management**	15	5
Core Unit *Mandatory*	**16 Business Data Analytics and Insights**	15	5

6.3 Pearson-set units

Pearson-set units form part of the programme structure. 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*.

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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 11*. 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	Core Mandatory Unit
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 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 that 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 the 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

Web

[1] www.marketingweek.com

[2] Marketing Week

[3] News and industry articles

[4] (General reference)

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7 Assessment

Pearson BTEC Higher Nationals 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 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 *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, available on the enhanced Quality Assurance section of our website at: 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.

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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 see also *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.

7.1.5 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, how they can request an extended deadline in special circumstances.

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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 learning outcomes 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 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 see also *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.

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

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)

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

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 table above is 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 Pearson 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 it 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 via 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 enhanced Quality Assurance section of our website at: https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html. The guide 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 for assessment Quality Qssurance.

- 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 that 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 that 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 that 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.

8.8 Use of Higher Technical Qualifications (HTQ) quality mark

When delivering the BTEC Higher Nationals in Leadership and Management for England, Centres must take care to ensure that they use the HTQ quality mark with due care and attention on promotional material.

The quality mark must be only used by Centres in relation to an approved Higher Technical Qualification to demonstrate that the qualification has been:

- approved by the Institute for Apprenticeships and Technical Education (IfATE), and to advertise a specific course leading to a Higher Technical Qualification
- for careers advisory purposes, to explain and promote the Higher Technical Qualifications programme as a whole.

It should only be used to promote approved Higher Technical Qualifications and must not be used in a way that could reasonably be misinterpreted as a wider endorsement of any other qualifications or your centre overall.

For more information about who can use the quality mark, and how it should be used, please refer to the Higher Technical Qualification quality mark Guidelines at: https://www.gov.uk/guidance/higher-technical-education-reforms.

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9 Recognition of prior learning and attainment

Recognising prior learning (RPL) is a way of awarding credit if a student can demonstrate that 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 at: https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html.

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 that 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 with 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 at: https://qualifications.pearson.com/en/support.html.

Please use your integrity when recruiting students to our Pearson BTEC 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 given in *Guidance for reasonable adjustments and special consideration in vocational internally assessed units*. Please see the support section of our website for both documents: https://qualifications.pearson.com/en/support.html.

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.

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.

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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.

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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>

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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)

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 people 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 people.

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 and 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 these are setting up their own business or employment in an organisation.

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Learning Outcomes

By the end of this unit students 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, including 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 and 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 process 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) rate.

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 objective 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 (company, collaborators, customers, competitors and climate) analysis

Competitive analysis using analytical tools e.g. Boston Consulting Group Matrix

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, including monitoring customer feedback, measuring market sales, monitoring expenditure to maintain budget and maximise profitability, setting market share milestones.

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

Setting key performance indicators (KPIs) to evaluate how effective a marketing plan has been

Measurements of success e.g. return on marketing investment (ROMI), customer lifetime value (CLV), net promoter score (NPS)

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Evaluating and monitoring performance of marketing plans using appropriate control and evaluation techniques such as sales analysis, market-share analysis, efficiency ratios and cost–profitability analysis to meet KPIs.

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

Marketing campaigns:

The purpose of marketing campaigns

Different types of marketing campaign

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 monitoring and 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>
</table>

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<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></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 Create an integrated multimedia plan, selecting appropriate digital, offline and social media channels for communication.</td></tr>
</table>

Recommended Resources

Textbooks

Atherton, J. (2019) *Social Media Strategy: A Practical Guide to Social Media Marketing and Customer Engagement*. London: Kogan Page.

Jobber, D. and Ellis-Chadwick, F. (2023) *Principles and Practice of Marketing*. 10th Ed. Maidenhead: McGraw Hill Education.

Kingsnorth, S. (2022) *Digital Marketing Strategy: An Integrated Approach to Online Marketing*. 3rd Ed. London: Kogan Page

Kotler, P. and Armstrong, G. (2020) *Principles of Marketing*. 18th Ed. London: Pearson.

McDonald, M. and Wilson, H. (2016) *Marketing Plans: How to Prepare Them, How to Profit from Them*. 8th Ed. Chichester: John Wiley 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 (General reference)
www.marketingweek.com	Marketing Week (General reference)

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.

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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>
<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">D2 Evaluate key factors affecting HRM decision-making to make valid recommendations.</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>
</table>

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Pass	Merit	Distinction
LO4 Apply HRM practices in a work-related context for improving sustainable organisational performance		
P5 Apply HRM practices in a work-related context, using specific examples to demonstrate improvement to sustainable organisational performance.	**M5** Illustrate how the application of specific HRM practices in a work-related context can improve sustainable organisational performance.	**D3** Determine strengths and weaknesses of HRM practices to make recommendations for improving sustainable organisational performance.

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)

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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 students 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.

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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 competencies of management e.g. team dynamics, planning, decision-making, strategic mindset, problem-solving, effective communication (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:

The pros and cons of 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 vs 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, Likert's systems 1–4 and McGregor's Theory X and 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; and person (Handy)
- tough-guy macho; work-hard, play-hard; bet-the-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. of social digital connectivity and global dynamic complexity on organisational structure, location, infrastructure, internal rules and procedures

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The impact of digital technologies on leadership and management attitudes and behaviours e.g. on 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 those of Maslow, Herzberg and McClelland, and their application to different work situations

Process theories, including expectancy theory (Vroom), equity theory (Adams) and goal theory (Locke), and their 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, 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. determination, 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 vs 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 measures, including 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 and competitiveness of the organisation, on the reward methods available

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

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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 different leadership and management styles and their application 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 appropriate leadership and management approaches for managing performance and continuous improvement to a range of business situations.	**M5** Assess how leadership and management approaches for managing performance support continuous improvement.	**D3** Make recommendations to improve performance management that will ensure continuous improvement.

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Recommended Resources

Textbooks

Adair, J. (2022) *Develop Your Leadership Skills: Fast, Effective Ways to Become a Leader People Want to Follow*. 5th Ed. London: Kogan Page.

Kelly, P. and Cole, G. (2020) *Management: Theory and Practice*. 9th Ed. Andover, Hants: Cengage Learning EMEA.

Mullins, L.J. (2023 *Organisational Behaviour in the Workplace.* 13th Ed. Harlow: Pearson.

Orti, P and Middlemiss, M. (2019). *Thinking Remote: Inspiration for Leaders of Distributed Teams.* London: Virtual Not Distant.

Varney, S. (2021) *Leadership in Complexity and Change: For a World in Constant Motion*. Berlin: De Gruyter.

Websites

www.businesstrainingworks.com	Business Training Works "Resources" (General reference)
www.managementstudyguide.com	Library – Management Study Guide "Management functions" (General reference)
www.managementtoday.co.uk	Management Today (General reference)
www.mindtools.com	Mind Tools "Explore – Leadership and management" (General reference)
www.ted.com	TED (Videos on business and technology)

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.

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Learning Outcomes

By the end of this unit students 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 global business services e.g. purchase-to-pay (P2P) professionals and record-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 competencies 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, including 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 new information technologies to support accounting and decision-making

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

The benefits (streamlined 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) Foundation accounting and sustainability disclosure standards, 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 e.g. budgets as devices for planning, coordinating, motivation and control

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.

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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 in complex operating environments.</td></tr>
<tr><td>P1 Examine the purpose of the accounting function in an organisation.
P2 Assess the accounting function in 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="5">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>

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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. (2022) *Accounting and Finance for Non-Specialists.* 12th Ed. Harlow: Pearson.

Bamber, M. and Parry, S. (2020) *Accounting and Finance for Managers: A Business Decision Making Approach*. 3rd Ed. London: Kogan Page.

Drury, C. and Tayles, M. (2020) *Management and Cost Accounting*. 11th Ed. Andover, Hants: Cengage Learning EMEA.

Weetman, P. (2019) *Financial and Management Accounting: An Introduction*. 8th Ed. Harlow: Pearson.

Websites

www.accountingcoach.com	AccountingCoach.com "Course outline" (Training)
www.accaglobal.com	Association of Chartered Certified Accountants (General reference)
www.cimaglobal.com	Chartered Institute of Management Accountants (General reference)
corporatefinanceinstitute.com/	Corporate Finance Institute "Resources" (General reference)

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 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 topic within the theme will enable students to explore and examine a relevant and 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 students 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.

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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. conception, 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 and 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

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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 method (e.g. written, verbal) and medium e.g. different report formats, online, presentation

Multimedia presentation tools e.g. PowerPoint, Prezi, Google Slides, Microsoft Sway, Adobe Spark

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

Communication 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, influencing 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.

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Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the key stages of the project lifecycle that should be considered when project managing		
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).	**M1** Evaluate the stages of the PLC and the factors, (deliverables, quality, risk, communication and resources) to be considered in a PMP.	**D1** Critically evaluate the project management process.
LO2 Produce a project management plan (PMP) for a business project using primary and secondary research methods		
P3 Examine a range of research methods and strategies and their importance for gathering information and data collection. **P4** Produce a PMP that covers aims, objectives, deliverables, quality, risk, communication resources and research approach. **P5** Produce a work breakdown structure and a schedule to provide time frames and stages for completion.	**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.	**D2** Justify the choices made in the design of the PMP for completing the aims and objectives of the project.

<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 in 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>

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Recommended Resources

Textbooks

Flick, U. (2020) *Introducing Research Methodology: Thinking Your Way Through Your Research Project*. 3rd Ed. London: Sage Publications.

Gray, D. (2021) *Doing Research in the Real World.* 5th Ed. London: Sage Publications.

Maylor, H. and Turner, N. (2022) *Project Management*. 5th Ed. Harlow: Pearson.

Pinto, J. (2019) *Project Management: Achieving Competitive Advantage*, Global Edition. 5th Ed. Harlow: Pearson.

Saunders, M., Lewis, P. and Thornhill, A. (2023) *Research Methods for Business Students.* 9th Ed. Harlow: Pearson.

Websites

www.apm.org.uk	Association for Project Management "Resources" (General reference)
asana.com	Asana (Tools)
www.projectmanagement.com	Project Management Institute (General reference)
www.projectsmart.co.uk	ProjectSmart (General reference)
trello.com	Trello (Tools)

Unit 7: 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.

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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.

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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.

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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 in a range of organisations.
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>

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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)

Unit 8: Digital Business in Practice

Unit code	**R/618/5054**
Unit type	**Core**
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 to 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' competence. 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 and 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.

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Learning Outcomes

By the end of this unit students 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 and Skype for instant messaging and video conferencing

Use of artificial intelligence (AI) software, e.g. ChatBot

Customer service relationship management using social media e.g. Meta, Twitter, LinkedIn, Instagram, 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:

The social networks of individuals and developments in internet technology

Distributed ledger technology (DLT), the impact of blockchain and cryptocurrency on business transactions

Artificial intelligence (AI).

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LO2 **Investigate the effectiveness of the use of digital technologies to achieve business objectives**

The main functions of digital technologies:

Different ways in which digital technology has transformed how people communicate, learn and work:

- 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 and information management
- performance measurement and planning
- business networking and interaction with customers
- effective internal communication and collaboration
- storage and archiving of data and information
- project management, budgeting, forecasting and target setting

The use of statistical methods for business

An introduction to financial statements, including balance sheets, income statements and cash flows, to consider the impact of digital business in an organisation.

Business-to-consumer (B2C) digital interaction:

The benefits of social media e.g. increased brand awareness, increased web traffic, targeted sales, 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.

Business-to-business (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 multichannel penetration.

Risks and issues of the use of digital technologies to support business aims and services:

Managing negative comments on social media and damage to reputation

Increased use of business and personal resources to manage and control social media campaigns

Customer complaints and feedback visible and open for scrutiny by the public

Negative impact on health and mental wellbeing

Meeting regulatory requirements for data protection e.g. UK General Data Protection Regulation (GDPR) compliant

The impact of increased vulnerability to cybercriminals and measures to be taken for cybersecurity.

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, Hybrid

Different app design for web app, mobile and tablet

Design factors for the UI and UX

Design aspects, including storyboarding, user stories, colours and 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, 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="4">LO1 and LO2
D1 Critically evaluate a range of digital business approaches in 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 key performance indicators (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>
</table>

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<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></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">LO3 and LO4
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 to support the implementation of digital technologies in 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 it supports different digital strategies in organisations.</td></tr>
</table>

Recommended Resources

Textbooks

Bocij, P., Greasley, A. and Hickie, S. (2018) *Business Information Systems – Technology, Development and Management for the Modern Business*. 6th Ed. Harlow: Pearson.

Brown, A.W. (2019) *Delivering Digital Transformation: A Manager's Guide to the Digital Revolution*. Berlin: De Gruyter.

Chaffey, D., Hemphill, T. and Edmondson-Bird, D. (2019) *Digital Business and E-Commerce Management.* 7th Ed. Harlow: Pearson.

Donald, M. (2019) *Leading and Managing Change in the Age of Disruption and Artificial Intelligence*. Bingley: Emerald Publishing.

Laudon, K. and Laudon, J. (2021) *Management Information Systems: Managing the Digital Firm.* 17th Ed. Harlow: Pearson.

Unit 9: 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.

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.

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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.

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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 teams

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>

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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)

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Unit 10: Managing and Leading Change (Pearson-set)

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.

This is a Pearson-set unit. It will enable students to explore and examine a relevant and topical aspect of business that is driving change in the context of the business environment and apply this to the principles of change management.

***Please refer to the accompanying *Pearson-set Assignment Guide and Theme 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 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)

Unit 11: 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.

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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.

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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

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td colspan="2">LO1 Analyse the effectiveness of operations management in contributing to organisational objectives across a wide range of organisations and sectors</td><td rowspan="2">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.</td></tr>
<tr><td>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.</td><td>M1 Critically analyse the relationship between effective operations management and the achievement of tactical and strategic business objectives.</td></tr>
<tr><td colspan="2">LO2 Apply a range of techniques and analysis frameworks used by operations managers to support decision-making and address problems</td><td rowspan="2">D2 Critically evaluate, giving evidence-based recommendations, different techniques and frameworks used by operations managers to solve complex problems and drive organisational performance.</td></tr>
<tr><td>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.</td><td>M2 Evaluate different techniques and analysis frameworks used by operations managers to solve problems and achieve high operational performance.</td></tr>
<tr><td colspan="2">LO3 Apply the concept of continuous quality improvement in an operational context</td><td rowspan="2">D3 Produce a continuous quality improvement plan, underpinned by theoretical concepts, that justifies approaches and solutions, with reference to costs, benefits and sustainable performance.</td></tr>
<tr><td>P5 Evaluate a range of approaches to continuous quality improvement.
P6 Prepare a continuous improvement plan based on operational activities in an organisation.</td><td>M3 Critique a range of total quality management approaches and techniques within the continuous improvement plan to achieve organisational objectives.</td></tr>
</table>

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<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)

Unit 12: Business Strategy

Unit code	**H/618/5124**
Unit type	**Core**
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 competencies 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 approach 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 students will be able to:

LO1 Analyse the impact and influence that the macroenvironment 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.

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Essential Content

LO1 **Analyse the impact and influence that the macroenvironment has on an organisation and its business strategies**

The strategic context:

Missions, visions and objectives

The definition and meaning of strategy

Business strategy vs corporate 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 macroenvironment:

The different types of frameworks and analysis of the macroenvironment, including:

- stakeholder analysis and stakeholder matrix, stakeholder mapping
- environmental analysis using PESTLE (political, economic, sociological, technological, legal, environmental) 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 (strengths, weaknesses, opportunities, threats) analysis and 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 edge

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 7-S model as a management tool

Analysis of strategic capabilities using the VRIO (valuable, rare, inimitable, organised)/VRIN (valuable, rare, inimitable, non-substitutable) 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 model canvas to visualise, assess and 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 approach 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 macroenvironment has on an organisation and its business strategies</td><td rowspan="8">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 macroenvironment on a given organisation and its strategies.</td><td>M1 Critically analyse the macroenvironment 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

Dess, G., McNamara, G., Eisner, A. and Lee, S-H. (2020) *Strategic Management: Creating Competitive Advantages.* 10th Ed. Maidenhead: McGraw Hill Education.

Johnson, G., Whittington, R., Angwin, D. and Regnér, P. (2023) *Exploring Strategy.* 14th Ed. Harlow: Pearson.

Lynch, R. (2021) *Strategic Management.* 9th Ed. London: Sage Publications.

Rothaermel, F. (2021) *Strategic Management.* 5th Ed. Maidenhead: McGraw Hill Education.

Websites

www.businessballs.com	Businessballs "Management – Operational management – Strategy and innovation" (General reference)
corporatefinanceinstitute.com	Corporate Finance Institute "Resources" (General reference)
www.strategy-business.com	strategy+business "Topics – Strategy" (General reference)

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Unit 13: Business Information Technology Systems

Unit code	**A/618/4934**
Unit type	**Core**
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 develop and increase, 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 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 students 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 system solutions to given organisational scenarios.

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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 need for information at different levels in 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:

- 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 in an organisational context**

Types of IT system:

Use of different types of IT system and their role in relation to meeting business objectives and improving operational efficiency:

- end of point sales (EOPS) for transaction processing
- systems for customer relationship management (CRM) e.g. Salesforce
- database management systems, use of data dashboards, data warehouses and data discovery tools for business intelligence e.g. datapine, Clear Analytics, 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, analytics

Corporate database management systems, data management and characteristics of data in 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.

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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. innovative 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, 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 system solutions to given organisational scenarios**

IT systems support for problem-solving:

Problem-solving using decision-making models, e.g. decision support systems, group decision, artificial intelligence and IT systems application

Problem-solving and decision-making techniques, including root cause analysis, affinity diagrams, Pareto analysis, cost–benefit 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 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.

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Pass	Merit	Distinction
LO4 Recommend practical IT system 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 system 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., Greasley, A. and Hickie, S. (2018) *Business Information Systems: Technology, Development and Management for the Modern Business*. 6th Ed. Harlow: Pearson.

Galliers, R.D., Leidner, D.E. and Simeonova, B. (2020) *Strategic Information Management: Theory and Practice.* 5th Ed. Abingdon: Routledge.

Laudon, K. and Laudon, J. (2021) *Management Information Systems*: *Managing the Digital Firm*. 17th Ed. Harlow: Pearson.

Turban, E., Pollard, C. and Wood, G. (2021) *Information Technology for Management: Driving Digital Transformation to Increase Local and Global Performance, Growth and Sustainability*. 12th Ed. Chichester: John Wiley and Sons.

Websites

www.computerweekly.com	Computer Weekly (Articles)
www.computer.org	Institute of Electrical and Electronics Engineers (IEEE) Computer Society "Education and career – Research – Tech News Blog" (General reference)

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Unit 14: Developing Individuals, Teams and Organisations

Unit code	**T/618/5127**
Unit type	**Core**
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 (CPD), 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 students 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.

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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 for 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. a 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 model, SMART (specific, measurable, achievable, realistic, timely) 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, continuing professional development (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 Schön.

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 and 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.

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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 Review the factors to be considered when implementing training and development and how they enable an organisation 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 development 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. (2021) *Skills for Success: Personal Development and Employability*. 4th Ed. London: Bloomsbury Publishing.

Cheung-Judge, M.Y. and Holbeche, L. (2021) *Organization Development: A Practitioner's Guide for OD and HR*. 3rd Ed. London: Kogan Page.

Michelsen, W.K. (2022) *The Essential Guide for Effective Team Management: The Rules and Tools for Achieving High Performance Teams.* Lucca Publications NZ Ltd, Kindle edition.

Taylor, S. and Woodham, C. (2022) *Studying Human Resource Management.* 3rd Ed. CIPD.

Websites

www.businessballs.com	Businessballs "Management – Managing People – Performance and talent management" (General reference)
www.shrm.org	Society for Human Resource Management *HR Magazine* (General reference)
www.thebalancecareers.com	The Balance "Career Planning" (General reference)

Unit 15: Business Communications and Relationship Management

Unit code	**F/650/2925**
Unit type	**Core**
Unit level	**5**
Credit value	**15**

Introduction

Effective communication and stakeholder relationships are essential for success in students' management/leadership roles. They will be expected to establish good relationships with their organisation's internal and external stakeholders, develop interpersonal skills and apply appropriate communication techniques to a variety of situations.

In this unit, students will look at concepts of communication in organisations and how to select communication techniques that are fit for purpose. They will investigate the contribution of interpersonal skills to successful relationship management and consider ways to build positive relationships with partners, stakeholders and suppliers. They will develop knowledge of approaches to negotiation, influencing and networking in a management/leadership context. 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.

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Learning Outcomes

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

LO1 Employ a range of interpersonal skills and different approaches to partner, stakeholder and supplier relationship management

LO2 Work collaboratively to enable delivery through others and share good practice in a business context

LO3 Apply coaching and mentoring techniques to support learning and development of others

LO4 Deliver a pitch and negotiation to achieve a sustainable competitive advantage.

Essential Content

LO1 **Employ a range of interpersonal skills and different approaches to partner, stakeholder and supplier relationship management**

Relationship management:

The concept of relationship management and its value

Identification, analysis and management of relationships with internal and external stakeholders

Creating good working relationships by managing conflict, motivating team, increasing productivity, solving problems, networking effectively, asking the right questions, being clear and concise, identifying common ground and establishing trust and rapport.

Application of interpersonal skills in relationship management:

Developing interpersonal relationships with subordinates, colleagues, partners, customers and suppliers

Chairing meetings in line with organisational requirements to communicate vision and goals

Importance of developing emotional intelligence to;

- build high-quality connections with stakeholder; listening, understanding, challenging and managing their expectations
- strengthening relationships with feedback, expressing gratitude and appreciation.

Approaches to relationship management:

Engagement with stakeholders e.g. being authentic, establishing shared goals and values, developing mutual respect

Encouraging involvement e.g. excellent communication, openness, honesty, transparency

Influencing stakeholders e.g. the ability of a leader to affect, shape or transform opinions (convincing) and behaviours and actions (persuading)

Critical leadership competence: outcomes of influencing, commitment, compliance, resistance

Communicating organisational vision and goals to different stakeholders.

LO2 **Work collaboratively to enable delivery through others and share good practice in a business context**

Collaborative working techniques:

Different types of collaboration e.g. open, closed, virtual

Creating a trusting environment

Setting clear objectives and actions

Achieving buy-in, the personal benefits of collaboration

Seeking views of others

Seeking specialist advice and support to enable delivery against plans, in accordance with organisational policy.

Networking:

Establishing a mutually beneficial relationship e.g. informing others of benefits

Creating new customers, new contacts and referrals

Visibility, staying current

Collaborating and problem-solving

Sharing knowledge and experience with stakeholders.

LO3 **Apply coaching and mentoring techniques to support learning and development of others**

Coaching:

Coaching in an organisational context e.g. when used as a training and development activity and motivational tool

The benefits of using coaching to improve performance at work e.g. enhancement of morale, motivation and productivity

Features of different coaching models and how they are used to structure coaching e.g. directive, non-directive

Coaching skills e.g. empathy and ability to understand others, effective feedback skills to coach team members to reach new goals, compassion as a relationship-building skill, effective goal-setting, positive thinking.

Mentoring:

Mentoring as a training and development activity

Models of mentoring, including:

- Alred et al – three-stage model
- Kram's four stages of the mentoring relationship
- developmental vs sponsorship mentoring
- work shadowing
- job or work rotation
- secondment

Stages in mentoring e.g. exploration, contracting, new understanding, action planning

Factors affecting the choice of mentoring approach e.g. personal need/purpose of the mentee, experience of those involved, the availability of resources, proximity, access to technology, information security and record-keeping, ethical considerations

Advantages and disadvantages of mentoring approaches used to improve performance in the workplace.

LO4 **Deliver a pitch and negotiation to achieve a sustainable competitive advantage**

Stages of the negotiation process:

Preparation and planning

Discussion and defining ground rules

Clarification of goals

Negotiate and bargain towards a win–win outcome

The five stages of conflict resolution

Dealing with rejection and asking for referrals

Tactics for avoiding misunderstanding

Influencing skills e.g. listening closely, acknowledging others' viewpoints, establishing rapport

Agreement

Implementation of a course of action.

Pitching and negotiation 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 with and persuading internal and external stakeholders

Strong negotiation and sales skills e.g. active listening, persuasion, strategising, compromising, cooperating

Presentation, behaviour and conduct of presenter e.g. attire, attitude, professional conduct, suitability for audience, preparation, organisation.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Employ a range of interpersonal skills and different approaches to partner, stakeholder and supplier relationship management		
P1 Apply a range of interpersonal skills and different approaches taken to relationship management in a chosen organisation. **P2** Examine how shared goals and values and mutual respect help develop effective partner relationships.	**M1** Evaluate the value of effective interpersonal skills in creating strong internal and external stakeholder relationship management in a chosen organisation.	**D1** Make recommendations for improving relationship management based on critical reflection.
LO2 Work collaboratively to enable delivery through others and share good practice in a business context		
P3 Collaborate in a group project to identify and share good practice and work collaboratively with others in line with organisational requirements. **P4** Demonstrate positive effective interpersonal skills and behaviours to build trust. **P5** Seek specialist advice and support to enable delivery against organisational requirements.	**M2** Apply effective collaborative techniques to successfully meet the organisational requirements.	**D2** Adapt interpersonal skills and behaviours to improve and and enhance collaboration.

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Pass	Merit	Distinction
LO3 Apply coaching and mentoring techniques to support learning and development of others		
P6 Apply the use of appropriate recognised coaching and mentoring techniques to support development of a team or individual. **P7** Demonstrate appropriate communication and interpersonal skills to build rapport with an individual being coached and mentored.	**M3** Justify the selection of coaching and mentoring models that align with identified development needs.	**D3** Critically review the effectiveness of own coaching and mentoring practice in supporting the development of others.
LO4 Deliver a pitch and negotiation to achieve a sustainable competitive advantage		
P8 Present an appropriate pitch and negotiation, applying effective negotiation and influencing skills that achieve a sustainable competitive advantage.	**M4** Deliver a structured pitch that focuses on sustainable competitive advantage and maximises the opportunities for success.	**D4** Pitch a dynamic and creative strategy that is both concise and persuasive, to achieve a sustainable competitive advantage.

Recommended Resources

Textbooks

Castle, T. (2018) *The Art of Negotiation: How to Get What You Want, Every Time*. Croydon: I_AM Self Publishing.

Connor, M. and Pokora, J. (2017) *Coaching and Mentoring at Work: Developing Effective Practice*. 3rd Ed. Oxford: Open University Press.

Coughter, P. (2012) *The Art of the Pitch: Persuasion and Presenting Skills that Win Business*. New York: Palgrave Macmillan.

O'Brien, J. (2022) *Supplier Relationship Management: Unlocking the Value in Your Supply Base*. 3rd Ed. London: Kogan Page.

Rycraft, S. (2020) *Negotiation Hacks: Expert Tactics To Get What You Want*. Independently published.

Shultz, M., Shaby, D. and Springer, A. (2020) *Virtual Selling: How to Build Relationships, Differentiate, and Win Sales Remotely*. Boston, Ma: 35 Group Press.

Starr, J. (2021) T*he Coaching Manual: The Definitive Guide to the Process, Principles, and Skills of Personal Coaching*. 5th Ed. Harlow: Pearson.

Voss, C. and Raz, T. (2017) *Never Split the Difference: Negotiating As If Your Life Depended On It*. New York: Random House Business.

Websites

hbr.org	Harvard Business Review (Article)
www.mindtools.com	Mind Tools "Explore – Personal development – Negotiation, persuasion and influence" (General reference)
www.skillsyouneed.com	Skills You Need "Interpersonal Skills" (General reference)

Unit 16: Business Data Analytics and Insights

Unit code	**M/618/5126**
Unit type	**Core**
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 competence 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 macroenvironment. Students will learn how key decision-makers, at various levels, are able to improve strategic outcomes by using 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 students will be able to:

LO1 Analyse the contribution of effective data analytics and insight to 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.

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Essential Content

LO1 **Analyse the contribution of effective data analytics and insight to 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, application of 'data visualisation' tools to create graphics that convey information contained in data

Terminology in data management e.g. data mining, raw data, file formats, repositories, data modelling, data visualisation, metadata, 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, providing 'permissions' to access data files.

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 to 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, 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.

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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 (IT), security techniques, information security management systems requirements (ISO/IEC 27001:2022)

Compliance and associated regulations, including worldwide data protection and privacy legislation e.g. UK 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 competencies, SWOT (strengths, weaknesses, opportunities and threats)

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, realistic and timely) implementation plans.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Analyse the contribution of effective data analytics and insight to business decision-making processes		
P1 Explain key concepts and processes that underpin data analytics for decision-making in an organisational context. **P2** Analyse benefits and limitations of data management for organisational insights and decision-making.	**M1** Critically analyse the use of data analytics in the decision-making process in an organisational context for effective decision-making.	**D1** Justify recommendations for improving data analytics 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 these 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 practices in 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.

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Recommended Resources

Textbooks

Barends, E. and Rousseau, D.M. (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*. 6th Ed. Harlow: Pearson.

Geisler, E. (2022) *Beyond Business Analytics: The Foundations of Behavioral Perspective Theory*. London: Palgrave Macmillan.

Marr, B. (2021) *Data Strategy: How to Profit from a World of Big Data, Analytics and Artificial Intelligence*. 2nd Ed. London: Kogan Page.

O'Keefe, K. and O'Brien, D. (2023) *Ethical Data and Information Management: Concepts, Tools and Methods*. London: Kogan Page.

Websites

www.tableau.com	Tableau (General reference)
www.techtarget.com	TechTarget (Articles)
ukdataservice.ac.uk	UK Data Service "Learning hub" (Resources)

12 Appendices

Appendix 1: Mapping of HND in Leadership and Management 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		Leadership and Management 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 business environment.
	KU2	Understanding and insight into different organisations, their values and ethics, purposes, structures and operations, and their influence upon the external environment.
	KU3	A critical understanding of the evolving concepts, theories and models within the study of Leadership and Management across a range of practical and hypothetical scenarios.
	KU4	An ability to evaluate and analyse a range of concepts, theories and models to make appropriate decisions.
	KU5	An appreciation of the concepts and principles of CPD, staff development, leadership and reflective practice as methods and strategies for personal and people development.
	KU6	Knowledge and understanding of vital concepts, principles and theories relating to leadership and management to support, manage and communicate change by identifying barriers and overcoming them.

FHEQ Level 5 descriptor		Leadership and Management HND Programme Outcome
	KU7	A critical understanding of management systems, processes, procedures and practices for effective management of products, services and people, including continuous improvement and contingency planning.
	KU8	Understanding of operational management approaches and models, including creating plans to deliver objectives and setting key performance indicators (KPIs).
	KU9	Knowledge and understanding of different leadership styles, how to lead multiple and remote teams and manage leaders, by applying high performance, and talent management techniques.
	KU10	Understanding of approaches to partner, stakeholder and supplier relationship management for managing people and developing relationships.
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	AS1	Able to develop, build and motivate teams by identifying strengths and enabling development within the workplace.
	AS2	Apply innovative solutions to develop and create new systems, processes or services that respond to the changing nature of organisations.
	AS3	Integrate theory and practice through the investigation and examination of practices in the workplace.
	AS4	Ability to support high performance working and the management of change within the organisation.

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FHEQ Level 5 descriptor		Leadership and Management HND Programme Outcome
	AS5	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.
	AS6	Apply accounting principles to monitor budgets, consider financial implications of decisions and adjust approach and recommendations accordingly.
	CS1	Support, manage and communicate change by identifying barriers and overcoming them.
	AS7	Employ a range of analytical and business planning techniques in the creation and delivery of operational plans.
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	CS2	Critique a range of systems and operations and their application to maximise and successfully meet strategic objectives.
	KU11	An understanding of the appropriate decision-making techniques and methodologies used to resolve real-life problems in the workplace.
	AS8	Ability to use relevant project management tools to plan, organise and manage resources to deliver required outcomes. Monitor progress, and identify risk and their mitigation.
	TS1	Develop a skill set to enable the evaluation of appropriate actions taken for solving problems in a specific organisational 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.
	TS3	Undertake independent learning to expand on own skills and delivered content.

Typically, holders of the qualification will be able to:

FHEQ Level 5 descriptor		Leadership and Management 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	TS4	Competently use digital literacy to access a broad range of research sources, data and information.
	CS3	Interpret, analyse and evaluate a range of data, sources and information to inform evidence-based decision-making.
	CS4	Synthesise knowledge and critically evaluate strategies and plans to understand the relationship between theory and real-world 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	TS5	Communicate confidently and effectively, both orally and in writing, both internally and externally with organisations and other stakeholders.
	TS6	Communicate ideas and arguments in an innovative manner using a range of digital media.
	AS9	Locate, receive and respond to a variety of information sources (e.g. textual, numerical, graphical and computer-based) in defined contexts.
	TS7	Communicate effectively, verbally and in writing and articulate well-defined issues, for a variety of purposes, taking into account the audience viewpoint.
	TS8	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	TS9	Identify personal and professional goals for continuing professional development in order to enhance competence to practise within a chosen field of leadership and management.
	TS10	Take advantage of continuing professional development through higher education, higher apprenticeships and Professional Body Qualifications.

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Holders will also have:

FHEQ Level 5 descriptor		Leadership and Management HND Programme Outcomes
The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making	TS11	Develop a range of skills to ensure effective team working, independent initiatives, organisational competence and problem-solving strategies.
	TS12	Show an ability to work as a member of a development team, recognising the different roles within a team and the different ways of organising teams
	TS13	Reflect adaptability and flexibility in approach to work; showing resilience under pressure and meeting challenging targets within given deadlines.
	TS14	Use quantitative skills to manipulate data, evaluate and verify existing theory.
	TS15	Show awareness of current developments within the Leadership and Management industry and their impact on employability and CPD.
	TS16	Manage small- to medium- scale projects using appropriate planning and time management techniques.
	CS5	Evaluate the changing needs of the business environment and have confidence to self-evaluate and undertake additional CPD as necessary.
	TS17	Display emotional intelligence and sensitivity to diversity in relation to people and cultures.

Appendix 2: HNC/HND Leadership and Management Programme Outcomes for Students

	Knowledge and Understanding										
Unit	1	2	3	4	5	6	7	8	9	10	11
1	x	x	x	x				x		x	x
2	x			x			x	x			x
3	x		x	x	x	x	x	x	x		x
4	x	x	x	x	x	x			x		
5	x		x	x							
6			x	x							x
7	x		x	x			x	x		x	x
8	x			x				x		x	x
9		x	x	x	x	x			x		
10	x		x	x		x	x		x		
11	x		x	x			x	x		x	x
12	x			x				x			x
13	x		x	x							x
14	x		x	x	x	x			x		
15				x	x	x				x	
16	x			x							x

	Cognitive skills				
Unit	1	2	3	4	5
1			x	x	
2		x	x	x	
3		x	x	x	
4	x			x	
5			x	x	
6			x	x	
7		x	x	x	
8		x	x	x	
9					
10	x		x		
11		x	x	x	
12		x	x	x	
13		x	x	x	
14					x
15	x				x
16		x	x	x	

	Applied skills								
Unit	1	2	3	4	5	6	7	8	9
1			x				x		x
2		x	x				x		x
3	x	x	x	x			x		x
4	x	x	x	x					x
5			x			x			x
6			x		x	x	x	x	x
7			x		x		x		x
8			x		x		x		x
9	x		x						x
10	x	x	x	x					x
11			x		x		x		x
12		x	x		x		x		x
13		x	x		x		x	x	x
14			x	x					x
15	x		x						x
16		x	x		x			x	x

	Transferable skills															
Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1			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
4		x	x	x		x	x	x		x	x	x	x	x	x		x
5			x	x	x	x	x			x			x	x			
6	x	x	x	x	x	x	x			x	x		x	x		x	x
7	x		x	x	x	x	x			x			x	x			
8			x	x	x	x	x			x			x	x			
9		x	x	x		x	x	x	x	x	x	x	x	x	x		x
10		x	x	x	x	x	x	x		x	x		x	x	x		x
11	x		x	x	x	x	x			x			x	x		x	
12	x		x	x		x	x			x	x		x	x			
13			x	x	x	x	x			x	x		x	x			
14		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
16			x	x		x	x			x			x	x			

Appendix 3: Transferable skills mapping

Level 5 Higher National Diploma in Leadership and Management: 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
1		x	x	x	x			x	x	x				
2	x	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	x	x	x
5	x		x	x	x	x		x	x	x				
6	x	x		x	x	x	x	x	x	x	x		x	
7	x	x	x	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	x	x	x
10	x	x	x	x	x			x	x	x	x	x	x	x
11	x	x	x	x	x			x	x	x				
12	x	x	x	x	x	x	x	x	x	x				
13	x	x	x	x	x			x	x	x				
14	x		x	x	x		x	x	x	x	x	x	x	x
15			x	x	x		x	x	x	x	x	x	x	x
16	x	x	x	x	x	x	x	x	x	x				

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